



**Muckleshoot
MONTHLY
Section B**

EDUCATION

Improve your writing skills at the new MTC Writing Center

The ability to write well greatly enhances our capacity to communicate with others and express our unique thoughts and opinions in a meaningful way. It can help as we share our life stories, advocate for our kids in school, produce reports at work, or convey our feelings to our family and friends.

Since the opening of the new Writing Center here at Muckleshoot Tribal College, I've been able to work with people on a wide variety of skills, from making papers more scholastic to improving prose when writing autobiographically.

I've been amazed by some of the skill development I've seen in such a short time period. I am particularly inspired by a student that I began working with last quarter as an English Instructor. He initially had little faith in his ability to produce academic writing and had a hard time putting thoughts into words.

Through persistence, preservation, working with feedback, and frequenting the Writing Center, he has transformed his writing. He is producing high quality written assignments that are more sophisticated grammatically and stylistically. Most importantly, the skills he has developed have increased his confidence and broadened what he believes is possible in his academic future.

I hope to work with anyone interested in improving their writing. Please feel free to drop by or call for an appointment. I hope to see you soon in the new Writing Center!

Alicia Woods

Writing Center Hours
Tuesday: 11:00-4:30, 7:00-8:00
Wednesday: 4:30-8:00
Thursday: 10:30-4:30, 7:00-8:00

Or schedule an appointment outside of posted hours by calling Alicia at: (253) 876-3375



Writing Center student Sonny Bargala

NWIC seeking four-year accreditation, needs your comments

Public Notification and Third Party Comments regarding Full-Scale Evaluation of Northwest Indian College

Northwest Indian College is a 501(c)(3) non-profit educational institution chartered by the Lummi Nation. Its primary goal is to serve the educational and training needs of the Pacific Northwest tribes and their people. Its main branch is on the Lummi Reservation near Bellingham, Wash., with sites and learning centers situated throughout the service area.

Northwest Indian College is currently engaged in a comprehensive self-study review process as a 4-year degree granting institution. The purpose of the comprehensive evaluation is a voluntary process by which institutional accreditation is granted by a regional accrediting agency within a scope of authority by the U.S. Department of Education. Institutional accreditation applies to the college as a whole, not individual programs or units within the institution.

Northwest Indian College (NWIC) was granted accreditation by the Northwest Association of Schools and Colleges effective September 1993. On May 2, 2007 the Northwest Commission on Colleges and Universities granted Northwest Indian College *candidacy* status at the baccalaureate level and recently reaffirmed accreditation at the associate degree level in January 2009.

The comprehensive full-scale evaluation of Northwest Indian College is scheduled for April 26-28, 2010.

The public is invited to submit third party comments in writing concerning the institution's qualifications for candidacy or accreditation. Public comments must be submitted directly to the commission and received by the Northwest Commission on Colleges and Universities no later than March 31, 2010.

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
Phone: (425) 558-4224

For information on Northwest Indian College, visit our Web site at www.nwic.edu.

Former Cherokee Chief Wilma Mankiller gravely ill

TAHLEQUAH, OKLAHOMA – Wilma Mankiller, the first female chief of the Cherokee Nation and a Presidential Medal of Freedom recipient, is gravely ill with stage IV pancreatic cancer.

Mankiller, 64, was the Cherokees' Principal Chief from 1985 until 1995, when she did not seek re-election due to health concerns.

She issued the following statement through her husband, Charlie Soap:

"I want my family and friends to know that I am mentally and spiritually prepared for this journey; a journey that all human beings will take at one time or another. I learned a long time ago that I can't control the challenges the Creator sends my way but I can control the way I think about them and deal with them.

"On balance, I have been blessed with an extraordinarily rich and wonderful life, filled with incredible experiences. And I am grateful to have a support team composed of loving family and friends. I will be spending my time with my family and close friends and engaging in activities I enjoy. It's been my privilege to meet and be touched by thousands of people in my life and I regret not being able to deliver this message personally to so many of you. If anyone wants to send a message to me, it is best to e-mail me at wilmapmankiller@yahoo.com."

Current Principal Chief Chad Smith called Mankiller a mentor and friend.

"It's hard to express how much she means to me personally and the Cherokee people as a nation," he said in a statement. "I've got one story that helps sum up what kind of person she is: The week after she received the Presidential Medal she was back home on the front porch of her family's church. It was Memorial Day and there were decorations at

the cemetery and it struck me how she could be just as comfortable meeting with the president as she was with her own people, honoring her ancestors."

Born in Tahlequah in 1945, Mankiller and her family moved to California in the 1960s, where she became politically active during her college years and was among a group of American Indians that occupied Alcatraz Island in 1969.

She returned to Oklahoma in the 1970s, working at the Urban Indian Resource Center and later founded the Cherokee Nation Community Development Department.

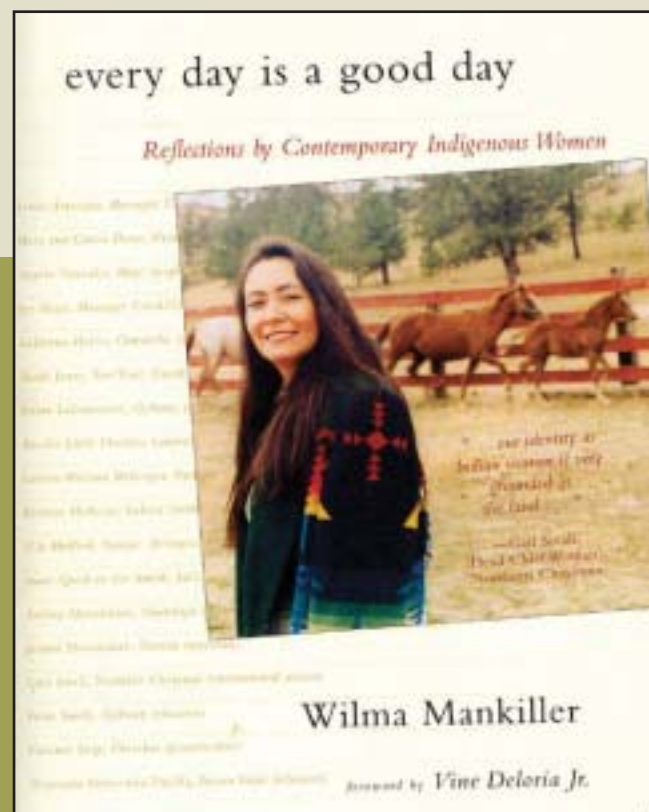
In 1983, she was elected the first female deputy chief of the Cherokee Nation and president of its Tribal Council. Two years later, she was elected chief of the tribe.

Mankiller has published a number of books. Her 1985 autobiography, "Mankiller: A Chief and Her People," co-authored with Michael Wallis, was a national bestseller. She is also a prolific lecturer and has served on several national philanthropic boards.

She was honored with the Presidential Medal of Freedom in 1998 from President Bill Clinton, and has been awarded honorary doctoral degrees from numerous universities, including Yale, the University of Oklahoma, Oklahoma State University and the University of Tulsa.

Like many Native people, Wilma Mankiller has known much tragedy and loss in her lifetime, but has found the strength to overcome her many obstacles and gone on to achieve lasting greatness. Please remember her in your prayers at this time.

E-mail: wilmapmankiller@yahoo.com



Weaving Classes

March 25 & 26
Cedar Baseball hat/visor

April 22 & 23
Traditional Cedar Hat

May 6 & 7
Cedar Mortar Board
(graduation caps)

10am to 6pm

Sign up for classes. 10 people per day, breakfast, lunch, and dinner will be provide.
At the Muckleshoot Scholarship Building

Questions please contact:
Laurie Williams at 253-876-3381 or Marie Marquez at 253-876-3382



Top Row, left to right: Renee Mayo, Vivian Jansen, Rose Courville, Onjelic Johnson, Kendra Moses, Chanteya Hicks; Bottom Row: Head Coach Jodie Wojdyla, Kalli Comenout-Starr, Keilani Moses, Assistant Coach Mikayla Schaaf.

PHOTO BY IRV VALENTIN



MUCKLESHOOT CHEERLEADING SQUAD. Back row, left to right, Elise Bill, Sierra Yellowboy, LaTana Baker; Front row, Gina Coheley, Cortnie Rodarte, Rhea Oldman and Rose Davis

Perseverance and Poise defines MTS Girls Basketball

By Tim Tubbs, MTS Athletic Director

Some lessons are more measurable than others. A great many observers evaluate the success of an athletic team by the win-loss record, sometimes having never been to a contest.

You can hear them clearly. "Aren't we great?" they say with ownership and pride about those winning squads.

"Aren't they lousy?" they say with disassociation toward a lesser performing team; distancing themselves as much as possible.

The scoreboard too often misses the true mark. This is the case for MTS Girls Varsity Basketball. These girls have grown from near collapse to clear distinction; from uncertainty to a mission.

In the face of several unfavorable and lopsided scores, perseverance prevailed. Perseverance displayed itself in the bruises, the occasional gimp, and the aching muscles on these girls who never submitted to that nagging notion of giving up.

In the face of misperceptions of character and amid shouts of doubt, the girls wore smiles, spoke maturely, and shook hands with the opposing victors. Poise prevailed, under conditions they would not choose to encounter.

Poise and perseverance were both taught and learned. In the case of the 2009-10 MTS Girls Basketball team, these values shined brightly and blinded me of the scoreboard.

The coaches instilled these values with their role modeling and design of their daily lessons. Great teaching and effective learning defined this team.

In the final measure, there is only one side to take. "Aren't we great?" I say with pride and without reservation. Thank you girls. Thank you coaches.

Go Kings!

"What a great year the girl's had! Regardless of the score, they gave it their all and represented MTS well by showing excellent sportsmanship! I am so proud of each and every girl that came out for the love of basketball."

— Assistant Coach Mikayla Schaaf

"I would like to congratulate the MTS Varsity Cheerleaders on an excellent job this season! They demonstrated superior leadership and sportsmanship. They made me proud to be their coach. GO KINGS!"

— Coach Gina

Alvina Dillon Memorial Basketball Tourney

By Mikayla Schaaf

Muckleshoot just missed a four-division sweep in the Alvina Dillon Memorial Basketball Tournament held at Chief Leschi School in Tacoma, winning three divisions and placing second in the fourth. All participants went home with a championship jacket or hooded sweatshirt and a smile.

