

K-12 Education: Helpful Tips for Parents During Virtual and Stay at Home Learning

by Brenda Bequette, SCTCA TANF Pala Educational Coordinator



Dylan Auclair, Freshman, Cahuilla

During this shift to virtual learning, parents have made changes to where they are playing vital roles in their children's day-to-day learning. Some may have seen a decline in your child's grades and - although it may feel overwhelming - it may be helpful to know that you are not in this alone. This is a perfect time to build on the parent-teacher relationship and let your child's instructor know how it is going at home.

By observing your children's work habits, parents are finding out about their children's learning style. They see how their children are handling their school work and identifying what subjects they like and what they don't like, or identifying what coping skills work and don't work for their child's social and emotional learning.

To open up communication with your child's teacher, send them an email, text or call them to schedule your own parent-teacher virtual conference at a time that works for you.

A common format most teachers will cover in your meeting is your child's strengths; areas of improvement; review grades/behavior; and share with you any concerns. Teachers should also provide benchmarks for measuring progress for the next grading period. With Distant Learning in place, the teachers' feedback is essential.

Below are some helpful thoughts, tips and suggestions to guide you in your conversation:

Before going into a school meeting, one thing to remember is that both you and the teacher want the very best for your child, both academically and socially.

For us parents, we do not have the information that your child's teacher has. For example, teachers may have more information on how well your child is meeting academic expectations. During school video meetings, you can ask your child's teacher how they are measuring that. We should also know what our child's reading level is.

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SCTCA TANF Provides Family Engagement and Empowerment Program

By Cyndie Gilliam, LMFT TANF Therapist, SCTCA TANF

My name is Cyndie Gilliam, and I am a licensed Marriage and Family Therapist with over 20 years of experience working with individuals, couples and families on a variety of topics.

My focus in Southern California Tribal Chairmen's Association (SCTCA) Tribal TANF Counseling Services is to provide each individual, or couple, or family, with tools they can use to make positive and permanent changes in their life.

The Family Engagement and Empowerment Program is designed to strengthen and support families to overcome life challenges in a healthy, meaningful way with the goal of self-sufficiency.

(Continued on page 2)



Cyndie Gilliam
Photo by Matthew Gilliam



The Southern California Tribal Chairmen's Association (SCTCA) publishes the Tribal Temporary Assistance for Needy Families (TANF) Newsletter throughout the year at:

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The purpose of the Tribal TANF Newsletter is to provide the tribal communities with information about services provided by the TANF Programs and other important issues concerning our rural/urban communities and families.

SCTCA provides services to San Diego and Santa Barbara Counties and the following reservations:

Agua Caliente	La Posta	San Pasqual
Barona	Los Coyotes	Santa Rosa
Cahuilla	Manzanita	Santa Ysabel
Campo	Mesa Grande	Santa Ynez
Ewiiapaayp	Pala	Soboba
Inaja/Cosmit	Pauma	Sycuan
Jamul	Rincon	Torres Martinez
La Jolla	San Manuel	Viejas

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SCTCA TANF Provides Family Engagement and Empowerment Program

Towards that end, I am holding monthly Supportive Circle sessions and quarterly workshops. At this time, both are hosted on Zoom only.

In the Supportive Circle sessions, some of the topics include Healthy Food Choices and Developing Good Habits; Substance Use and Abuse, Short and Long-Term effects; How to Speak so You Will Be Heard; Anger Management 101; Domestic Violence and Interpersonal Relationships; and Ways to build Self-Confidence.

The Supportive Circle sessions are held the last Wednesday of every month from 3 to 4 p.m.

The quarterly workshop had its first session on March 26. The topic was What is Stress and How to Cope With It. The next workshop – Communication Skills - is scheduled for June 4 from 2 to 4:30 p.m. The final two workshops are What is Self-Esteem (September 3) and Vision Boards (December 10).

Each of the Family Engagement and Empowerment Program quarterly workshops are held on a Friday and are from 2 to 4:30 p.m.

What is offered?

-Monthly virtual 1-hour group sessions on various topics that will help to strengthen yourself and your family.

-Quarterly workshops for more intensive training on important interpersonal topics.

-Individual, couple and family counseling session as frequently as once a week or as little as a one-time session.

Who is eligible?

Any adult participant with an open SCTCA Tribal TANF case.

How do I get more information?

Contact your local Tribal TANF office and let them know you are interested in learning more about the program. You can also reach me at (619) 460-3400, extension 210 and at cgilliam@sctca.net.



March 2021 Support Circle:
**How to make healthy food choices
and develop good habits**
When? March 31, 2021 From 3:00—4:00pm
Where? Online via Zoom
**RSVP with Cyndie Gilliam @ cgilliam@sctca.net or
call 619-460-3400 ext: 210.**

lipay Nation Tribal Member Appears in Heart Disease Virtual Conference

By Gary P. Taylor, SCTCA TANF

In 2006, Brandie Taylor was just 32 years old when she was diagnosed with congestive heart failure.

