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Washoe Tribe of Nevada and California

Education focus

ADDRESSING WASHOE TRIBAL YOUTH NEEDS & PLANTING SEEDS FOR A SMART FUTURE.

Positive achievement reinforced at Eagle Valley Middle School

This past semester at Eagle Valley Middle School went spectacular to say the least. Every single Native American student passed every single class for the fall semester and earned all credits possible towards their graduation from middle school.

Among the Native American students that attend here at Eagle Valley Middle School, there was a handful that passed the semester with honors.

Kelley Barr of Stewart, passed the semester with straight A's earning her-

self a 3.945 GPA for the semester. Kelley was also a stand out athlete on the 7th grade basketball team as a 6th grader.

Garrett Clampitt of Carson, also earned himself straight A's for the semester as well as a 3.945 GPA. Garrett has been a solid student every semester here at Eagle Valley Middle School. Garrett is also a stand out athlete

(Continued on page 2)



Washoe Ed. Department Update

Education Coordinator

I hope everyone had a fantastic holiday season! There have been a lot new changes with the Education Department. The programs administered within the department are: Title VII, Johnson O'Malley, and Higher Edu-

cation. Title VII is a federal program implemented within the three local school districts. Our goal for this program is to ensure each self-identified American Indian student receives the supplementary academics tools they

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(Continued from page 1)
Eagle Valley

for the Carson Senators Pop-Warner football as a center, along with being a starter for the 7th grade basketball team here at Eagle Valley Middle School. His only regret for the semester is getting whipped in both football and basketball by Carson's longtime rival, the Douglas Tigers.

Haley Garver also did outstanding earning herself a 3.77 GPA just missing straight A's by having 6 A's and a B+. Haley is a starter and standout athlete in two sports this past semester in basketball and volleyball. She has been the most dominate girl on the court scoring points, getting rebounds, blocking shots, and spiking the ball.

Jailene Salciendo earned herself a 3.61 GPA with 5 A's and 2 B+'s. She was also a standout athlete on the 7th grade girls' basketball team.

Jailene's little sister Alexandria Salciendo earned herself a 3.5 GPA for the semester and was also a stand out athlete on the 7th grade girls basketball team as a 6th grader.



Other students earning great grades and having above a 3.2 GPA were Randy Heald, Rhiannon Jimmy of Stewart, Andrea Lathrop, Shyann Maes-Erwin, Lily Reid, John Rupert, Camiell Simpson of Stewart, and Jadelynn Skenadore.

All of these students did a great job and take their grades very seriously. I am very proud of all of the Native American students here at Eagle Valley Middle School and I am happy to be given the chance to help them succeed.

Romaine Smokey
Instructional Assistant
Eagle Valley Middle School

Washoe language spoken among McEwen's students

The Washoe language class held in the Native American Classroom with Mrs. Mc Ewen is still

going strong! Our winter session right before the holidays was especially fun because Herman

Fillmore brought hot chocolate and students brought pot luck treats.

Some of the lessons that Herman has introduced to us are being able to identify parts of our body in the Washoe language such as head, hair, eyes, arms, hands, legs and so on.

Herman handed out a sheet with a sketch of the body and the students

(Continued on page 3)



McEwen's students at Carson Middle School.

(Continued from page 2)

Language Spoken

wrote down the parts in the Washoe language.

One of their favorite topics has been learning about all tribes and learning to name their family members and relationships.

For example, “my great grandfather”, “my grandmother”, my cousin on my father’s side.

Learning to communicate their

timeline with

Washoe language.

We have also been

introduced to the

topic of “outside”.

What is it like out-

doors? Examples are

–storm it looks like –

lightning strikes, the

river is flooding, and

snow falling.

The students are

looking forward to

Herman returning on

Wednesday, January

29th when he gets

back from a cultural

convention. Also,

when Herman re-

turns he will see we

have a new staff

member named

Lavina Roach.

Lavina speaks some

Washoe language

and this should,

hopefully, add even

more excitement and

motivation as we

learn to speak

Washoe.

It has been my ob-

serva-tion that work-

ing with the lan-

guage and culture

has really assisted us

on bonding. It is

team building and

(Continued on page 4)

A Message to Families of Pau-Wa-Lu Middle School Students, from Barbara Garcia and Eric Emm



January 2014

Dear Parent or Guardian,

A very Happy New Year to you and your family from Barb and Eric at PWLMS. And congratulations to our seven PWL students who made the fall Honor Roll!