The winning divisions were 17 & under, coached by Bubba Lezard; 14 & under, coached by Mikayla Schaaf; 12 & under coached by Mike Leslie and Mike John; and the 10 & under, coached by Donnie Jerry.

It was a great weekend, with tremendous support from the Muckleshoot community, parents, family members and friends who showed up to cheer on the victors! All participants gave 110%, and it was awesome to be a part of it all.



10 & Under Squad



12 & Under Squad



14 & Under Squad

To My Brother Josh Molina

Our family is sincerely proud of your accomplishments in your boxing endeavors! I hope your first fight was as exhilarating and fun for you as it was for the rest of the family. We hope that you keep up the good work because we see so much potential in you!

Chizzy and Joe, thank you for your efforts as well. Joshua wouldn't have made it so far without your help. Our family has recognized that since Josh began boxing his attitude and behavior began to take a turn for the better. Your male influence and camaraderie have had a great impact on him. I was glad to see Chizzy working Josh's corner for his first fight, I think your work with Josh has made him a better person as well as an athlete.

My nieces Olivia and Alicia have also benefited from the boxing program! Their accomplishments are celebrated by our family too. Good Job girls, our family is proud of you!



Madrienne Salgado



Middle School Boys Basketball

By Coach Bill Hawk

The Muckleshoot Tribal School's middle school boys' basketball team is currently 2-2 with five games remaining. The Kings have been on a lose-win-lose-win ride for those games, winning their most recent contest against Orting.

The Kings have been led in scoring by Jacob Ames, in rebounding by Josh Molina, in assists by Tristan John, and an improving defense by the remaining players, Justin Hamilton, Joey Courville, Michael Leslie, and Andrew Bargnala.

The team finishes their home season on Wednesday,

March 17 and an away contest on Monday, March 22 at Glacier in Buckley. Also to be noted, Tristan, Joey and Jacob have been the recipients of sportsmanship awards during the four games played thus far.

UPDATE: We had to cancel one game due to numbers, and we lost to Thunder Mountain, 31-30, finishing with only four players. Jacob Ames had 28 of our 30 points. Earlier in the season we defeated Thunder Mountain 43-35 in our home opener. [Note: This newspaper went to press on March 17.]

TOURNAMENT PLAY IN MONTLAKE TERRACE

Muckleshoot fans show up in force to cheer on Kings as they take on Lummi

PHOTOS BY JOHN LOFTUS



STUDENT TESTING BEGINS AT MUCKLESHOOT TRIBAL SCHOOL

Parents, we are at that point in the year where students and teachers are in final preparation for state assessments. The WASL has been replaced by the MSP or Measure of Student Progress at grades 3-8.

The HSPE or High School Proficiency Exam has replaced the WASL at grades 10-12 and is a requirement for graduation. Both tests measure student progress and provide accountability as each student strives to:

I. Read with comprehension, write with skill and communicate effectively and responsibly in a variety of ways and settings.

II. Know and apply core concepts and principles of math, science, the arts, social studies, health, and fitness.

III. Think analytically, logically and creatively, and integrates experience and knowledge to form reasoned judgments and solve problems.

IV. Understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities.

The testing dates for high school students for reading and

writing were March 16, 17, and 18. The math assessment will be administered on April 13th. Science is scheduled for April 15th. The test window for 6-8th grades on the MSP is May 12th- 28th.

Parents, please do your part by assuring that your child is in attendance, well rested, and getting adequate nutrition during these dates. The school will provide a special breakfast and lunch menu during the assessments and encourage students to give their best effort.

Below is a more detailed overview of what students will be tested on at each grade level (6-10) for these 2009/10 school year.

Your Child's Progress



Learning goals for the 2009-10 school year

Grade Level Expectations: Kindergarten

Your kindergarten student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for kindergarten. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING

- Knows that an audience exists outside of self and understands writing has different purposes
- Analyzes ideas, selects topics and adds details
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level



READING

- Understands and applies concepts of print and sounds
- Expands oral language skills and gains meaningful vocabulary for reading
- Demonstrates comprehension by responding in different ways when listening to or viewing text of all kinds
- Shows interest in a variety of books



MATH

- Begins to develop basic notions of numbers and uses numbers to think about objects and the world around them
- Learns what it means to add and subtract by joining and separating sets of objects
- Learns to describe attributes of geometric shapes, such as triangles, rectangles and circles



SCIENCE

- Begins to learn about science
- Understands that scientists observe carefully and asks questions
- Develops the skills of observing, sorting and identifying parts and begins using scientific tools to understand the natural world



GRADE K

State Testing in Washington: Grades 3-8

Beginning in spring 2010, most students in grades 3-8 will take the Measurements of Student Progress (MSP), which replaces the Washington Assessment of Student Learning (WASL). About one percent of students participate in the Washington Alternate Assessment System (WAAS), an equally challenging program for some students in special education.

The MSP name conveys the goal of the test: to *measure student progress*. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. If you have questions about your child's learning, please contact your child's teacher or school.

Please visit www.WAtesting.com to learn more about state testing.

State Testing Changes

The MSP is the new state test for students in grades 3-8. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The Move to Online Testing

Washington is not the first state to make the move to online testing, but it is among the leaders. The state's goal is for the majority of grades and subjects to be tested via computers in all school districts by 2012.

In spring 2010, the MSP will be offered online in grades 6-8. About 25 percent of students in those grades will test via computer next year. In spring 2011, fifth graders will test on computers in reading, math and science.

In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	•	•	•	•	9th grade testing is no longer available due to budget cuts.	•	Necessary only if student has not met state assessment graduation requirement.	
Math	✓	✓	•	•	•	•		•		
Writing		✓			✓			•		
Science			•			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011

Your Child's Progress



Learning goals for the 2009-10 school year Grade Level Expectations: Grade 1

Your first-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for first grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Knows that an audience exists outside of self and understands writing has different purposes
- Analyzes ideas, selects topics, adds details and elaborates
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Applies concepts of print, sounds, oral language skills and phonics
- Continues to expand reading vocabulary and demonstrates comprehension by participating in a variety of responses to text
- Chooses and reads a variety of books for pleasure

MATH



- Continues to work with whole numbers and considers how numbers relate to one another
- Learns how to add and subtract, when to add and subtract, and how addition and subtraction relate to each other
- Begins to understand what it means to measure something and develops measuring skills using everyday objects

SCIENCE



- Learns to find patterns in and asks questions about the natural world. For example, students may learn to ask, "What do plant and animals need to live?" or "Why does weather change?" and "How is weather measured?"
- Develops skills with sorting, describing, comparing and recording observations

GRADE

1

State Testing in Washington: Grades 3-8

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State Testing Changes

The MSP is the new state test for students in grades 3-8. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The MSP name conveys the goal of the test: to *measure student progress*. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. If you have questions about your child's learning, please contact your child's teacher or school.

Please visit www.WAtesting.com to learn more about state testing.

The Move to Online Testing

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In spring 2010, the MSP will be offered online in grades 6-8. About 25 percent of students in those grades will test via computer next year. In spring 2011, fifth graders will test on computers in reading, math and science.

In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓		Necessary only if student has not met state assessment graduation requirement.
Math	✓	✓	✓	✓	✓	✓		✓		
Writing		✓			✓			✓		
Science			✓			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011

Your Child's Progress



Learning goals for the 2009-10 school year Grade Level Expectations: Grade 2

Your second-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for second grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including telling a story and explaining
- Analyzes ideas, selects topics, adds detail and elaborates
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Becomes fluent as a reader, expands vocabulary and understands many different kinds of text
- Participates in discussions, writes responses and uses evidence from text to support thinking
- Continues making reading an enjoyable habit

MATH



- Refines understanding of the base ten number system and uses place value concepts of ones, tens and hundreds to understand number relationships
- Becomes fluent with single-digit addition and subtraction facts and develops addition and subtraction procedures for two-digit numbers
- Begins to work with multiplication and division and learns what a fraction is

SCIENCE



- Expands investigation skills
- Uses prior knowledge to begin making predictions and finding patterns based on careful observation
- Examines the natural world more closely by classifying living and nonliving things based on properties and describing their characteristics
- Begins to look for patterns in the natural world

GRADE

2

State Testing in Washington: Grades 3-8

Beginning in spring 2010, most students in grades 3-8 will take the Measurements of Student Progress (MSP), which replaces the Washington Assessment of Student Learning (WASL). About one percent of students participate in the Washington Alternate Assessment System (WAAS), an equally challenging program for some students in special education.

State Testing Changes

The MSP is the new state test for students in grades 3-8. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The MSP name conveys the goal of the test: to *measure student progress*. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. If you have questions about your child's learning, please contact your child's teacher or school.

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The Move to Online Testing

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In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓		Necessary only if student has not met state assessment graduation requirement.
Math	✓	✓	✓	✓	✓	✓		✓		
Writing		✓			✓			✓		
Science			✓			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011

GRADE

1

GRADE

2



Your Child's Progress

Learning goals for the 2009-10 school year

Grade Level Expectations: Grade 3

Your third-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for third grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including telling a story and explaining
- Analyzes ideas, selects topics, adds detail and elaborates
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Reads fluently with meaning and purpose
- Reads a wider variety of topics and genres
- Demonstrates comprehension of main ideas and details through discussion, writing and evidence from text to support thinking
- Reads for pleasure and chooses books based on personal preference, topic or author

MATH



- Solidifies important skills and concepts related to addition and subtraction
- Learns the meaning of multiplication and division and how they relate
- Deepens understanding of fractions by comparing them and representing them in different ways
- Uses pictures, symbols or math language to explain the reasoning behind their decisions and solutions

SCIENCE



- Explores simple problems or conditions and draws conclusions about observations
- Develops an understanding of simple systems, identifies individual parts and understands how they work together
- Manipulates one part in a simple system and looks for a change (for example, study a system of plant growth by observing what happens under different light conditions)

GRADE 3

State Testing in Washington: Grades 3-8

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State Testing Changes

The MSP is the new state test for students in grades 3-8. How does it differ from the WASL?

Shorter: Each subject (reading, math and science) can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The MSP name conveys the goal of the test: to *measure student progress*. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. If you have questions about your child's learning, please contact your child's teacher or school.