Just a few months earlier, she had given birth to her son Hunter. As she neared the end of her pregnancy, she began having shortness of breath and fatigue – but these symptoms were initially dismissed as pregnancy-related.

Just a few months later, after her condition significantly worsened, she was given a life-saving heart transplant.

Taylor, an lipay Nation tribal member and former Tribal Chairwoman, told her story in late January at a *WomenHeart Champions* virtual conference. The conference- *Stories of Survival: Missed and Delayed Diagnosis of Heart Disease in Women* - included Taylor and several other women describing their medical, emotional and recovery experiences.



Brandie Taylor

treatment her heart was weakened and led to her need for a heart transplant."

WomenHeart Champions concluded: "These stories from *WomenHeart Champions*, women living with heart disease, are just a few examples of the thousands of stories of diagnostic error related to heart disease in women. *WomenHeart*, the Society to Improve Diagnosis in Medicine, and the many patients, clinicians, researchers, and other experts are committed to this effort to identify the greatest research needs in heart disease related diagnostic quality, safety and improved health outcomes and lives of women faced with heart disease."

Taylor was the only Native American heart transplant survivor featured in the conference. Dr. Daniel Calac, the Chief Medical Officer at Rincon Indian Health Council (IHC), was also invited to speak during the virtual connection.

In a summary provided before the conference, *WomenHeart Champions* printed Taylor's experience:

Brandie's story:

"Brandie was diagnosed with cardiomyopathy and congestive heart failure at the age of 32. When she was about eight months into her pregnancy, Brandie began having symptoms of shortness of breath and fatigue, but was initially only prescribed inhalers and sleep medication to address her symptoms at the local Indian Health Clinic. She felt that something was wrong, and it wasn't asthma, so her mother later took her to the nearest hospital, an hour away, where her symptoms were dismissed as pregnancy-related and she was told to deal with it.

After continuing to have symptoms she was taken to another hospital where she was immediately placed in the intensive care unit because she was going into heart failure. Brandie believes that because of the delay in diagnosis and appropriate

— DISPATCHES —

Washington D.C.



Heather Dawn Thompson

In early January, President Joe Biden nominated New Mexico Congresswomen Deb Haaland to become the first Native American to lead the U.S. Interior Department.

And now, just a few weeks after Haaland's nomination, Biden has named a second Native American woman to a high-ranking government position.

Heather Dawn Thompson, Cheyenne River, was named director of the Office of Tribal Relations at the U.S. Department of Agriculture. The appointment in late January underscores the agency's stated goal of

improving nation-to-nation relations, according to *Indian Country Today*. She will report directly to the Secretary of Agriculture.

Thompson told *Indian Country Today* she is excited to begin her new assignment.

"I'm absolutely humbled and so honored to be selected," she said from her home in Rapid City, South Dakota. "My passion is in rural tribal economic development and tribal agriculture, so being given the opportunity to serve Indian Country in this capacity is more than I ever could have imagined."

Thompson – a Harvard Law School graduate - will oversee an office with a \$1 million annual budget. She declared the time is right for the federal government to assist Indigenous communities.

"The need in Indian Country is as great now as it ever has been," she said. "COVID is killing our community members at a rate nearly twice that of the rest of the country. And the people that we are losing are our culture bearers, our fluent speakers. They are our encyclopedias, our Googles. They are completely irreplaceable. And USDA has amazing resources. ... I am thrilled to be a part of this when our communities are in so much need."

Thompson brings not only her Harvard Law background to her new position but also several other distinguishing achievements. "She has served as a law clerk with the Attorney General's Office for the Cheyenne River Sioux Tribe, as counsel and policy adviser to the U.S. Senate's Democratic Policy Committee, and as an assistant U.S. attorney for South Dakota's Indian Country Section, where she prosecuted cases involving violence against women and children," noted *Indian Country Today*.

After accepting the position, Thompson said she believes Native American communities can help the entire country.

"Right now, in this time of great upheaval in our nation, I can't imagine a time that's more important for Indigenous values to be better incorporated throughout the federal government," she said. "I'm really excited to possibly being a small part in helping that along."

- Gary P. Taylor

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K-12 Education: Helpful Tips for Parents During Virtual and Stay at Home Learning

Prior to the meeting: Ask your child specific questions about how they like working with all the application platforms. For example - is Classroom dojo easy to use? What link do they submit their homework on? Can you show me if the assignment was done? Does our internet support the videos or Zoom conferencing? Have your child show you where the barriers are, take notes - and make a list of the topics so you can discuss them with the teacher.

During the conference: Relax. You are in your own home and have your questions written out. Have a pad & pen ready to take notes. Remain calm if you hear something you may not agree with. If you are initiating the issue, begin by saying, "My child informed me of a serious struggle he/she is experiencing and it is impacting his/her grade in your class." Ask for suggestions on how you can resolve this together. Also - you may have to set a bedtime schedule for your children so they wake up in time to log-on in the morning.

