Healthy Family = Happy Family

In the wintertime, exercise is often forfeited in favour of cozy nights inside. A lack of motivation—often due to long winter days lacking sunlight—has further led to a decrease in healthy choices. In turn, immune systems and mental health can be negatively impacted.

The ECC is committed to providing positive health opportunities to boost our community’s health. Some examples are:

♦ Nutritious meals and snacks for students—look out for family days!
♦ 2 Swimming Socials (for this month)
♦ Outside time (weather permitting) and Large Motor
♦ Routines: washing hands, cleaning up, etc.

Let’s be fit in February and create routines to put forward through the rest of 2019!
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<td>Grandparents Day Join your grandchild for Breakfast 8:30</td>
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February 5th, 2019

Dear Red Cliff Early Childhood Center Families and Community,

It is with a heavy heart that I inform you all I will no longer be the Director of the Head Start and Early Head Start program. I have excitedly accepted the Tribal Planner position and will be working in this capacity at the Tribal Administration building.

It has been my absolute honor and privilege to have been a part of so many children and families’ lives since 2008 at the ECC. The families of this community are truly amazing, and our babies are so blessed to come from such loving and caring homes. I have memories that will stay with me forever.

I hope my new position brings wonderful opportunities to provide additional services for children, families and community members. I look forward to the years ahead serving you all! If you would like to reach me, I am available by email: nicole.boyd@redcliff-nsn.gov or 779-3700 ext 4242.

Miigwech and giigawaabamin,
Nicole Boyd
We all have grown and learned so much already, this month we will be working on more sensory and experimenting with whip cream, snow, edible paint and so much more. :) Please bring extra clothes so we can keep learning and experiencing new things.

As a reminder we will have Friday, February 15th off.

Thank you for bringing your children every day. :)

Ms. Kelsey & Ms. Lulu
Amik Newsletter

February 2019
Namebini Gizis
(Sucker Moon)

We have been learning about winter and birds in the classroom. We go outside every day weather permitting. We made pine cone bird feeders and hung them up outside. We have had some chickadees and crows come visit us. The students enjoy watching the birds eat the seeds from the cones. We will start exploring music this month. If a family member has a musical talent and would like to share that with the students that would be awesome.

Miss Maggie & Miss Gina

Ojibwemowin
Winter – Biboon
Music - Gidochige
Bird – Beneshii
Love - Zaagi

February Reminders
2/1/19 No school for all ECC Children
2/6/ & 2/13/19 Dental Screenings at ECC 9am-11am
2/7/19 Dad’s Breakfast at 8:30am
2/13/19 Story Telling Night @ Legendary Waters Resort and Casino 5pm-7pm
2/14/19 Winter Gathering 9am-11am
2/15/19 No School for all ECC Children
2/21/19 Mom’s Breakfast at 8:30am
Boozhoo Families!

Welcome to the month of February, we have some fun and exciting things planned for the month. We will be working on sharing with friends, being kind to others, along with a music making study.

We are also incorporating self-help skills, and fine & gross motor skills.

**Ojibwe Words:**

- **February**— Namebini Giizis
- **Love**— Zaagitoon
- **Sharing**— Maada’oozh
- **Snowflake**— Mamaangipon

**Mino Dibishkaa**

**Violet 2/25**

Miigwech,

Miss Tiff, Miss Judy, and Miss Tara.

715-779-5030 x 2544
This month we will be working on Valentine’s Craft, Music Making Study and Pets Study. We are also working on letters of our names. Please make sure your children have the proper clothing for outside.

Ms. Melissa & Ms. Amber

**Reminders**

02/01/19- No ECC School Day, ECC Swimming

02/07/19- Dad’s Day- Join your child for breakfast 8:30

02/14/19- Valentine’s Day, ECC Winter Gathering

02/15/19- No ECC School Day

02/21/19- Mom’s Day- Join your child for breakfast 8:30

**Ojibwemowin**

*February- Namebini giizis*

Sweet; Sour- Zhiwi

Love- Zaagitoon

Flower- Waabigwan
Boozhoo Mashkodezhiki Class families:

For the month of February we will continue our Pet Study with an emphasis on Valentine’s Day! One of the books that we will be reading is “Have you filled a bucket today? And what it is like to be a bucket filler or a bucket dipper.

Miigwech for sharing your wonderful children with us. They are a blessing from the Creator and we are so thankful.

It is hard to believe that we are into February. Please continue to label clothes, boots etc even just initials. That helps us so much when we are sorting what belongs to who..... Remember to always call when you child will not be in school for our attendance... we appreciate that so much so we don’t have to call you...... We would love to have you come in for a visit or have breakfast or lunch with your child.

If you have any questions please give us a call and continue to watch for our weekly class newsletters....

Miigwech

Ms. Nadine, Ms. Becca, Ms. Deanna and Ms. J.
Ojibwemowin
Words
AWANIBISAA = MISTY
AWAN == FOGGY
CHI NOODIN = (BIG)
WINDY
GOON == SNOW
ZOOGIPO = SNOWING
BIIBOON= WINTER
BIIBOON OMAA = WINTER IS HERE!

AANIIN EZHI-GIIZHIGAK AGWAJING? WHAT KIND OF DAY IS IT OUTSIDE?

NAMEBINI GIIZI=
SUCKER MOON

Ma'isingan Room News!!!
We want to say miigwech to all the parents, and caregivers for all the cooperation and understanding through the year so far. **We want to remind all parents and caregivers to check back packs daily we send home artwork, school reminders an attendance awards etc.** We love all the participation we get for the special parent/grandparent breakfasts. We will be learning about letter recognition, number recognition, sharing, turn-taking, counting, letter sounds, post office themed play, Valentine's Day crafts, box study, being a good friend, social/emotional, and so much more! **Reminder to please call us when children will NOT BE PRESENT, we love getting a call or message to know. 715779-5030 ext.2545.MIIGWECH!!**

Even though the weather has been extremely cold lately, once it warms up we will go back outside.

**please make sure to send warm clothing and extra clothes we do get dirty playing and have accidents.**

Miigwech,
Ms. Alicia, Ms. Sam and Ms. Lacie
MIGIZI NEWS

We hope everyone survived the cold weather without any disasters!

February we will continue doing our Pet study along with Valentine activities. For Talking About Touching we will finish the gun safety part and move on with “The Always Ask First Rule”. Second Step will be focusing on feelings how to identify and the many types of feelings.

We will be busy doing the Intentional Teachings each day and enjoying playing with each other.

As always remember to dress your child proper for the weather conditions. Most days we will be going outside or to the “Boys and Girls Club” to play.

Ms. Diann, Ms. Linda and Ms. Kathy
Agongos Home Base

February Newsletter

Reminder, that Parent Teacher Conferences are next month and will be scheduled at a specific time of day.

Miigwech

Upcoming Events:

February 1\textsuperscript{st}
Swimming
1pm-4pm @ Bayfield Rec

February 6\textsuperscript{th} & 11\textsuperscript{th}
Dental Screenings @ the ECC

February 14\textsuperscript{th}
Winter Gathering
9am-11am @ the ECC

February 15\textsuperscript{th}
HB Social 10-Noon @ the ECC in Large Motor Room

Please contact Health Services at the ECC to update Well-Child Checkup information.

Patt Kenote-Deperry 779-5030 ext. 2556
or
Mikayla Topping-Defoe 779-5030 ext. 2555
Head Start: **Carson Duffy-Gordon**
Early Head Start: **Danielle Thompson**

**Head Start: 50 Children**

- Mailingan: 14 children
- Mashkodebизhiki: 9 children
- Migizi: 8 children

**Great Attendance total = 31 children**

**Early Head Start: 32 Children**

- Waabooz: 1 child
- Amik: 4 children
- Esiban: 5 children
- Makwa: 2 children

**Great Attendance total = 12 children**
It has been a cold winter this year and we want to do something fun at the ECC/4-K to brighten up our center! We are hosting a Wacky Winter Week at the ECC!!! Your child can help participate by dressing up on these crazy days! Also we will be hosting a Winter Gathering at the ECC from 9-11 on Thursday, February 14th! Parents and Bayfield Family Forum/4-K are welcome so mark your calendar and join your us for lunch! We hope to see you there!

**Monday, February 11th: Pajama Day**
(wear your pajamas to school)

**Tuesday, February 12th: Color Day**
(wear as many colors as you can)

**Wednesday, February 13th: Backwards/Inside Out Day**
(wear your clothes backwards, inside out or both)

**Thursday, February 14th: Valentines Day**
(wear anything w/ red, pink or hearts)

If you have any questions, please contact ECC at 715-779-5030
ECC FAMILY STORYTELLING NIGHT

Biboon is here and it is time for Storytelling!

Traditional Anishinaabe stories will be shared as well as a dinner.

Wednesday February 13, 2019
5:00-7:00 PM
at Legendary Waters

Family friendly and open to the community.

*Join us for a special 4K event too*

If you have any questions, please contact Cindy Garrity at 715-779-5030 Ext. 2551
February 7, 2019 (Thursday)
8:30 AM
Join your child for breakfast!

ON THE MENU

Honey Bunches of Oats, Berries, and Yogurt

Happiness in a simple meal Together

Your child is constantly learning new ways to express themselves. Their vocabulary is broadening (Ojibwemowin and English), their understanding and expression of emotions is expanding, and they are developing a sense of self. We welcome you to join your child for breakfast in their classroom!

For further information, please contact:
(715) 779-5030

4K Program
February 21, 2019 (Thursday)  
8:30 AM  
Join your child for breakfast!

**Boozhoo! Hello!**

We are all in constant state of developing our communication skills. Here at the ECC, your child is learning to follow instructions, express themselves with words (Ojibwemowin and English), and building friendships through social interactions. We welcome you to take part in the conversation and enjoy a meal with your child in their classroom!

**For further information, please contact:**  
(715) 779 -5030

**4K Program**
February 28, 2019 (Thursday)
8:30 AM
Join your grandchild for breakfast!

ON THE MENU
Honey Bunches Of Oats Blueberries And Yogurt

As you know, children are constantly learning and adapting to their surroundings. Right now, children (Age 3-5) are developing their Social Emotional Skills by learning to be affectionate, copying adults and friends, and taking turns. We welcome you to join us at the ECC to eat breakfast with your loved one.

For further information, please contact:
(715) 779-5030

4K Program
DENTAL SCREENS AT THE
RED CLIFF EARLY CHILDHOOD CENTER

If you have questions or do not want your child to be screened please call the ECC Health Office
715-779-5030 ext. 2555 Patt or ext. 2556 Mikayla.
Brush Up on Oral Health

September 2016

- Toothbrushing in Head Start
  - Brushing with Fluoride Toothpaste
  - Brushing at the Classroom Table
  - Cleaning and Storing Toothbrushes
  - Cook's Corner: Easy Cheesy Bean Dip

Did You Know?

- The first toothbrush was a twig with a frayed end that was used to brush the teeth.
- The modern toothbrush was invented in China and had a bamboo handle and bristles made from the hair on hogs' necks.

Toothbrushing in Head Start

This issue of Brush Up on Oral Health is all about toothbrushing in a Head Start classroom. Head Start staff can help children develop positive oral health habits that will last a lifetime. Scheduling time for children to brush their teeth with fluoride toothpaste during the program day ensures that children brush their teeth at least once a day.

The issue answers questions about the amount of fluoride toothpaste to use, how to set up a daily toothbrushing routine, and how to clean and store toothbrushes. A recipe for a healthy snack that can be made in a Head Start classroom or at home is also included.