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In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

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Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓		Necessary only if student has not met state assessment graduation requirement.
Math	✓	✓	✓	✓	✓	✓		✓		
Writing		✓			✓			✓		
Science			✓			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011



Your Child's Progress

Learning goals for the 2009-10 school year

Grade Level Expectations: Grade 4

Your fourth-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for fourth grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including telling a story and explaining
- Analyzes ideas, selects a narrow topic and elaborates using specific details and/or examples
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Reads skillfully with meaning and purpose, using appropriate comprehension and vocabulary strategies
- Reads, discusses, reflects and responds, using evidence from text, to a wide variety of literary genres and informational text
- Reads for pleasure and chooses books based on personal preference, topic or author

MATH



- Learns basic multiplication facts and efficient procedures for multiplying two- and three-digit numbers
- Solidifies understanding of fractions (including mixed numbers) to include decimals and the relationships between fractions and decimals
- Uses multiplication to solve a variety of problems such as area and unit conversion

SCIENCE



- Uses investigative skills to begin to compare systems
- Examines cause and effect and asks what is a fact and what is an opinion
- Explores more complex systems in a deeper, more meaningful manner, such as the changes of earth systems over time

GRADE 4

State Testing in Washington: Grades 3-8

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State Testing Changes

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Online: During the next few years, students in most grades will take state tests via computer.

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Please visit www.WAtesting.com to learn more about state testing.

The Move to Online Testing

Washington is not the first state to make the move to online testing, but it is among the leaders. The state's goal is for the majority of grades and subjects to be tested via computers in all school districts by 2012.

In spring 2010, the MSP will be offered online in grades 6-8. About 25 percent of students in those grades will test via computer next year. In spring 2011, fifth graders will test on computers in reading, math and science.

In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓		Necessary only if student has not met state assessment graduation requirement.
Math	✓	✓	✓	✓	✓	✓		✓		
Writing		✓			✓			✓		
Science			✓			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011

GRADE 3

GRADE 4



Your Child's Progress

Learning goals for the 2009-10 school year

Grade Level Expectations: Grade 5

Your fifth-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for fifth grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including persuading and explaining
- Analyzes ideas, selects a narrow topic and elaborates using specific details and/or examples
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Reflects on skills and adjusts comprehension and vocabulary strategies to become better readers
- Reads, discusses, reflects and responds, using evidence from text to a wide variety of literary genres and informational text
- Reads for pleasure and chooses books based on personal preference, topic, genre, theme or author

MATH



- Learns efficient ways to divide whole numbers
- Learns procedures for adding and subtracting fractions and decimals
- Extends understanding of triangles and quadrilaterals, and uses formulas for area and perimeter
- Continues development of algebraic thinking in move toward in-depth study of algebra in middle school

SCIENCE



- Becomes more sophisticated in analysis of the interconnections within systems
- Uses data to support conclusions and logical arguments when conducting investigations
- Begins to determine factors that contribute to scientific bias

GRADE
5

State Testing in Washington: Grades 3-8

Beginning in spring 2010, most students in grades 3-8 will take the Measurements of Student Progress (MSP), which replaces the Washington Assessment of Student Learning (WASL). About one percent of students participate in the Washington Alternate Assessment System (WAAS), an equally challenging program for some students in special education.

State Testing Changes

The MSP is the new state test for students in grades 3-8. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The MSP name conveys the goal of the test: to *measure student progress*. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. If you have questions about your child's learning, please contact your child's teacher or school.

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The Move to Online Testing

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In spring 2010, the MSP will be offered online in grades 6-8. About 25 percent of students in those grades will test via computer next year. In spring 2011, fifth graders will test on computers in reading, math and science.

In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓	✓	Necessary only if student has not met state assessment graduation requirement.
Math	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓	✓	Necessary only if student has not met state assessment graduation requirement.
Writing		✓			✓			✓		
Science			✓			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011

GRADE
5



Your Child's Progress

Learning goals for the 2009-10 school year

Grade Level Expectations: Grade 6

Your sixth-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for sixth grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including persuading and explaining
- Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and/or examples
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Adjusts reading purpose, pace and strategies according to difficulty and/or type of text
- Reads, discusses, reflects and responds, using evidence from text to a wide variety of literary genres and informational text
- Reads for pleasure and chooses books based on personal preference, topic, genre, theme or author

MATH



- Solves a wide variety of problems that involve the numbers they see every day — whole numbers, fractions and decimals
- Develops understanding of how letters are used to represent numbers in math — an important foundation for algebraic thinking
- Extends mental math skills (having learned addition, subtraction, multiplication and division) with whole numbers, fractions and decimals

SCIENCE



- Becomes more like scientists in thinking and investigations and learns the importance of sound investigative practices
- Learns how to identify the problems and generates questions that can be answered scientifically
- Begins to apply scientific understandings to designing solutions to real-world problems

GRADE
6

State Testing in Washington: Grades 3-8

Beginning in spring 2010, most students in grades 3-8 will take the Measurements of Student Progress (MSP), which replaces the Washington Assessment of Student Learning (WASL). About one percent of students participate in the Washington Alternate Assessment System (WAAS), an equally challenging program for some students in special education.

State Testing Changes

The MSP is the new state test for students in grades 3-8. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The MSP name conveys the goal of the test: to *measure student progress*. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. If you have questions about your child's learning, please contact your child's teacher or school.

Please visit www.WAtesting.com to learn more about state testing.

The Move to Online Testing

Washington is not the first state to make the move to online testing, but it is among the leaders. The state's goal is for the majority of grades and subjects to be tested via computers in all school districts by 2012.

In spring 2010, the MSP will be offered online in grades 6-8. About 25 percent of students in those grades will test via computer next year. In spring 2011, fifth graders will test on computers in reading, math and science.

In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓	✓	Necessary only if student has not met state assessment graduation requirement.
Math	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓	✓	Necessary only if student has not met state assessment graduation requirement.
Writing		✓			✓			✓		
Science			✓			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011

GRADE
6



Your Child's Progress

Learning goals for the 2009-10 school year

Grade Level Expectations: Grade 7

Your seventh-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for seventh grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including persuading and explaining
- Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and/or examples
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Shows responsibility as a reader, and continues to reflect on skills and adjust comprehension and vocabulary strategies
- Summarizes information from multiple sources to deepen understanding of the content in oral and written responses
- Reads for pleasure and chooses books based on personal preference, topic, genre, theme or author

MATH



- Adds, subtracts, multiplies and divides fractions, decimals and integers, including both positive and negative numbers
- Refines reasoning and problem-solving skills, moving more fully into the symbolic world of algebra and higher-level math
- Extends work with ratios to solve problems involving proportional relationships, like those found in similar figures

SCIENCE



- Becomes more proficient using investigative skills in experiments in the field and in controlled experiments
- Learns to make judgments about data and determines multiple criteria to support valid conclusions
- Applies investigation skills to new situations that are difficult to experience directly



Your Child's Progress

Learning goals for the 2009-10 school year

Grade Level Expectations: Grade 8

Your eighth-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for eighth grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including persuading and explaining
- Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and/or examples
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Integrates a variety of comprehension and vocabulary strategies, and adapts reading to different types of text
- Summarizes information from multiple sources to deepen understanding of the content in oral and written responses
- Continues to read for pleasure as understanding of author's craft deepens

MATH



- Solves a variety of linear equations and inequalities
- Works with lines and angles, especially when solving problems involving triangles
- Creates and compares displays (i.e., shapes or graphs) for two sets of data in order to draw conclusions
- Refines reasoning and problem-solving skills

SCIENCE



- Begins to use concrete evidence to develop a new level of understanding about matter, energy and systems
- Begins to develop models to describe complex systems and learn how investigation can provide evidence to test models
- Begins to differentiate between questions that can be scientifically investigated and those that cannot

GRADE

7

State Testing in Washington: Grades 3-8

Beginning in spring 2010, most students in grades 3-8 will take the Measurements of Student Progress (MSP), which replaces the Washington Assessment of Student Learning (WASL). About one percent of students participate in the Washington Alternate Assessment System (WAAS), an equally challenging program for some students in special education.

The MSP name conveys the goal of the test: to *measure student progress*. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. If you have questions about your child's learning, please contact your child's teacher or school.

Please visit www.WAtesting.com to learn more about state testing.

State Testing Changes

The MSP is the new state test for students in grades 3-8. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The Move to Online Testing

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In spring 2010, the MSP will be offered online in grades 6-8. About 25 percent of students in those grades will test via computer next year. In spring 2011, fifth graders will test on computers in reading, math and science.

In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓		
Math	✓	✓	✓	✓	✓	✓		✓		
Writing		✓			✓			✓		
Science			✓			✓		✓		Necessary only if student has not met state assessment graduation requirement.

- Offered online in spring 2010
- Offered online in spring 2011

GRADE

8

State Testing in Washington: Grades 3-8

Beginning in spring 2010, most students in grades 3-8 will take the Measurements of Student Progress (MSP), which replaces the Washington Assessment of Student Learning (WASL). About one percent of students participate in the Washington Alternate Assessment System (WAAS), an equally challenging program for some students in special education.

The MSP name conveys the goal of the test: to *measure student progress*. State testing should never be the sole judge of a student's academic skills and knowledge. A student's entire performance should always be considered. If you have questions about your child's learning, please contact your child's teacher or school.

Please visit www.WAtesting.com to learn more about state testing.

State Testing Changes

The MSP is the new state test for students in grades 3-8. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The Move to Online Testing

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In spring 2010, the MSP will be offered online in grades 6-8. About 25 percent of students in those grades will test via computer next year. In spring 2011, fifth graders will test on computers in reading, math and science.

In spring 2012, fourth graders will move online in reading and math. Feasibility studies are being conducted for online testing in all third-grade subjects.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓		
Math	✓	✓	✓	✓	✓	✓		✓		
Writing		✓			✓			✓		
Science			✓			✓		✓		Necessary only if student has not met state assessment graduation requirement.

