

# NATIVE AMERICAN INDIAN CENTER NEWSLETTER

Title VII: Native American Indian Education Program



## GOODBYE TO A GREAT FRIEND

The Native Center says goodbye to our great friend, Mike Higashi. Mike volunteered his sewing expertise at our cultural classes. He donated to our Winter Gathering, and also did all of the decorating with Ms. Terri Johnson for the first ever Native Graduation.



## PLEASE SHARE!

SEND US YOUR BIRTHDAYS AND ANY ANNOUNCEMENTS YOU WOULD LIKE US TO INCLUDE IN OUR NEWSLETTER.

IF YOU HAVE ANY ARTWORK, PHOTOGRAPHY OR POETRY THAT YOU WOULD LIKE TO HAVE PUBLISHED IN OUR NEWSLETTER PLEASE EMAIL IT TO [DRIVAS@STOCKTONUSD.NET](mailto:DRIVAS@STOCKTONUSD.NET) OR CALL (209)933-7425 X 8083

## CALENDAR

### Labor Day Weekend PowWow at UOP

Aug 30th-Sept 1st

### PSAC

Sept 4th 6-7pm

### Cultural Class

Sept. 10th 6-8pm

Sept 17th 6-8pm

Sept 24th 6-8pm

## NATIVE AMERICAN INDIAN CENTER

**Located:** Edison High School

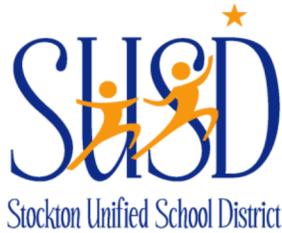
100 W. Dr. Martin Luther King Jr. BLVD,  
Stockton, CA, 95206

Portable 105

**Phone:**

(209) 933-7425 ext 8083

**Hours:** 7AM-2:30PM



**Janet Yarbrough,**  
**Director**  
**Educational Services**  
**State and Federal Programs**  
701 N. Madison  
Stockton, CA 95202  
(209) 933-7130

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Dear Parents:

Stockton Unified School District serves over 1,000 American Indian/Alaska native students from grades Pre-K through 12. The targeted goals of the Native American Indian Center (NAIC) include:

- Increase school readiness
- Increase college enrollment
- Increase knowledge of cultural identity and awareness

The NAIC receives funding from two sources: Johnson O'Malley (JOM) and Title VI Indian Education Program. The NAIC maintains two important documents that generate funds for eligibility and services provided to American Indian/Alaska native students as required by federal mandates. Johnson O'Malley funding requires, a Certificate of Indian Blood (CIB). Your respective Tribal Census Department provides the Certificate of Indian Blood. Title VI requires a Student Eligibility Certification or 506 Form. The 506 Form can be obtained from the NAIC or the NAIC website: <https://www.stocktonusd.net/Page/437>

**Eligibility Requirements:**

- A member (as defined by the Indian tribe or band) of a federally recognized Indian tribe or band, including those Indian tribes or bands terminated since 1940, and those recognized by the State in which the tribe or band resides; or
- A descendant in the first or second degree (parent or grandparent) as described above; or
- Considered by the Secretary of the Interior to be an Indian for any purpose; or
  - An Eskimo, Aleut or other Alaska native; or
  - A member of an organized Indian group that received a grant under the Indian Education Act of 1988.

**Proof of tribal membership is required on the application form. Any one of the following is acceptable:**

- an enrollment/membership number for the student or any of the above-mentioned family members
- a certified letter from the tribe confirming membership for student or stated family members
- letter of CDIB – Certified Degree of Indian Blood, or any other official document stating proof of tribal membership
- 

The NAIC staff is currently reviewing and updating student files. The staff may contact you if your child's 506 Form is incomplete and/or any additional documentation is needed.

Sincerely,

Janet Yarbrough  
Director  
Educational Services

# NAIC Summer School 2019



The Native American Indian Center (NAIC) was proud to host the two week NAIC Summer School. During classroom instruction days, students learned about art and culture infused within a few history lessons. The most popular lessons were on medicine bags and mosaics. The beading class taught math concepts through numbers and patterns.

In addition, funds were utilized to enhance the summer experience by providing outdoor learning for students. Over 40 students participated on four different field trips. Students visited Columbia State Park and mined for gold and explored the historical areas. On the ride back, native plants were identified, and the harmful effects of the discovery of gold to the California Native American Tribes were discussed.