During the conference, if the teacher is doing all the talking and not allowing you an opportunity to ask questions, it is okay to interrupt them. You can state, "I have a question," and if you feel the teacher didn't answer your question, or they continue talking about other subjects, calmly raise your hand/arm to once again get their attention. At this point you can say, "I don't feel my question was answered. I'd like to revisit it again." If you don't quite understand an answer, it is okay to ask, "Can you please explain this again as I write it down?" Take your time – you don't need to rush. Once a teacher sees you are writing, he or she will likely slow down and may even ask you if your questions have been answered satisfactorily. The teacher may also ask if you have any more questions.

Another important question for parents to ask is, "What is my child expected to learn this semester?" Other questions can include "What is the date of the next progress report?" and "When is the last cut-off date, he/she can turn in the work?"

Teachers will likely share an example of your child's work. It is good to ask the teacher if your child is performing at his/her grade level. If your child needs extra help in reading or in math, ask for tutors or time with a Title VI aide. Make sure you note your time schedule and move the conversation along. Ask what is the best time tutors can work with your child, as you may prefer to not have your child pulled from a Math or English class.

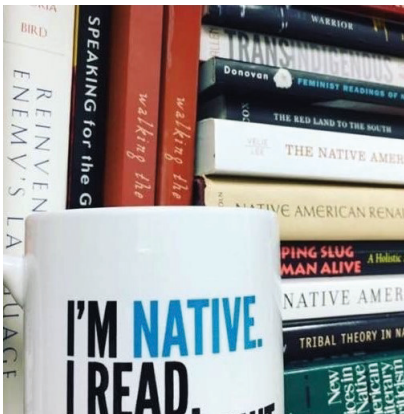
Also - ask about your child's behavior in on-line classes. How is class participation graded?

Once you have these answers from the conference, you can make changes at home and practice accountability until your child's behavior improves.

After the conference: Talk about the conference with your child. Use your notes. Talk about the positive points and be direct about the problems. Share with your child any plans you and the teacher may have created; work on timelines together; and use a calendar for regular check-ins with your child. It is also important to keep in touch with the teacher during the school year by talking about your child's progress, behavior developments and any other changes that might affect their ability to focus and learn.

Children are like sponges- they soak up what they see and hear both at home and in class. When children see parents take an interest in them and see how you are setting the stage for them to succeed in school, that makes for happier kids at home.

Best wishes and Happy Learning.



In California, Students Face Challenges Returning to In-Person School

By Gary P. Taylor, SCTCA TANF



Throughout California, schools are beginning to allow students of all ages – including Native Americans- to return to the classroom for in-person learning.

After a year of shutdowns because of COVID- 19 (Coronavirus) schools have begun the process of welcoming back children to pre-school, elementary school and high school. That means millions of California students, from kindergarteners to high school seniors, will once again be back in the classroom in early April.

Although many public and private schools have been open for in-person learning on a limited basis for several months in San Diego County, this is the first time since March of 2020 most schools will have teachers and students together in the classroom. Native American students throughout the county – living on or off the reservation- will be among the thousands of kids returning to school.

But it won't be the same as it was before the onset of the pandemic last year.

There will be requirements for students and teachers to continue to wear masks, practice social distancing and frequently wash their hands. In addition, most classrooms will have desks spread apart as much as six feet and there may be clear partitions in some settings. As a result, the number of returning students in a classroom may be limited.

In early March, the Centers for Disease Control and Prevention (CDC) published a policy to guide opening schools safely in "The Journal of the American Medical Association." The policy includes large studies for a number of American states where in-person learning has not been shown to be a major COVID-19 spread-risk.

According to the CDC, studies show that schools with universal mask use, social distancing and separation have mitigated spread-risk successfully. Additionally, some schools upgraded ventilation systems and now use air filters. And the report emphasizes the importance of handwashing.

Although the return to school is welcomed by most parents and educators, that doesn't mean every student will be

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In California, Students of All Ages Begin Returning to In-Person Schooling

ready to go back to in-person learning, even if they are tired or bored with remote learning.

Dr. Chris Ladish, a pediatric neuropsychologist with Mary Bridge Children's Hospital in Washington state, believes some children and parents may be anxious about returning to the classroom.

"It's natural for parents to feel nervous about the pandemic and sending kids back to school for in-person learning," Ladish told reporter Roberta Romero during an interview on the king5 news website. "The good news is that we know so much more now than we did a year ago. We have data and studies to draw from for safe returns to the classroom."

Ladish told Romero as children return to the classroom, they may face a number of anxiety-inducing situations they likely haven't experienced in more than a year. These situations include social pressure, waking up early, a heavier academic load - and being around other students for the first time in a year. If your child does seem anxious, Ladish recommends the following:

- First, listen. Take the time to understand what your child is feeling anxious about.

- Talk with your child. Younger children might not respond to a bunch of statistics. So, consider your child's age and maturity level. Share your feelings or past experiences to relate.

