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video. CBC Indigenous

The strength of their cultural and traditional values is what keeps this family travelling thousands of kilometres every summer to participate in powwows. <http://www.cbc.ca/1.4735027>

National Navajo Code Talkers Day - Aug. 14, 2018

In 1942 the Marine Corps recruited young Navajos to serve in the Pacific during World War II. They would learn how to use their native language as a code during combat operations. Neither the Japanese Army nor Navy were ever able to crack the code, which remained classified until 1968.

In 1982 President Reagan declared August 14 "National Navajo Code Talker Day," to honor their service to the nation.

Watch the enlightening video here: <https://www.doi.gov/video/national-navajo-code-talkers-day>

How Native American Children Benefit From Trauma-Informed Schools
Students in these communities are disproportionately affected by trauma. When they act out, adults with training ask, “Is there anything I can do to help you?” rather than “Why are you acting this way?”

According to the [National Association of School Psychologists](#), trauma-sensitive schools create safety—physical, social, and emotional—for students who may have experienced trauma.

Photo by FatCamera/Getty Images

At a Montana school, a fifth-grader threatened to strike his teacher with a chair. In many schools, the child would be suspended, expelled, or arrested, leading to missed school, further alienation, and possibly a criminal record. But that’s not what happens here.

But this student is in one of Montana’s 10 Wraparound program schools. So instead, the student and his teacher at this school that serves mostly Native American kids, met with Stephanie Iron Shooter, director of the Montana Office of Public Instruction’s SAMHSA grant for trauma-informed care, to look for alternative solutions. “[The student] was able to tell the teacher that there were times when he felt he was going to get really angry and throw something,” says Iron Shooter. “He said that at those times, ‘I just want to go sit in a corner for a minute, then I’ll come back to the group.’” The teacher, with a new understanding of why the child acted out, was willing to accommodate his strategy for regaining self-control, and the student returned to class.

This meeting was part of an approach developed by the National Council for Behavioral Health, SAMHSA’s National Center for Trauma-Informed Care and Alternatives to Seclusion and Restraint, and other organizations to address the psychological and educational consequences of trauma.

Schools like these are using trauma-sensitive practices to address children’s mental health, behavioral, and academic issues. The goal is to create schools where adults—from the principal to the lunch room personnel—consistently respond to children with empathy and compassion.

According to the [National Association of School Psychologists](#), trauma-sensitive schools create safety—physical, social, and emotional—for students who may have experienced trauma. In a trauma-sensitive school, as defined by the NASP, all school personnel are trained to recognize and respond to the impacts of trauma. Discipline is a positive and productive process. The schools have access to mental health professionals and a wide range of services. And they recognize that helping traumatized children thrive is a community-wide challenge and responsibility. The village, in this case, extends well beyond the building and playground.

Vulnerable populations—in particular, kids exposed to poverty and other adverse childhood experiences—especially need this kind of care, according to Iron Shooter, though it benefits all students.

The effects of childhood trauma

According to [research on adverse childhood experiences](#), childhood trauma affects health and well-being later in life. In the 1998 study on the topic, ACEs were defined as “psychological,

physical, or sexual abuse; violence against mother; or living with household members who were substance abusers, mentally ill or suicidal, or ever imprisoned.” Children who experienced four or more ACEs had increased risks for alcoholism, drug abuse, depression, and suicide, as well as increased rates of smoking, sexually transmitted diseases, and severe obesity.

Since that study, other causes of childhood trauma have been identified by researchers at SAMHSA, [Centers for Disease Control](#), and the [National Institute for Mental Health](#), among others. These include war, natural disasters, poverty, divorce, separation of children from their families, terrorism, living in a violent neighborhood, racial discrimination—and historical trauma, where the physiological effects of trauma have been passed from generation to generation, first recognized among Holocaust [survivors](#) and since recognized in [Native American](#) and other communities of color.

Native American children are particularly vulnerable to trauma. According to Jacqueline Pata, executive director of the National Congress of American Indians, they are 2.5 times [more likely to experience trauma](#). They are also subject to historical trauma resulting from genocide and the boarding school experience of their parents and grandparents, she says. Historical trauma is implicated in high rates of suicide, homicide, violence, child abuse, and alcoholism in Native American communities, according to the [Indian Health Service](#).

In addition to affecting health, childhood trauma also affects learning ability. “We know that trauma is widespread, and we know that it impacts how people learn. It changes the chemistry of the brain. It changes the structure of the brain in young children, even children up to the age of 18,” says Karen Johnson, director of the National Council for Behavioral Health.