Brushing with Fluoride Toothpaste

Daily brushing with fluoride toothpaste is very effective at preventing tooth decay. The American Academy of Pediatric Dentistry and other professional associations recommend that all children brush their teeth using fluoride toothpaste as soon as the first tooth comes into the mouth. The amount of toothpaste to use is based on the child's age. For children under age 3, a smear (the size of a grain of rice) is recommended. For children ages 3 to 6, a pea-size amount is recommended.

Brushing at the Classroom Table

Toothbrushing at the sink makes sense. But it can take time and may make a mess. Also, it can be difficult to supervise more than one child brushing at a time to make sure they are not passing bacteria (germs) from one toothbrush to another or that other children in the classroom are being well supervised. Bacteria can easily spread when children rinse their
brushes under the same stream of water or if they play with their toothbrushes and the brushes touch each other.

A quicker and more structured approach is to have children brush at the classroom table as a group. The Indian Health Service Head Start Program’s Classroom Circle Brushing: Quick Reference Guide offers a simple step-by-step approach for brushing at the classroom table.

The advantages of group brushing at the table are many:

- It provides a calm, systematic way to teach children how to brush.
- It encourages child and teacher interaction.
- It allows teachers to serve as role models by brushing with the children.
- It allows teachers to sit at the children’s level where they can better observe and make adjustments to each child’s brushing techniques.
- It takes less time when all of the children brush together and is less messy than brushing at the sink.
- It is less likely that children will pass bacteria from one toothbrush to another.
- It provides an opportunity to include math and science concepts.

### Cleaning and Storing Toothbrushes

Toothbrushes should be handled carefully to avoid spreading bacteria. Each child should have his or her own toothbrush. Remember to label each toothbrush with the child’s name.

The American Dental Association’s Toothbrush Care: Cleaning, Storage, and Replacement recommendations state that toothbrushes should be rinsed with water to clean off anything left on the bristles after brushing. Then the toothbrushes should be stored in an upright position to air dry. Wet toothbrush bristles should not be covered because bacteria can grow on the bristles if they are kept in closed, dark spaces. If several toothbrushes are stored in the same holder, make sure there is enough space between the toothbrushes so that they do not touch each other.

Toothbrushes should not be soaked in bleach water or other disinfecting solutions. There is no need to try to disinfect toothbrushes in dishwashers or microwaves or by using ultraviolet devices. Doing these things may damage toothbrushes.
How Can You Promote Good Oral Health?

- Help parents and caregivers learn how to ensure good oral health for children and themselves.
- Help pregnant women and children learn good mouth and teeth habits.

Oral Health Plays a Key Role in the Health of Children

- Good oral health means better growth and development.
- Poor oral health can lead to eating and speaking problems.
- Pain and not wanting to eat because of tooth decay can lead to poor food choices and delayed development.
- Oral pain can make children fussy or withdrawn.
- Oral pain can make it hard to focus and learn.
- Oral pain can mean more missed days of school.
- Children who do not have oral pain learn more.

Oral Health Plays a Key Role in the Health of Pregnant Women

- Pain, shame, and not wanting to eat because of tooth decay can lead to poor food choices.
- Oral pain can make it hard to focus.
- Stained, broken, or missing teeth can make women feel bad about how they look.
- Good oral health during pregnancy means a good start for future oral health.

10 Things You Should Know

1. Tooth decay is preventable. Tooth decay occurs when bacteria on teeth consume sugar to produce an acid that breaks down tooth mineral (demineralization). Fluoride use, good eating and feeding habits, good oral health habits, and regular dental visits work together to help prevent tooth decay.

2. Tooth decay is the most common disease in children. It is more common in children than obesity and asthma.

3. Head Start children, like many children from families with low incomes, have more tooth decay and oral pain than children from families with higher incomes.

4. The bacteria that can cause tooth decay can be passed from person to person in many ways:
   - When a parent or caregiver puts a child's pacifier in her mouth to clean it
   - When a parent or caregiver shares food, spoons, or forks with a child
   - When a child puts her hand in a parent's or caregiver's mouth

5. Eating and feeding habits play a key role in the cause of tooth decay.
   - Each time a food or drink is consumed, the teeth are exposed to acid for about 20 to 40 minutes.
   - If a child eats foods and drinks all day long, teeth will have acids on them for long periods, increasing the child's risk for tooth decay.

6. Fluoride prevents tooth decay.
   - The amount of fluoride toothpaste that should be put onto a child's toothbrush is a smear for infants and children younger than age 2 years and a pea-size amount for children age 2 years and older.
   - Children should not rinse after brushing their teeth so that the small amount of fluoride in the toothpaste remaining in their mouth has more time to strengthen the outer layers of the teeth.

7. Parents or caregivers should brush child's teeth or help the child brush. Young children will want to brush their own teeth, but they need help until their hand coordination is better. Brush children's teeth or help children brush their teeth until they are about age 7 to 8 years.

Continued on next page
Continued from previous page

Parents or caregivers should clean their infant's teeth and gums regularly with a clean damp washcloth or a toothbrush with soft bristles and a small head made for infants. Infants should have their first dental visit by age 1 year. It is safe for pregnant women to get oral health care.

If not treated, pregnancy gingivitis (gums that are sore, puffy, red, and bleed easily) can lead to periodontal (gum) disease and tooth loss. It is important for pregnant women to brush their teeth at least twice a day and floss once a day before bedtime to keep their teeth and gums healthy.

During pregnancy, women should eat healthy foods, including fruits, vegetables, whole-grain products, low-fat dairy products, lean meats, poultry, eggs, beans, and nuts. If they eat foods high in sugar, they should do so at mealtimes only.

Key Resources


Classroom Circle

Brushing

1. Sitting at table in circle, children brush teeth as a group activity every day.

2. Give each child a small paper cup, a paper towel, and a soft-bristled, child-sized toothbrush.

3. Put a small (pea-sized) dab of fluoride toothpaste on the inside rim of each cup, and have children use their toothbrushes to pick up the dabs of toothpaste.

4. Brush together for two minutes, using an egg timer or a song that lasts for about two minutes.

5. Brush your teeth with the children to set an example, and remind them to brush all their teeth, on all sides.

6. When the two minutes are up, have the children spit any extra toothpaste into their cups, wipe their mouths and throw the cups and paper towels away.

7. Children can go to the sink in groups to rinse their toothbrushes and put the toothbrushes in holders to dry.

Oral Health for Children

birth-3 years

- Babies should be seen by the dentist soon after the first tooth comes in, or by one year of age at the latest.
- Milk or formula left on the teeth overnight causes cavities. Babies should never be put to bed with bottles.
- As soon as babies get their first teeth, caregivers should clean them every day with a small smear of fluoride toothpaste.
- Between nine and 24 months of age, children should have at least four fluoride varnish treatments by a healthcare provider.
- Parents and caregivers should provide healthy snacks. Sodas, sweets, and refined starches should be limited or cut out altogether.

3-5 years

- Every Head Start child should have a dental home — an accessible IHS/tribal dental clinic or private practice where he/she can receive comprehensive oral health care.
- Head Start children should receive fluoride varnish treatments every 3 to 4 months to protect the teeth from cavities.
- Parents should consider having dental sealants applied to a child’s molars if he or she is found to be at high risk for cavities.
- Parents and caregivers should make sure children know how important it is to brush their teeth every day with a soft-bristled, child-sized toothbrush.
- Parents and caregivers should provide healthy snacks. Sodas, sweets, and refined starches should be limited or cut out altogether.
Baby teeth are important. They help your child chew, speak, and smile. They also help permanent teeth grow in the correct position. Did you know that children can get cavities as soon as their teeth first appear? Nearly one in four children ages 2–5 has cavities in their baby teeth. Cavities can hurt. Cavities also can cause children to have problems eating, speaking, learning, playing, and sleeping. Children learn healthy habits from their parents and caregivers. Read below to find out how you can help prevent cavities and promote healthy habits.

**HELP PREVENT CAVITIES**

### DURING PREGNANCY
- Children's teeth begin to develop between the third and sixth months of pregnancy.
- It is important to go to the dentist during pregnancy. Also, remember to brush your teeth two times a day for two minutes, clean between teeth, and drink water with fluoride to help keep your own teeth and gums healthy and strong.

### BIRTH to 1ST TOOTH (around 6 months)
- Gently wipe baby's gums with a clean, damp, soft washcloth or gauze after each feeding.
- Breastfeed your baby for at least the first six months of life, if possible. To help prevent tooth decay, fill your baby's bottle only with formula or milk. Finish bottle feedings before putting your baby to bed.
- You can pass cavity-causing germs to your child, so don't put your baby's pacifier in your mouth to clean it. And don't share feeding spoons. Rinse pacifiers with water to clean them.
- Don't dip pacifiers in sugar, honey, or other foods.

### 1ST TOOTH to 3 YEARS OLD
- Take your child to the dentist for a first checkup after the first tooth appears or by the time your child turns 1.
- Brush your child's teeth two times a day (morning and night). Use a baby toothbrush and a smear of fluoride toothpaste the size of a grain of rice. Start cleaning between teeth daily as soon as your child has two teeth that touch.
- Protect your child's teeth with fluoride. Talk to your dentist or pediatrician about your child's fluoride needs.
- Sippy cups should be used only until around your child's first birthday. Do not let your child sip drinks with sugar all day.

### 3 to 5 YEARS OLD
- Brush your child's teeth for two minutes, two times a day. Use a pea-size amount of fluoride toothpaste and a small, soft toothbrush. Take turns—brush your child's teeth one time and then have them do it the next time. Supervise brushing until your child can spit out the toothpaste instead of swallowing it, around age 6.
- Clean between their teeth daily—for example, with dental floss.
- Encourage your child to eat fruits, vegetables, and foods that are low in sugar and to drink fluoridated water. Limit snacks, candy, juice, soft drinks, and sticky treats.
- Ask your child's dentist or doctor about putting fluoride varnish on your child's teeth to prevent cavities.

Visit MouthHealthy.org for more tips from the American Dental Association to help your child have their best smile!

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Teething FDA Warns Against Teething Necklaces and Bracelets
December 20, 2018 by News Desk

The FDA is warning parents about the risk of teething necklaces, bracelets, and other jewelry that is marketed for relieving teething pain or providing sensory stimulation because they could be choking or strangulation devices. The safety of teething jewelry has not been determined. These products are not the same as teething rings or teethers, which are made of hard plastic or rubber and are not worn on the body.

Teething jewelry is made of beads of amber, wood, marble, or silicone. This jewelry may also be used by people with special needs to redirect chewing on body parts for clothing. These products can also cause injury to the mouth or an infection in the gums. The FDA has received reports of death and serious injuries to infants and children, including strangulations and choking, caused by these necklaces and bracelets. Strangulation can happen if one of these necklaces is wrapped too tightly around the child’s neck, or if the necklace catches on an object.

Parents should also avoid using teething creams and benzocaine gels, sprays, ointments, solutions, and lozenges for mouth and gum pain in children under the age of 2. Benzocaine and other local anesthetics can cause methemoglobinemia, which is a serious condition where oxygen in the blood is reduced. This is a life-threatening condition.