With the start of a fresh new semester, now is the time for your student to set some goals, plan the steps to reach them, and start climbing that mountain to a successful end of the school year. No fooling--We all know it will come FAST!

You may have already talked with your student about the good habits and daily efforts needed to reach the next level.

We, too, expect to have that discussion with them. Most teens already know where they’ve succeeded and where they could improve, but they may not know all the steps they can take to raise their school performance.

Steps can include goal-setting, time management/daily routines, finding motivators, knowing when and how to get help, and much more.

Here is our invitation to you, the parent or guardian:

Please call Barb (775-901-6204) or Eric (775-267-7354) to set up your *individual appointment* to share ideas for your student’s success in 2013-14. We wish to arrange a time and place that works for you.

Is your student welcome to come, too? – Absolutely!

(Continued from page 1)

Education Department Update

need to be successful. The Johnson O'Malley program is another supplementary academic program for tribally enrolled students. The Higher Education program helps students pursue post-secondary institutions as well as oversee tribal scholarships and vocational applications. If anyone has any questions about our programs, please feel free to contact me at your convenience.

Education: Administrative Updates

I am excited to announce our department has established supplemental academic services in all Carson City schools. Thus all self-identified American Indian students in the Carson City School

District will receive the extra help and support they need. Please see the staffing assignments below:

Elementary Schools:

Aaron Thacker: Bordewich-Bray and Fritsch Elementary Schools

Debby Cornelius: Seeliger and Fremont Elementary Schools

Jan McEwen: Mark Twain Elementary School

Romaine Smokey: Empire Elementary School

Middle Schools:

Jan McEwen: Carson Middle School

Romaine Smokey: Eagle Valley Middle School

High School:

Education Advisor: Soon to be announced

Edward Patiga (Temporary): Tutor Coordinator

We have also been in the development process of a pilot program to motivate students residing in the tribal communities with TANF Program Coordinators and the Stewart Community Councils. Therefore, we are asking students to fill-out a survey to help the department determine what will motivate students to do well in school.

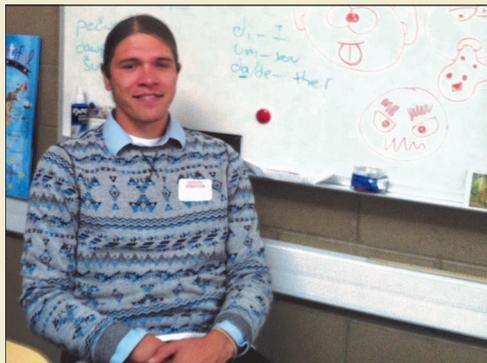
Future Events

Annual Awards Ceremony

Every year our department holds a recognition ceremony for all our students in the schools we serve. Please be on the lookout for dates and times as we really appreciate the support from the community.

(Continued from page 3) **Language Spoken**

the students make good choices to attend lunch time tutoring and discussions even without Herman.



As we

approach the New Year we have new goals for a successful 2014! One specific goal is to continue creating "Magical Moments." "Magical Moments" is the name of our activity bulletin board in our Native American Classroom. In order to be part of the bulletin board we must be part of a success story...so far all students are on board!

Native student saves a life

According to a CHS student announcement the "Health Occupations Students of America" (HOSA) recognized junior CHS student Tyus Muckenstrum. This past June Tyus witnessed a man pulling another man out of a truck at a gas station while yelling "help, help, he's not breathing!" Tyus leaped into action and instructed his brother to call 911. He then checked for a pulse. When he realized there was no pulse he began chest compressions.

Three to five minutes after the paramedics arrived they checked with Tyus regarding the man's condition. Tyus told them that the 24 year old man had no pulse when he began compressions. The EMT told Tyus that the man now has a pulse and that he had saved his life.

Khaslynnne Andrews excellent student at Pioneer

Selected as an outstanding student at Pioneer High School by teachers and other staffers, Khaslynnne Andrews is an excellent student and a quality individual. She embraces her education and applies herself in the classroom. She often extends her understanding of content beyond what is required with insatiable curiosity and a solid work ethic. Mr. Don Bland stated that it had been a joy to work with Khaslynnne over the first semester and he looked forward to her being a part of the class the rest of the year.