Bessel van der Kolk, a neuroscientist with the Trauma Center at Justice Resource Institute and former professor of psychiatry at Boston University School of Medicine, describes [three mental processes affected by childhood trauma](#). These include the ability to focus and filter out irrelevant information, regulate emotions, and form healthy relationships. Children coming to school with these challenges have trouble learning.

“Science tells us that children with brains affected [by trauma] are often in survival mode in schools,” Johnson says. “Instead of being able to learn, process and respond, they feel unsafe and often default to a survival mode, which interrupts any kind of learning that can happen in a school. We need to understand this dynamic and how to create safe, nurturing environments in which children who have been impacted by trauma can learn.”

Trauma-informed schools give kids whose life experiences have impaired their ability to learn a second chance, she says.

Developing trauma-sensitive practices

The trauma-informed initiative in Montana Public Schools began back in 2009, when the state’s Office of Public Instruction received a U.S. Department of Education grant to assist the neediest schools in the state, Iron Shooter explains. OPI chose the five lowest-performing schools and set about improving them in the area of mental health, among others. A grant for a statewide

Wraparound program came in 2011. Montana’s program is based on the [National Wraparound Initiative model](#).

Most of the schools involved in the Montana program are small and rural, and at this point most of the students are Native American, she says.

Another school offering trauma-sensitive care for its students is Wasilla Middle School in Alaska, where 12 percent of students self-identify as Alaska Native or American Indian. Over 50 percent of the students in the school qualify for free and reduced lunches. Wendy Degraffenried, a school nurse, is the team lead for the district’s trauma-informed care program.

Becoming a trauma-informed school was a multistep, community-wide process that began with training, she explains. Personnel from the regional Mat-su Health Foundation were the first to be trained by the National Council for Behavioral Health. They brought what they learned back to five Alaska schools, including Wasilla Middle School, to develop trauma-informed services and trainings for schools. The program is funded by the Health Foundation, the community, and a grant from SAMHSA.

Degraffenried says it’s an effort to reduce disruptive behavior, increase attendance, and improve the high school graduation rate.

“Instead of identifying students who have experienced trauma,” Degraffenried says, “we act as if all students have experienced trauma. ... All teachers are trained in how to respond to behaviors by asking questions such as, ‘I wonder what happened to them,’ versus ‘Why are they acting this way?’”

It was the death of Freddie Gray in police custody in 2015 that sent the Baltimore City Public Schools scrambling for strategies to help students cope with trauma. Jim Padden is the director of related services for BCPS, the office responsible for keeping special needs kids in the regular classroom whenever possible. He says that schools were closed for the day, and when they reopened, the district and mental health partners, including the University of Maryland and Johns Hopkins, had put between one and five mental health clinicians into all of the approximately 200 schools.

After a week and a half, it was clear that having mental health clinicians in the schools was helpful, he says, so BCPS looked for ways to have those people and other resources available to students every day. Baltimore received over \$2 million from a U.S. Department of Education [Promoting Student Resilience](#) grant to fund the program.

Padden says the program has created an environment where children who might otherwise be removed from the classroom—or the school—are better integrated into the school community. Instead of dealing with behavioral issues with discipline, he says, they try to make the student feel connected by asking, “‘Hey, what’s going on? You haven’t been able to be on time for the last four days. Is everything OK? Is there anything I can do to help you?’”

Next steps

Two main barriers stand in the way of putting trauma-sensitive programs in all schools. The first is funding. There is no one source for funding many of the resources—educational, psychological, physical, and social—that go into creating an effective program. And the schools that most need trauma-sensitive practices—the schools that serve vulnerable populations—are often the schools with the least amount of financial resources to draw from.

Though Native American children are particularly vulnerable to trauma, the schools they attend have some of the least adequate financial resources. The federal government, for example, has produced [reports](#) showing that Bureau of Indian Education schools, which are responsible for educating 41,000 children, use only about half of their funding for instruction—the rest goes to trying to maintain dilapidated buildings and other costs, such as buses, needed to educate children in remote settings. And many schools on reservations, because they are on federal land, do not receive support from property taxes, but must rely largely on federal impact aid, which has not been fully funded since 1969, according to the [testimony](#) of Brent Gish, executive director of the National Indian Impacted Schools Association before the Senate Committee on Indian Affairs.

This could change. In a landmark [ruling](#) last March, a federal district court allowed to go forward with a case brought by Havasupai parents and several civil rights organizations that alleges, in part, that the personal and historical trauma suffered by Native American children are adequate reasons for requiring the Bureau of Indian Affairs to provide special education services.