“We know that teething necklaces and jewelry products have become increasingly popular among parents and caregivers who want to provide relief for children's teething pain and sensory stimulation for children with special needs. We’re concerned about the risks we’ve observed with these products and want parents to be aware that teething jewelry puts children, including those with special needs, at risk of serious injury and death,” said FDA Commissioner Scott Gottlieb, M.D. “Consumers should consider following the American Academy of Pediatrics’ recommendations of alternative ways for treating teething pain, such as rubbing inflamed gums with a clean finger or using a teething ring made of firm rubber. Given the breadth of the market for these teething necklaces and jewelry, we’re sharing this important safety information directly to consumers in-order to help prevent injuries in infants and kids.”
WIC FOR FEBRUARY

Scheduled appointments certs, midcert
Friday 02/01/2019
Friday 02/08/2019 (if needed)
Please keep your scheduled appointment

WIC Pick up
Monday 02/04/2019, Tuesday 02/05/2019
Monday 02/11/2019, Tuesday 02/12/2019

Any questions please call Heidi @715-779-3707 ext 2261
Be Prepared to Stay Safe and Healthy in Winter

Winter storms and cold temperatures can be dangerous. Stay safe and healthy by planning ahead. Prepare your home and cars. Prepare for power outages and outdoor activity. Check on older adults.

Although winter comes as no surprise, many of us are not ready for its arrival. If you are prepared for the hazards of winter, you will be more likely to stay safe and healthy when temperatures start to fall.

Take These Steps for Your Home

Many people prefer to remain indoors during winter, but staying inside is no guarantee of safety. Take these steps to keep your home safe and warm during the winter months.

- Winterize your home.
  - Install weather stripping, insulation, and storm windows.
  - Insulate water lines that run along exterior walls.
  - Clean out gutters and repair roof leaks.
- Check your heating systems.
  - Have your heating system serviced professionally to make sure that it is clean, working properly, and ventilated to the outside.
  - Inspect and clean fireplaces and chimneys.
  - Install a smoke detector. Test batteries monthly and replace them twice a year.
  - Have a safe alternate heating source and alternate fuels available.
  - Prevent carbon monoxide (CO) emergencies.
    - Install a CO detector to alert you of the presence of the deadly, odorless, colorless gas. Check batteries when you change your clocks in the fall and spring.
    - Learn symptoms of CO poisoning: headache, dizziness, weakness, upset stomach, vomiting, chest pain, and confusion.

Don’t Forget to Prepare Your Car

Get your car ready for cold weather use before winter arrives.
Service the radiator and maintain antifreeze level; check tire tread or, if necessary, replace tires with all-weather or snow tires.

- Keep gas tank full to avoid ice in the tank and fuel lines.
- Use a wintertime formula in your windshield washer.
- Prepare a winter emergency kit to keep in your car in case you become stranded. The kit should include:
  - cell phone, portable charger, and extra batteries;
  - blankets;
  - food and water;
  - booster cables, flares, tire pump, and a bag of sand or cat litter (for traction);
  - compass and maps;
  - flashlight, battery-powered radio, and extra batteries;
  - first-aid kit; and
  - plastic bags (for sanitation).

Equip in Advance for Emergencies

Be prepared for weather-related emergencies, including power outages.

- Stock food that needs no cooking or refrigeration and water stored in clean containers.
- Ensure that your cell phone is fully charged.
- When planning travel, be aware of current and forecast weather conditions.
- Keep an up-to-date emergency kit, including:
  - Battery-operated devices, such as a flashlight, a National Oceanic and Atmospheric Administration (NOAA) Weather Radio, and lamps;
  - extra batteries;
  - first-aid kit and extra medicine;
  - baby items; and
  - cat litter or sand for icy walkways.
- Protect your family from carbon monoxide.
  - Keep grills, camp stoves, and generators out of the house, basement and garage.
  - Locate generators at least 20 feet from the house.
  - Leave your home immediately if the CO detector sounds, and call 911.

Take These Precautions Outdoors

Many people spend time outdoors in the winter working, traveling, or enjoying winter sports. Outdoor activities can expose you to several safety hazards, but you can take these steps to prepare for them:
Wear appropriate outdoor clothing: layers of light, warm clothing; windproof coat, mittens; hats; scarves; and waterproof boots.

- Wear appropriate outdoor clothing: wear a tightly woven, preferably wind-resistant coat or jacket; inner layers of light, warm clothing; mittens; hats; scarves; and waterproof boots.
- Sprinkle cat litter or sand on icy patches.
- Learn safety precautions to follow when outdoors.
  - Work slowly when doing outside chores.
  - Take a buddy and an emergency kit when you are participating in outdoor recreation.
  - Carry a cell phone.

Be prepared to check on family and neighbors who are especially at risk from cold weather hazards.

- Avoid traveling when the weather service has issued advisories.
• If you must travel, inform a friend or relative of your proposed route and expected time of arrival.
• Follow these safety rules if you become stranded in your car.
  ○ Make your car visible to rescuers. Tie a brightly colored cloth to the antenna, raise the hood of the car (if it is not snowing), and turn on the inside overhead lights (when your engine is running).
  ○ Move anything you need from the trunk into the passenger area. Stay with your car unless safety is no more than 100 yards away.
  ○ Keep your body warm. Wrap your entire body, including your head, in extra clothing, blankets, or newspapers. Huddle with other people if you can.
  ○ Stay awake and stay moving. You will be less vulnerable to cold-related health problems. As you sit, keep moving your arms and legs to improve circulation and stay warmer.
  ○ Run the motor (and heater) for about 10 minutes per hour, opening one window slightly to let in air. Make sure that snow is not blocking the exhaust pipe—this will reduce the risk of carbon monoxide poisoning.

Above all, be ready to check on family and neighbors who are especially at risk from cold weather hazards: young children, older adults, and the chronically ill. If you have pets, bring them inside. If you cannot bring them inside, provide adequate, warm shelter and unfrozen water to drink.

No one can stop the onset of winter. However, if you follow these suggestions, you will be ready for it when it comes.

Be sure to visit CDC’s Winter Weather webpage for more winter weather safety tips.

Features Media

Sign up for Features

Get Email Updates

To receive email updates about this page, enter your email address:

What's this? (http://www.cdc.gov/emailupdates/)

Submit (javascript:quicksubscribe();return false;)

Past Emails

FOR IMMEDIATE RELEASE
1/18/2019
Contact: Bryon Daley
715-779-3707 Ext. 2228

EXTREME COLD TEMPERATURES ON THE WAY
As temperatures drop, take steps to stay warm

Dangerously low temperatures are forecasted for much of the state next week, and Red Cliff Community Health Center wants to remind residents to take steps to be safe and stay warm.

Freezing temperatures, wind chills, and winter storms can cause hypothermia, frostbite, and even death, the best way to stay safe during extreme cold is to be prepared.

In the 2017-2018 winter season, 38 people died from exposure to extreme cold. To protect yourself and your family during extreme cold, follow these safety tips:

- **Stay inside.** When possible, stay indoors.
- **Stock a home emergency kit.** Your home kit should include items such as food and water, cell phone and charger, flashlight and batteries, first aid kit, important medications, a weather radio, and a change of clothes. Visit readywisconsin.wi.gov/make-a-kit for more items and tips.
- **Dress in layers.** If you have to venture out, dress in several loose-fitting layers. Wear a hat, mittens, and snow boots. Use a scarf to cover your mouth and face.
- **Winterize your car.** Just as you have a home emergency kit, you need one for your car too. Pack items such as blankets, snacks and water, a shovel, jumper cables, and sand. Visit readywisconsin.wi.gov/make-a-kit for more items and tips. Keep your gas tank at least half full.
- **Check on your friends, family, and neighbors.** The elderly, babies in cold bedrooms, people who spend lots of time outside (e.g., the homeless, hunters), and people who drink alcohol or use drugs are more likely to be harmed from the cold.
- **Make sure you have working carbon monoxide detectors.** All homes and duplexes in Wisconsin are required to have properly working detectors on every level, including the basement, but not the attic or storage areas. Detectors can be purchased at most hardware stores for $20-50.
- **Never run a gasoline or propane heater or a grill (gas or charcoal) inside your home or garage.** Any heating system that burns fuel produces carbon monoxide. Use a battery-powered detector where you have fuel burning devices but no electric outlets, such as in tents, cabins, and RVs.
- **Run generators at a safe distance (at least 20 feet) from the home.** Never run a generator in the home or garage, or right next to windows or doors.
- **Limit outdoor time for pets.** Extreme cold is dangerous for animals too.
- **Know the signs and symptoms of hypothermia.** Warning signs include shivering, exhaustion, confusion, and slurred speech, and symptoms can look similar to intoxication. Call 911 if someone is exposed to cold temperatures and you see these symptoms.

Visit the Wisconsin Department of Health Services website for more information about staying safe during extreme cold.

###
Keeping Your Money Safe

Do you have a checking or savings account? Do you find that pre-paid debit cards work well for you? Do you love technology and e-banking? Today, there are many choices on where to keep your hard earned money.

Making the Most of Your Money

Just like searching for the best deal on a car or a new TV, it's worth your time to shop around for the best "deal" on financial services to get the most for your money. It's also important to think about your spending patterns to find what works best for you. Some things to ask yourself:

- Do I like to pay bills on line or with my smart phone? If so, then make sure that there is no fee for using this service.
- Is there a minimum amount needed to keep accounts free?
- What are the charges for going below the minimum?
- Is the information on any fees easy to find and understand?
- How important is convenience to me? How easy is it to get cash if I need it right away?

What works for someone else may not be right for you and we know that surprises can be expensive! Ask questions so you understand the pros and cons of different financial services. The more you ask, the more you will learn about services and options.

What about prepaid debit cards?

You can have your paychecks and tax refunds directly deposited on a prepaid debit card, and also add cash to your card at local stores. The average prepaid card user spends around $20 a month in fees, so it's important to check into the fees for services you would use the most. Ask questions like:

- Is there a fee to activate the card before I use it the first time? Many cards charge for this one time cost.
- What is the monthly fee? Many cards charge fees whether the card is used or not.
- Is there a fee to reload the card? The average reload fee is around $5, but some cards have no fee for direct deposits.
- Are there any fees at the store when you actually use the card? These are called point of sale purchases (POS) and can vary from card to card.
- What's the fee to get cash at an ATM? Most prepaid cards use out-of-network ATM's with fees that can really add up.
- What happens if I lose my card? Is my money protected at all?

To learn more about prepaid debit cards, go to the website bit.ly/prepaidfees before you buy.
What about checking accounts?

A checking account costs the average person around $1-2 a month if they are careful to use in-network ATM’s and don’t overdraft their account. Having a good relationship with a financial institution has other benefits such as:

- Free check cashing and other services.
- Free debit cards.
- Overdraft protection which may help you avoid costly overdraft fees.
- Mobile apps and e-banking to make it easy to check balances and make deposits.
- Loans for big purchases like a car or home. If keeping a close eye on your checking account balance through a bank or credit union is not for you, just be careful about the costs and risks associated with other options.

How do I protect my money?

Don’t give your account number or password to anyone—even if it’s a “one-time” favor!

- If you share your PIN or write it on your card, you give up any bank protection and you could lose all the money in your account.
- If you lose a prepaid debit card, your right to get back any money taken from your prepaid card depends on how quickly you report the loss and the card issuer’s policies.
- If you lose your ATM card, you need to report its loss to the bank right away to make sure you get your money back.