- Offered online in spring 2010
- Offered online in spring 2011

GRADE

7

GRADE

8



Your Child's Progress

Learning goals for the 2009-10 school year

Grade Level Expectations: Grade 9

Your ninth-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for ninth grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including persuading and explaining
- Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and/or examples
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Shows awareness of vocabulary and comprehension strategies used, especially when encountering difficult text and/or reading for a specific purpose
- Shows greater ability to make connections and adjust understandings as knowledge is gained
- Continue to increase academic vocabulary

MATH (ALGEBRA 1)



- Uses functions to model various situations and solve problems
- Builds and expands understanding of computation by using arithmetic operations and properties to include the symbolic language of algebra
- Uses algebra and the properties of number systems to develop valid math arguments, prove conjectures and find counterexamples to refute false statements, using correct math language, terms and symbols

SCIENCE



- Examines scientific theories and master investigative skills in experiments in the field and in controlled environments
- Develops physical, conceptual and math models to represent and investigate objects, events, systems and processes
- Infers and makes predictions based on scientific evidence and then applies skills and knowledge to new situations

GRADE

9

State Testing in Washington: High School

Beginning in spring 2010, most students in 10th grade and above will take the High School Proficiency Exam (HSPE), which replaces the Washington Assessment of Student Learning (WASL). About one percent of students participate in the Washington Alternate Assessment System (WAAS), an equally challenging program for some students in special education.

State Testing Changes

The HSPE is the new state test for students in high school. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The HSPE name conveys the goal of the test: to *measure a student's proficiency of basic skills*. Students in the class of 2013 will be the first to be required to pass all four state tests: reading, writing, math and science. Due to budget constraints, voluntary ninth-grade testing is no longer an option. Ninth-graders will first take the HSPE in 10th grade.

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In spring 2010, the grades 3-8 Measurements of Student Progress (MSP) will be offered online in grades 6-8. In spring 2011, high school reading, math and writing will be offered online. That's also the first year the revised K-12 math standards will be assessed in this state. The high school science exam will likely be first offered online in 2012.

Who Gets Tested and When?

The federal No Child Left Behind Act requires yearly testing of students in grades 3-8 and 10 in reading and math, and in three grades in science (grades 5, 8 and 10 in Washington). Our state also tests students in writing (grades 4, 7 and 10).

Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓		Necessary only if student has not met state assessment graduation requirement.
Math	✓	✓	✓	✓	✓	✓		✓		
Writing		✓			✓			✓		
Science			✓			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011

GRADE

9



Your Child's Progress

Learning goals for the 2009-10 school year

Grade Level Expectations: Grade 10

Your 10th-grade student has specific learning goals in every subject. Grade Level Expectations, or GLEs, define the knowledge and skills that students should gain from kindergarten through the 10th grade. Each teacher is responsible not only for the GLEs in the grade they are currently teaching, but also for those in previous grades. Below are examples of key learning goals for 10th grade. To learn more about Grade Level Expectations, go to: <http://www.k12.wa.us/standards>.

WRITING



- Writes for a variety of audiences and purposes, including persuading and explaining
- Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and/or examples
- Knows and applies spelling, punctuation, capitalization, grammar and paragraphing appropriate to the grade level

READING



- Shows awareness of vocabulary and comprehension strategies used, especially when encountering difficult text and/or reading for a specific purpose
- Shows greater ability to make connections and adjust understandings as knowledge is gained
- Continues to increase academic vocabulary

MATH (GEOMETRY)



- Formalizes reasoning skills from previous grades and solidifies understanding of what it means to prove a geometric statement mathematically
- Knows and proves theorems about two- and three-dimensional geometric figures, both formally and informally
- Extends the problem-solving practices developed in earlier grades and applies them to problems related to mathematical and applied situations

SCIENCE



- Examines scientific theories and masters investigative skills in experiments in the field and in controlled environments
- Develops physical, conceptual and math models to represent and investigate objects, events, systems and processes
- Infers and makes predictions based on scientific evidence and then applies skills and knowledge to new situations

GRADE

10

State Testing in Washington: High School

Beginning in spring 2010, most students in 10th grade and above will take the High School Proficiency Exam (HSPE), which replaces the Washington Assessment of Student Learning (WASL). About one percent of students participate in the Washington Alternate Assessment System (WAAS), an equally challenging program for some students in special education.

State Testing Changes

The HSPE is the new state test for students in high school. How does it differ from the WASL?

Shorter: Reading, math and science can be given in one day as opposed to two. Writing will remain at two days for now.

Online: During the next few years, students in most grades will take state tests via computer.

The HSPE name conveys the goal of the test: to *measure a student's proficiency of basic skills*. Students in the classes of 2010-2012 must pass a reading and writing assessment to be eligible to graduate. If a student has already passed a specific assessment via the WASL (i.e., reading), they will not have to take the HSPE in that content area.

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Who Gets Tested and When?

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Grade	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Reading	✓	✓	✓	✓	✓	✓	9th grade testing is no longer available due to budget cuts.	✓		Necessary only if student has not met state assessment graduation requirement.
Math	✓	✓	✓	✓	✓	✓		✓		
Writing		✓			✓			✓		
Science			✓			✓		✓		

- Offered online in spring 2010
- Offered online in spring 2011

GRADE

10

Ecological Sustainability

The following paper was written for an Antioch University class by Mitzi Judge, who submitted for publication in the Muckleshoot Monthly.



Mitzi Judge

1. What do you understand about the term “ecological sustainability?”

During my reading and research on the subject of “Ecological Sustainability” I found an article in Scientific America’s March of 2009 issue. The article was written by Michael D. Lemonick and it was called “The 10 myths about sustainability”. The article was very educational and gave me many different perspectives and new ideas on the subject. You can find the article at: <http://www.sciam.com/article.cfm?id=top-10-myths-about-sustainability&page=2>

To me, the term ecological sustainability means to protect your current environment and resources by not over utilizing your resources to assure future use for generations to come. Ecological sustainability encompasses a lot of different ideas to maintain ecological sustainability.

It means more than recognizing climate change. Climate change and the affects of green house gases is one part. We all should be aware of climate change and do are part to inform others in regards to climate change. We should be looking for and utilizing renewable energy. Yes, we need to support development and education in climate change and slow down the affects of greenhouse gases as part of committing to sustainability.

It also is more than thinking green, it is more than recycling it is more than all of that put together with climate change. It includes a lot of aspects and involves awareness and education in the subject. It means not to use more than you should in order not to deplete that environment. In other words don’t take more from than the earth can sustain.

Ecological sustainability means to recognize the problem areas in our current environment and to actively seek solutions to preserve those areas for future use.

2. How serious are the threats to ecological sustainability?

I think there are serious threats to ecological sustainability. Some of them we discussed in our class, viewed on film or read and researched about. One of the biggest ones is overusing the environment and creating cement cities where nature does not thrive. We have created cities and overbuilt on the land and the population on that land cannot sustain itself. Now that we are aware of it those cities need to think of ways to address those areas and form a plan to become more sustainable on their own.

In class we talked about how we import and ship goods “in” from all over the country. We should be looking at ways to utilize our own commodities and goods within our areas in a “greener” way.

Climate change is a little known subject. We could start with our own community and educate them on the subject by submitting articles in our newspaper. We could publish articles and ideas we have already written. We could start a community awareness project we could get other people involved. I believe ecological sustainability is such a foreign term in our community that educating the public needs to be a broad spectrum. It needs to be addressed at the Tribal School level and at the Tribal Council level and that way we would touch on all the ages in between.

The affects of greenhouse gases and creating renewable energy, recycling and creating green communities and energy efficient housing is all very important. Since “Ecological Sustainability” encompasses a lot of areas to address and maintain ecological sustainability you need to simultaneously address a lot of environmental and ecological areas, too.

Weaving Research Communities Together: Research Protocols in Indian Country
 The 2010 Northwest Regional Conference on Protection of Cultural Properties and Tribal and Indigenous Peoples
 Featuring Keynote Speaker Dr. Gregory Cajete, Ph.D.
 “Creating Sustainable Indigenous Community In a 21st Century World”
 April 16th, 2010
 9 a.m.
 at The Longhouse Education and Cultural Center
 Free and Open to the Public
 On-line Registration at: www.evergreen.edu/2010_conference_registration On-Site Registration Begins at 8 a.m.
 This conference is made possible by generous donations from the Muckleshoot Indian Tribe, Tulalip Tribes and TESC President’s Diversity Fund, and co-sponsored with TESC First Peoples’ Advising Services.
 Hosted by Northwest Indian Applied Research Institute, The Evergreen State College, Olympia, WA
 For more information contact: (360) 867-6585 ipetra@evergreen.edu

WEAVING RESEARCH COMMUNITIES TOGETHER:

Research Protocols in Indian Country

WHO? Hosted by The Northwest Indian Applied Research Institute; co-sponsored with First Peoples’ Advising Services. Made possible by generous donations from Muckleshoot Indian Tribe, Tulalip Tribes and TESC President’s Diversity Fund.

WHAT? Weaving Research Communities Together: Research Protocols in Indian Country, the 2010 Northwest Regional Conference on Protection of Cultural Properties and Tribal and Indigenous Peoples

WHEN? Friday, April 16th, 2010 8:30am-5pm
 Online registration: http://nwindian.evergreen.edu/2010_conference_registration.html
 Onsite registration begins at 8:00am.

WHERE? The Longhouse Education and Cultural Center, The Evergreen State College

WHY? To begin the conversation within the Evergreen community, and beyond, about the need for implementing research protocols for researchers and students conducting research among Native American communities, with the goal of eliminating the negative effects of academic exploitation and learning new ways to partner with tribal and Indigenous peoples for the benefit of all communities.

How to Raise a Chief: The Sacred Work of Education

By Kendra Aguilar, Senior, Evergreen Reservation-Based Program at Muckleshoot

As I slid through the large glass doors of the hotel and shuffled best I could down the long hallway without slipping on the newly polished marble floor, I heard the same small prayer in my head over and over... please don’t let me be late, please don’t let me be late! I had an important assignment to do and the excitement of the responsibility was mixing with the morning coffee in my stomach causing a slight bit of nausea as I wondered if I was the right person for this job. But I couldn’t turn back now. Late or not, the right person or not there was nothing left to do but walk in and find a place among the sea of important advocates for Native higher education including teachers, school presidents, tribal representatives and foundation members. After all, it isn’t everyday that one gets to bear witness to history in the making.

A big sigh of relief escaped my lungs as I saw not only that I’d arrived with 15 minutes to spare but that I recognized a few faces as I moved through the crowded room to find my seat near the other student reporter for the conference.