-Routines can be tremendously helpful. Keep the same bedtime and mealtimes.

- Practice without pressure. You might take your child to his or her school on the weekend and just walk around for a few minutes. Or pack the backpack.



- Reinforce the positive. Remind your child or teen of the good things about school. And follow up at the end of the day to see how things went.

She also noted in her remarks to Romero that kids and their parents can also identify a safe adult at school who understands them. Your child can go to the safe adult if they need to. Then, your child can take a break from the intensity. If the plan isn't helping in the way your child needs it to, a parent should be called.

Most children will adjust quickly returning to school, especially if parents try to make the return exciting, Ladish believes. Parents should remind kids they will once again be around their friends, see their teachers and will be surrounded by adults at their school who will take good care of them during the pandemic.



Athletics: After A Year of Closure, School Competition Opens Again

By Gary P. Taylor, SCTCA TANF



After a year of closure, all high school sports – including high-contact sports such as football, rugby and water polo – were approved to reopen in early March.

The decision by Gov. Gavin Newsom lifted the restrictions that had been placed across the board in March 2020 at the onset of COVID-19 (Coronavirus). The decision also applies to all organized youth sports and recreation programs, including Intertribal Sports (ITS) in Temecula. Native American tribes throughout the state and in San Diego County can now also resume athletic practices and competitions.

According to the governor's directive, weekly COVID-19 testing requirements will be put in place for high-contact sports, but not for moderate-contact sports. Moderate-contact sports include baseball, cheerleading and softball. All indoor sports are now also allowed, including basketball and volleyball. The ruling also applies to community-sponsored athletic programs, privately organized clubs and leagues and adult recreational sports.

The California Interscholastic Federation (CIF), the governing body for high school athletics, said it would follow Newsom's directive and apply any additional guidance recommended by the governor. In the meantime, while athletic competition is back, each school might have different rules regarding such things as attendance at practices and athletic events.

At Cathedral Catholic High School, for instance, the school noted that "Each student athlete on the football team, cheerleading squad, and dance team will be allowed four family members to attend home football games. All family members must sit together at the game. Each indoor sport will be allowed four family members

to attend home competitions. All family members must sit together at the game. At this point, non-family members are not allowed to attend home competitions."

At other high schools, there could be similar restrictions. Or the restrictions might be less – it is up to each school district.

The state's recommendation is that high schools "limit observation of youth sports (age 18 years and under) to immediate household members, and for the strict purpose of age-appropriate supervision. This includes observation of practice and competition. Limit number of observers to ensure physical distance can be maintained, reduce potential crowding, and maintain indoor and outdoor capacity limits."

The state also issued a "general guidance that should be implemented to the greatest extent possible and are strongly encouraged." The recommendations are not mandatory:

- Face Coverings (during play)
- Physical Distancing (during play)
- Hygiene and Sanitation
- Limitations on mixing by participants
- Travel Considerations



Mother, Daughter from La Jolla Indian Reservation Among Designers Featured in *Vogue* Magazine

By Gary P. Taylor, SCTCA TANF

"Fashion has long mythologized the American West, forging certain staples—gauzy dresses, cowboy boots—from its history and lore. Today, however, a growing number of designers are reworking those old codes and points of reference, finding inspiration in sources as wonderfully varied as Montana and New Mexico's Indigenous cultures; Hollywood; Las Vegas; and the surf in Southern California."

- Vogue Magazine, in its January 2021 issue

The pages of *Vogue* magazine do not usually feature mother-daughter fashion designers.

Even less frequent is a mother-daughter combination from Southern California.

Rarely – if ever – has the classic fashion magazine featured two Native Americans from one reservation in San Diego County.

But *Vogue* did just that in its January 2021 issue when it included Jamie and Sandra Okuma from the La Jolla Band of Luiseno Indians.

The mother and daughter were among several designers featured in the magazine's *Dressing for the Future* story. The piece included stories and photographs of fashion and jewelry designers throughout the United States – among them the Okumas.

In her story, *Vogue*'s Christian Allaire writes about the mother-daughter duo's fashion designs, artwork – and their shared Indian heritage:

"Jamie Okuma may have followed in her mother Sandra's footsteps as an artist, but the Luiseño and Shoshone-Bannock duo create unique works that are completely different from one other. Sandra is a painter and beadwork artist; Jamie does beadwork, clothing, accessories, and even sculptures. "She has a different way of doing it than I do," says Jamie of their beadwork. "Generally, we both reference Plateau and Great Basin design, but she'll draw something out and really nail it down before she starts working it—I just can't do that!" Sometimes, however, they will partner up on special pieces. "It's compatible when we do put it together," says Sandra.

"Jamie and Sandra are both based on the La Jolla Indian Reservation in Pauma Valley, California. "There's a deep history of our tribe and family here," Jamie says. Sandra has lived on the reservation almost her whole life, and raised Jamie there, too. "When I was a kid, there was nothing here—we didn't even have a car," says Sandra. "But as a kid, it was heaven. There's a feeling of security here." Both artists draw from their reservation's community and picturesque setting for their art. "Being in nature is the foundation of my work," says Sandra. Jamie also finds pride in having never succumbed to the pressure to move to a bigger city. "I wouldn't want to raise my kids anywhere else."