Mistakes Do Happen—

Save Your Money By Not LOSING It

Overdraft notices, non-sufficient funds (NSF), bounced checks—no matter what the name—it’s lost money out of your pocket. Do you…

- Keep track of your balance—adding deposits and subtracting checks and debits—so you don’t use more money than you have?
- Stop writing checks or using your debit card if you overdraft an account?
- Watch your electronic transactions and fees (ATM withdrawals, debit, online payments)?
- Review your monthly statement? Make sure all the checks, debit, automatic payments, and other withdrawals are ones you made.

What if I want to save money?

Finding a way and a place to save your money is important for financial security and for reaching your goals.

- Some prepaid cards allow you to set aside money as a buffer against overspending and as a tool for saving and budgeting.
- Ask about minimum balances, interest rates, fees to open the account, or fees for withdrawing your money.
- Money set aside in a savings account is safe FOR you and FROM you!

For More Information…

Contact your local UW-Extension Family Living Educator for more financial education resources. Go to www.uwex.edu/ces/cfy/ to find your County office.

For help with balancing your monthly spending plan, contact a non-profit Certified Consumer Credit Counselor online at www.debtdpsvice.org or by calling 800.388.2227.

To $um It Up:

$ Be sure you understand all the costs involved with using any financial services.
$ Keeping your accounts safe is up to you so make sure you report a lost or stolen card right away.
$ Look over your monthly statement to prevent a costly mistake from being made.
$ The best place to save money is somewhere it will be safe until you're ready to use it.

“Money Smart in Head Start” is provided by UW-Extension Family Living as part of the Head Start Financial Capability Project funded through the Annie E. Casey Foundation and reviewed by Peggy Olive, Financial Capability Specialist, UW-Madison/Extension. Authored by Nancy Vance, Family Living Educator, Clark County, University of Wisconsin, U.S. Department of Agriculture and Wisconsin counties cooperating. Copyright © 2015 by the Board of Regents of the University of Wisconsin System doing business as the division of Cooperative Extension of the University of Wisconsin-Extension. All rights reserved. An EEO/Affirmative Action employer, the University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and
Parents Connect

Your Spirited Child: Understanding Temperament

Tuesday, Feb 5 — Online at 1:00* & 6:00 pm

We all have different temperaments. Sometimes a child’s temperament can add a bit more to parenting: more joy, more fun, and more challenge. Learn some tips and resources for understanding temperament to help you and your child thrive.

Parents Connect is an online series for area parents, grandparents and caregivers featuring strength-based learning, discussion, videos, & more.

- For parents/caregivers of kids ages 3-12;
- Twice monthly; Tuesdays; Connect at 1:00* or 6:00pm
- Join via phone/laptop/computer.

*Or join from our office in Ashland, Washburn or Hurley. Call for details.

Registration Required - Free - Space is Limited
To register or learn more, call UW-Extension:
715-682-7017 or 715-373-6104
or Inquire Online at https://bayfield.uwex.edu/

Upcoming Parents Connect Classes
February 5    Your Spirited Child: Understanding Temperament
February 19   Parenting on the Same Page
March 5       Positive Discipline
<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>Black History Month</td>
<td>National Cherry Month</td>
<td>National Weatherman's Day</td>
<td>Read a book that has the word “heart” in it.</td>
<td>Send a card to a friend day!</td>
<td>Bubble gum day</td>
<td>Groundhog Day- Did the Groundhog see his shadow?</td>
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<tr>
<td>National Children's Dental Health Month</td>
<td>American Heart Month</td>
<td>Discuss what the weather is today.</td>
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<td></td>
<td>Library Lover's Month</td>
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<tr>
<td>3 Draw hearts for your child and have your child write a family member's name in each heart</td>
<td>4 Thank a Mailperson Day- Write a thank you note for your mailperson!</td>
<td>5 National Weatherman's Day</td>
<td>6</td>
<td>7</td>
<td>8 Kite flying day- make your own indoor kite! (See Attached)</td>
<td>9 National Pizza Day- make a pizza together and discuss what your favorite toppings are.</td>
</tr>
<tr>
<td>10 Umbrella Day- draw and design your own umbrella!</td>
<td>11 Make a friend day- How many friends can you make today?</td>
<td>12 Help you child cut out Paper Hearts</td>
<td>13 Help your child make a Valentines bookmark!</td>
<td>14 Valentine's Day- Make your own Valentine Cards!</td>
<td>15 Think of words that begin with the letter H- How many words can you come up with?</td>
<td>16 Practice adding and subtracting using cancy hearts</td>
</tr>
<tr>
<td>17 Random acts of kindness day- Discuss what random acts of kindness you did today</td>
<td>18 President's Day</td>
<td>19 National Chocolate Mint Day</td>
<td>20 Visit the Library to celebrate Library Lover's Month and pick out a new book!</td>
<td>21 Card Reading Day</td>
<td>22 Read a book that has the word “love” in it</td>
<td>23 Help your child find the letters in their name in a book you read together.</td>
</tr>
<tr>
<td>24 Have your child sort their socks by color.</td>
<td>25 Sing “The Itsy Bitsy Spider” and do the motions together.</td>
<td>26 Tell a fairy tale day- Have your child tell you the story of their favorite Fairy Tale</td>
<td>27 Polar Bear Day- read a book about a polar bear</td>
<td>28 Floral Design Day- Make your own floral design! (See Attached)</td>
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# February 2019

**Red Cliff Elderly Menu**

*All Meals Subject to Change without notice*  
*All Meals Served with 1% milk*

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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</thead>
</table>
| 4 Chili Cornbread  
Celery Sticks  
Mandarin Orange | 5 Cabbage Rolls  
Mashed Potato  
Corn  
Cucumber Salad/Peaches | 6 Beef Pepper Steak  
Rice  
Cottage Cheese/Pear | 7 Ham Slices  
Macaroni & Cheese  
Brussels Sprouts  
Apricot | 1 Grilled Sausage,  
Potato & Green Bean  
Bake/Bun  
Pineapple | 2 **Sack Lunch**  
Peanut Butter & Jelly  
Carrot Sticks  
Apple |
| 11 Hamburger Hot dish  
Green Beans  
Peaches | 12 Sauerkraut Pork  
Lotu  
Boiled BB Red Potato  
Carrots  
Cake | 13 Beef Vegetable Barley  
Soup  
Cottage Cheese  
Biscuit  
Pineapple | 14 Lasagna  
Meat Sauce  
Carrots  
Bread Stick  
Dessert/Pear | 8 Baked Fish  
French Fries  
Cole Slaw  
Grapes | 9 **Sack Lunch**  
Turkey/Hoagie Bun  
Tomato/Onion Salad  
Chips  
Orange |
| 18 Bow Tie Pasta w/  
Sausage & Sweet Peppers  
Fruit Cocktail | 19 Hamburger Gravy  
Mashed Potato  
Green Beans  
Pudding  
Bread | 20 Chicken Veggie Sir Fry  
Rice  
Cottage Cheese  
Pear | 21 Boiled Ham  
Dinner, (Potato,  
Carrot, Celery)  
Biscuits  
Brownie/ Pineapple | 15 Sausage Biscuits & Gravy  
Hash Browns  
Scrambled Egg  
Apple Sauce | 16 **Sack Lunch**  
Egg Salad  
Cheese Stick  
Broccoli  
Peach |
| 25 Cream Chicken over Rice  
Mixed Vegetable  
Mandarin Orange | 26 Pea Soup/ Ham Chunks  
Egg Salad Sandwich  
Pineapple | 27 Sloppy Joe's  
Tater Tots  
Corn  
Apple Sauce | 28 Taco Salad (Ham,  
Salad, Tomato, Lettuce,  
Cheese) Chips  
Cantaloupe | 22 Salmon loaf  
Mashed Potatoes  
Creamed Peas  
Mandarin Orange | 23 **Sack Lunch**  
Tuna Salad  
Broccoli/ Cauliflower  
Banana  
Cheese Stick |
# Boys & Girls Club of Gitchigami

Offer Free Family Passes for the Bayfield Rec Center

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
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<tbody>
<tr>
<td></td>
<td>Closed</td>
<td>5 Cultural Night Dream Catchers Language table 5-6</td>
<td>6 BFI 4-6p Power Hour 3:30-5p Hoop dance 5-6p Bayfield Pool 4:30-7p Open Gym/Teen 7-8</td>
<td>7 Power Hour 3:30-5p</td>
<td>1 Game Night 4-6p Open Gym/Teen</td>
<td>2 Mt. Valhalla 2-5:30 pm Open Gym/Teen</td>
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<td>3</td>
<td>Closed BFI</td>
<td>5 Cultural Night Dream Catchers Language table 5-6</td>
<td>6 BFI 4-6p Power Hour 3:30-5p Hoop dance 5-6p Bayfield Pool 4:30-7p Open Gym/Teen 7-8</td>
<td>7 Power Hour 3:30-5p</td>
<td>1 Game Night 4-6p Open Gym/Teen 7-8</td>
</tr>
<tr>
<td>10</td>
<td>Closed</td>
<td>12 Cultural Night Wrapped Medicine Wheel Language table 5-6</td>
<td>13 BFI 4-6p Power Hour 3:30-5p Hoop dance 5-6p Bayfield Pool 4:30-7p Open Gym/Teen 7-8</td>
<td>14 Power Hour 3:30-5p RC Junior Officer 5-6p</td>
<td>15 Game Night 4—5p Passport to Manhood 5-6p</td>
<td>16 High School Basketball Game 1-4p Open Gym/Teen 7-8</td>
</tr>
<tr>
<td>17</td>
<td>Closed</td>
<td>19 Cultural Night Children’s pendants Language table 5-6</td>
<td>20 BFI 4-6p Power Hour 3:30-5p Hoop dance 5-6p Bayfield Pool 4:30-7p Open Gym/Teen 7-8</td>
<td>21 Power Hour 3:30-5p</td>
<td>22 Game Night 4—5p Smart Girls 6-7p</td>
<td>23 Movies @ 5 Open Gym/Teen 7-8</td>
</tr>
<tr>
<td>24</td>
<td>Closed</td>
<td>26 Cultural Night Dream Catchers Language table 5-6</td>
<td>27 BFI 4-6p Power Hour 3:30-5p Hoop dance 5-6p Open Gym/Teen 7-8</td>
<td>28 Power Hour 3:30-5p RC Junior Officer 5-6p Open Gym/Teen 7-8</td>
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</table>

Activities subject to change please call ahead 715-779-3722 thank you BGC Staff
Design Your Own Flower Picture

You will need:
- A piece of construction paper (your choice of color)
- Green construction paper
- Flower border (Next page)
- Plastic-foam egg cartons
- Coloring utensils
- Scissors
- Glue

Instructions:
- Cut out stems and leaves from green construction paper
- Cut the outer edge of the flower border and glue it to your piece of construction paper
- Glue the leaves and stems on to your piece of paper (within the flower border)
- Cut out the egg carton cups- then cut the cups so they look like flowers
- Glue the flower tops to the stems
- Color the inside of your picture to make it look springy!

www.booksbythebushel.com
Design Your Own Indoor Kite!

You will need...
- A blank piece of paper
- Scissors
- Coloring utensils (crayons, colored pencils, markers)
- A piece of string
- Tape
- Tissue Paper or Ribbon
- Glue

Instructions:
- Cut the blank piece of paper into a diamond shape (This is your Kite!)
- Color your Kite however you want
- Attach a piece of string to the middle of the kite using a piece of tape
- Glue strips of ribbon or tissue paper to the bottom of your kite
- Have your child try to blow their kite in to the air!

www.booksbythebushel.com
IMPROVING THE LIVES OF CHILDREN AND FAMILIES WITH
COMPLEX NEEDS WHO ARE INVOLVED WITH MULTIPLE
AGENCIES.