As we moved from the beautiful welcome and blessing to the purpose of the gathering I saw heads nodding up and down in agreement. The *Pathways for Native Students Report*, which we were here to discuss and expand on, brought up what we in Indian country have known and been working on for some time. Higher education is a key part of sovereignty and sustainability, Native students are slipping through the cracks, and as Native and non-Native people, educators and policy makers, what are we going to do about it? The eagerness and enthusiasm in the room rose as we broke out into our morning sessions and I set out on my mission to see how every person in attendance was dedicated in their own way to answering that call.

On my way upstairs to the first group of sessions the words of the morning’s speakers echoed in my ears. We find ourselves in tough economic times. Native people are continuing to lose their culture and lands and tribal sovereignty is under attack. In order to maintain our identity and our sovereignty for future generations, we must understand just how critical leadership roles are in our communities and how big a part education plays in our success. Native students are under-represented and under-served in our schools and these higher learning institutions must get past their competitive natures and work together if they truly want to best serve us.

Part of the work is about keeping the doors to education open, and we all must re-examine our own commitment to this. As Cheryl Crazy Bull, President of Northwest Indian College said, “Education is a political act. It is sacred work because we are touching the hearts more than the minds of our people”. I thought about these things as I nearly bumped into a group of attendees trying to decide which of the diverse and equally compelling sessions they would attend. My own indecision led me to flip a coin and I smiled to myself as the silver metal Eagle, a great sacred symbol, urged me towards the last door on the left and a session on Programs to Support Cultural Resource Management and Cultural Preservation.

As we re-gathered in preparation for lunch, my table of new friends was buzzing with summaries of what they’d learned about the outstanding efforts being made by so many of our colleges and universities to ensure Native student success. People were excited and inspired. The chatter came to a sudden hush as Skokomish spiritual leader, Delbert Miller, rose to the stage to give a blessing and lead us in song. Before he began he told us a simple story about his grandmother and what she witnessed during her wise years before she passed on.

“They have forgotten how to raise a Chief”, she had told him with sadness.

Those words sat heavy with me. We all knew what she meant. The bitter years of colonization, boarding schools, termination and relocation left so many of us with an empty space where our traditions, language and culture once flourished. But as he raised his drum and it’s rhythm touched my heart, I realized that those times were over. Here was proof that we had overcome and that regardless of what had happened our identities had not been stripped away. We have survived and are continuing to strengthen our communities through revitalization and education, remembering and sharing the old ways and incorporating the new. We are making sure that the suffering of our ancestors was not in vain.

The second half of the day quickly approached as everyone concentrated on answering the question at hand. What are we currently doing that works, and what more can we do? How can we make sure that Native students are given every tool possible to succeed while we face so many barriers and economic hardship? There were several panels formed to create dialogue around these issues and show how they were meeting these challenges. I noticed I was not the only one who left the afternoon sessions focused and determined.

With our renewed sense of responsibility, we gathered for the closing plenary to hear the perspectives, insight and candor of three respected Native leaders regarding the conference and where we should go from here. As I listened I heard the spirit of the conference resonating in their words: the challenge before us of “raising a chief,” raising all our children to be future leaders and perpetrators of our knowledge and culture, means working hard, continuing to research, ask questions, and challenge existing paradigms using every resource at our disposal. It means breaking through barriers, building new relationships and learning to collaborate despite our differences and our history. If we can only, as Sam Deloria says, “get out of our own way” or get past our past, stop making excuses and hold ourselves to a higher standard we will be free to concentrate solely on the future and the sacred work cut out for us.

The security of our children and the survival of our tribal identities for the next seven generations and beyond are depending on our actions. But if what I witnessed at this conference and what I see all around me every day across Indian Country is any indication of where are future is headed, I can be comforted that we are all in good hands: our own.

Pathways Conference and Report highlights Muckleshoot

By Michelle Aguilar-Wells and Barbara Leigh Smith, The Evergreen State College

The recent (2009) report *Pathways for Native Students: A Report on Washington State’s Colleges and Universities*, describes what nearly all the colleges and universities in Washington State are doing to serve Native students and communities. The report was sponsored by The Evergreen State College, Northwest Indian College, Antioch University, Grays Harbor College, and Muckleshoot Tribal College who have formed a unique cross-college partnership to improve Native student success.

The partnership has received generous support from the Bill and Melinda Gates Foundation and the Lumina Foundation for Education. A major dissemination conference for the Pathways report was recently held in Seattle, attracting more than 200 people. The report and conference portrayed numerous successful efforts currently underway as well as troubling issues that need addressing.

Muckleshoot Tribal College (MTC) was cited as an example of an innovative tribal approach to education that provides a seamless pathway for students from pre-college high school completion and certificate programs through graduate education. Wilma Cabanas, MTC College Administrator, described the beginnings of the educational effort at Muckleshoot in 1995 with a tribal directive to “fill it up.”

“A decade ago,” she said, “four students obtained their GED certificate and MTC had twenty four students. Muckleshoot Tribal College now houses degree programs from Northwest Indian College, Evergreen State College, and Antioch University and serves nearly 400 students. The long hallway of our building is lined with long lists of students who have graduated from our programs.”

Other sessions at the Pathways conference further described Muckleshoot’s efforts. Denise Bill was part of a session with Everett Community College and Tacoma Community College describing programs to support tribal enterprise and economic development.

Educational Resource Coordinator Louie Gong led a “Tribal Education Forum” session describing efforts at Muckleshoot, Tulalip, Lower Elwha Klallam, and Quinalt, and Esther John and NWIC faculty members de-



Tribal Education Forum features education leaders from Muckleshoot, Quinalt, Tulalip and Lower Elwha



Kendra Aguilar (left) Muckleshoot Evergreen student was a conference reporter

scribed their Fall pilot programs to confront one of the major trouble spots in the college curriculum – the first quarter of college and student readiness in English.

“Tribal education leaders were able to share information about what kinds of support works and what doesn’t,” Gong said. “And we can learn a lot from one another because we are all experiencing the same challenges retaining tribal students,” John added.

The Pathways Report and Conference described many innovative and successful efforts underway. The bad news is that much more is needed. At a time when many leaders are saying we need to attain college graduation rates of 60% over the next several decades to be competitive with the rest of the world, Native Americans have the highest dropout rates of any group with less than 50% of Native Americans graduating from high school.

A recent study at the University of California said their report “places the future of Native People at Risk.” This study recommends a thorough review of current policies and practices. The Pathways Report is a good place to begin. Especially in this time of substantial cultural and community revitalization, tribes need more educated members of their community with strong and relevant college degrees. Muckleshoot continues to be on the leading edge of recognizing that education must be a priority.

To download the Pathways report on Indian Education or view conference session information go to: <http://evergreen.edu/nativeprograms/reports/pathways>; and <http://evergreen.edu/nativeprograms/conferences/pathways>



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Northwest Indian College Board of Trustees vacancy announcement

Letters of interest and resumes are being accepted to fill the Board of Trustees' Positions 4, 6 & 7. These positions have the 6-year terms. Interviews will occur after letters of interest are reviewed by the current Board. The new board members' terms will begin following the offer and acceptance of the position.

Each board member shall be a recognized member of a participating Northwest Indian tribe and shall be selected for his/her qualities of industry, responsibility, honesty, integrity and judgment. These positions are reserved for community members of the Lummi Nation and other participating sites of Northwest Indian College. A majority of the seven (7) voting Northwest Indian College members will be recognized members of the Lummi Nation. Members or employees of the Lummi Indian Business Council may also be members of the Board of Trustees; however, this group may not constitute a majority of the membership. Board members shall not have contractual, employment or financial conflict of interest with the College. The Board regularly meets on the 1st Wednesday of each month and at other times as needed. The College provides partial reimbursement for expenses incurred for conducting college business.

QUALIFICATIONS - All appointed members of the Board of Trustees must meet the following qualifications:

- a) Must be at least eighteen (18) years of age at the time of appointment; and
b) Must not be an employee of the College; and
c) Must not have a conflict of interest arising from any Lummi Nation, state or federal law regarding his or her appointment; and
d) Must not have been convicted of a felony within five (5) years preceding the date of appointment; and
e) Must have a sober lifestyle, refraining from excessive or inappropriate use of alcohol and abstaining from all illegal drugs.

DUTIES AND RESPONSIBILITIES - Northwest Indian College Board of Trustees is the governing body and shall be responsible for the operation and management of the College. The college offers post-secondary educational opportunities, including vocational, academic, adult, continuing, cultural, recreational and in-service education leading to appropriate certificates and degrees for the Lummi Nation as well as other participating Northwest Indian communities. The college will be responsible for providing management for the enterprise, funding for the enterprise and seeing that it operates in a sound, economic and educational manner. The college shall establish overall operating policies for the enterprise and shall enforce strict adherence to such policies as well as their charter.

TERM OF OFFICE - The term of office of each Board member shall be three (3) years, provided that he/she shall be appointed to positions with terms staggered as follows: The term of office of the LIBC member shall coincide with that member's term as appointed by LIBC. Following completion of the current terms of members appointed prior to 2001, all new members of the Board (other than the LIBC member) shall have three (3) year terms.

APPLICATION PROCESS - Interested individuals should submit a current Resume, Letter of Interest, which states their qualifications and contact information, and a Letter of Recommendation from an unrelated community member to: LIBC Human Resource Department on the President's Office at Northwest Indian College.

Current member of the Board of Trustees are as follows:

Position 1 Julie Johnson, Position 2 Jara Finkbender, Position 3 Levi Jefferson, Position 4 Kristin Kinley (until position is filled), and Position 5 Sandy Finkbender. Positions 4, 6 & 7 are open.