The second barrier, Degraffenried says, is that these programs must be initiated by someone in the community, be it a health care entity, a school board, a principal, or even a single teacher. “First there’s got to be buy-in, whether it’s an individual teacher or an administrator, or a school district,” she says. And that can be difficult when the program deals with kids who are traditionally viewed as being disruptive in class, she says.

Still, awareness of children’s mental health needs is increasing. In a recent [study](#) put out by the National Association of Elementary School Principals, for the first time children’s emotional problems topped the list of concerns expressed by principals. If the plaintiffs prevail in the Havasupai lawsuit, trauma-sensitive care could become the law in schools that serve Native American children. In the meantime, on-the-ground educators and staff like Degraffenried and Padden are taking initiative to fill the gap.

<http://www.trendingly.com/deep-sea-life>

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Politics, History, and Semantics: The Federal Recognition of Indian Tribes

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From Travis Blue (I): This is definitely a labor of love that is far from finished. Catawba is a living, growing history. So many hearts, minds and hands were involved in this momentous celebration. The story continues...

[lds.org South Carolina Ward Celebrates History of the Gospel among the River People - Church News and Events](#)

GrantStation

Funding Opportunities - National Opportunities

Support for Cultural Projects to Engage U.S. Muslims and Non-Muslims

The Building Bridges Grants Program, an initiative of the Doris Duke Charitable Foundation, supports nonprofit organizations in the planning and implementation of projects that engage U.S.-based Muslim and non-Muslim populations in arts- and culture-based experiences designed to advance relationships and understanding for mutual well-being.

Programs Enhancing the Quality of Life in Rural Areas Funded

The Foundation for Rural Service, established by NTCA–The Rural Broadband Association, seeks to sustain and enhance the quality of life in America by advancing an understanding of rural issues.

Education Grants Promote Diverse Leadership and Innovative Schools

The mission of NewSchools Venture Fund is to reimagine public education through powerful ideas and passionate entrepreneurs so that all children—especially those in underserved communities—have the opportunity to succeed.

International Theatre Collaborations Supported

The Global Connections program, administered by Theatre Communications Group (TCG), is dedicated to building bridges between U.S. theatre professionals and their counterparts abroad, identifying theatre professionals who will further the growth of the field, and creating opportunities for the U.S. theatre field to engage in international conversations.

Regional Opportunities

Funds for Environmental Conservation Efforts in New England

The William P. Wharton Trust supports nonprofit organizations that promote the conservation, study, and appreciation of nature.

[Grants Encourage Health Equity for Kansans](#)

The mission of the Kansas Health Foundation is to improve the health of all Kansans.

[Support for Hawaiian Historic Preservation Projects](#)

Historic Hawaii Foundation (HHF) encourages the preservation of historic buildings, sites, and communities relating to the history of Hawaii.

[Native American Arts Programs in the West and Midwest Funded](#)

First Nations Development Institute (First Nations) supports the perpetuation and proliferation of Native American arts, cultures, and traditions as integral to Native community life.

Federal Opportunities

[Funds Available for Tribal Public Transportation](#)

The Public Transportation on Indian Reservations Program supports planning, capital, and, in limited circumstances, operating assistance for tribal public transit services.

[Program Supports HIV Relief](#)

The Ryan White Part A HIV Emergency Relief Grant Program provides funds to jurisdictions with a high incidence of reported cases of AIDS to develop or enhance access to a comprehensive continuum of high-quality, community-based care for low-income people living with HIV.

The Epitome Of Western Opulence: This Woman’s Flair For Entertainment Brought Here Unprecedented Success

2 Posted by [storyteller](#) - August 10, 2018 - [LATEST POSTS](#)

Annie Box Neal was the proprietor and manager of the Mountain View Hotel in Oracle, Arizona, a western mining town in the Catalina Mountains. Her secluded grand resort was recognized as the “epitome of western opulence” in its day and received distinguished guests from Russia, Australia, China and other places around the world. Neal had a flair for entertainment and was renowned for her gracious hostess skills, which brought her unprecedented success.

Anna Magdalena Box, of African American and Native American descent, was born in the Cherokee Nation, Indian Territory, in 1870. Her grandmother had come to the Territory on the Trail of Tears. In 1876, Neal accompanied her parents and other Cherokee



Freedpeople to Tucson, Arizona Territory. Annie was enrolled in St. Joseph's Academy next to San Augustine's Mission for Indians while her parents supported themselves through gambling and mining investments.