"CST Wraparound" has become common shorthand for flexibility and
comprehensiveness of service delivery, as well as for approaches that are
intended to help keep children and youth in the community.

RED CLIFF CST: COORDINATED SERVICE TEAM

Coordinated Services Team (CST) centers its decision-making
around the family team. The team supports the child, family and
each other throughout the process. Both planning and
interventions rest on the combined skills and flexible resources of
this diversified, committed group of individuals. The strengths and
resources of the child, family, natural supports, and most likely to
meet the identified needs of the family.

❖ CST is voluntary

Referral Eligibility:
❖ Red Cliff Community
  member
❖ Mental Health
❖ Special Education
❖ Juvenile Justice
❖ Child Protective Services
❖ Alcohol or Other Drug Abuse
  Services

❖ Other interventions have not been successful or are difficult
  over time: persistent obstacles to service access: and/or there is a
  need for service coordination
❖ Children at risk for out-of-home placement
❖ Parent(s) are willing to be involved in the CST team
  process

For more information you can contact the:
Mishomis Wellness Center, North Bradum Rd., Bayfield WI
54814

(715)-779-3741 Ext. 2406 CST Intake Coordinator
Hours/days of operation: 8:00 A.M to 4:30 P.M
Monday to Friday

The Coordinated Services Team Project is based on the Wisconsin’s Children Come First Act Section 46:56
WHAT IS CCS

Comprehensive Community Services is a voluntary program that provides services to children and adults who have mental health or substance abuse issues. Services are individualized offerings, an array of Red Cliff Tribal and Bayfield County services. Services are client-directed, recovery-oriented, and strengths-based.

The Red Cliff CCS program provides services to Red Cliff Tribal members and Red Cliff Community Members within reservation boundaries and Bayfield County. Services are covered by Medical Assistance through Wisconsin's Comprehensive Community Services. Services are not time-limited. It is the vision of CCS to support participants to achieve maximum independence, ultimately resulting in discharge from CCS. Individualized criteria will identify what circumstance discharge should occur.

CCS Eligibility

- Red Cliff Community Member
- Eligible Medical Assistance
- Mental health and/or AODA Diagnoses
- Prescription by Physician
- Have a need for psychosocial rehabilitation services
- Eligible as determined by a Wisconsin Functional Screen

Red Cliff CCS Program contact information:
Mishomis Wellness Center at 715-779-3741 Ext: 2405 or 2406

Growth is never by mere chance; It is the result of forces working together
Long ago during this moon, food was scarce for the Anishinaabeg and the story is that the Namebin gave its life so that Anishinaabeg would survive.

One morning during this moon there will be a heavy fog in the air announcing the birth of bear cubs.

Maakwa Giizis

Full Moon Ceremony
Tuesday February 19, 2019
Women of all Ages – Come and Celebrate with us
5 p.m. @ Mishomis Wellness Center
Bring yellow cloth, food and gift
Peer Specialist

Drop-in hours with Native Connections!

What is a Peer Specialist?
Not therapists, but advocates, supporters and more. Peer specialists utilize their own life experiences to aid in supporting the people they work with. Provide peers with an available person that they can rely on who is willing to assist and help combat confusing feelings.

WHEN
Wednesdays
9:30 am- 12:00 pm.

WHERE
Room E 317

Red Cliff Community Health Center
36745 Aiken Rd. Bayfield, WI, 54814
715-779-3707
Tashina Wachsmuth, Certified Youth Peer Specialist.
715-779-3707 ext. 2282
ATTENDANCE MAKES EVERY DAY COUNT

THE RED CLIFF BAND OF LAKE CHIPPEWAS WILL BE INVITING TRIBAL STUDENTS AGES 13-17 AN NBA GAME DURING SPRING

Saturday, March 30th

THE 15 STUDENTS WILL BE SE
Bayfield Winter Wednesdays

GET OUT AND PLAY!

10 am - Carnegie Kids! Story time at Bayfield Carnegie Library
   Gather at 10 - Story at 10:15 - Craft activity to follow

11 am - 1 pm - Birth to 3 Indoor Playtime at Bayfield Lakeside Pavilion
   Come-as-you-can Social Playtime for ages birth-3 and their parents
   A collaboration between RFR, Early Head Start & community parents

1 - 2:30 pm - Family & Home School Swim at the Bayfield Rec Center
   $5/individual, $15/family, free to Rec Center members!

   Aqua Zumba and Zumba - visit our website for schedules!

   Mt. Ashwabay - Lifts, Tubing and Chalet Open 9:30-7
   visit their website for pricing - www.mtashwabay.org

www.recreationandfitnessresources.org 715-779-5408
KEEP CALM
AND
SEND THEM TO KIDS NIGHT OUT

FRIDAY, FEBRUARY 8, 2019 4:30 - 8:30 pm
$10/FIRST CHILD, ADDITIONAL SIBLINGS $5/EACH
COME READY TO PLAY INSIDE, OUTSIDE AND IN THE POOL!
DINNER AND SNACKS PROVIDED
WWW.RECREATIONANDFITNESSRESOURCES.ORG 715-779-5408
BAYFIELD REC CENTER, 140 S. BROAD ST. BAYFIELD
Women Only Self Defense Training

Join us for this special Women Only Self Defense Training with instructor Brittany Schmitt. Students will learn and practice hands on skills to build confidence and competence in a controlled, empowering setting. Women will learn how to strike with power and accuracy when combating an attacker standing or on the ground.

Cost $60 per session
Financial Assistance is Available!
March 6 - March 27, 2019 - Wednesdays 5-7pm

WWW.RECREATIONANDFITNESSRESOURCES.ORG
715-779-5408
Red Cliff Band of Lake Superior Chippewa Indians
88455 Pike Road
Bayfield, WI 54814
Phone: 715-779-3700 Fax: 715-779-3704
Email: redcliff@redcliff-nsn.gov

Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: ECC Substitute Assistant Teacher/Support Staff

LOCATION: Red Cliff Early Childhood Center

WAGE: $9.00 - $10.00 depending on qualifications

SUPERVISOR: Program Director

THIS IS AN ON-CALL POSITION

JOB SUMMARY: Replacement for ECC teacher or support staff and provide a safe, healthy, friendly, caring and nurturing environment for children ages 0-5.

RESPONSIBILITIES:
1. Must attend confidentiality training and must maintain confidentiality of children/classroom each day.
2. Must follow ECC and Red Cliff Tribal policies and procedures as introduced during orientation.
3. Assist teacher or ECC staff member with daily supervision and interaction with children; supervision during meals/snacks/naps; follow ECC Policies & Procedures for best practices with children; praise and reinforce positive behavior.
4. Assist teachers with facilitation of classroom activities and support children’s self-direction curing individual, small and large groups.
5. Reinforce positive self-image and promote positive self-esteem of all children.
7. Assist teacher in encouraging independence and self-help skills such as set-up and clean-up at meals, snacks and play time throughout the day.
8. Eat meals with children and encourage mealtime in a family setting. Food is never used as a punishment or reward.
9. Must maintain safety and health practices and regulations when working in kitchen.
10. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

SUPERVISORY AUTHORITY: None

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KNOWLEDGE: Knowledge of Ojibwe language and culture highly desirable; cultural sensitivity required.

QUALIFICATIONS:
1. Must be 18 years of age or older.
2. Minimum of high school diploma, HSED or GED required.
3. Complete a minimum of 15 paid shadow hours in the classroom and 8 paid shadow hours in the kitchen prior to actual subbing at ECC.
4. Preference for an associate's degree in Early Childhood Education/related field but not required.
5. Ability to work cooperatively with staff, parents, community members, and other child support systems in the best interest of children is required.
6. Must pass health examination, obtain required immunizations/vaccines including TB test, Hep B (or waiver); mumps vaccine (or waiver or proof of immunity).
7. Must be physically able to work with young children, including lifting a minimum of 40 pounds; occasional lifting of fifty pounds is required.
8. Must adhere to Early Childhood Center standards of conduct, serving as a positive role model in the community.

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

PHYSICAL AND SPECIAL REQUIREMENTS: Must be physically able to work with young children, initial health exam, TB test, immunizations including Hepatitis B (or sign waiver), and required trainings such as confidentiality, CPR, etc.

WORK ENVIRONMENT: Primary work environment: classrooms, outdoor play spaces, kitchen. All Tribal Buildings are smoke free.

TRAVEL REQUIREMENTS: The ability to travel and attend meetings and trainings; overnight and out of town, both locally & nationally.

BEHAVIOR AND ATTITUDE: The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and personable manner. The manner in which the employee relates to fellow employees, customers and visitors is considered parallel in importance to technical knowledge and ability. Respect and consideration given to the dignity of each customer, visitor and fellow employee is a requisite of

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successful job performance. Any Behavior or Attitude that tarnishes the Image or Name of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

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

APPLICATION SUBMITTAL REQUIREMENTS: The following items are required for this position:
   1. Completed Tribal Application, available on the Tribal website.
   2. Signed Tribal Background Investigation Disclosure; available on the Tribal website.

This job description is subject to change at employer’s discretion, after consultation with the employee.

POSTING DATE: December 6, 2017
DEADLINE: Applications accepted year round

FOR FURTHER INFORMATION CONTACT:

Red Cliff Band of Lake Superior Chippewa
Human Resources Department
88455 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov
ashley.poch@redcliff-nsn.gov

(715) 779-3700 ext. 4268

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

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement the application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.

"The Hub of the Chippewa Nation"
Red Cliff Band of Lake Superior Chippewa Indians
88455 Pike Road
Bayfield, WI 54814
Phone: 715-779-3700  Fax: 715-779-3704
Email: redcliff@redcliff-nsn.gov

Red Cliff Tribal Council

All Early Childhood Center employees must submit mandatory criminal background check information to Human Resources Department with application. Per WI Department of Children & Families (DCF) Bureau of Early Care (BECR) Memo 2014-03, as of 12-31-16 all licensed child care center employees must complete a one-time fingerprint-based background check on all employees. Every year thereafter, a name-based background check through the Department of Justice (DOJ) must be conducted annually or following any conviction occurring after commencement of employment.

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

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JOB DESCRIPTION

POSITION: Early Head Start Center Based Teacher – 3 Positions

LOCATION: Red Cliff Early Childhood Center

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

SUPERVISOR: Head Start-Early Head Start Director

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

JOB SUMMARY: Serve as one of two primary teachers for an assigned group of eight infants or toddlers in a center-based environment. Early Head Start child/teacher ratio is 4:1. Responsible for co-planning and implementing educational programs with co-teacher for children ages zero to 3 year old which reflect best practices and integration of Ojibwe language and culture.

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

DUTIES AND RESPONSIBILITIES:
1. Must maintain confidentiality of all child and family information and records.
2. Cultural sensitivity required.
3. Must demonstrate competency to provide effective and nurturing teacher-child interactions.
4. Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child.
5. Plan and implement group and individual learning experiences that ensure effective curriculum implementation and use of assessment to promote children's progress across the Head Start Early Learning Outcomes Framework: ages Birth to Five and any state applicable early learning and development standards for all students.
6. Must integrate child assessment data in individual and group planning.
7. Promotion of a safe, attractive and stimulating physical environment for infants and toddlers and also establishing and maintaining consistency.

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8. Reinforce positive self-image, pride, and cultural identity with infants and toddlers during all activities.

