



## Treaty of Point Elliott, 1855

Articles of agreement and convention made and concluded at Muckl-te-oh, or Point Elliott, in the territory of Washington, this twenty-second day of January, eighteen hundred and fifty-five, by Isaac I. Stevens, governor and superintendent of Indian affairs for the said Territory, on the part of the United States, and the undersigned chiefs, head-men and delegates of the Dwamish, Suquamish, Sk-kahl-mish, Sam-ahmish, Smalh-kamish, Skope-ahmish, St-kah-mish, Snoqualmoo, Skai-wha-mish, N'Quentl-ma-mish, Sk-tah-le-jum, Stoluck-wha-mish, Sno-ho-mish, Skagit, Kik-i-allus, Swin-a-mish, Squin-ah-mish, Sahku-mehu, Noo-wha-ha, Nook-wachah-mish, Mee-see-qua-guilch, Cho-bah-ah-bish, and othe allied and subordinate tribes and bands of Indians occupying certain lands situated in said Territory of Washington, on behalf of said tribes, and duly authorized by them.

### ARTICLE 1.

The said tribes and bands of Indians hereby cede, relinquish, and convey to the United States all their right, title, and interest in and to the lands and country occupied by them, bounded and described as follows: Commencing at a point on the eastern side of Admiralty Inlet, known as Point Pully, about midway between Commencement and Elliott Bays; thence eastwardly, running along the north line of lands heretofore ceded to the United States by the Nisqually, Puyallup, and other Indians, to the summit of the Cascade range of mountains; thence northwardly, following the summit of said range to the 49th parallel of north latitude; thence west, along said parallel to the middle of the Gulf of Georgia; thence through the middle of said gulf and the main channel through the Canal de Arro to the Straits

of Fuca, and crossing the same through the middle of Admiralty Inlet to Suquamish Head; thence southwesterly, through the peninsula, and following the divide between Hood's Canal and Admiralty Inlet to the portage known as Wilkes' Portage; thence northeastwardly, and following the line of lands heretofore ceded as aforesaid to Point Southworth, on the western side of Admiralty Inlet, and thence around the foot of Vashon's Island eastwardly and southeastwardly to the place of beginning, including all the islands comprised within said boundaries, and all the right, title, and interest of the said tribes and bands to any lands within the territory of the United States.

### ARTICLE 2.

There is, however, reserved for the present use and occupation of the said tribes and bands the following tracts of land, viz: the amount of two sections, or twelve hundred and eighty acres, surrounding the small bight at the head of Port Madison, called by the Indians Noo-sohk-um; the amount of two sections, or twelve hundred and eighty acres, on the north side Hwhomish Bay and the creek emptying into the same called Kwilt-seh-da, the penin-

sula at the southeastern end of Perry's Island, called Shais-quihl, and the island called Chah-choosen, situated in the Lummi River at the point of separation of the mouths emptying respectively into Bellingham Bay and the Gulf of Georgia. All which tracts shall be set apart, and so far as necessary surveyed and marked out for their exclusive use; nor shall any white man be permitted to reside upon the same without permission of the said tribes or bands, and of the superintendent or agent, but, if necessary for the public convenience, roads may be run through the said reserves, the Indians being compensated for any damage thereby done them.

### ARTICLE 3.

There is also reserved from out the lands hereby ceded the amount of thirty-six sections, or one township of land, on the northeastern shore of Port Gardner, and north of the mouth of Snohomish River, including Tulalip Bay and the before-mentioned Kwilt-seh-da Creek, for the purpose of establishing thereon an agricultural and industrial school, as hereinafter mentioned and agreed, and with a view of ultimately drawing thereto and settling thereon all the Indians

living west of the Cascade Mountains in said Territory. Provided, however, That the President may establish the central agency and general reservation at such other point as he may deem for the benefit of the Indians.

### ARTICLE 4.

The said tribes and bands agree to remove to and settle upon the said first above-mentioned reservations within one year after the ratification of this treaty, or sooner, if the means are furnished them. In the mean time it shall be lawful for them to reside upon any land not in the actual claim and occupation of citizens of the United States, and upon any land claimed or occupied, if with the pe-mission of the owner.