The next trip was to Alcatraz, and for many of our students, it was their first time on a boat. Half of the tour was spent learning about the prison, but the rest of the time was dedicated to teaching the students about the Native American Occupation of Alcatraz. Students learned that the occupation made national news and brought the American Indian Movement to the forefront. Staff pointed out the evidence of the native occupation and discussed that next year will be the 50th Anniversary of the historical event.

The third fieldtrip was to the California Academy of Sciences. The students learned about habitats and indigenous creatures. The big lesson learned was about land conservation and food. Students discovered how their food choices everyday affect their environment and their carbon footprint.

Big Trees was the final fieldtrip. Students hiked and explored the land examining indigenous plants as well as the invasive plants that harmed and changed the natural landscape. Students heard stories about how people were so amazed by the trees that the trees became oddities and were abused. People stripped the bark off the largest trees effectively killing the trees, and then shipped the trees all over the country as attractions. The native people joined forces with conservationist and helped write the first conservation bills declaring the trees as landmarks and making them illegal to cut down.

The Native American Indian Center received many thank you notes from parents and students alike thanking the center for teaching the culture and sharing these unique experiences.



# Native



# EVENTS

**INDIGENOUS  
RED MARKET**  
EVERY FIRST SUNDAY OF THE MONTH.

**Sept. 1 st**  
**Sunday 11am - 2pm**

**NATIVE AMERICAN HEALTH CENTER**  
CEDAR CENTER  
3124 INTERNATIONAL BLVD.  
OAKLAND • CALIFORNIA  
**URBAN NATIVE ERA**

**FREE + ALL AGES + STREET PARKING**



## BEAUTIFUL NATIVE BABY PAGEANT

**Aug. 24th 2019**  
**12pm- 3pm**  
**Victory Park**

0 months to 5 years old  
Trophy for TOP Winner  
All Babies will receive certificate  
According to their category  
Make beautiful Memories with  
your child  
Food & Drinks Sold at Event



**Free Photo Shoot**



Contact :  
Sylvia Rodriguez  
(209)263-9035

## 38th Annual StocktonCommunity/UOP Labor Day

### Native American Pow Wow

**Friday August 30th 6pm-10pm**  
**Saturday August 31st 11am-10pm**  
**Sunday September 1st 11am-4pm**

**Wendell Phillips Center**  
**Main Gym Lawn Area**  
**1000-1070 W. Stadium Dr**  
**Stockton, CA 95204**

### SUSD Represents:

**Head Teen Boy: Brandon Vanderpool - Franklin H.S**

**Head Jr. Girl: Delyla Martinez - Commodore Stockton Skills**

**↑ Head Tiny Tot Girl: Malaya Ixchel Gonzales**



# Teacher Resource

## Native American Literature: An Anthology

### Overview

This treasury of literature by Native American authors allows students to listen to the voices from America's first and oldest literature. More than fifty tribes from the U.S. and Canada are represented, giving readers opportunities to explore the diversity of authors' experiences through poetry, fiction, and nonfiction, including the oral tradition. Two maps provide geographical context for the readings, one showing tribal locations and the other showing the Trail of Tears.

This Anthology is a great Teacher resource Available to borrow at the Native American Indian Center. Each Author has a bio that leads into their short story or poem followed by popular Discussion Questions and Writing Topic suggestion. Authors include Vine Deloria Jr. Sherman Alexie, Louise Erdrich, Sarah Winnemucca, Leslie Silko, Joy Harjo and Many More.

Time

by Joseph Bruchac

Mink once stole the Sun  
so the People could have light.  
Than the Europeans came  
and brought with them a new thing called Time