9. Must collaborate with each child's parent/guardian and with parental consent, must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 days of child's enrollment and then when needed.

10. Meal times with children are in a family setting with teachers sitting at the table and engaging in conversation with the infants and toddlers. Infants and toddlers are encouraged, but not forced to eat or taste. Encourage toddlers with self-help and independence skills by involving them in set up and cleanup activities.

11. Maintain accurate daily records on attendance, daily intake, medical log, infant and toddler eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.


13. Assist the family, child, and other relevant staff in developing an Individual Family Services Plan (IFSP) or Individual Education Plan (IEP) for special needs children.

14. Conduct two home visits and two parent-teacher conferences annually per family as stated in the Federal Performance Standards.

15. Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.

16. Collaborate with other staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.

17. Work with county, tribal and community service providers in order to provide necessary services to the Early Head Start child and their parents.

18. Mandatory attendance at all ECC Coordinated Service Team and Mental Health Consult meetings for children in your care or must work with Education Manager/EHS director in advance.

19. Must attend and participate in EHS meetings, all staff meetings and any other meetings as requested.

20. Notify supervisor in advance of any known absences you will have. Center based teachers are responsible for arranging their own qualified substitute in your absence.

21. Must participate in coordinated coaching strategies to identify strengths and areas of need and support of professional development and quality improvement, including job related training as required.

22. EHS program equipment must remain within the ECC, and cannot be used outside of the ECC unless you have prior permission by your supervisor to use outside of the center. Violations of this policy will result in disciplinary action.

23. Adhere to all ECC policies and procedures and insure that Head Start Performance Standards are being met.

24. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

**KNOWLEDGE:** Knowledge of Ojibwe culture and language.

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QUALIFICATIONS:
1. Minimum of associate degree in early childhood education is required. Related degrees may be considered based on coursework completed (transcript review required). **OR**
   a. Applicants can be considered who are currently enrolled in an associate degree early childhood program or who have acquired a minimum of 15 early childhood credits.
   b. Applicants can be considered if they have completed a Child Development Associate (CDA) credential or comparable credential and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.
2. Prefer a Bachelor’s degree in early childhood education or closely related field (transcript review required if degree not in early childhood).
3. Mandatory infant/toddler course needed or immediate enrollment in online class during probationary period if hired.

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

SUPERVISORY AUTHORITY: None

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

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

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

Required to stand, walk, climb or balance, stoop, kneel, crouch or crawl when working with small children. Required to use hands to finger, handle or feel objects, keyboards, tools or controls, reach with hands and arms, speak and hear, and ability to operate keyboard (computer).

WORK ENVIRONMENT: Primary work environment is in a 0-3 year old Early Head Start center-based classroom in the Red Cliff Early Childhood Center. All Tribal Buildings are smoke free.

TRAVEL REQUIREMENTS: The ability to travel and attend meetings and trainings; overnight and out of town, both locally & nationally.

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BEHAVIOR AND ATTITUDE: The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and personable manner. The manner in which the employee relates to fellow employees, customers and visitors is considered parallel in importance to technical knowledge and ability. Respect and consideration given to the dignity of each customer, visitor and fellow employee is a requisite of successful job performance. Any Behavior or Attitude that tarnishes the Name or Image of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

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

This job description is subject to change at employer’s discretion, after consultation with the employee.

APPLICATION SUBMITTAL REQUIREMENTS: The following items are required for this position:
1. Completed Tribal Application, to include work history and references; available on the tribal website.
2. Tribal Background Investigation Disclosure; available on the tribal website.
3. Cover letter and resume.
4. Post-secondary transcripts or certifications; if applicable.

POSTING DATE: December 6, 2018
DEADLINE: Open until filled

FOR FURTHER INFORMATION:
Red Cliff Band of Lake Superior Chippewa
Human Resources
88455 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov
ashley.poch@redcliff-nsn.gov
diane.cooley@redcliff-nsn.gov

(715)779-3700 ext. 4268 or 4267

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

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement this application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.

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All Early Childhood Center employees must submit mandatory criminal background check information to Human Resources Department with application. Per WI Department of Children & Families (DCF) Bureau of Early Care Regulation (BECR) Memo 2014-03, all licensed child care center employees must complete a one-time fingerprint-based background check on all employees by December 31, 2015. Every year thereafter, a name-based background check through the Department of Justice (DOJ) must be conducted annually or following any conviction occurring after commencement of employment.

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

EMPLOYEE BENEFITS PACKAGE
THE EMPLOYEE BENEFITS PACKAGE INCLUDES THE FOLLOWING:
1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.
2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.
3. Short Term Disability is offered to all employees at no cost and pays 60 % of weekly pay for a maximum of 90 days if you get sick or injured off the job.
4. Life insurance of $15,000 is included at no cost to all employees. Spouses are covered at $7,500.00 and children are prorated. Employees can purchase additional life insurance from the plan provider at their own cost.
5. Profit Sharing Plan with a 401(k) component is offered to employees after one year of work, with a minimum of 1000 hours. The Tribe puts 3% of employee's wages into the Profit Sharing Plan.
6. The Tribe also offers General Leave to Full time employees. Employees will accrue 16 hours of General Leave per month and can accumulate up to 192 hours per year. After 5 years of employment, General Leave goes up to 20 hours per month with a maximum of 240 hours.
7. The Tribe observes a total of 11 paid holidays.

"The Hub of the Chippewa Nation"
2019 Summer Internship Openings

The Great Lakes Indian Fish and Wildlife Commission (GLIFWC) is pleased to announce available internships for its 2019 GLIFWC Summer Internship Program. Through this internship program, college students will work one-on-one with their GLIFWC mentors in various divisions and learn about necessary coursework, college degrees, and trainings which result in gainful employment in a multitude of careers, including natural resource and stewardship careers with tribes. Also, interns will participate in a multitude of traditional Anishinaabe cultural events and learn about the importance of treaty reserved rights to the Anishinaabe people and their history in preserving these rights.

Internship Information:
GLIFWC internships will consist of 40 hours per week for 10 weeks (total of 400 hours), scheduled for June 3rd - August 9th, 2019. All internships will be hosted at the GLIFWC Main Office, located on the Bad River Reservation, WI. Some internships will require travel within the Minnesota, Wisconsin, and Michigan areas, as well as some overnight travel. See the available internship position descriptions at http://www.glifwc.org in the “GLIFWC News & Upcoming Events” box under “Employment”. Note: candidates are able to apply for multiple internships, please ensure that all required paperwork is submitted for EACH internship position.

Selected interns will be paid $10.10 per hour during their GLIFWC internship. If needed, a housing allowance may be available.

Eligible applicants must meet the following:

- Be an incoming or continuing student that is accepted and/or enrolled full time at a college/university for Fall 2019 semester;
- Possess proficient verbal and written communication skills;
- Have a strong interest in working with Native American tribes;
- Be willing to travel as part of internship, if required.

To apply, applicants must:

- Submit a cover letter that includes email address and telephone number;
- Submit a resume outlining education, work experience, certifications, community involvement, and other pertinent information;
- Submit the following, dependent on classification:
  - 2019 High School Graduate: provide verification of acceptance at a college/university for Fall 2019 (examples: enrollment verification or Fall 2019 class schedule);
- **Continuing** College/University Students: provide unofficial transcript(s) verifying Spring 2019 and Fall 2019 enrollment;
- **Graduating** College/University Students: provide unofficial transcript(s) verifying Spring 2019 enrollment.

American Indian preference will be applied consistent with GLIFWC policies and Federal Indian Self Determination and Education Assistance Act (PL 93-638)

Applicants that submit all required above documentation will receive a confirmation email including a link to an online survey with requested additional information, to be completed within 3 days of the confirmation email. A complete application will include: cover letter, resume, transcripts, and completed online survey. **Applications without the completed online survey will not be considered for an internship position.**

**Send cover letter, resume, and transcripts to:**

LaTisha Coffin, Internship Program Coordinator  
Great Lakes Indian Fish and Wildlife Commission  
P.O. Box 9  
Odanah, WI 54861

**OR email to:** leoffin@glifwc.org  
**Subject:** 2019 GLIFWC Internship Program Application

**Closing date for receipt of application:**  
March 1st, 2019 by 4:30 PM CST
POSITION: Administrative Intern (1)

CONDITIONS OF EMPLOYMENT: Dates of employment are June 4, 2018 – August 10, 2018 (10 weeks, 40 hours per week).

SUPERVISION: The intern will report to the Records Management Specialist.

DUTIES AND RESPONSIBILITIES: This position will perform document scanning efficiently and index accurately for ease of document and information retrieval by others. This position will work with all departments within GLIFWC to review, prepare, scan and index documents into the OnBase content management system. Will be responsible for reviewing, screening and preparing documents for digital scanning according to established procedures. Must provide quality assurance by reviewing documents and indexing values for accuracy, legibility and other key considerations. May also assist in the creation and implementation of new processes, documentation and procedures related to the document imaging system. A small portion of this position will include general office duties, including but not limited to filing, shredding and data entry.

The intern will also participate in GLIFWC orientation and training during the first week of the internship, which will include first aid training. Other activities scattered throughout the internship are the annual healing circle run, canoe building, Sandy Lake memorial ceremony, Board of Commissioners meeting, and preparing a scientific poster to present at the Voigt Intertribal Task Force and Board of Commissioners.

QUALIFICATIONS: Working knowledge of scanning hardware, software applications and the Microsoft Office suite. Proficient computer skills, highly organized, detail orientated and the ability to learn quickly is essential. Must be in good physical condition, possess valid drivers’ license, and be insurable under GLIFWC policies. Natural resource students preferred. Native American preference, but all qualified applicants will be considered.

Send all required paperwork as outlined in the 2019 Summer Internship Openings announcement to:

LaTisha Coffin, Internship Program Coordinator
Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Odanah, WI 54861

OR email to: lcoffin@glifwc.org
Subject: 2019 GLIFWC Internship Program Application

Closing date for receipt of application:
March 1st, 2019 by 4:30 PM CST
POSITION: Climate Change Intern (1)

CONDITIONS OF EMPLOYMENT: Dates of employment are June 3, 2019 – August 11, 2019 (10 weeks, 40 hours per week). Rate of pay $10.10 per hour.

SUPERVISION: The intern will report to Rob Croll, Climate Change Program Coordinator.

DUTIES AND RESPONSIBILITIES: This position will conduct work on three projects within the climate change program, and will include a mix of fieldwork, cultural and office activities:

1) Phenology project: The intern will work with other staff members to visit field sites and collect phenological data for 10 culturally important plant species. This includes field data collection training, map reading, using a GPS device, recording phenological observations using the KoboToolbox app, native plant identification and basic ethnobotany skills, photography, and field equipment inventory, maintenance, and management.

2) Seed Bank project: The intern will work with other staff members to scout potential ash and paper birch seed trees, practice seed collection techniques, and assist in seed collection. This fieldwork will involve map reading, basic plant identification, learning about seed phenology, practicing seed collection methods, collecting field data using the KoboToolbox app, and using a GPS device.

3) Traditional Ecological Knowledge (TEK) collection and transcription: The intern will focus on outreach to Ojibwe tribal members, scheduling and carrying out TEK interviews under the direction of the TEK Outreach Specialist, and reviewing and summarizing TEK interview transcriptions. Intern will receive training in culturally appropriate interviewing techniques and the collection, preservation, use and protection of Traditional Ecological Knowledge.