### ARTICLE 5.

The right of taking fish at usual and accustomed grounds and stations is further secured to said Indians in common with all citizens of the Territory, and of erecting temporary houses for the purpose of curing, together with the privilege of hunting and gathering roots and berries on open and unclaimed lands. Provided, however, That they shall not take shell-fish from any beds staked or cultivated by citizens.

### ARTICLE 6.

In consideration of the above cession, the United States agree to pay to the said tribes and bands the sum of one hundred and fifty thousand dollars, in the following manner - - that is to say: For the first year after the ratification hereof, fifteen thousand dollars; for the next two year, twelve thousand dollars each year; for the next three years, ten thousand dollars each year; for the next four years, seven thousand five hundred dollars each years; for

*(Continued on page 2)*

(Continued from page 1))

the next five years, six thousand dollars each year; and for the last five years, four thousand two hundred and fifty dollars each year. All which said sums of money shall be applied to the use and benefit of the said Indians, under the direction of the President of the United States, who may, from time to time, determine at his discretion upon what beneficial objects to expend the same; and the superintendent of Indian affairs, or other proper officer, shall each year inform the President of the wishes of said Indians in respect thereto.

#### ARTICLE 7.

The President may hereafter, when in his opinion the interests of the Territory shall require and the welfare of the said Indians be promoted, remove them from either or all of the special reservations hereinbefore made to the said general reservation, or such other suitable place within said Territory as he may deem fit, on remunerating them for their improvements and the expenses of such removal, or may consolidate them with other friendly tribes or bands; and he may further at his discretion cause the whole or any portion of the lands hereby reserved, or of such other land as may be selected in lieu thereof, to be surveyed into lots, and assign the same to such individuals or families as are willing to avail themselves of the privilege, and will locate on

the same as a permanent home on the same terms and subject to the same regulations as are provided in the sixth article of the treaty with the Omahas, so far as the same may be applicable. Any substantial improvements heretofore made by any Indian, and which he shall be compelled to abandon in consequence of this treaty, shall be valued under the direction of the President and payment made accordingly therefor.

#### ARTICLE 8.

The annuities of the aforesaid tribes and bands shall not be taken to pay the debts of individuals.

#### ARTICLE 9.

The said tribes and bands acknowledge their dependence on the Government of the United States, and promise to be friendly with all citizens thereof, and they pledge themselves to commit no depredations on the property of such citizens. Should any one or more of them violate this pledge, and the fact be satisfactorily proven before the agent, the property taken shall be returned, or in default thereof, of if injured or destroyed, compensation may be made by the Government out of their annuities. Nor will they make war on any other tribe except in self-defence, but will submit all matters of difference between them and the other Indians to the Government of the United States or its agent for decision, and

abide thereby. And if any of the said Indians commit depredations on other Indians within the Territory the same rule shall prevail as that prescribed in this article in cases of depredations against citizens. And the said tribes agree not to shelter or conceal offenders against the laws of the United States, but to deliver them up to the authorities for trial.

#### ARTICLE 10.

The above tribes and bands are desirous to exclude from their reservations the use of ardent spirits, and to prevent their people from drinking the same, and therefore it is provided that any Indian belonging to said tribe who is guilty of bringing liquor into said reservations, or who drinks liquor, may have his or her proportion of the annuities withheld from him or her for such time as the President may determine.

#### ARTICLE 11.

The said tribes and bands agree to free all slaves now held by them and not to purchase or acquire others hereafter.

#### ARTICLE 12.

The said tribes and bands further agree not to trade at Vancouver's Island or elsewhere out of the dominions of the United States, nor shall foreign Indians be permitted to reside in their reservations without consent of the superintendent or agent.

#### ARTICLE 13.

To enable the said Indians to remove to and settle upon their aforesaid reservations, and to

clear, fence, and break up a sufficient quantity of land for cultivation, the United States further agree to pay the sum of fifteen thousand dollars to be laid out and expended under the direction of the President and in such manner as he shall approve.