Seeliger finished the first semester of school on a good note. Students receiving honor roll awards are Mallory Argust, Malia Alvarado,

Koomea Williams, Thomas Burchett and Anjolei Folster.

Students with exemplary attendance are Alex Barr, Jr., Travis Heald, Mallory Argust, Nicholas Heald, Ebieny Crawford, and Seth Argust. These students missed no more than one day or were tardy no more than one day. Keep it up... it is so important to be in school.

Debbie Cornelius
Instructional Assistant, Seeliger Elementary

Honor Roll and other achievements at Seeliger Elementary

IHS FY 2014 Scholarships

The Indian Health Service (IHS) is soliciting applications, via the attached December 27, 2013, FEDERAL REGISTER notice for FY 2014 full- and part-time scholarships.

American Indians and Alaska Natives are invited to apply under the three programs described below. The funding is \$13.2 million for continuation and new awards combined. No more than five percent of funds may be used for scholarships for part-time students. The deadline for applications for continuation awards is February 28, 2014 and the deadline for applications for new awards is March 28, 2014.

• Health Professions Preparatory Scholarships and Health Professions Pre-graduate Scholarships. Up to \$1.5 million will be allocated for ap-

proximately 45 awards. Eligible applicants are members of federally or state recognized tribes and first and second degree descendants of federal or

Hobbs Straus litigated a case establishing the right of a tribal organization to contract under Public Law 93-638 in a service area that was not a Reservation in Rapid City Indian Health Board v. IHS, IBIA No. 97-100-A.

state recognized tribal members and Alaska Natives. Applicants for the Preparatory program must have been accepted for enrollment in a compensatory, pre-professional general education course or curriculum. Applicants for the Pre-graduate program must have been accepted for enrollment in an accredited pre-graduate program leading to a baccalaureate degree in pre-medicine, pre-

dentistry, pre-optometry or pre-podiatry.
• Indian Health

Professions. Approximately \$11.7 million will be allocated for an estimated 276 awards. This scholarship is available only to members of federally recognized tribes who are enrolled in an accredited school and pursuing a course of study in a health profession as defined by section 1603(13) of the Indian Health Care Improvement Act.

The attached notice provides IHS contact information for questions regarding the scholarship programs. It also describes the eligibility requirements and lists the health profession priority areas. Application packets may be obtained from the regional scholarship coordinators listed in the notice.

Inquiries may be directed to: Karen Funk at kfunk@hobbsstrauss.com

“Truancy is a symptom that often masks academic difficulties, emotional crises, safety concerns, or low esteem.”

“Why Try?”...A guide to getting the most out of school

Learn your parenting style...see page 11.

Truancy Prevention...

Our truancy prevention specialist has been going to every community providing trainings on the “Why Try” program which encourages education achievement. It helps build resiliency and helps prevent truancy/drop outs. Come learn why the law says “oversleeping and/or missing the bus will be considered an unexcused tardy” and that you have “only 30 minutes before a tardy is considered a truancy”.

How you can change your child’s life...

Learn valuable tips about how you can help your student avoid serious consequences that can change their life. Come to a “Why Try” presentation to find out more...

February “Why Try” Dates & Locations:

Woodfords @ Wellness Center, 6pm
1st Tuesday of Month

Dresslerville @ Community Building, 6pm
2nd Tuesday of Month

Stewart @ Community Building , 3:30pm
3rd Friday of Month

Carson @ Senior Center, 6pm
4th Tuesday of Month

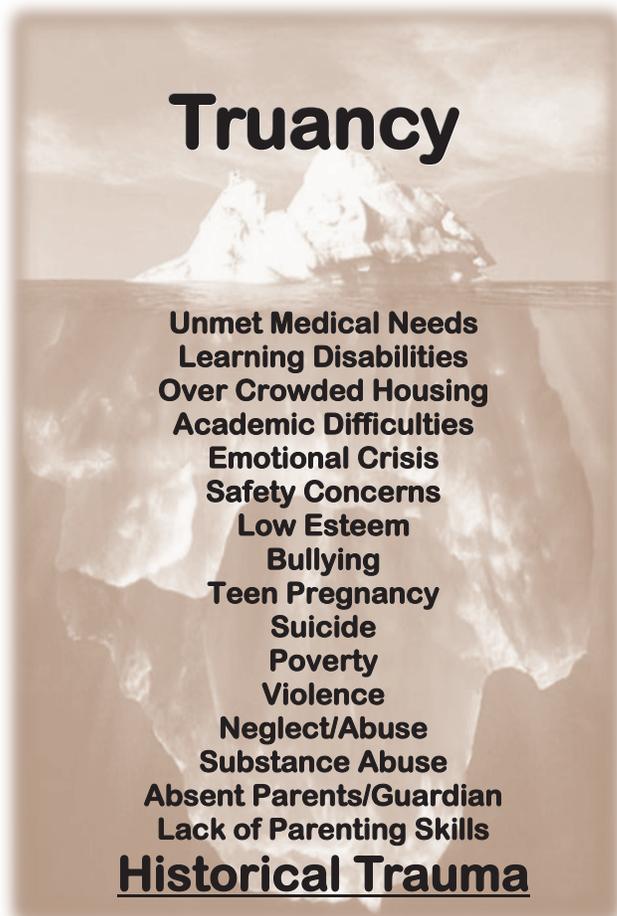
Valid excuses for a student arriving late or being absent are:

- Personal illness or injury
- Funeral in the immediate family
- Medical or dental appointments
- Religious exercises (limited number)
- Quarantine
- Jury duty (for students 18 and older)
- Service as a member of a board for an election (for

students 18 and older)
· Justifiable personal reasons: this must be approved by the Principal.

Examples of Unexcused lateness or absence are:

- Oversleeping
- Missing the bus
- Suspension from school
- Hair appointments
- Babysitting
- Shopping



What is Truancy?

Truancy according to the Washoe Tribal Law and Order Code is any absence that has not been excused by a parent or guardian. At least half of unexcused absences seen are due to parents/guardians lack of communication with school officials. All it takes is a phone call or note to the attendance secretaries to clear up an absence. (WTLOC 10-90: School Attendance)

To Report Truancy Please Contact:

Rhonda Medicine Crow, Truancy Prevention Specialist
Cell (775) 434-5775 Office (775) 783-8485 x 2814

40 Developmental Assets® for Adolescents (ages 12-18)

External Assets

- | | |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support | 1. Family support —Family life provides high levels of love and support.
2. Positive family communication —Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. Other adult relationships —Young person receives support from three or more nonparent adults.
4. Caring neighborhood —Young person experiences caring neighbors.
5. Caring school climate —School provides a caring, encouraging environment.
6. Parent involvement in schooling —Parent(s) are actively involved in helping young person succeed in school. |
| Empowerment | 7. Community values youth —Young person perceives that adults in the community value youth.
8. Youth as resources —Young people are given useful roles in the community.
9. Service to others —Young person serves in the community one hour or more per week.
10. Safety —Young person feels safe at home, school, and in the neighborhood. |
| Boundaries & Expectations | 11. Family boundaries —Family has clear rules and consequences and monitors the young person's whereabouts.
12. School Boundaries —School provides clear rules and consequences.
13. Neighborhood boundaries —Neighbors take responsibility for monitoring young people's behavior.
14. Adult role models —Parent(s) and other adults model positive, responsible behavior.
15. Positive peer influence —Young person's best friends model responsible behavior.
16. High expectations —Both parent(s) and teachers encourage the young person to do well. |
| Constructive Use of Time | 17. Creative activities —Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. Youth programs —Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. Religious community —Young person spends one or more hours per week in activities in a religious institution.
20. Time at home —Young person is out with friends "with nothing special to do" two or fewer nights per week. |