MUCKLESHOOT TRIBAL SCHOOL

Student Achievement Awards

High School High Honor Roll

- 3.5 - 4.0
Sylvia Agaton
Latana Baker
Ray Charles
Rose Davis
Kendra Kahama
Latasha Moses
Lana Tsosie
Megan Yellowboy

- 3.0 - 3.49
Kendra Bean
Cole Buchanan
David Cabanas
James Cross Jr.
Elize Bill Gerrish
Ongelic Johnson
Chris Marquard
Felix McKay
Yvonna Moses
James Ross Jr.
Sampson Sam
Dana Sohapp
Sierra Yellowboy

Middle School High Honor Roll

- 3.5 - 4.0
Jose Mendoza
Seaira Pacheco
Teddy Salinas

- 3.0 - 3.49
Dakotah Gobin
Jenel hunter
John Jackson
Alexis Mason
Gloria Simmons
Shalena Summers

.5 Improvement in GPA from 1st Quarter to 1st Semester

- High School
Angeleka Bennett-Esparza
Elise Bill Gerrish
Kalrina Comenout
Dareece Comenout
Rosario Dominick
Michael McCloud
Dana Sohapp
Derek Summer
Hunter Vaiese

Middle School

- Justin Hamilton
Lenora Jansen
Alexis Mason
Alyssa Vaiese

90% Attendance or Better '09-'10 Semester 1

- High School
Sylvia Agaton
Shatayna Baker
Vivian Jansen
Sidney Lazzar
Danny White
Kendra Bean
Ray Charles
Dustin Jansen
Kendra Kahama
Yvonna Moses
Preston Brown
Addie Iyall
Ryan Oldman
Stacey Sam
Dana Sohapp
Charles Starr
Lana Tsosie
Christopher Marquard

Middle School

- Jonathan Arzate
Acey Charles
Shaughnessi Hicks
Katelyn Lozier
Alexis Mason
Seaira Pacheco
Teddy Salinas
Gloria Simmons
Tyler Snow
Lashawna Starr
Patience Daniels
Jenel Hunter
Benjamin Lazzar
Shalena Summers

READING PROGRAM UPDATE STUDENTS READ TO SUCCEED

By Sadie Pritchard

Students at Muckleshoot Elementary spend a minimum of 120 minutes each day reading in small groups. Three of our groups have already graduated from one reading program to the next! Congratulations!



Teachers, Para Educators and support staff work together with students to make sure that our students are getting the support needed to be successful readers.



According to our testing scores, our K-3 students have increased the number of students reading at grade level by over 12% since the beginning of the year. Thank you to all of the parents, staff and community members who make this possible for our students!

All of our students are eager to read. They would love to read for you. When you spend time with our students, have them show you their reading skills!

All of our students in grades K-12 are gearing up for the spring state test in reading. Teachers are being trained and materials have been gathered to provide practice opportunities for all students in the areas of reading, writing, math and science.

Happy Reading!

ATTENTION TRIBAL MEMBERS

Bank of America now only requires 1 piece of ID to cash Per Capita checks. This can be your Tribal ID or any other state issued ID.

Please note: All other checks issued by the Tribe still require 2 pieces of ID. (Scholarship, Reimbursements, Senior Monthly, etc)

Please let other Tribal members know of this change. If you have any questions, you may contact Heather Evans at 253-876-3189.

Kyle Rodarte takes 8th place in State Wrestling Championships

Kyle Rodarte took 8th place in the 285lb weight class at the Washington State High School Wrestling Championships...

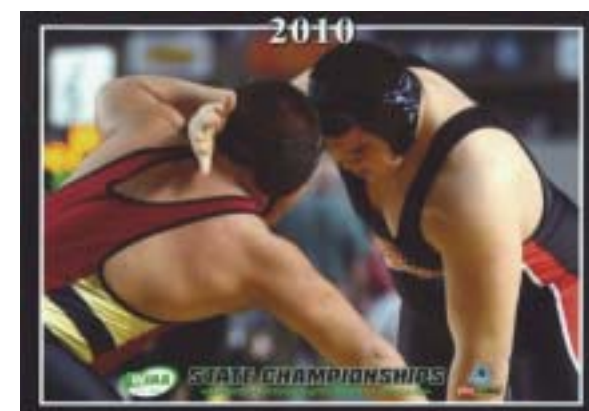
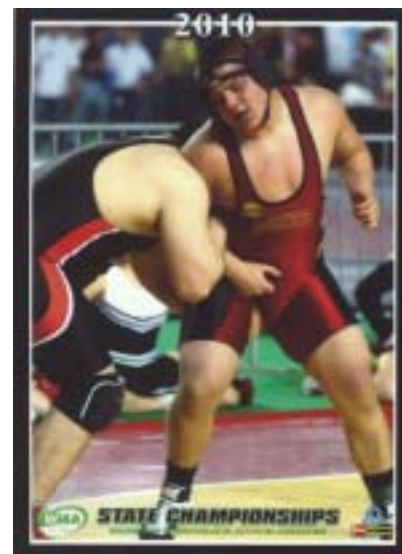
Q. When did you start wrestling?
A. I started last year in tenth grade, I originally started only to keep in shape for football. Now wrestling is my favorite sport.

Q. What are some challenges you face as a high school wrestler?
A. The physical wear on my body. I am in training five days a week for at least two hours a day. I have tournaments every Saturday in season that last about eight hours. This doesn't include my gym time, I have to work on my cardio and weight lifting to compete with these big guys. It is hard work.

Q. Does nutrition matter?
A. Absolutely, that was one of my major struggles. My plan before next season is to maintain a healthy diet that includes protein and energy filled foods.

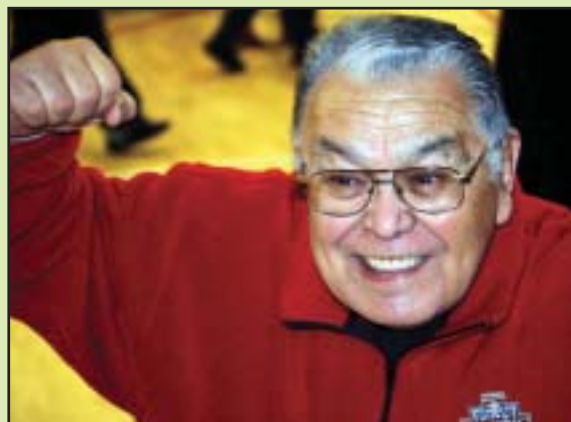
Q. What are your future goals?
A. My first goal is to place in the top three at the 2011 State championships, but I have a lot of work to do. I have a couple colleges in mind that will require some serious athletic skill, my first choice is West Point Military Academy and my second choice is Central. I have some work ahead of me either way.

Q. What advice can you offer for someone who wants to get into wrestling?
A. Stay on top of your academics, and be committed to your workouts. I would love to see some wrestlers from the Muckleshoot Tribal School at State next year! I will work with anyone from the school who would like to be introduced to wrestling, it is very rewarding.



Tribal School Honors Kings in Special Assembly

PHOTOS BY IRV VALENTY



Birth to Three News

How Does Your Child Act Around Other Children?

How does your child act around other children. At first you are the main person in your baby's life and become the main person of contact. But you want your child to learn to be around other children and learn to develop friendships. Your child will learn how to socialize with others just from watching you with other people and how you treat others, so be a good model of healthy social skills. Even if your child can not talk they first learn from watching. Bring your child to areas where there are other children so he can watch how children interact with each other or how the parents interact with each other. Here are some suggestions on encouraging social skills for your young child.

0-4 months:

Spend Time With Older Kids– Even very young babies know when they are with children rather than adults. It's good for your baby to be around children of different ages.

4-8 months:

Protect Your Child– Help your baby enjoy being with other children. For example, if an older child's games upset your baby, suggest to that child, "Can you pretend to be a gentle kitty cat?"

8-12 months:

Go Where The Babies Are– Plan some time for you and your baby to be with a few other children. You might visit a friend who has children, or go to a nearby playground where there are other babies.

12-18 months:

Tell Her The Rules– If your baby hits or kicks, let her know that you will not let her do that. Hold her in your arms and show her you love her as you help her learn better ways to be with people.

18-24 months:

Show Him How To Take Turns– Help your child wait for his turn to play with a toy. Suggest something else to do; "Your rocking horse is waiting for you." Or offer to do something with her yourself: "Let's read this story while we wait."

24-30 months:

Practice Group Games Together– Sit on the floor across from your toddler and sing rhymes like "Where Is Thumbkin?", or do fingerplays like "Itsy Bitsy Spider." These are the kinds of activities she might do at childcare.

30-36 months:

Get Into The Act– Join your child and her friend in play. For example, have a party with real food, build a road with blocks, or do a puzzle together. Remember to give the children time to play on their own as well.

36-42 months:

Encourage His Friendliness– Support your child's interest in friendships and in understanding what having a friend means. Let him play with, hold hands with, and sit next to a special friend.

How Your Young One Communicates & Understands

How does your baby respond to what he sees and hears during care or play activities. Watch your baby respond to the things you do and say. You'll see that he has already learned a lot about his world. Keep talking with your baby, using facial expressions and gestures as you do. Notice how much he understands and lets you know it. Watch your baby respond to your words and daily gestures, and you'll see how much he already understands about his world. Watch how your toddler responds to your simple questions and requests. It's amazing how far he's come in such a short time! Praise your toddler as you see how much she understands. She already learned a lot of words in such a short time. Your child understands more than she can express with words. She shows understanding when she laughs after you say or do something silly. When you watch your child respond to your directions, figure things out, and ask questions, you'll realize the complicated ways she can think. Here are some suggestions on encouraging communication skills for your young child.

0-4 months:

Listen And Try To Understand– Listen to your baby's cries and sounds and try to figure out what he wants to tell you. Even though he doesn't have words, he has a lot to say. He cries, babbles, and moves his arms and legs to say, "I'm hungry," "I'm tired," "Please pick me up," or "I want to play with you."

4-8 months:

Share Sounds– Talk with your baby by saying words and repeating the sounds she makes. Use the same words often like dog, hot, wet, mama, and dada.

8-12 months:

Talk To Your Baby– Talk with your baby during daily routines such as eating, bathing, and diaper changing. Say things like "This peach is juicy and sweet" and "I dropped your boat in the bath. It made a big splash! Want to see me do it again?"

12-18 months:

Keep On Singing– Sing a lot of songs together. Singing is fun for both of you, and your baby learns new words as well. Babies will sing along even when they can say only a few words.

18-24 months:

Try Some Rhyme Time– Have fun together reciting nursery rhymes like "Humpty Dumpty" or "Little Boy Blue" whenever you think of them. You'll help your child learn and enjoy words.

24-30 months:

Keep It Simple– When you talk with your child, use simple phrases and repeat them often. He learns best by copying you.