#### ARTICLE 14.

The United States further agree to establish at the general agency for the district of Puget's Sound, within one year from the ratification hereof, and to support for a period of twenty years, an agricultural and industrial school, to be free to children of the said tribes and bands in common with those of the other tribes of said district, and to provide the said school with a suitable instructor or instructors, and also to provide a smithy and carpenter's shop, and furnish them with the necessary tools, and employ a blacksmith, carpenter, and farmer for the like term of twenty years to instruct the Indians in their respective occupations. And the United States finally agree to employ a physician to reside at the said central agency, who shall furnish medicine and advice to their sick, and shall vaccinate them; the expenses of said school, shops, persons employed, and medical attendance to be defrayed by the United States, and not deducted from the annuities.

#### ARTICLE 15.

This treaty shall be obligatory on the contracting parties as soon as the same shall be

ratified by the President and Senate of the United States.

In testimony whereof, the said Isaac I. Stevens, governor and superintendent of Indian affairs, and the undersigned chiefs, headmen, and delegates of the aforesaid tribes and bands of Indians, have hereunto set their hands and seals, at the place and on the day and year hereinbefore written.

Issac I. Stevens,  
Governor and Superintendent. (L.S.)

Seattle, Chief of the Dwamish and Suquamish tribes, his x mark. (L. S.)

Pat-ka-nam, Chief of the Snoqualmoo, Snohomish and other tribes, his x mark. (L.S.) Chow-its-hoot, Chief of the Lummi and other tribes, his x mark. (L. S.)

Goliah, Chief of the Skagits and other allied tribes, his x mark. (L.S.)

Kwallattum, or General Pierce, Sub-chief of the Skagit tribe, his x mark. (L.S.)

S'hootst-hoot, Sub-chief of Snohomish, his x mark. (L.S.)

Snah-talc, or Bonaparte, Sub-chief of Snohomish, his x mark. (L.S.)

Squash-um, or The Smoke, Sub-chief of the Snoqualmoo, his x mark. (L.S.)

See-alla-pa-han, or The Priest, Sub-chief of Sk-tah-le-jum, his x mark. (L.S.)

He-uch-ka-nam, or George Bonaparte, Sub-chief of Snohomish, his x mark. (L.S.)

Tse-nah-talc, or Joseph Bonaparte, Sub-chief of Snohomish, his x mark. (L.S.)

Ns'ski-oos, or Jackson, Sub-chief of Snohomish, his x mark. (L.S.)

Wats-ka-lah-tchie, or John Hobtsthoot, Sub-chief of Snohomish, his x mark. (L.S.)

Smeh-mai-hu, Sub-chief of Skai-wha-mish, his x mark. (L.S.)

Slat-eah-ka-nam, Sub-chief of Snoqualmoo, his x mark. (L.S.)

St'hau-ai, Sub-chief of Snoqualmoo, his x mark. (L.S.)

Lugs-ken, Sub-chief of Skai-wha-mish, his x mark. (L.S.)

S'heht-soolt, or Peter, Sub-chief of Snohomish, his x mark. (L.S.)

Do-queh-oo-satl, Snoqualmoo tribe, his x mark. (L.S.)

John Kanam, Snoqualmoo sub-chief, his x mark. (L.S.)

Klemsh-ka-nam, Snoqualmoo, his x mark. (L.S.)

Ts'huahntl, Dwa-mish sub-chief, his x mark. (L.S.)

Kwuss-ka-nam, or George Snatelum, Sen., Skagit tribe, his x mark. (L.S.)

Hel-mits, or George Snatelum, Skagit sub-chief, his x mark. (L.S.)

S'kwai-kwi, Skagit tribe, sub-chief, his x mark. (L.S.)

Seh-lek-qu, Sub-chief Lummi tribe, his x mark. (L.S.)

S'h'-cheh-oos, or General Washington, Sub-chief of Lummi tribe, his x mark. (L.S.)