Internal Assets

- | | |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Commitment To Learning | 21. Achievement Motivation —Young person is motivated to do well in school.
22. School Engagement —Young person is actively engaged in learning.
23. Homework —Young person reports doing at least one hour of homework every school day.
24. Bonding to school —Young person cares about her or his school.
25. Reading for Pleasure —Young person reads for pleasure three or more hours per week.
26. Caring —Young person places high value on helping other people. |
| Positive Values | 27. Equality and social justice —Young person places high value on promoting equality & reducing hunger and poverty.
28. Integrity —Young person acts on convictions and stands up for her or his beliefs.
29. Honesty —Young person "tells the truth even when it is not easy."
30. Responsibility —Young person accepts and takes personal responsibility. |
| Social Competencies | 31. Restraint —Young person believes it is important not to be sexually active or to use alcohol or other drugs.
32. Planning and decision making —Young person knows how to plan ahead and make choices.
33. Interpersonal Competence —Young person has empathy, sensitivity, and friendship skills.
34. Cultural Competence —Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance skills —Young person can resist negative peer pressure and dangerous situations.
36. Peaceful conflict resolution —Young person seeks to resolve conflict nonviolently. |
| Positive Identity | 37. Personal power —Young person feels he or she has control over "things that happen to me."
38. Self-esteem —Young person reports having a high self-esteem.
39. Sense of purpose —Young person reports that "my life has a purpose."
40. Positive view of personal future —Young person is optimistic about her or his personal future. |

Search Institute® has identified the above building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible. This page may be reproduced for educational, noncommercial uses only. Copyright © 1997, 2006 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All Rights Reserved. The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets®, and Healthy Communities • Healthy Youth®.

(Continued from page 7) **Truancy Prevention**

Inter-Tribal Youth Leadership Conference attendees
"Thank you Washoe Tribe Healing Center"



TANF Back to School Night



Outreach during community Christmas Dinners with Hot Chocolate!!!



Students participating in "WhyTry" training for Truancy Prevention....



Truancy Prevention Outreach during Washoe Tribe Law Enforcement Day is Stewart



Summer Enrichment Program Finalist! Students with participation rate of 80% or more.



Students who played "Truancy Jeopardy" with their new school backpacks..... Yay!!!



Culture is Prevention! When our kids are engaged in our culture, they are less likely to engage in negative behaviors.



Carson youth at Carson Colony Halloween Party representing Truancy Prevention!!

WT Chairman Kizer and elected officials supporting community wellness at Alpine County Health Fair with Truancy Prevention Specialist.



**APPLICATIONS
AVAILABLE NOW!**

**DEADLINE:
JANUARY 31, 2014**
**LEAD Summer
Business Institute**

LEAD

The LEAD Summer Business Institute is a college preparatory program that introduces Native American, Alaska Native and Native Hawaiian high school students in their junior year to exciting careers in business and finance. Native students join other students from diverse communities and live on a college campus, take interactive courses taught by nationally renowned professors and attend corporate site visits. Last year, students attended programs at Dartmouth College, Duke University, and the University of Pennsylvania. In the past, students have also attended Stanford University.

In addition to taking classes in marketing, accounting, finance, economics and ethics, students also learn about the relevance of business, finance and economic development for Native communities. During this time, tribal leaders and Native people working in the financial services industry serve as motivational speakers and help students to understand how they can make an impact in their communities by pursuing careers in finance.

Who should apply?
The program is open to Native American, Alaska Native and Native Hawaiian high school juniors with a GPA of 3.0 or higher. Students should be in 11th grade during the 2013-2014 academic year.

How do I obtain an application?

Applications are due **JANUARY 31, 2014**. **CLICK HERE TO DOWNLOAD APPLICATION** or go to http://www.nafoa.org/pdf/2014_NAFOA_LEAD_Application_FINAL.pdf

Who do I contact to ask questions?

Please contact NAFOA with questions about the LEAD Summer Business Institute at: nafoa.lead@gmail.com or 602-540-0736

We strongly encourage you to contact NAFOA to seek assistance with editing or developing your application.

What is the difference between the application on the NAFOA website and the application on the LEAD website?

Both applications are for the same program. However, NAFOA waives application fees, provides application assistance and scholarship assistance to Native American students, so it is important to use the application



on the NAFOA website. The application on the LEAD website is for other students from diverse communities. It does not contain the financial aid form for Native American students. There is also an application fee to apply through LEAD.

What are the summer program dates?

Dartmouth: TBD

Duke: June 14th - July 3rd

University of Pennsylvania: July 6 - August 2

How much does the program cost?

Native American, Alaska Native and Native Hawaiian students are eligible to apply for tuition and travel scholarships provided by the Native American Finance Officers Association. Tuition for the program is \$1,250, not including transportation to and from the university and other program expenses. Last year, NAFOA awarded financial aid to more than 90 % of the students admitted to the program. Fill out the financial aid form included in the application. When possible, students should also plan to seek financial assistance from their tribe or other educational organizations. NAFOA will help coordinate assistance with other groups. Cost should not deter students from applying to the program.