30-36 months:

Read And Talk– When you read with your toddler, read with expression and enthusiasm. This will help your toddler learn new words as well as learn to love books. Ask questions she can answer for example, "What is the boy holding?" or "What kind of animal is sitting in the chair?"



Toddler Class

Story Book Curriculum: TODDLER CLASS

During the month of February Birth to Three will be reading "There's An Alligator Under My Bed" written by Mercer Mayer. This delightful book relates the tale of a little boy conquering the typical childhood fear of "monsters." The major themes of the book that we will explore are: foods/eating, and the proposition "under". We also have a number of Valentines Day themed activities prepared for our students. Please watch for this book to be sent home in Early March.

Here is a fun song to learn and sing with your kids:

Row, Row, Row your Boat
Gently down the stream
When you see an alligator

Don't forget to scream!

Teacher Carol will be making her yummy heart sandwiches with the kids this month. A few simple ingredients and a new twist on an old-time favorite will change a plain sandwich into fun that kids can eat! If you would like to make these at home with the kids you will need:

- Bread (any type),
- sandwich filling of choice
- cookie cutter

After assembly of sandwich, simply help your child "cut" the sandwich to the desired shape cookie cutter. Eat and enjoy!

During the month of March Birth to Three will be reading "I Went Walking" written by Sue Williams. A young child meets animals while on a walk. By the end of the walk, the child has a parade of animals following behind. Each page will have a visual clue as to what will happen next. This is a great book to talk to your children about and ask them questions

- What animal do you see?
- What color is the animal?
- What noise does this animal make?
- Where would you go if you went for a walk?
- What kinds of things do you see on a walk?

Here is a fun song to learn and sing with your kids:

I Went Walking Song
(sing to tune of Old MacDonald Had a Farm)
I went for a walk and what did I see?
E-I-E-I-O
I saw a BLACK CAT looking at me.
E-I-E-I-O
With a MEOW, MEOW here,
And a MEOW, MEOW there,
Here a MEOW, there a MEOW
Everywhere a MEOW, MEOW.
I went for a walk and what did I see?
E-I-E-I-O

(You can use the animals from the book: black cat, brown horse, red cow, green duck, pink pig, yellow dog, or ask your child to name his own).

Other Activities To Do Together:

- Go for a walk. Use your senses to talk about what you SEE on your walk. What you SMELL on your walk. What you HEAR on your walk. What you TASTE on your walk. What you FEEL on your walk. Use the words from the book: "I went walking. What did I see?"
- Visit a petting zoo or a farm. Visit with animals that your child can recognize from the book.
- With your child, write your own book. Ask your child to imagine what kinds of animals and things he would like to see on a walk. Use the pattern: "I went walking. What did I see?" Write the words and have your child draw or get pictures from a magazine to paste to the page.
- Have your child pretend to be the animal in the book by making animal sounds and walking around the room as the animal would.
- With a group of children, they can all pretend to be animals, have a parade like the one at the end of the book.

Photos from B-3 Program



Happy Birthday!

Birth to Three would like to say Happy Birthday to our kids staff for the following months;



- December:**
Lauryn C-3
Tann E- 2
Derek D- 2
Damien E jr- 1
Rashawn R- 1
Kayleb W-1



- January:**
Malikai A- 3
Sierra N- 2
Rochelle T- 2
Teacher Marty- ?
Bus Driver Jamie- ?



- February:**
Austin B- 3
Kelis C- 3
Honeah B-3
Teacher Heather- ?



- March:**
Jayden J- 3
Dahawnee M-3
Muhkayluh J-3
Lucio C jr-3
Luciano C-3
Beatrice N-2
Alfred W-2
Bailey B-2
Kelsey-1
Emily B- ?



We wish the best for all of our kids and staff on their special day. For those who are turning three we hope you have a good time in your next developmental (educational) program and we sure will miss you.

New Staff Hired for Birth to Three

We would like to thank Jamie Starr and Maggie Moses for filling in as incidental workers for us in 2009. Jamie delivered a beautiful baby girl on December 16th. We would also like to thank the Recreation Department for allowing us to use their Mini-Bus thus allowing the Birth to Three (B3) Program to continue to provide transportation services and allowing us to hire tribal members to fulfill the temporary needs of the B3 Program.

Birth to Three has hired two new workers that you will be seeing going up and down the roads as well as assisting in the B3 classroom. Heather Morris has accepted a position as the B3 Bus Driver/ Teacher Assistant. We are excited to have Heather working with us. She brings a wealth of knowledge and skills that she has learned over the years working in early childhood with the Green River Montessori and Muckleshoot Child Development Center.

Jenna Edwards has accepted a part-time position as the B3 Bus Aide. We are also excited about Jenna coming to work for the B3 Program being a community member living in the Auburn area most of her life and involved with tribal events with her family. Jenna has an eagerness to learn and willing to assist in whatever the program needs.

Infant & Early Childhood Conference- Parent Scholarships

INFANT AND EARLY CHILDHOOD CONFERENCE TO BE HELD APRIL 28, 29, & 30, 2010: TACOMA, WASHINGTON

Making a difference!

We know parents and early care and education professionals want to support the healthy growth and development of infants and young children. In its 30th year of operation, the Infant and Early Childhood Conference plays a critical role in helping parents explore parenting and Early Childhood Education topics in order to significantly improve their children's opportunities to live fulfilling lives. This year, the one-of-a-kind event will be held on Wednesday through Friday, April 28th-30th, 2010, at the Greater Tacoma Convention Center and will feature more than 125 different speakers. Eleven Preconference sessions will offer an array of intensive, often advanced, full-day training sessions. The two-day conference follows with a blend of national keynote speakers, more than 90 breakout sessions, and extensive exhibits. The conference provides high quality, evidenced-based workshops, and networking opportunities for families and providers to come together to learn, share and advocate on behalf of all young children, especially those with developmental delays, disabilities and/or other special health care needs.

Parents, foster parents, grandparents, and other relative care givers are encouraged to attend. Visit this website for registration materials - <http://www.ieccwa.org> The conference is open to the public.

There are Parent /Family Scholarships Available: Scholarships will be distributed to participants who:

- Currently care for a young child(ren) with developmental delays, disabilities and/or other special health care needs.
- To qualify you must live in Washington State.

There is limited funding available to assist with the registration fee, and in some instances lodging, travel, and meals. To apply for a Parent Scholarship refer to the scholarship application or online at www.ieccwa.org. To be considered for a scholarship, complete the Application and the Registration Form online or mail both forms to the conference registrar.

Scholarships will be awarded on or before April 14th.

Here are just a few (of the more than 90 breakouts) sessions developed specifically for parents, foster parents, grandparents, relative care givers and other family members:

- Parent Networking
 - A Story to Pass Along
 - Finding Calm in an Ongoing Storm
 - Letting Your Child's Wild Side Out
 - Babies and the Beat
 - Working with Parents of Infants and Toddlers with Sleep Problems
 - Sensory Integration
 - Snack Talk: Increasing Communication and Social Interactions at Meal Times
 - Sleep Disorders in Young Children
 - Creating Contexts for Health Eating
 - Pharmacology in Autism
- Plus a special parent luncheon on Thursday

For additional information: www.ieccwa.org or TracyUlrich@verizon.net

Community Resource Festival at I&EC Conference

COMMUNITY RESOURCES FESTIVAL AT THE INFANT AND EARLY CHILDHOOD CONFERENCE TO BE HELD APRIL 29, 2010.

Attend a FREE training in Tacoma!

The Community Resources Festival will be held on Thursday, April 29, 2010 from 5:00 until 8:00 PM. There is no charge to attend this event hosted by the Infant and Early Childhood Conference (IECC). Parents and early care and education professionals are encouraged to attend. The Community Resources Festival will be held at the Greater Tacoma Convention Center and will feature more than 60 different exhibits and nine featured speakers, who will offer an array of training topics.

Tribal Early Care and Education Conference

WHEN:
April 16th and 17th, 2010

WHERE:
Hotel Murano
Tacoma, WA

The Department of Early Learning is hosting a conference specific to the needs of providers working with tribal children and families. This conference provides professional training opportunities for child care providers, teachers, and parents to gain skills and knowledge for their work with diverse native groups of families and children. The people who attend this conference are from different professional focuses, geographic locations and personal cultures, offering a unique opportunity for participants to collaborate, network and learn together. For more information visit Educational Training Partners website at: www.educationaltrainingpartners.org

What is Birth to Three?

The Muckleshoot Birth to Three (B3) Program provides a safe nurturing environment that promotes the language, physical, social/emotional, adaptive and cognitive development of young children. The program serves native children birth to 36 months of age. The service area is the Muckleshoot Reservation or any Muckleshoot child living in Southeast King County. Native American children have the opportunity to explore their native heritage through drumming, exposure to the Whulshootseed language, and an opportunity to participate in cultural activities.

The B3 Program is funded by the Bureau of Indian Affairs and the Muckleshoot Indian Tribe. The program is primarily funded to provide services to children with developmental delays or disabilities. Funding from the Muckleshoot Indian Tribe allows typical developing infants/toddlers to participate in the program to support and encourage the development of their peers.

If you would like more information on the B3 Program or are interested in having your child participate in the program, please call (253) 804-9695/833-2440.

Birth to Three's End of the Year Celebration



A congratulations and thank you goes out to you from the Muckleshoot Birth to Three program. We are honored that you have given us a chance to be a part of you and your child's life. We would like to invite you to the end of the year celebration in honor of your participation throughout the 2009-2010 school year. We will have this event at Northwest Trek on Friday, June 11th (12:00-3:00pm). This is an event for you and your family to get together with other families and B3 staff.

HOPE TO SEE YOU THERE!!

RESERVATION FORM
(Please return to B3 by Wednesday, June 4th at 5:00pm)

Child's Name: _____

I will be bringing the following amount of family members with me;

____ are under the age of 3 years.

____ are between the ages of 3 to 4 years

____ are between the ages of 5 to 12 years

____ are between the ages of 13 to 64 years

____ are 65 years or older

Transportation is limited. My family WILL/ WILL NOT (please circle one) need transportation.

Please pick-up at home

I can meet bus at Casino Parking Lot

The bus will pick-up families needing transportation from home between 9:45-10:45am. Those meeting at the Casino Parking Lot, bus will leave at exactly 11:00am, please arrive 10 minutes before departure. If you are providing your own transportation, we will meet at the park at approximately 11:45am. A B3 staff member will be at the entrance way to greet you. Anyone arriving after 12:00pm will not be allowed admittance into park. The B3 bus will depart at approximately 3:00pm.