Annie grew up into a six-foot tall beautiful confident woman. In 1892 when she was twenty-two years old she married teamster William "Curly" Neal, who shared her African-Indian heritage. An excellent sharp-shooter, Annie "ran shotgun" with her husband as they delivered gold bullion from the mines to a local bank. Annie and William Neal never had children, but they raised her younger sister after her mother's death.

Following her mother's death, William Neal proposed an ingenious project to help her overcome her grief: they would establish a year-round hotel/health resort on their 160- acre ranch. Though seemingly isolated, the ranch, nearly 5,000 feet above sea level, had a mild climate that allowed escape from the Arizona desert. It also had spectacular views.

The resort, supported by the Neals' property holdings in Tucson and Oracle as well as a thriving stagecoach business and other business interests was built without outside financial assistance. Annie Neal designed and decorated the two-story \$90,000 Mountain View Hotel, which doubled as a health sanatorium and a recreational playground for the very wealthy. She anticipated every need and desire of her clientele who made their way to her truly opulent mountain get-away to enjoy exquisite dining, fine music, and entertainment in the form of competitions and rodeos. Annie proudly boasted that Wild Buffalo Bill Cody, a friend and frequent guest, was the only person to whom she lost a shooting match.

Annie Box Neal, a charming, soft-spoken refined gentlewoman, was an exceptional host and entertainment diva who pampered her guests. She expertly managed the premier Mountain View Hotel resort, which enjoyed a successful run until the post-World War I era.

Sources: Tricia Martineau Wagner, African American Women of the Old West (Guilford, CT: TwoDot, an imprint of The Globe Pequot Press, 2007); Barbara Marriott, Annie's Guests – Tales from a Frontier Hotel (Tucson, Arizona: Catymatt Productions, 2002).

Contributor: Wagner, Tricia Martinea

From DennisM: AUG 10 in 1821 Missouri, named for its former Native American inhabitants, was admitted to the union as a slave state with its capital initially at St. Charles, a result of the Missouri Compromise of 1820 that admitted Missouri as a slave state and Maine as a free state while prohibiting slavery in the Louisiana Territory north of the 36° 30' latitude line (Jefferson wrote to a friend that the compromise line, "like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. it is hushed indeed for the moment. but this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper.")

Terrified by 'Hothouse Earth'? Don't Despair - Do Something

Eric Holthaus, Grist

Holthaus writes: "A team of international researchers released what looks like a blueprint for catastrophe this week. On our current path, they warned, humanity might push the planet into an entirely new, hellish equilibrium, unseen since before the emergence of our species millions of years ago." [READ MORE](#)

Tribal Clean Diesel Funding Assistance Program FY 2018

Environmental Protection Agency

Applications due September 6, 2018 [For more information, click here!](#)

EPA's Office of Transportation and Air Quality is soliciting proposals nationwide for projects that achieve significant reductions in diesel emissions in terms of tons of pollution produced by diesel engines and diesel emissions exposure, particularly from fleets located in areas designated as having poor air quality. Further, priority for funding will be given to projects which result in outcomes that benefit affected communities, those that engage affected communities with respect to the design and performance of the project, and those which can demonstrate the ability to promote and continue efforts to reduce emissions after the project has ended. Eligible entities include tribal governments (or intertribal consortia) and Alaska Native Villages, which have jurisdiction over transportation or air quality.

EPA anticipates awarding approximately \$2 million in Diesel Emissions Reduction Act funding under this announcement. The total available funding and the size and number of grants awarded are subject to the availability of funds, the quality of proposals received, and other applicable considerations.

Full details can be found at <https://www.grants.gov/web/grants/view-opportunity.html?oppId=305943>

Tribal Grants Education and Technical Assistance Webinar Series

Second Wednesday of Every Month at 1pm ET

[For more information, click here!](#)

The Health Resources and Services Administration (HRSA) is hosting a FREE Grants Education and Technical Assistance Webinar Series for Tribes, Tribal Organizations, Indian Health, Tribal and Urban Indian Health Programs. Learn about the federal grant application process, how to write better grant proposals and evaluation plans for your projects, strategies for successful grant management, and more. Participants will also have the opportunity to connect with HRSA subject matter experts, grant reviewers, as well as peers to discuss best practices and barriers to successful grants application and management.