Whai-lan-hu, or Davy Crockett, Sub-chief of Lummi tribe, his x mark. (L.S.)

She-ah-delt-hu, Sub-chief of Lummi tribe, his x mark. (L.S.)

Kwult-seh, Sub-chief of Lummi tribe, his x mark. (L.S.)

Kwull-et-hu, Lummi tribe, his x mark. (L.S.)

Kleh-kent-soot, Skagit tribe, his x mark. (L.S.)

Sohn-heh-ovs, Skagit tribe, his x mark. (L.S.)

S'deh-ap-kan, or General Warren, Skagit tribe, his x mark. (L.S.)

Chul-whil-tan, Sub-chief of Suquamish tribe, his x mark. (L.S.)

Ske-eh-tum, Skagit tribe, his x mark. (L.S.)

Patchkanam, or Dome, Skagit tribe, his x mark. (L.S.)

Sats-Kanam, Squinah-nush tribe, his x mark. (L.S.)

Sd-zo-mahtl, Kikial-lus band, his x mark. (L.S.)

Dahtl-de-min, Sub-chief of Sah-ku-meh-hu, his x mark. (L.S.)

Sd'zek-du-num, Mesek-wi-guilse sub-chief, his x mark. (L.S.)

Now-a-chais, Sub-chief of Dwamish, his x mark. (L.S.)

Mis-lo-tche, or Wahhehl-tchoo, Sub-chief of Suquamish, his x mark. (L.S.)

Sloo-noksh-tan, or Jim, Suquamish tribe, his

x mark. (L.S.)

Moo-whah-lad-hu, or Jack, Suquamish tribe, his x mark. (L.S.)

Too-leh-plan, Suquamish tribe, his x mark. (L.S.)

Ha-seh-doo-an, or Keo-kuck, Dwamish tribe, his x mark. (L.S.)

Hoovilt-meh-tum, Sub-chief of Suquamish, his x mark. (L.S.)

We-ai-pah, Skaiwhamish tribe, his x mark. (L.S.)

S'ah-an-hu, or Hal-lam, Snohomish tribe, his x mark. (L.S.)

She-hope, or General Pierce, Skagit tribe, his x mark. (L.S.)

Hwn-lah-lakq, or Thomas Jefferson, Lummi tribe, his x mark. (L.S.)

Cht-simpt, Lummi tribe, his x mark. (L.S.)

Tse-sum-ten, Lummi tribe, his x mark. (L.S.)

Klt-hahl-ten, Lummi tribe, his x mark. (L.S.)

Kut-ta-kanam, or John, Lummi tribe, his x mark. (L.S.)

Ch-lah-ben, Nooqua-cha-mish band, his x mark. (L.S.)

Noo-heh-oos, Snoqualmoo tribe, his x mark. (L.S.)

Hweh-uk, Snoqualmoo tribe, his x mark. (L.S.)

Peh-nus, Skaiwhamish tribe, his x mark. (L.S.)

Yim-ka-dam, Snoqualmoo tribe, his x mark. (L.S.)

Twooi-as-kut, Skaiwhamish tribe, his x mark. (L.S.)

Luch-al-kanam, Snoqualmoo tribe, his x mark. (L.S.)

S'hoot-kanam, Snoqualmoo tribe, his x mark. (L.S.)

Sme-a-kanam, Snoqualmoo tribe, his x mark. (L.S.)

Sad-zis-keh, Snoqualmoo, his x mark. (L.S.)

Heh-mahl, Skaiwhamish band, his x mark. (L.S.)

Charley, Skagit tribe, his x mark. (L.S.)

Sampson, Skagit tribe, his x mark. (L.S.)

John Taylor, Snohomish tribe, his x mark. (L.S.)

Hatch-kwentum, Skagit tribe, his x mark. (L.S.)

Yo-i-kum, Skagit tribe, his x mark. (L.S.)

T'kwa-ma-han, Skagit tribe, his x mark. (L.S.)

Sto-dum-kan, Swinamish band, his x mark. (L.S.)

Be-lole, Swinamish band, his x mark. (L.S.)