Northwest Trek

Spring Break

No Birth-3 classes Monday, April 5 To Friday, April 9.

There will be limited staff available for this time period. Classes will resume on Monday, April 12.

Youth Facility



CALLING ALL YOUTH

The Youth Facility is welcoming all youth between the ages of 5-18 to join our program. The Youth Facility is open Tuesday through Saturday, after school and in the evenings. We offer a variety of activities every day (from arts & crafts to recreational games to cultural activities) and we also offer a scheduled homework time every weekday. In addition we go on off site field trips every weekend and have monthly Family Fun Nights. All you have to do to join the fun is stop in and fill out an enrollment packet, and let the fun begin!

For any questions please call us at **253-876-3383.**

MYOUTH FACILITY
38624 172nd Ave. SE
Auburn, WA 98092
Phone: 253-876-3383



...because we care.

35TH ANNUAL NORTHWEST INDIAN YOUTH CONFERENCE 2010
Modern Day Warriors: Being a Native Youth in the 21st Century

WORKSHOPS: Leadership & Empowerment, Educational Success-Higher Education, Culture & Spirituality, Health & Wellness, Substance Abuse Prevention, Entertainment, Arts & Filmmaking, and much more! **SPECIAL EVENTS:** Comedy, Movie Night with Surprise Celebrity Guests, Dinners, Concerts, Arts & Crafts. **SPEAKERS & SPECIAL GUESTS:** Local Elders, Native Leaders, Business People & Professionals, Education & College Guidance Counselors, Suicide & Drug Prevention Specialists, and much more!

April 7 - 10, 2010
Doubletree Seattle Airport Hotel
18740 International Boulevard | Seattle, WA | 98188 | 1-800-235-4408
Contact the Doubletree Hotel directly to reserve your room(s). Ask for the NWIYC special room rate.

NORTHWEST INDIAN YOUTH CONFERENCE 2010 UPDATES & INFORMATION
WWW.NWIYC2010.COM

To secure a registration packet or for speaker/proposer consideration, please contact:
Michelle Shining Elk | Telephone: 818-813-3701 | Email: michelleshiningelk@gmail.com

MUCKLESHOOT YOUTH FACILITY

>> Hours of Operation

- SUNDAY: Closed
- MONDAY: Closed
- TUESDAY: 12:30-9:00pm
- WEDNESDAY: 12:30-9:00pm
- THURSDAY: 12:30-9:00pm
- FRIDAY: 3:30pm-12:00am
- SATURDAY: 12:30-9:00pm



MYOUTH FACILITY
28624 172nd Ave. SE
Auburn, WA 98092
Phone: 253-876-3383



General Council

Meeting Schedule for 2010

Quarterly & Monthly Meetings

Please add these dates to your calendar

- March 25th
- **April 29th – Quarterly**
 - May 27th
 - June 24th
 - July 22nd
- **August 26th – Quarterly**
 - September 23rd
 - October 28th
- **November 18th – Quarterly**
(changed the date for this meeting due to Thanksgiving)
- **December – NO MEETING**

All of these dates and times are subject to change. The Tribal Council Department will do their best to keep you up to date and informed of any changes.

Native American Catholic Mass

Native Mass will be held on March 21 at 1:30 PM, followed by a potluck and raffle. Mass will be held again on March 28 at 1:30 PM, followed by coffee, juice and dessert.

MUCKLESHOOT TRIBAL ENROLLMENT

Any interested/eligible Muckleshoot parties seeking tribal enrollment please be advised that the following documentation is always needed for Muckleshoot tribal enrollment:

1. Enrollment application, filled out completely, front & back.
2. Original certified birth certificate (NO EXCEPTIONS.)
(Signatures of both parents, if both are on certified birth certificate and under age 18.)
3. Original Social Security card.
4. Relinquishment must be completed, if enrolled in another tribe.
5. Name must match on all documents.

No copies are accepted. Until all documents are on file, no review process will begin.

Come work for **Your** Tribe and make a difference!!!

The Muckleshoot Tribal Administration is looking to hire Tribal members to fill its new openings. Please visit us in the Tribal Administration Human Resources Department to see if we have any openings that you might be interested in.

Also see our opening on-line at www.muckleshoot.nsn.us

Visit the Muckleshoot Tribe's **NEW WEBSITE!**

www.muckleshoot.nsn.us



Have you ever considered a career in
gaming regulation?

THE MUCKLESHOOT GAMING COMMISSION regularly posts openings at the Casino, Tribal Headquarters, and the Commission office. Because resumes and/or applications are accepted for open positions only, check often or call 253.735.2050 for current openings.



2010 Per Capita Deadlines and Schedule

March 31, 2010	- Deadline for <u>New</u> Direct Deposits to be turned in to Tax Fund
April 9, 2010	- Deadline for Information to be turned in to Tax Fund from Tribal Programs
May 14, 2010	- Deadline to stop taking Direct Deposit Changes/ Cancellations
May 28, 2010	- Enrollment Cut Off Date for September 2010 Per Capita
June 1, 2010	- Per Capita Distribution
June 2, 2010	- Per Capita Distribution
June 3, 2010	- Per Capita Distribution
June 30, 2010	- Deadline for <u>New</u> Direct Deposits to be turned in to Tax Fund
July 9, 2010	- Deadline for Information to be turned in to Tax Fund from Tribal Programs
August 13, 2010	- Deadline to stop taking Direct Deposit Changes/Cancellations
August 31, 2010	- Enrollment Cut Off Date for Dec 2010 Per Capita
September 7, 2010	- Per Capita Distribution
September 8, 2010	- Per Capita Distribution
September 9, 2010	- Per Capita Distribution
September 30, 2010	- Deadline for <u>New</u> Direct Deposits to be turned in to Tax Fund
October 8, 2010	- Deadline for Information to be turned in to Tax Fund from Tribal Programs
November 12, 2010	- Deadline to stop taking Direct Deposit Changes/Cancellations
November 30, 2010	- Enrollment Cut Off Date for March 2011 Per Capita
December 7, 2010	- Per Capita Distribution
December 8, 2010	- Per Capita Distribution
December 9, 2010	- Per Capita Distribution
December 31, 2010	- Deadline for <u>New</u> Direct Deposits to be turned in to Tax Fund

Please contact Heather Evans at 253-876-3189 if you have any questions regarding Per Capitas.

GREG HAUGEN PRESENTS

SHOWDOWN IN A-TOWN!

8 Professional Boxing Matches
Saturday, April 10th at 7:00 PM
Vision Quest Gym, Super Mall

*including the pro debut of **BRADY HAUGEN***

Tickets \$30 & \$100 – Info: 253-905-2234



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MUCKLESHOOT INDIAN CASINO

You can now apply for jobs ON-LINE

Visit www.muckleshootcasino.com and click on “Career Opportunities” to view current job openings then complete your employment application. This on-line application can be completed 24 hours a day from the convenience of your home computer and/or at the Muckleshoot Indian Casino’s Human Resources Office.

All you need is an e-mail address to set up your on-line application. If you do not have an e-mail address call


Human Resources Hours:
Monday – Wednesday 9am to 6pm
Thursday 9am to 9pm
Friday 9am to 5pm
HR Phone Number 253-929-5128



24-HOUR CRISIS LINE

1-866-4-CRISIS

EVENTS CALENDAR



April 2	Fishing Wars 40th Anniversary Prep. Dinner 12:00 pm at Emerald Queen Casino Event Tent
April 7-10	35th Annual NW Muckleshoot Youth Conference , DoubleTree Seattle Airport Hotel. Call 818-813-3701 for more information or email michelleshiningelk@gmail.com
April 10	Showdown in A-Town! Professional boxing matches at 7pm at Vision Quest Gym, Super Mall. call 253-905-2234
April 16	Weaving Research Community. Keynote Speaker, Dr. Gregory Cajete, Ph.D. , 9AM at Longhouse Education & Cultural Center. Call 360-867-6889 for more information.
March 21	Catholic Mass - 1:30 PM, followed by a potluck and raffle.
March 21	Catholic Mass - 1:30 PM, followed by coffee, juice and dessert.
May 22	Anderson Family Reunion , Sla-Hal Shed and Ball fields
June 19	Kids Fishing Derby - 8:30 - 2pm. Kids 12 and under
August 14	Family Fishing Derby - 8:30 - 2pm. Kids
September 25	Fall Classic - 8:30 - 2pm. All Ages

CULTURAL WELLNESS GATHERINGS

AA Meeting Time Muckleshoot Recovery House 39225 180 th Ave. SE, Auburn, WA 98092	Mondays 12:00 Noon
Feather Healing Circle 39015 172 nd Avenue SE Auburn, WA	Tuesdays 5:00 pm
Fire Starters Pentecostal Church Muckleshoot 39731 Auburn Enumclaw Road SE Auburn, WA	Wednesdays 7:00 pm Fridays 7:00 pm
Grief and Loss Grief and Loss Support Group Behavioral Health, Bear Lodge	Wednesday’s 6:00pm -8:00pm.
Women’s Group Muckleshoot Tribal College	Thursdays 5:00 pm
Boys Mentoring Group Muckleshoot Behavioral Health	Thursday’s 4:30 pm to 9:00pm
AI-Anon Meetings Auburn First United Methodist Church E. Main & N St. S.E. Auburn, WA 98002	Monday 10:30 a.m.
Federal Way Sunrise United Methodist Church 150 S. 356th St. Federal Way, WA 98003	Monday 6:30 pm

Muckleshoot Canoe Family



The Muckleshoot Canoe Family meets every Wednesday evening at the Canoe Clubhouse from 5:30 to 9 PM for a Business Meeting. After the business meeting we conduct a cultural activity, whether it be cedar weaving, wool weaving, regalia making or Whulshootseed language lessons. Dinner is included during the meeting. In 2010 we will be enforcing the Canoe Family Guidelines more strictly than in the past. Please make it to the meetings.

Muckleshoot Child Development Center

Field Trip to the Zoo, February 18 & Pizza/Pajama/Game Day, February 19

PHOTOS BY JAMI MCGINNIS