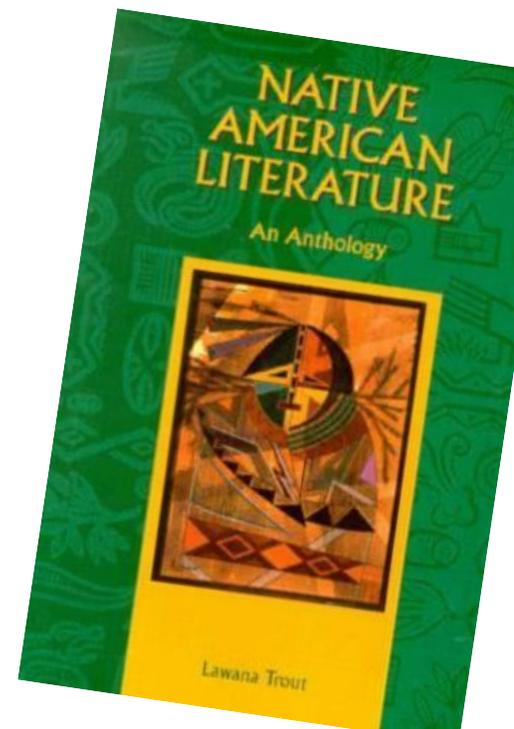
So Mink stole Time.  
He carried it off--  
a big metal clock.

But instead of owning it,  
he soon found out that  
it owned him.

To this day he sits  
with three big keys  
around his neck.

Each day he uses them to wind up Time  
which owns us all now  
the way we once owned the Sun

**The Native  
American Center  
has a Classroom Set  
Available to  
Borrow**

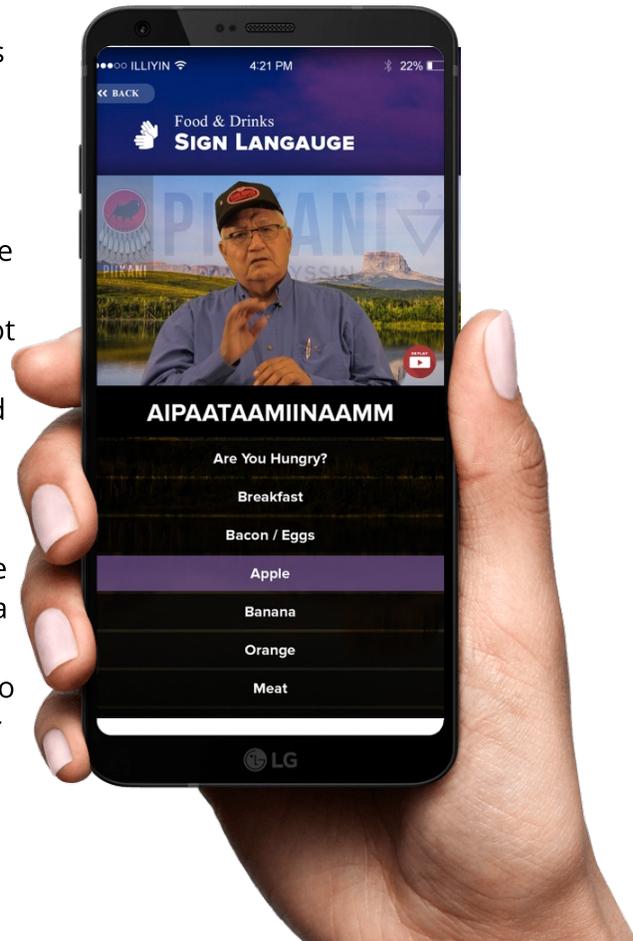


# Featured App



## Are you interested in learning the Basics of the Piiikani Blackfoot Language?

The Emmel family shared with the N.A.I.C. the app that they use to keep the Blackfoot language alive in their household. They said the kids enjoy the games and the sign language. The Emmel family says the app "is a fun easy interactive way for the whole family to learn our cultural language". The app is a free downloaded available on Apple IOs and Android Google play that was created for the Piiikani Child & Family Services. It's a dream app that will allow Piiikani children to have access to their language, said Shirley Crowshoe, the language representative with Piiikani Child & Family Services. "Children don't have access to the culture or the community for a lot of things, so the service wanted to put something together to help them learn. Hearing the language is the most important thing", said Crowshoe. The Piiikani Paitapiiyssin app features more than 300 words and phrases, Elders and narrators tell stories. It includes historical images archive & talks about Piiikani clans, Napii and the Rock translation, Piiikani symbols and winter count and provides the Piiikani Prayer. There is also the Piiikani Sign Language component, a universal communication of all tribes. The N.A.I.C. tried out the Piiikani Language app and highly recommends it for anyone trying to learn the Blackfoot language. If you have any recommendations for apps, movies, games that you would like to share with the local native Community please send them into the center at [drivas@stocktonusd.net](mailto:drivas@stocktonusd.net)