D'zo-lole-gwam-hu, Skagit tribe, his x mark. (L.S.)

Steh-shail, William, Skaiwhamish band, his x mark. (L.S.)

Kel-kahl-tsoot, Swinamish tribe, his x mark. (L.S.)

Pat-sen, Skagit tribe, his x mark. (L.S.)

Pat-teh-us, Noo-whah sub-chief, his x mark. (L.S.)

S'hoolk-ka-nam, Lummi sub-chief, his x mark. (L.S.)

Ch-lok-suts, Lummi sub-chief, his x mark. (L.S.)

Executed in the presence of us - -

M. T. Simmons, Indian agent.

C. H. Mason, Secretary of Washington Territory.

Benj. F. Shaw, Interpreter.

Chas. M. Hitchcock.

H. a. Goldsborough.

George Gibbs.

John H. Scranton.

Henry D. Cock.

S. S. Ford, jr.

Orrington Cushman.

Ellis Barnes.

R. S. Bailey.

S. M. Collins.

Lafayette Balch.

E. S. Fowler.

J. H. Hall.

Rob't Davis.

S. Doc. 319, 58-2, vol 2 43

Ratified Mar. 8, 1859. Proclaimed Apr. 11, 1859.



## From the History Department

Submitted by Mr. Fox

The Native American History course is designed for students to get an overview of the history of indigenous people of North America. Students will gain knowledge of the cultures, events, and issues, both past and present, through readings, viewing films, discussions, and participation in class activities. Some of the goals and objectives for student learning include:

- Understanding the importance of physical environment and natural resources of a region to a culture
- Students will be able to describe how cultural traditions help

to maintain group solidarity and identity

- Understanding that culture is an integrated whole and that changes in one part are reflected in all its components
- Students will be able to describe the conflicts, changes, and understandings that occur when people from different cultures interact

Currently, we are studying the impacts of Sitting Bull, Red Cloud, Crazy Horse, and Geronimo on the plains and southwest portion of North America – their contributions to their people and lasting impacts of their lives.

## Awards Assembly



## Math Olympiad Teams Prepare for Competition

Submitted by Cathy Cook, Math Coach

**What is the sum of the number of sides on a pentagon, the number of inches in a foot and the number of grams in a kilogram?**

**How many diagonals in a 20-gon?**

**What is the probability of rolling a sum of nine when two fair 6 sided dice are rolled?**

**What is the length of the hypotenuse in a right triangle whose sides are 6 and 9?**

The questions listed here are the type of problems that 4th, 5th and 6th graders at Lummi Nation School are practicing in preparation for two Math Olympiad competitions coming up in February and March. At the Ferndale

School District Math Olympiad, 16 Lummi Students will compete against 4-6th grade students from all the schools in the district. Students attend practice 2-4 times per week. It is challenging work each time they meet, since they are introduced to new complex mathematical concepts in probability, algebra, geometry and mental math. Winning teams are made by students who remember which of the concepts they've learned to use for each new problem.

In March students will travel to Bellingham to Whatcom Community College to compete in the Whatcom County Math Olympiad. This competition is held yearly and includes students from grade 4-8. It is a much larger completion including students from all schools in the county.

Last year was the first time Lummi Nation School entered teams into these competitions. Three teams competed in 4th and 5th grade. Our fifth grade team placed first in the team competition and one student placed in the individual competition. Students are eager to go back this year and are confident in their skills. While we still have a lot to learn, I am thrilled to take this remarkable group of learners to these events. It is important for Lummi Nation School students to see that they can measure up and at times surpass their grade level peers off of the reservation.

In case you're interested the answers to the questions listed above are: 1017, 170 diagonals, 1/9, and 10.817 in that order.

## Elementary Awards Assembly at Lummi Nation School

Submitted by Cathy Cook, LNS Math Coach

The excitement level was palpable in the air at Lummi Nation School as the K-6th grade students gathered in the school gym on Friday, November 22, 2013 for the first awards assembly of the year. The kindergarten through sixth grade students arrived eager to begin. The school tries to recognize the students in many categories from scholastic achievement, effort, improvement, citizenship and improved test scores in reading and math. Good behavior and attendance are also rewarded.