The story included a picture of the two standing near a lake, each wearing one of their individually-designed creations along with their accessories.

The Okumas were not the only Native American designers featured in *Vogue*.

Allaire also wrote about Keri Ataumbi, a Kiowa jewelry designer from Wyoming's Wind River Reservation whose Ataumbi Metals is located in New Mexico:

"...She designs and creates in Santa Fe, where she has been based since 1990. "I live in the Cerrillos Hills, which have old turquoise mines in them," she says. "Every time we're blessed with rain, turquoise or tools like arrowheads come up out of the ground, and I've incorporated them into my jewelry." Her work mixes precious materials, such as gemstones or diamonds, with such found natural materials—she's also used porcupine claws and cast acorns for pieces, or transferred the pattern of leaves onto metal. The jeweler, who comes from a long line of artists, also mentors fellow





Sandra Okuma, left, with her daughter Jamie in Vogue magazine

makers in her community. “Those of us who know how to make something with our hands,” she says, “have a responsibility to teach the next generation how to do that.”

Another Native American designer appearing in the magazine is Elias Jade Not Afraid from Lodge Grass Montana. In her story, Allaire notes Elias Jade Not Afraid, Apsa’alooke, began his beadwork on the Crow Indian Reservation:

“...I grew up in my great-grandmother’s house, and I was always bored,” he says. “She had her beading equipment in cedar chests, so I would get a needle and thread and try to replicate what she did. Beading was my escape.” Eventually he began combining edgier finishings, such as skulls or spikes, with traditional floral motifs. “We grew up in the country, so it was either stay inside or go outside; I always chose outside.” Today, his work—like his tribe’s—always traces back to the land. “You can learn a lot about Crow beadwork,” he says, “by just looking at the plants around here.”

The entire story on all the fashion, jewelry and artistic designers can be seen in the January 2021 issue of *Vogue* and on its website.



Keri Ataumbi, in Vogue magazine

After 20 Years, *The Native Americans* Remains a Striking Collection of Historic Photographs

By Gary P. Taylor, SCTCA TANF

In 1991, *The Native Americans: The Indigenous People of North America*, was published by Smithsonian.

The oversize 249-page book is a compilation of histories, stories and accounts of Native American tribes throughout the United States and Alaska. It is a scholarly collection, with several writers contributing pieces edited by Colin F. Taylor. William C. Sturtevant, at the time the Curator of North American Ethnology at the Smithsonian Institution, was the book's Technical Consultant.

What stands out in *The Native Americans* isn't just the text, though it is well-documented and researched. (At the end of each of its nine separate sections, there is an extensive listing of citations and references documenting facts and the accuracy of contemporary details).

Instead, it is the hundreds of black and white photos of Native Americans – appearing alongside dozens of colorful illustrations, artwork and modern museum collections – that makes the book a striking historical account.

"With the aid of over 250 archive photographs, maps, color plates and artworks, *The Native Americans* looks at various cultural aspects, beliefs, key individuals and historical events in the lives of many tribes and groups of Indians," notes the inside of the book jacket.

The photographs date from around 1850, when the earliest pictures were taken, to 1940. Some of the images include familiar figures, such as Chief Joseph of the Nez Perce, and Wovoka, the Paiute mystic. But many of the pictures are simple and stark, showing tribal members from the Northeast, Southwest, the Plains, the West, the Arctic and coastal regions as they lived their lives in the late 19th and early 20th centuries.

Men, women and children are shown on horseback, or gathering food, or in traditional settings and dress with other

tribal members. There are pictures of Native Americans at play, at work, hunting and cooking. All of this, even as they were living their lives against the ever-increasing onslaught of the white man.

Captain E.D. Townsend, writing in 1852 in California, recalled the treatment of Native Americans in the northern part of the state:

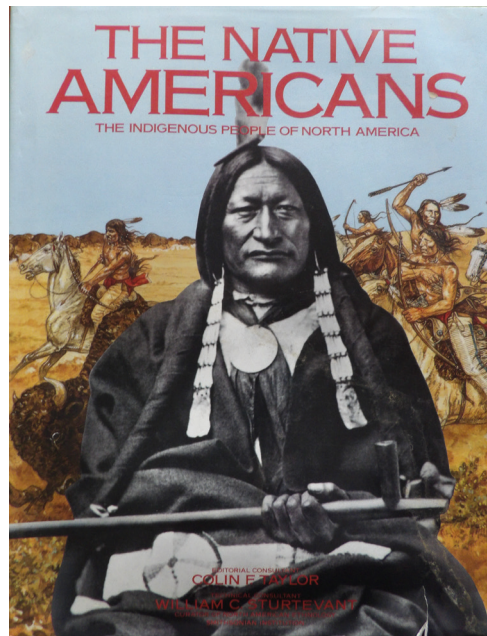
"Aggression would naturally be of frequent occurrence...and the whites found it convenient to seize upon Indian lands, or to move them away for any cause. (It) was an easy matter to raise a quarrel in which the natives were made to appear in the wrong, and then an expedition would be fitted out against them which would butcher sometimes thirty, fifty or a hundred men, woman and children."