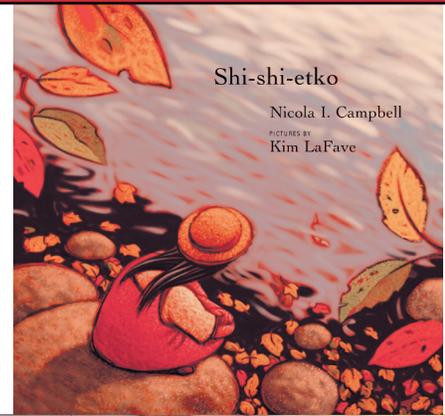


# Residential Schools Alternative to Mission Project

## Shi-shi-etko

by Nikola I. Campbell Pictures by Kim LaFave

This is a moving story set in Canada about the practice of removing Native children from their villages and sending them to residential schools to learn the English language and culture. An introduction explains that governments believed Native people were ignorant and made laws to "educate" their children. Shi-shi-etko counts down her last four days before going away. She tries to memorize everything about her home—"tall grass swaying to the rhythm of the breeze, determined mosquitoes, working bumblebees." There is a family party to say good-bye. Her father takes her out in a canoe and implores her to remember the trees, the water, and the mountains, and her grandmother gives her a small bag made of deer hide in which to keep her memories. The vivid, digital illustrations rely on a red palette, evoking not only the land but also the sorrow of the situation and the hope upon which the story ultimately ends. This contemplative narrative will help children see how Native people have been treated in both Canada and the United States. A good choice to enhance units on Native North American cultures



Shi-shi-etko

Nicola I. Campbell

PICTURES BY  
Kim LaFave

With yellow cedar paddles,  
they strolled across smooth water.

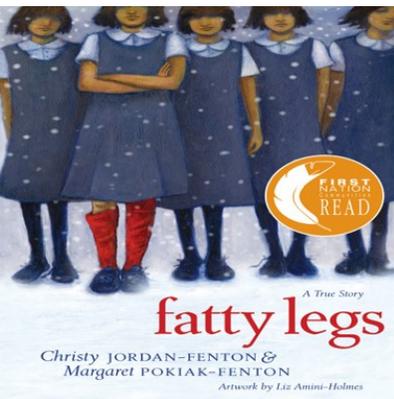
Reach, dip, pull back...  
Reach, dip, pull back...

The only sounds they heard  
were the whistling birds  
and their paddles breaking  
the surface of the lake,  
surrounding them with ripples.

Circle on... circle on... circle...

Her father sang the paddle song  
that her grandfather used to sing.  
His voice traveled across the water,  
a chant that kept their pace.

Jack MacKenzie School 1  
3613 Buckingham Dr. E., Regina, SK



## Fatty Legs A True Story

by Christy Jordan-Fenton & Margaret Pokiak-Fenton

Artwork by Liz Amini-Holmes

The true story of Olemaun, an Inuit child who longs to read like her older sister begs her father to be sent to school. Before finally relenting, her father warns her: *as water wears rock smooth, her spirit will be worn down and made small*. Her dreams are crushed when she realizes that much of what is considered education at the school is to simply do chores.

Olemaun is under the direct care of a nun she calls The Raven, who abuses her

authority over the children, singling Olemaun out for special humiliation whenever the opportunity presents itself. The heartless Raven gives gray stockings to all the girls -- all except Olemaun, who gets red ones. In an instant Olemaun is the laughingstock of the entire school.

Being a resilient child Olemaun learns to read and hides herself in the stories.

Although a sympathetic nun stands up for Olemaun, in the end it is this brave young girl who gives the Raven a lesson in the power of human dignity.

Large print and short chapters make this a great choice for an earlier chapter book for children. Due to the content children will need some adult input to fully understand the history of residential schools. This story takes place in a Canadian Residential school but there are many similarities that with American residential schools.

Complemented by archival photos from Margaret Pokiak-Fenton's (Olemaun) collection and striking artwork from Liz Amini-Holmes, this inspiring first-person account of a plucky girl's determination to confront her tormentor in a position of power will linger with young readers. This book is best for 6 to 7th grade readers.