Valerie, a third grade student who received an award for behavior noticed that the assembly was a little different this year because the "Big Kids were helping." Those big kids are the new ASB officers for

the school: ASB president Tyrell Solomon Ward, Vice president Kayani Ell, Secretary Briana Bitonti and Treasurer Trevor Morris. These students assisted Principal Heather Leighton with distribution of the awards and treat bags for each child. Valerie also noticed that, "Some of our class and even a second grader got to sing a traditional song at the assembly." That song was led by the new cultural arts teacher Denise Solomon and was called "Raven Indian Saying." A small group of students dressed in Native shawls played a hand drum as they sang for the audience.

Topping the day off, it was "Dress like a Pirate Day" so many of the students came down to receive their awards in pirate costumes. The ASB officers planned and distributed flyers advertising this dress

up day and there were many interesting costumes that showed up. When asked, President Tyrell Solomon Ward admitted that he was nervous and "excited because it was (his) first time speaking in front of such a large crowd."

The school had a special guest Chief Tsi'li'xw James attend the assembly. He contacted the school to ask when the assembly began because a child from the school invited him to come witness the students getting their awards. It was great to have these guests see what the school is doing to raise the level of student achievement and improve attendance as well as create a spirit of community. A big "Thank You" goes out to Chief Tsi'li'xw James as well as Denise Solomon and the ASB members in helping make this a great awards assembly.

Wednesday ~ 5<sup>PM</sup> ~ Reconvened

# General Council Meeting

# January 29<sup>th</sup> ~ Wexliem

## LNS First Grade

The year has gotten off to an incredible start with our amazing first grade students! They have already demonstrated creativity, academic excellence, and consideration for others. We know it is going to be a fantastic year. As we are getting to know our students' families, we have begun to build the important home-school connection. Our partnership is essential for the academic and social success of our first grade students.

**Literacy**-During reading groups the students are learning to blend sounds to make words, recognize high frequency words, make connections with books, ask questions and make predictions when they read to improve their comprehension. Fluency is also an important skill the first graders are working on. They should be able to read 23 words per minute by January and 47 words per minute by the end of the year. Your child should be reading at least 30 minutes every night. Please help them record their reading on the reading log. If you need books please let us know and we will supply a selection for you to keep at home. A packet of reading homework is also sent home once a week. Please remember the importance of your child completing their homework. It supports everything they are learning in the classroom.

**Writing**-The students are learning the basics of Writer's Workshop. This includes managing supplies, sharing their writing, using proper pencil grip and posture, using spaces between words, punctuation, and capitals. They are proud to share their stories



with each other.

**Math**-There are many math skills the students are learning about including; geometric shapes, a variety of math facts, making and reading graphs, patterns and measuring using balances. You can help develop your child's math skills and build their number sense by counting money, and pointing out shapes and patterns. Using counters such as beans or buttons can help them solve the math facts. Again, please encourage your child to complete their homework.

**Odds and Ends**-Having good attendance is one of the best ways for students to attain academic success. When they are tardy they miss out on a huge part of their academics.

Coming to school on a regular basis and on time benefits every part of our students' learning success.

**School/Home Folder**-This folder has a "keep at home side" and a "bring back to school side." The folder helps the children to organize their school work. Please look through your child's folder each day.

**Afterschool Tutoring**-If you have not signed your child up for tutoring

there is still time. Please send a note with your child or call the school at 758-4300.

**Cultural interests**-The students have decorated a paddle and a paper drawing of themselves to put in our two canoes on the bulletin board in our hallway. As a class, we talked about the significance of the canoe journey, the ten rules of the canoe journey and the students also shared some thoughts about being Lummi (see the following quotes).

Lakeysha-"I love the Canoe

Journey because I want to learn more about it."

Tony-"I am proud to be Lummi because I can drum at the Powwows."

Delicia-"I am proud to be Lummi because we eat crab and go to the Powwows."