Participating Schools

Dartmouth College - Hanover, New Hampshire

Duke University - Durham, North Carolina

University of Pennsylvania - Philadelphia, Pennsylvania

Where can I learn more about the LEAD Summer Business Institute?

Information about the LEAD Summer Business Institute **< CLICK HERE >** or go to <http://www.nafoa.org/pdf/NAFOA-LEAD2010-SummerBiz.pdf>.

Find us on Facebook



Internship Opportunity with the Indian Land Tenure Foundation



Indicum tenetur in indium tenetur

Summer 2014

INTERNSHIP DESCRIPTION

The Indian Land Tenure Foundation (ILTF) is looking to hire up to three current undergraduate or graduate students as interns for the summer of 2014. The internships are full-time positions over the course of 10 - 12 weeks (400 hours). Beginning and ending dates are negotiable. Salary will be \$15.00 per hour with potential additional funds for living and relocation expenses. As temporary employees of ILTF, interns are not eligible for employee benefits.

ORGANIZATION DESCRIPTION

ILTF's mission is to ensure that "land within the original boundaries of every reservation and other areas of high significance where tribes retain aboriginal interest are in Indian ownership and management." We support this mission through long-term capital investments, focused grantmaking, and collaborations with those holding similar interest in Indian land tenure issues.

INTERNSHIP DESCRIPTIONS

Communication Intern: Primarily responsible for formatting and uploading lessons to curriculum website using Drupal. Will also research news for social media postings and help with projects as needed. Applicant must have attention to detail and thorough knowledge of grammar, punctuation and MS Word.

Research Intern: Conduct research and document data identifying various land ownership patterns of tribal lands by reservation. The intern must have knowledge of database technology (MS Access preferred).

GIS Intern: GIS Analyst to work with ArcGIS software for GeoDatabase extraction and analysis of reservation lands with an end result of designing and producing various maps.

DEADLINE FOR APPLICATION: February 14, 2014

We will inform applicants of selection no later than March 13, 2014.

INTERN QUALIFICATIONS

Applicant must demonstrate professional communication and writing skills appropriate for a business environment. Background knowledge on Indian land history is not required, but a desire to understand the historic relations between tribes and governments is critical. Research, analysis and data collection experience is preferred, along with a basic understanding of Microsoft Office products. Must be willing to interact in new or different environments socially and culturally.