**The  
Native  
Center has 10  
copies  
available to  
borrow.**

# PARENT VOLUNTEER PROCESS NEEDS TO BE DONE YEARLY!!!



## Welcome Parents to the 2019-2020 School Year!

To be eligible to volunteer at the Native American Indian Center and participate in their activities and events, please follow the following free procedures to be fingerprinted and TB tested.

### Process:

If you are interested in becoming a volunteer:

- 1) Visit the BAM website: <http://beamentor.org/stockton>. Here you will need to enter your personal information and select the school site(s) and/or program(s) you would like to volunteer with.
- 2) Your information will then be forwarded to the selected school(s)/program(s) (e.g., PYA, Stagg, Preschool).
- 3) The BAM coordinator from the site/program will review and approve your application to volunteer.
- 4) Once you are approved by the site/program, you will be referred to the Stockton Unified School District Police Department for a background check, ID badge, and possible fingerprinting (depending on the volunteer position).
- 5) Once you receive clearance from the SUSD Police Department, provide a copy of your document to the NAIC Director

## FREQUENTLY ASKED QUESTIONS ABOUT VOLUNTEERING:

### Where do I go to get fingerprinted if I want to volunteer?

All applicants are fingerprinted at the SUSD Police Department, 640 N. San Joaquin Street, Stockton, CA 95202. Find all Volunteer Information at [www.beamentor.org/stockton](http://www.beamentor.org/stockton).

### When can I come in?

You will have to go online and apply to be a parent volunteer. Go to the website [www.beamentor.org/stockton](http://www.beamentor.org/stockton). You will be directed on how to apply once you enter your email address.

### What will it cost me to get fingerprinted?

There is no charge for volunteers to be fingerprinted.

### How do you fingerprint applicants?

All applicants are fingerprinted electronically via a live scan machine and results are sent to the Department of Justice.

### What do I bring with me?

Be prepared to show a current State or Federal issued identification card. We do not accept check cashing cards or expired ID cards for identification. All photo identification must be current.

### Do I need to be fingerprinted again if I was fingerprinted before?

Yes, the Department of Justice requires volunteers to be fingerprinted every 12 months. If you are applying for a job with Stockton Unified, you will also need to be re-fingerprinted. The Department of Justice runs two different kinds of background checks on employees and volunteers. There is a \$51.00 charge for employment fingerprinting.

# RECIPES

## Strawberry Slushies

### Ingredients

- 2-3 cups strawberries ( about 10-12 medium strawberries)
- *honey* to taste ( start with 1-2 teaspoons , add more if you like) or sub agave
- 1 1/2 cups ice ( more to create desired consistency)
- Other additions- huckleberries, blueberries, blackberries, raspberries



### instructions

Place washed and trimmed strawberries in a *blender*, then add *honey*. Blend until smooth. Taste, adding more *honey* if you like.

Add ice cubes and blend, adding more to the *blender* to get it really thick and icy. It should not be runny. I use about equal parts strawberries to ice – a good ratio. Taste, adjust *honey*, ice, adding more if you like. You want a nice balance between sweet and tart. The sweeter the strawberries the less *honey* you will need.

Pour or spoon into one large glass or two smaller glasses. Serve with a spoon.

### Chief's Delight- Lead with Wisdom

A wonderful berry blend with a hint of floral.

Native American chiefs are known for having a well-rounded knowledge of many things. They met in tribal gatherings around an evening camp fire to drink herbal tea and make plans for the well-being of the tribe. A special blend of tea would be prepared for the chief with many tasteful herbs that would help him to think clearly and make good decisions. Our Chief's Delight tea features a wonderful blend of strawberry leaf, juniper berry, blackberry leaf, and many other beneficial and flavorful ingredients.

Our Chief's Delight blend is also great as iced tea!

Rich in Vitamin A, D, E, and B. Natural rose hips and myrtle leaf makes this blend very popular and often is used to combat colds.

**Contains:** *Strawberry leaf, myrtle leaf, blackberry leaf, rose hips, hibiscus flower, juniper berry, natural strawberry, blackberry and raspberry flavor. Caffeine free!*

Available at <https://www.nativeamericantea.com>

**Native  
Owned  
Product**





Stockton Unified School District  
Since 1852

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*Area 7: Candelaria Vargas*

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NATIVE AMERICAN INDIAN CENTER**

**Native American Indian Center**

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*Janet Yarbrough*

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