The intern will also participate in GLIFWC orientation and training during the first week of the internship, which will include first aid training. Other activities scattered throughout the internship are the annual healing circle run, canoe building, Sandy Lake memorial ceremony, Board of Commissioners meeting, and preparing a scientific poster to present at the Voigt Intertribal Task Force and Board of Commissioners.

QUALIFICATIONS: Interest in plants, the outdoors, and conducting fieldwork despite adverse conditions (heat, insects, mud, etc.). Interest in Ojibwe language (Ojibwemowin) and Traditional Ecological Knowledge. Must be in good physical condition, possess a valid driver’s license and be insurable under GLIFWC policies. Good organizational skills, independent, and detail-oriented. Natural Resource or Native American Studies students preferred. Native American preference, but all qualified applicants will be considered.
POSITION: Enforcement Division Intern

CONDITIONS OF EMPLOYMENT: Dates of internship are June 3, 2019 – August 9, 2019 (10 weeks, 40 hours per week).

SUPERVISION: The intern will report to the GLIFWC's Chief Conservation Warden, Adam McGeshick.

DUTIES AND RESPONSIBILITIES:
This position will focus on the day-to-day duties of a GLIFWC Conservation Warden. These duties may include:
- Daily patrol with current field wardens;
- Organizing and maintaining equipment;
- Participating in and assisting with trainings;
- Assisting in youth events facilitated by the Enforcement Division.

This work will take place throughout the Ceded Territory in Wisconsin, Minnesota, and Michigan. The intern will be expected to work cooperatively with GLIFWC wardens, state agencies, federal agencies and tribal agencies. Field work may be conducted under strenuous conditions; temperatures, precipitation and insects will all be contributing factors. Some equipment will be provided for use during these times, however, interns will be expected to adapt and meet their own needs during these times.

The intern will also participate in mandatory GLIFWC activities. These include but are not limited to:
- Orientation and training;
- First aid training;
- Healing Circle Run;
- Canoe building;
- Sandy Lake memorial ceremony;
- Board of Commissioners meeting and Voigt Intertribal Task Force meetings.

Interns will be expected to be flexible in scheduling, as well as duties.

QUALIFICATIONS:
- Must be enrolled in an accredited college or technical school.
- Ability to perform duties based on the season/activities occurring at the time and to work in occasional adverse environmental conditions (heat, insects, etc.).
- Must be in good physical condition.
- Must possess a valid driver's license and be insurable under GLIFWC policies.
- Natural resource students preferred but not required
- Indian preference is granted in accordance with P.L. 93-638, but all qualified applicants will be considered.
POSITION: Forest Structure for Waabizheshi (marten) Internship

NUMBER OF INTERNSHIPS AVAILABLE: Two (2)

EMPLOYMENT DURATION: June 3, 2019 – August 11, 2019 (10 weeks, 40 hours per week)

SUPERVISION: Interns will report to the Furbearer/Climate Change Biologist (Tanya Aldred)

DUTIES AND RESPONSIBILITIES: The interns will conduct field work in Iron County Forests located south of Ironwood, Michigan. Field work will include conducting forest structure surveys in areas used by American marten (waabizheshi). Interns will be expected to locate survey sites using GPS technology and have basic navigation skills. At each survey site the interns will identify and measure all tree species present, count and measure all logs, stumps, tip-ups (root mass of fallen trees) and snags (standing dead trees). The interns will be expected to conduct 50 such surveys.

This field work will take place in Iron County Forests and the interns will be expected to work cooperatively with workers from Iron County. The field work will be conducted under strenuous conditions with high/humid temperatures, precipitation and biting insects. During days of inclement weather, interns will work indoors and process data from winter field collection. Occasionally, the Forest Structure Interns will be asked to assist with a phenology and seed collecting projects through the Climate Change Section.

The interns will also participate in Great Lakes Indian Fish & Wildlife Commission (GLIFWC) orientation, first aid training and field training during the first week of employment. Additional opportunities to participate in both professional and cultural experiences include the annual Healing Circle Run, Sandy Lake Memorial Ceremony, Board of Commissioners meeting and preparing a scientific presentation (Professional Poster or PowerPoint Presentation) at the Voight Intertribal Task Force and Board of Commissioners Meeting in July.

QUALIFICATIONS: Ability to perform fieldwork, record results accurately and to work in occasional adverse environmental conditions (heat, insects, etc.). Must be in good physical condition, possess a valid driver’s license, and be insurable under GLIFWC policies. Natural Resources Students preferred. Native American preference, but all qualified application will be considered.

Send all required paperwork as outlined in the 2019 Summer Internship Openings announcement to:

LaTisha Coffin, Internship Program Coordinator
Great Lakes Indian Fish and Wildlife Commission
POSITION: Great Lakes Fisheries Internship (1)

CONDITIONS OF EMPLOYMENT: Dates of employment are June 3, 2019 to August 9, 2019 (10 weeks, 40 hours per week).

SUPERVISION: The person will report to GLIFWC Great Lakes Section Leader Bill Mattes.

DUTIES AND RESPONSIBILITIES: Primary duties will be to assist the Great Lakes Section’s Technician and Biologist in assessment and monitoring of Great Lakes fishes. Person will be required to fish with portable assessment traps and fyke nets to capture, mark, and recapture sea lamprey, fish with gill nets for, whitefish, lake trout, siscowet, and juvenile lake sturgeon, seine for juvenile lake whitefish, age otoliths of Lake Superior fishes, examine stomach contents of siscowet lake trout, monitor commercial fishing, sew gill nets, and enter data into software applications (i.e., MS-Excel, MS-Access).

QUALIFICATIONS: Ability to perform field work and record results in an efficient, accurate, and neat manner under the supervision of the Great Lakes Technician and to work under occasional adverse environmental conditions. Must be in good physical condition, be willing to travel overnight out of state for up to five consecutive days, possess valid drivers’ license, and be insurable under GLIFWC policies. Natural resource students with a fisheries emphasis preferred. Ability to enter data on a computer using software applications preferred. Native American preference, but all qualified applicants will be considered.

Send all required paperwork as outlined in the 2019 Summer Internship Openings announcement to:

LaTisha Coffin, Internship Program Coordinator
Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Odanah, WI  54861

OR email to: lcoffin@glifwc.org
Subject: 2019 GLIFWC Internship Program Application

Closing date for receipt of application: March 1st, 2019 by 4:30 PM CST
Inland Fisheries Internships

Introduction

Inland fisheries section of GLIFWC will be interviewing candidates for two intern positions for summer 2019. Successful candidates will be integrated into several fisheries projects occurring in the Ceded Territories in partnership with state, federal, and tribal agencies. Specifically, interns will be assisting with two acoustic telemetry projects on Mille Lacs Lake and Bay Mills, a relative abundance survey of juvenile walleye (ogaa) on Mille Lacs Lake, and data collection for a comparative walleye recruitment study on several lakes throughout Wisconsin. Please see tentative schedule below.

Left – Fisheries biologist surgically implanting an acoustic transmitter into an adult walleye. Photo credit: Fishsens Magazine. Right – GLIFWC Interns and biologist collecting data on the fish community.

Work Plan

May 6th - May 31st. Telemetry projects on Mille Lacs Lake and Bay Mills. At Mille Lacs Lake, we will recover, download, and deploy acoustic receivers, temperature and light sensors in several habitats and depths in the whole lake. We will catch and surgically implant acoustic transmitters into juvenile walleye, northern pike (ginoozhe), and tullibee (odoonibiins). At Bay Mills, we will assist tribal biologists with deploying acoustic transmitters in common carp. Both of these projects will begin once ice has come off the lakes.

June 3rd – July 28th. Orientation and first aid and juvenile walleye assessment on Mille Lacs Lake. Additional telemetry work as needed.

July 1st – July 12th. Comparative walleye recruitment study. We will collect abiotic (e.g., temperature) and biotic (e.g., fish community) information on several lakes throughout the Ceded Territories in Wisconsin.
This information will help fisheries managers identify variables that might be leading to good and poor recruitment of walleye.

July 15th – July 19th. Develop final project for Board of Commissioners meeting.

July 22nd – July 26th. Sandy Lake Ceremony, Voigt Task Force, Board of Commissioners meetings. Help prepare for and participate in the Sandy Lake Memorial Ceremony. Final project presentation at the Voigt Task Force and Board of Commissioners meeting.

July 29th – August 9th. Comparative walleye recruitment study. Repeat data collection on lakes sampled in July.

Qualifications

- Experience with Excel and PowerPoint
- Experience with data collection and entry
- An interest in fisheries, management, and research
- Formal fisheries courses preferred, but not required
- An ability to work long hours in adverse conditions

Left – Intern conducts surgery on an adult walleye. Photo Credit: Dr. Jocelyn Curtis-Quick. Right – Intern deploys acoustic receiver in Mille Lacs Lac.

Send all required paperwork as outlined in the 2019 Summer Internship Openings announcement to:
POSITION: *Manoomin* (Wild Rice) Archive and Outreach Internship

EMPLOYMENT DURATION: June 10 – August 16, 2019 (10 weeks, 40 hours per week). Rate of pay $10.10 per hour.

SUPERVISION: The intern will report to Manoomin Biologist

DUTIES AND RESPONSIBILITIES: Internship will include a mix of office and cultural training activities:

- archiving historical records, including scanning, transcribing and summarizing handwritten records related to manoomin and other natural resources
- preparing poster presentations related manoomin stewardship, climate impacts, cultural significance, etc.
- participating in and assisting with select cultural training activities including the Sandy Lake Memorial Ceremony and Healing Circle Run
- assist with entering data into and linking photographs to a relational database
- occasional overnight travel, including a four-day trip related to the Sandy Lake Memorial Ceremony (per diem is provided when overnight is required)
- other duties as assigned

QUALIFICATIONS:

- ability to scan, transcribe and summarize archive information in an efficient, accurate and neat manner
- familiarity with common software including Word, Publisher and Acrobat; create and back-up electronic files, etc.
- possess a valid driver’s license, and be insurable under GLIFWC policies (preferred)
- ability to learn new skills and equipment, and to work with limited direct supervision at times
- maturity and responsibility to care for Commission-issued supplies and equipment
- ability to act in a courteous and professional manner

ADDITIONAL OPPORTUNITIES: Training provided will include:

- introduction to Treaty Rights and Tribal Sovereignty
- introduction to manoomin ecology, cultural significance, threats, stewardship
- First Aid certification
- exposure to various career opportunities within GLIFWC

Send all required paperwork as outlined in the 2019 Summer Internship Openings announcement to:

LaTisha Coffin, Internship Program Coordinator
Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Odanah, WI 54861
POSITION: Public Information Office Graphic Design Intern (1)

CONDITIONS OF EMPLOYMENT: Dates of employment are June 3, 2019- August 9, 2019 (10 weeks, 40 hours per week)

SUPERVISION: The intern will report to the Director of Public Information (Dylan Jennings).

DUTIES AND RESPONSIBILITIES: The Public Information Office (PIO) has been designing and distributing print and digital media resources for decades. The Graphic Design Intern will work closely with PIO staff to develop new publications and update old ones. Adobe InDesign, Photoshop and other design tools will be utilized to create unique GLIFWC materials that depict a wide array of important topics related to Ojibwe treaty rights and culture.

Intern will gain valuable experience working with initial design team and even various print companies. Intern will also collaborate with native artists for publication needs and assessment of needs. Intern will research best layout practices and offer input for the internal design and layout processes at GLIFWC. Intern may also spend time working with OnBase (Content Management Software) for proper retention of digital media and PIO records.