The Native Americans writes of the captain's account, "In these few terse sentences, Townsend summarized the fate of not only many California Indians but also that of numerous Native peoples all over North America."

As a vast historical account, *The Native Americans* is filled with such stories, often compiled by some of the men and women who witnessed these attacks as white settlers moved across the continent.

While the text includes these historical accounts throughout the book, most of the photographs do not show the aftermath of any battles or massacres. Instead, the photos depict Native American life, not death, and it is done with precision and attention to detail.

An example: in a photo of a Flathead woman and her daughter taken in 1900, the two are shown astride Appaloosa horses. Notes the caption: "The woman carries a cradle attached to the pommel of her saddle; both use metal-bitted bridles. The horse regalia is typical of the region."





◆ Above and below, photographs from *The Native Americans* ◆



In another photo – a modern collection, depicted in color – there is this description of a California Maidu obsidian knife: “Flaked obsidian knife, considered to be a valuable and powerful object, worn by a shaman around his neck and used in curing.”

Most of the collections displayed in the book come from the American Museum of Natural History in New York and the Smithsonian Institution in Washington, D.C.

But it remains the photographs – stark in their simplicity – that makes *The Native Americans* an influential work in historical literature two decades after it was published.

Wind River: Film Remains a Disturbing Portrayal of Violence Against Native American Women

By Gary P. Taylor, SCTCA TANF

In the beginning of the film *Wind River*, a young Native American woman's frozen body is found in a remote forest on the Wind River Indian Reservation in Wyoming.

Her death – first thought to be from exposure – instead becomes something far more shattering, as it becomes clear the young woman was murdered.

What follows is a compelling story of brutal violence (including a searingly realistic rape scene), emotional turmoil and devastation, confusion among tribal and federal law enforcement, and, ultimately, merciless justice.

The 2017 film – written and directed by Taylor Sheridan – is one of the few Hollywood productions to ever directly confront the issue of missing and murdered Indigenous woman. The movie – starring Jeremy Renner, Elizabeth Olsen, Gil Birmingham and Kelsey Asbille Chow – includes scenes achingly familiar to those Native American families who have lost mothers, sisters and daughters to sexual and domestic violence.

Sheridan – whose film was lauded by the National Indigenous Women's Resource Center (NIWRC) – provided written testimony before the United States Senate regarding missing and murdered Indigenous women shortly after the movie's release. He noted *Wind River* was based on a story he had been told by Oglala Sioux tribal members two decades earlier:

"...During my late 20s I was welcomed into the Oglala Sioux Tribal community on the Pine Ridge Indian Reservation. While there, community members shared with me the story about a young Oglala Lakota woman, who I will refer to as 'Natalie.' Natalie was a basketball star with exceptional athletic ability and a student leader with an impressive academic record that would make her the first in her family to attend college.

"...In a tragic turn of events, after missing for days, Natalie was found in a remote part of the reservation. Very little is known about the circumstances surrounding Natalie's death, but stories like hers have become commonplace.

"Natalie's story – and countless others like hers – was the inspiration for *Wind River*, which tells the story of a young woman's rape and murder on the Wind River Indian Reservation, as well as the heartache and difficulties endured in bringing her perpetrators to justice.

"...The Wind River tribal leaders have expressed that my film is not just their story, but all Indian Country's story – which is in itself a tragedy."

In his testimony, Sheridan also expressed his dismay that, in conducting research for the film, there was no single reliable data base on the number of missing and murdered Indigenous women.

"After three months of reviewing academic studies, government reports and talking to every possible agency with jurisdiction over this matter, we determined that there were no reliable statistics on missing and murdered Indigenous women," Sheridan wrote. "My team and I were justifiably stunned by this realization.

"Ultimately, I concluded *Wind River* with the following statement: "While missing person statistics are compiled for every other demographic, none exists for Native American women. No one knows how many are missing."

Though Sheridan's film is a work of fiction, it is fairly accurate in its depiction of the violence suffered by Native American women – especially those involved in relationships with domestic abusers.

Princella RedCorn, in a review of the movie in *Restoration* magazine, pointed out that "Native women are more than twice as likely to be stalked than other women and, even worse, Native women are murdered at a rate ten times the national average.

"...*Wind River* raises a general awareness surrounding the issue of missing and murdered Indigenous women and touches on the complexities that tribal law enforcement face when seeking justice for victims," RedCorn wrote.

She concluded her review by noting the movie's resolution in a form of vigilante justice is far from what usually happens in these cases.