Jade-"I am proud to be Lummi because I can learn about the Lummi culture."

Lindy-"I am proud to be Lummi because I can get big by eating fish and crab."

Dominic-"I am proud to be Lummi because I get to see the canoes."

Jaydon-"I like being Lummi because nature is important to me."

Kitsap-"I love Lummis because I love drumming."

Buddy-"I am proud to be Lummi because I like to eat fish called Humpies."

Dominique-"I love learning about Lummis"

Amara-"I am proud to be Lummi because I get to sit

like an eagle."

Quayla-"I love being Lummi because I love Powwows."

Dakota-"I am proud to be Lummi because I go to Powwows."

Kailee-"I am proud to be Lummi because I like to eat fish."

Jucena-"I am proud to be Lummi because I like to eat fish."

Robyn-"I love Lummi Nation School because I can learn here."

Wakaiza-"I love being Lummi because I love my family."

Thanks for being awesome families and being involved with your child's education. We appreciate it!

Teacher Jeri-758-4345  
jeri.mumma@lummi-k12.org

Teacher Yolanda-758-4433  
yolanda.vogel@lummi-k12.org



## 1st-6th Grade Students Enjoy Online Learning with Reading Eggs

By Dawn Walker

Lummi Nation School students started a new online reading program this fall. After piloting the program last spring, it was decided that the Reading Eggs program from Edmentum would be a valuable addition to the school reading and technology curriculum.

Reading eggs makes reading interesting and

exciting for students with online lessons, games and activities. After a brief placement test each student is started at an appropriate learning level. In their "world" they have an avatar that they can dress and change, and can choose from a variety of different activities including lessons, story writing, and reading online books. Students must complete lessons to get eggs in order

to participate in the educational games sections or to buy things for their online house and character.

There are two different parts to the Reading Eggs program. The Reading Eggs section is focused on phonics, reading, and comprehension for children ages 4-9. Reading Eggspress is the section for older students ages 8-14, with a stronger focus

on comprehension, robust vocabulary, spelling, and independent reading. The online library currently has more than 1000 stories available. The programs are so enjoyable that students are choosing them for Reward Day and free choice activities!

Reading Eggs is an internet based program, so students are encouraged to login and complete lessons

at home. It is also compatible with i-pads, and soon will be available on android tablets as well. An individual student login is available from your child's teacher and may have already been sent home. For more information or to view sample lessons, please go to [www.readingeggs.com](http://www.readingeggs.com).

(See pictures on page 7.)

## 2013 Year End Report

# Lummi Nation Johnson-O'Malley

### 2013

- Budget \$384,072
- Full Time Employees 4
- Part Time Temp Tutors 19

#### Mission Statement

The Lummi Nation Johnson-O'Malley program shall provide a unified educational plan for B.I.A. recognizable native Students attending Ferndale School District No. 502, Lummi Tribal School K-12 and All Lummi enrolled students in accredited institution in the outlying communities, to ultimately increase the academic success necessary to advance to higher education.

#### Primary Goals and Accomplishments

1. Provide Tutoring Assistance for students identified in-need. Provided tutoring assistance to 44 Eagleridge 3rd-6th grade students. 54 -3rd through 12th grade students attending JOM Office and ROC Wi-Fi is now available to the After School Tutoring students at the Sites
2. To provide school supplies for those students in need of assistance. Provided school supplies for k-12 along with GED students at NWIC when needed. (backpack, binders, paper, pencil, crayons, pens, color pencils and felt pens) (600 students this school year)
3. To provide incentives for those students who meet edu-

cational goals.

Provided:

- 1) Snacks
- 2) Books
- 3) treasure box
- 4) 500 tee shirts
- 5) Movie Pass for students who have 5 days or less missed days of school.
4. To provide enrichment activities for students excelling in one of the areas of academics, attendance and social behavior.
 