Intern will complete GLIFWC orientation and training during the first week of the internship, which will include first aid training. Other cultural activities scattered throughout the internship may include: the GLIFWC Healing Circle Run, canoe building, summer solstice feast, and Mikwendaagoziwag Sandy Lake Ceremony. Internship will culminate in preparation and presentation of a poster to the Voigt Intertribal Task Force and Board of Commissioners.

QUALIFICATIONS: Must be willing to partake in light travel, possess valid drivers’ license, and be insurable under GLIFWC policies. Experience with digital design, layout, photography, illustration preferred. Native American preference, but all qualified applicants will be considered.

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LaTisha Coffin, Internship Program Coordinator
Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Odanah, WI 54861

OR email to: lcoffin@glifwc.org
Subject: 2019 GLIFWC Internship Program Application
POSITION: Public Information Office Intern (1)

CONDITIONS OF EMPLOYMENT: Dates of employment are June 3, 2019- August 9, 2019 (10 weeks, 40 hours per week)

SUPERVISION: The intern will report to the Director of Public Information (Dylan Jennings).

DUTIES AND RESPONSIBILITIES: This position will assist the Public Information Office (PIO) with providing accurate, up-to-date information to communities within the Ojibwe Ceded Territory. This will include development of educational resources, including articles for the Mazina’igan newspaper. Intern will assist with writing and editing of the Mazina’igan newspaper and any other associated Mazina’igan projects. Intern will also assist with Mazina’igan archiving and development of GLIFWC media resources.

Intern will sort, file and scan newspaper clippings. Merge old files from flash drives to Mac OS system. Clear several old Mac OS systems, and merge this data to current systems or add to OnBase (Content Management Software).

Intern will participate in outreach endeavors, including development and execution of youth programming, treaty rights presentations, and harvesting demonstrations. Intern will participate in at least one educational event/conference throughout the summer.

Intern will complete GLIFWC orientation and training during the first week of the internship, which will include first aid training. Other cultural activities scattered throughout the internship may include: the GLIFWC Healing Circle Run, canoe building, summer solstice feast, and Mikwendaagoziwag Sandy Lake Ceremony. Internship will culminate in preparation and presentation of a poster to the Voigt Intertribal Task Force and Board of Commissioners.

QUALIFICATIONS: Ability to effectively communicate with staff and public. Ability to effectively seek out stories and write meaningful articles. Writing experience preferred. Photography skills preferred. Public speaking skills preferred. Must be in good physical condition, willing and able to travel, and work some weekends. Candidate must possess valid drivers’ license and be insurable under GLIFWC policies. Native American preference, but all qualified applicants will be considered.

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LaTisha Coffin, Internship Program Coordinator
Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Odanah, WI 54861

OR email to: lcoffin@glifwc.org
Subject: 2019 GLIFWC Internship Program Application

Closing date for receipt of application:
March 1st, 2019 by 4:30 PM CST
POSITION: Tribal Planning Internship

CONDITIONS OF EMPLOYMENT: Dates of employment are: June 3rd, 2019 to August 9th, 2019 (10 weeks, 400 total hours). Rate of pay is $10.10 per hour.

SUPERVISION: The person will report to Planning and Development Division head

DUTIES AND RESPONSIBILITIES: Primary duties will be to assist the Planning and Development Division head to:

1. Community planning and traditional foods needs assessment for GLIFWC’s 11 member tribes, including procuring and storing wild rice threshers for manoomin entrepreneurs, as outlined within GLIFWC’s Harvester/Producer Needs Assessment Project;

2. Research and apply for the GLIFWC Summer Internship Program via foundations and non-profit organizations, with the guidance of the Planning and Development Division head and Grant Writer;

3. Research tribal planning and economic strategies to assist GLIFWC member tribes in transitional planning within their communities.

The internship will be hosted in the Planning and Development office on the Bad River Reservation, WI.

QUALIFICATIONS: Enrolled/accepted into a college business and/or tribal management program (i.e. A.A., A.A.S., B.S., M.S.) Coursework and/or experience in natural resource field, working with tribal communities, and business and/or economics courses. Preferred experience in harvesting and processing wild rice. Valid driver’s license and ability to be insurable under GLIFWC’s motor vehicle policy required. Native American preference, but all qualified applicants will be considered.

Send all required paperwork as outlined in the 2019 Summer Internship Openings announcement to:

LaTisha Coffin, Internship Program Coordinator
Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Odanah, WI 54861

OR email to: lcoffin@glifwc.org
Subject: 2019 GLIFWC Internship Program Application

Closing date for receipt of application:
March 1st, 2019 by 4:30 PM CST
POSITION: *Wiigwaas* (Paper Birch) Forestry Intern

CONDITIONS OF EMPLOYMENT: Dates of employment are June 3, 2019 – August 09, 2019 (10 weeks, 40 hours per week). Rate of pay $10.10 per hour.

SUPERVISION: The intern will report to Alexandra Wrobel, Forest Ecologist

DUTIES AND RESPONSIBILITIES:
Conducting site assessments of white birch (*Betula papyrifera*) in locations with potential canoe-sized birch. Areas are selected by Traditional Ecological Knowledge (TEK) holders and existing forest inventory data. Standard forestry and vegetation measurements will be recorded using open source mobile data collection software and data entry and summarization will be completed and reported on upon the completion of the internship. This position requires frequent overnight travel so applicant must possess significant time management and organizational skills, reliability to work unsupervised and the ability to cooperate as part of a two-person team.

QUALIFICATIONS:
- basic computer skills
- interest in forest science
- ability perform field work and record results in an efficient, accurate and detailed manner
- ability to work in adverse weather/field conditions
- possess basic plant & tree identification skills
- experience with basic forest mensuration techniques
- possess the skills required to work in a timely and efficient manner
- possess a valid driver’s license and be insurable under GLIFWC policies
- work with limited direct supervision while in the field

ADDITIONAL OPPORTUNITIES:
- Training during the first week will provide:
  - understanding of Treaty Rights and Tribal sovereignty
  - First Aid certification
  - Birch project familiarity
  - exposure to various careers within GLIFWC
- Opportunity to participate and assist with cultural activities such Sandy Lake memorial ceremony
- Professional development will provide:
  - résumé & cover letter critique
  - presentation and public speaking experience
  - experience with data management and analysis
Send all required paperwork as outlined in the 2019 Summer Internship Openings announcement to:

LaTisha Coffin, Internship Program Coordinator
Great Lakes Indian Fish and Wildlife Commission
P.O. Box 9
Odanah, WI 54861

OR email to: lecoffin@glifwc.org
Subject: 2019 GLIFWC Internship Program Application

Closing date for receipt of application:
March 1st, 2019 by 4:30 PM CST
POSITION: Manoomin (Wild Rice) Archive and Outreach Internship

EMPLOYMENT DURATION: June 3 – August 9, 2019 (10 weeks, 40 hours per week). Rate of pay $10.10 per hour.

SUPERVISION: The intern will report to Manoomin Biologist

DUTIES AND RESPONSIBILITIES: Internship will include a mix of office and cultural training activities:

- archiving historical records, including scanning, transcribing and summarizing handwritten records related to manoomin and other natural resources
- preparing poster presentations related manoomin stewardship, climate impacts, cultural significance, etc.
- participating in and assisting with select cultural training activities including the Sandy Lake Memorial Ceremony and Healing Circle Run
- assist with entering data into and linking photographs to a relational database
- occasional overnight travel, including a four-day trip related to the Sandy Lake Memorial Ceremony (per diem is provided when overnight is required)
- other duties as assigned

QUALIFICATIONS:

- ability to scan, transcribe and summarize archive information in an efficient, accurate and neat manner
- familiarity with common software including Word, Publisher and Acrobat; create and back-up electronic files, etc.
- possess a valid driver’s license, and be insurable under GLIFWC policies (preferred)
- ability to learn new skills and equipment, and to work with limited direct supervision at times
- maturity and responsibility to care for Commission-issued supplies and equipment
- ability to act in a courteous and professional manner

ADDITIONAL OPPORTUNITIES: Training provided will include:

- introduction to Treaty Rights and Tribal Sovereignty
- introduction to manoomin ecology, cultural significance, threats, stewardship
- First Aid certification
- exposure to various career opportunities within GLIFWC
Send all required paperwork as outlined in the 2019 Summer Internship Openings announcement to:

LaTisha Coffin, Internship Program Coordinator  
Great Lakes Indian Fish and Wildlife Commission  
P.O. Box 9  
Odanah, WI  54861

OR email to:  lcoffin@glifwc.org  
Subject: 2019 GLIFWC Internship Program Application

Closing date for receipt of application:  
March 1st, 2019 by 4:30 PM CST
# FEBRUARY 2019

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<td>4B Wg waffles, berries, ygt</td>
<td>5B Cornflakes, peaches, cc, eng muf</td>
<td>6B Boiled eggs, wg toast, pb, cantaloupe</td>
<td>7B HB oats, berries, ygt</td>
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<td>8B Pancakes, applesauce, ygt</td>
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<td>L pizza brg, fries, honeydew, gr beans</td>
<td>L chicken, m pot, corn, tr fruit</td>
<td>L kielbasa, peas, mango, cc</td>
<td>L ham pt soup, wg brs, pineapple, carrots</td>
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<td>S brocc/hummus</td>
<td>S pears/cc</td>
<td>S veggie taco/wg pita</td>
<td>S peaches/teddy gr</td>
<td>L hamb wg hd, brocc, pears, apples/ygt</td>
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<td>11B Egg omelet, wg toast, fr cocktail</td>
<td>12B Kix, bagel, cr</td>
<td>13B Egg burrito, pears, cc</td>
<td>14B Cheerios, banana, ygt, wg eng muffin</td>
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<td>L tomato sp, gr cheese, peas, fr cocktail</td>
<td>L chix pot pie, carrot</td>
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<td>S berry parfait</td>
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<td>18B Fr toast stix, berries, ygt</td>
<td>19B Rice chex, pears, cc, wg toast jelly</td>
<td>20B Oatmeal, banana, bagel/pb</td>
<td>21B Kix, fr cocktail, cc</td>
<td>22B Eggs, wg toast, jelly, oranges</td>
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<td>S gr cracker/milk</td>
<td>S cracker/cheese</td>
<td>S nilla wafer/milk</td>
<td>S cracker/pb</td>
<td>S nutra bar/milk</td>
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<td>L spaghetti, wg noodle, veg dip, mango</td>
<td>L crabby Pattie, fries, carrot, hndew</td>
<td>L beef veg sp, chez sandwich, tr fruit</td>
<td>L bbq chix, peas, mango, wg bun, slaw</td>
<td>L hamb wg hd, corn, apples, ygt</td>
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<td>S goldfish/juice</td>
<td>S peaches/cc</td>
<td>S brocc trees</td>
<td>S pears/cc</td>
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<td>25B Pancakes, applesauce, cc</td>
<td>26B Cornchex, pears, cc, en muff wg</td>
<td>27B Boiled egg, wg toast, pb</td>
<td>28B HB oats, blueberries, ygt</td>
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<td>S oatmeal bar/milk</td>
<td>S nilla wafer/milk</td>
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<td>L ravioli. Corn, veg/dip, ygt</td>
<td>L hamb, peas, pineapple, wg bun</td>
<td>L ham, peas, pineapple, wg bun</td>
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<td>S sleepy/beer/fr cup</td>
<td>S goldfish/honeydew</td>
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