Webinars will be held the **second Wednesday of every month from 1:00pm to 2:30pm ET** - view the list of topics below:

- May 9: Writing a Competitive Grant Application
- June 13: Applying for a HRSA Grant
- July 11: Writing a Successful Evaluation Plan for Your Grant Application
- August 8: Preparing a Budget for your Grant Proposal
- September 12: Effective Grants Management/Administration & Reporting
- October 10: Successful HRSA Tribal Grantees

You must register to access the recording. Register here: https://hrsa.connectsolutions.com/federal_grant_application_recording/event/registration.html

[From "Cigars and Cigarettes" by W.F. Curryer/ August 13 1895: \(from DennisM\)](#)

The tobacco habit may appropriately and with strict justice, be described as a relic of barbarism. It was copied and adopted from the vicious and ignorant savages who lived in the West Indies, where they were discovered by Columbus. The result has been that while the European powers by treachery and the force of arms subjected the tribes and peoples of the Western hemisphere, these in their turn, have subjected and debased the populations of the Eastern continent by tobacco.

So universal and so popular has the use of this article become, that to take any decided stand against it and proclaim the facts in regard to it, requires an unusual degree of moral courage. It is easier by far to keep silent and float quietly with the current, even of a river so execrably filthy. There are very many now, who will freely acknowledge every thing that can be said respecting the pernicious effects of this baneful drug, yet will inculcate a far different doctrine by their example. They will affirm unequivocally that the use of tobacco is disgusting and degrading to the moral nature, as well as injurious to bodily health, and yet in the presence of the very audience where they have borne this sweeping testimony, will continue the practice—chew and spit, smoke and puff, snuff and sneeze, as if it were perfectly proper and becoming. It is a grave problem, how they can, under such a state of facts, reasonably expect to convince others, and in particular the law-makers, that they are themselves sincere, or that their declarations are true.

There is no narcotic of ancient or modern times which has been so extensively used, and no drug about which there exists so great diversity of feeling and opinion, both among the people generally and the members of the medical profession. While the use of alcoholic beverages is very generally looked upon as debasing, and often exposes the individual to social ostracism, most persons will condone the offense of tobacco. Many individuals imagine that they possess some pent-up nervous energy, a deranged mental equilibrium, which tobacco serves as a safety-valve to benumb or goad into normal condition. In this way it has gained some degree of toleration and even of public approval.

The habit must be regarded as one of the greatest evils of the age. I do not except alcohol even with its long, murderous record. The use of tobacco is worse than alcohol because it is more general, because its moral status is considered as higher, and because its pernicious results are more gradual and less obvious to view...

[After Dam Removal, What the Klamath Basin Needs Next](#) [By Tara Lohan, YubaNet, 8/9/18](#)

If all goes according to the latest plan, four hydroelectric dams on the Klamath River, which runs from southern Oregon to the northern California coast, would be removed in 2021. It's the culmination of years of work in the Klamath Basin by a diverse group of stakeholders including tribes, state and federal agencies, farmers and ranchers and conservationists.

[NEW LEADER TAKES OVER AS THE UPPER COLORADO RIVER COMMISSION GRAPPLES WITH LESS WATER AND A DRIER CLIMATE](#)

By Gary Ptizer, Water Education Foundation, 8/10/18

Amy Haas recently became the first non-engineer and the first woman to serve as executive director of the Upper Colorado River Commission in its 70-year history, putting her smack in the center of a host of daunting challenges facing the Upper Colorado River Basin.

World Water Week 2018

There is still time to [register](#) for this year's World Water Week, taking place in Stockholm from 26-31 August 2018.

Can't make the trip to Sweden? Join us online with live-streamed sessions and follow #WWWeek for the latest updates from convenors and participants. Recorded sessions can be watched live or on-demand at the official [SIWI Vimeo channel](#). You can see the complete line up of live-streamed events [here](#). For the full programme of events this World Water Week, [click here](#).

This year's World Water Week will explore the theme "Water, ecosystems and human development" calling into play important topics such as source-to-sea management, financing and viability of nature based solutions and stocktaking of water-related SDGs. This year's Week is also one of the most inclusive with the majority of events adopting the Gold Standard, a commitment to including a minimum of 40% female speakers and at least one youth representative in event panels. A water wise world needs diverse voices, World Water Week aims to be a microcosm of the world we want.

Learn More.

Discover what five trends are shaping World Water Week and further details on this year's theme, "Water, ecosystems and human development," by clicking [here](#).

Share. Participate.

Invite colleagues, friends, followers, and students to take part in this year's World Water Week by participating with World Water Week using the hashtag #WWWeek and engaging with Circle of Blue on [Twitter](#), [Facebook](#), [Instagram](#), and with World Water Week on [Twitter](#), [Facebook](#), and [Instagram](#).