APPLICATION INSTRUCTIONS

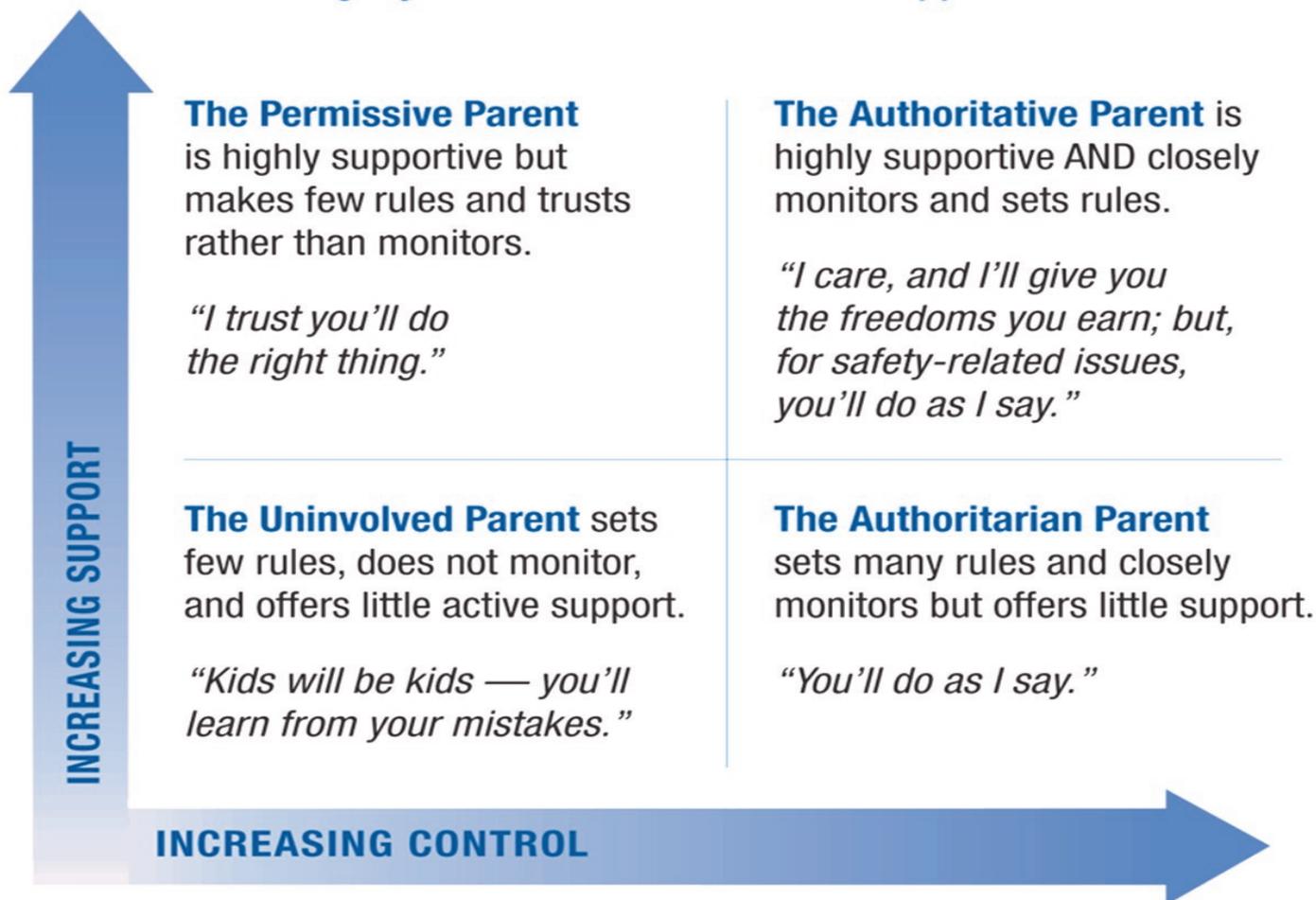
Please submit letter of interest, resume and a list of computer programs with which you are familiar to:

Patricia Chase, Office Manager
151 East County Road B2
Little Canada, MN 55117
pchase@iltf.org

For Washoe Tribe Assistance Contact:
Lori Pasqua, Pre-College Advisor
DHS (775) 782-5136 x1733
TANF Office (775) 782-6320 x2808, Cell (775) 309-3674
lpasqua@washoetanf.org

151 East County Road B2 · Little Canada, MN · 55117 · 651-766-8999 (t) · 651-766-0012 (f) · www.iltf.org

Parenting styles: the balance between support and control



Truancy Prevention...Learn all you can about being a good parent...its your child's future at stake!

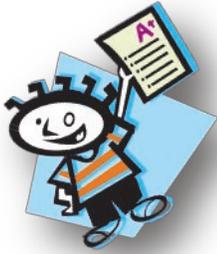
2014 Craig Tufts' Youth and Nature Essay Contest Now Open!

In honor of long-standing employee and naturalist, Craig Tufts, the family of Craig Tufts, Family Summits Inc., and the National Wildlife Federation invites youth to enter the 5th Annual Craig Tufts Educational Essay Scholarship competition.

This competition is open to any young person between the ages of 8 and 18 to submit an essay (<http://www.nwf.org/What-We-Do/Kids-and-Nature/Program> for guidelines).

The selected entry will receive a **once in a life-time experience to attend a week-long summer outdoor adventure camp** with a parent or guardian in Pacific Grove, CA.

Entries are due by March 28th.



Student Motivation Survey

*Please return survey to an Instructional Assistant
or to the Education Office at 1246 Waterloo Lane, Gardnerville
or fax to 775-782-6892*

Education Department (775) 783-8485

School Name: _____ **Grade:** _____

How do you like your school?

What do you like to do after school?

What is your favorite hobby?

What motivates you to do well in school?

What are some prizes that would motivate you to do well in school?



**Education Focus
Newsletter**

Washoe Tribe of Nevada and California
c/o Washoe Native TANF

1246 Waterloo Lane
Gardnerville, NV 89410

(775) 782-6320
Fax (775) 782-6790

Email: jfillmore@washoetanf.org
www.washoetribe.us