"In reality, the majority of the missing and murdered cases of Native American women go unresolved and uninvestigated...Perpetrators of sexual and domestic violence, Native and non-Native, deserve accountability for their actions. Victims deserve justice, legally and culturally. Survivors deserve healing and support."



Jeremy Renner, left, and Gil Birmingham in the film *Wind River*

Class Calendars

April 1st - 30th, 2021

Two Directions, Inc.

2021 CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Space #8 Classroom 1 Classes				
	Life Skills 8:30—10:30 Laura Rizza			Tribal Culture 8:30—10:30 Heather Turnbull
*Classes held IN-PERSON / Virtual/ and Distance Learning				
Break 10:30-10:45				
	Culture Class 10:45-12:45 Heather Turnbull		Tribal Culture 10:45—12:45 Heather Turnbull	Indep. Tribal Culture 10:45-12:45
Break 12:45-1:00 pm				
	Independent Culture 1:00-4:00		Indep. Tribal Culture 1:00-4:00	

April 1st - 30th, 2021

Two Directions, Inc.

2021 CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Space #8 Classroom 2 Classes				
Study Hall	Study Hall	Study Hall	Study Hall	Diploma / HiSet/ *ABE 9:45—12:45 Josh M.
	DMV Prep. 10:45-12:45 Laura Rizza		Diploma / HiSet/ *ABE 10:30-12:30 Josh M.	No classes
Study Hall	Study Hall	Study Hall <small>*Adult Basic Education</small>	Study Hall	No classes <small>*Adult Basic Education</small>
*Classes held IN-PERSON / Virtual/ and Distance Learning				

April 1st - 30th, 2021

Two Directions, Inc.

2021 CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Space #39 Computer Lab Classes				
Self Paced Class 8:30-10:30 Staff	Computers 8:30-10:30 L.Rizza	Intro to PC's 8:30-10:30	Computers 8:30-10:30 L.Rizza	10 Key Class 8:30-10:30 L.Rizza
Break 10:30—10:45				
Self Paced Class 10:45-12:45 Staff	Computers 10:45-12:45 L.Rizza	Intro to PC's 10:45-12:45	Computers 10:30-12:45 L.Rizza	Keyboarding 10:45-12:45 L.Rizza
Break 12:45-1:00				
Self Paced Class 1:00—4:00 Staff	Self Paced Class 1:00—4:00 Staff	Computers Lab 1:00—4:00 OPEN LAB	Self Paced Class 1:00—4:00 Staff	Computer Class closed @12:45 pm on Friday's
*Classes held IN-PERSON / Virtual/ and Distance Learning				

TWO DIRECTIONS COMPUTER LABS ARE OPEN AT ALL TIMES DURING BUSINESS HOURS.
MAKE SURE TO SIGN IN AND OUT TO RECEIVE WORK PARTICIPATION HOURS.

35008 Pala Temecula Road PMB 4 Pala, CA 92059
Phone (760) 749-1196 Fax(760) 749-9152
Email: staff@twodirections.com

Escondido

Escondido BG Associates – SCTCA TANF • 201 E. Grand Ave., Suite 2D, Escondido, CA 92025
Office Hours Monday - Friday, 8:30am–4:00pm • Phone: (760) 737-0113 • Fax: (760) 737-0581

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ABE/GED 9AM–11AM Spanish (online/app) 9AM–11AM Phillip Roy/ Health Care 9AM–11AM Keyboarding 9AM–12PM Applied Skill Practice (GED) 11:30AM–1:30PM Open Lab/Job Search /Applied Skills 8:30AM–4PM (VARIES BY CLIENT)	Life Skills/ What Color Is My Parachute 9AM–11AM Phillip Roy/ Mechanics 9AM–11AM Keyboarding 11:30AM–1:30PM Life Skills/ Practical Life Skills 11:30AM–1:30PM Open Lab/ Job Search/ Applied Skills 8:30AM–4PM (VARIES BY CLIENT)	ABE/GED 9AM–11AM Spanish (online/app) 9AM–11AM Keyboarding 9AM–12PM Reading Horizons 9AM–10AM Computer Skills (GED Prep) 11:30AM–1:30PM Open Lab/Job Search /Applied Skills/ED2GO 8:30AM–4PM (VARIES BY CLIENT)	Phillip Roy/ Welding 9AM–11AM Math/English/ GED Refresher 9AM–11PM (VARIES BY CLIENT) Reading Horizons 11AM–1PM Computer Skills (General) 11AM–2PM Open Lab/Job Search /Applied Skills 8:30AM–4PM (VARIES BY CLIENT)	ABE/GED 9AM–11AM Phillip Roy Clerical/Office 9AM–11AM & 11:30AM–1:30PM Keyboarding (online) 9AM–12PM Reading Horizons 11AM–1PM Open Lab/Job Search /Applied Skills/ED2GO 8:30AM–4PM (VARIES BY CLIENT)

To sign up, contact: Kayleigh Omish-Guachena, Training Director at (760) 737-0113 ext.13, kguachena@bgassociatesinc.com

El Cajon

SCAIR Learning Center • 239 W. Main Street, El Cajon, CA 92020
Office Hours Monday - Friday, 9am–4pm • Phone: (619) 328-0676

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00AM–4:00PM VIRTUAL OR IN-PERSON (BY APPT.) JOB READINESS CAREER DEVELOPMENT INDIVIDUAL TRAINING PLAN QUICKBOOKS CERTIFICATION TRAINING MS COMPUTER CERTIFICATION TRAINING ACADEMIC TUTORING (ALL SUBJECTS) APPOINTMENT VIA TELE-MEDICINE ONLY COUNSELING SERVICES	9:00AM–4:00PM VIRTUAL OR IN-PERSON (BY APPT.) APPT.) JOB READINESS CAREER DEVELOPMENT INDIVIDUAL TRAINING PLAN QUICKBOOKS CERTIFICATION TRAINING MS COMPUTER CERTIFICATION TRAINING ACADEMIC TUTORING (ALL SUBJECTS) APPOINTMENT VIA TELE-MEDICINE ONLY COUNSELING SERVICES	9:00am–4:00pm Virtual or In-Person (By Appt.) Job Readiness <ul style="list-style-type: none"> • Career Development • Individual Training Plan • QuickBooks Certification Training • MS Computer Certification Training • Academic Tutoring (All Subjects) Appointment via Tele-Medicine Only Counseling Services ** 12:30pm - 1:30pm Resume Development Training (As needed by Participant)	9:00am–4:00pm Virtual or In-Person (By Appt.) Job Readiness Career Development Individual Training Plan QuickBooks Certification Training MS Computer Certification Training Academic Tutoring (All Subjects) Appointment via Tele-Medicine Only Counseling Services Packets Delivered Bi-Weekly [W] Sacred Pipe TUPE Program (SDAIYC) Packets Delivered Bi-Weekly [W] Sacred Pipe TUPE Training	9:00AM–4:00PM VIRTUAL OR IN-PERSON (BY APPT.) JOB READINESS CAREER DEVELOPMENT INDIVIDUAL TRAINING PLAN QUICKBOOKS CERTIFICATION TRAINING MS COMPUTER CERTIFICATION TRAINING ACADEMIC TUTORING (ALL SUBJECTS) APPOINTMENT VIA TELE-MEDICINE ONLY COUNSELING SERVICES 4/02 SCAIR CLOSED GOOD FRIDAY

Santa Ynez

Santa Ynez – SCTCA TANF • 185 W. Highway 246, Suite 102, Buellton, CA. 93427
Office Hours Monday - Friday, 8am–4:30pm • Phone: (805) 688-1756 • Fax: (805) 688-6827

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Monday Office Hours: 8AM - 4:30PM	Career Building 9AM Open Lab/ Job Search 12:30PM-2PM Basic Computers Skills 2PM	Life Skills 9AM Open Lab/ Job Search 12:30PM-2PM Career Networking 2PM	Parenting 9AM Open Lab/ Job Search 12:30PM-2PM Basic Computers Skills 2PM	Friday Office Hours: 8AM - 4:30PM

Manzanita

Manzanita SCTCA Tribal Training Program • 39 A Crestwood, Boulevard, CA
Phone: (619) 766-3236

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Culture/ Entrepreneurial Class 9AM–12PM Native Arts & Crafts 12:30PM–3:30PM	GED Prep 10AM–1PM Computers 10AM–1PM Parenting Class 12:30PM–3:30PM	World of Work 9AM–12PM GED Prep 12:30PM–3:30PM	GED Prep 10AM–1PM Computers 10AM–1PM	Tutorial 9AM–12PM

Commodity Distribution Schedule April 2021



<u>DATE</u>	<u>LOCATION</u>	<u>TIME</u>
APRIL 6, TUESDAY	VIEJAS BARONA	9 AM – 10 AM 11 AM – 12 PM
APRIL 8, THURSDAY	MESA GRANDE SANTA YSABEL	9 AM – 10 AM 11 AM – 12 PM
APRIL 12, MONDAY	SAN PASQUAL	9 AM – 12 PM
APRIL 14, WEDNESDAY	CAMPO	10 AM – 12 PM
APRIL 19, MONDAY	LOS COYOTES LA JOLLA	9 AM – 10 AM 11 AM – 12 PM
APRIL 21, WEDNESDAY	RINCON	9 AM – 12 PM
APRIL 22, THURSDAY	PECHANGA PAUMA	9 AM – 10 AM 10:30 AM – 11:30 AM
APRIL 26, MONDAY	PALA	9 AM – 11:30 AM
APRIL 27, TUESDAY	MANZANITA/LA POSTA OLD CAMPO	9:45AM – 11AM 11:30AM - 12:30PM



Coming in May:

- Job Interviews: What to Say - and What Not to Say
- Tribes consider events in Summer and Fall
- The Siege at Wounded Knee