Provided financial assistance for students to participate in:

  - 1) Traffic Safety Class, either at FHS, or Nelson Driving School 40 students
  - 2) Running Start students at NWIC, WCC & UW. 10 Students
  - 3) Co-host Spring & Winter Day camp along with Lummi Youth Rec., and TANF Program. 65 students each session
  - 4) Planning and preparing for the Lummi Community Christmas Program
  - 5) 25 hoodys for the Ches Kwin club of FHS
  - 6) 500 JOM Tee's
  - 7) Assisted 5- 2014 Senior from FHS with Cap/Gown order and 9 with class fees.
  - 8) 2013 Graduation Dinner at SRC Event Center with 350 people in attendance.

- \$150 Graduation incentive to 27 students total (40 Graduates Total)
  - Planning for 2014 Graduation; submitted Community Contributions Application Dec. 2nd
  - Seniors will be coming from: 13 Ferndale High School, 3 Windward, 32 Lummi Nation, 2 Sehome, 1 Monroe, 1 Palmspring, 1 Vancouver Grand Total to date 53
  - 9) Unity Group to attend Conference in Los Angeles. 4 students 2 chaperons
  - 10) 175 students from Ferndale School Districts schools will be receiving a movie pass for their attendance 5 days or less
  - 11) Provided gas vouchers to Parents to attend Black Hawk football play-off and to parents who transport their own students to school.
  - 12) 150 plus Lummi Nation School Students to Great Wolf Lodge
  - 5. To provide transportation for students whenever necessary to ensure that the students meet attendance requirements.
- Transported students to Ferndale Public, NWIC and Lummi Nation School when need.

6. To provide assistance for parents/guardians in relating with each school and faculty regarding his or her students.
  - 1) Contacted the parents with updates on their student progress and/or notice from the schools.
  - 2) Assisted parents with IEP meetings.
  - 3) Continued to attend the Ferndale School District Boundary Task Force meetings/public forum and FSD Board meetings to finalize the re-boundary for k-5, middle school 6-8 students.
  - 4) Sent maps to the Squol Quol.
  - 5) Mail out student progress reports to parents of FHS
  - 6) Provide Gas Vouchers to parents when they transport if needed.
  7. To encourage family involvement and parent education through holiday and educational activities throughout the school year.
    - 1) Mailed After School Tutoring schedules and announcements for upcoming events.
    - 2) Sent notice out to parent/guardians on upcoming Teacher/Parent Conferences
    - 3) Notified them of holiday activities and co-hosted (Community Easter Egg Hunt).

- 4) Mailed out notice to all Public School Students of the Annual First Salmon Ceremony
- 5) Home visits for Lummi Nation Summer School sign up, Public School students
- 6) Mail out for Lummi Nation Summer School, Public School Students
- 7) Halloween Trunk or Treat
- 8) Provided scarfs, gloves and bags to over 350 families during the Christmas Food Basket distribution.
8. Maintain tracking system for all eligible students attending Ferndale Public School District # 502, Lummi Tribal Schools and all Lummi enrolled students in accredited institution in the outlying communities. (Receiving information on Lummi Nation enrolled students who will be graduating this year.)
9. Attending Youth Wellness meetings.
10. Moved office and After School Tutoring Program to the Old TERO Building 2828 Kwina Road.
 

Office Location 2830 Kwina (Old TERO Building) Phone 360-384-7170

Doris Jefferson, Director, Alexandria Mackel, Parent Coordinator, Daphne Howard, Tutor Coordinator and Candy Jefferson, Office Assistant

JOM Student Count 2013-14 SY

Grade	k	1	2	3	4	5	6	7	8	9	10	11	12	Total
Tribal	35	24	28	16	25	26	21	17	22	31	32	36	33	346
Public	33	53	41	58	50	67	55	47	51	50	43	27	23	598
Total	68	77	69	74	75	93	76	64	73	81	75	63	56	944



## Congratulation JOM students

Lummi Nation Johnson-O'Malley would like to recognize and congratulate the following students attending Ferndale School District and Lummi Nation Schools with a movie ticket & award for missing less than 5 days and or Perfect attendance in the 1st quarter of school! We are very proud of you and please keep it up!

If we do not have a certification of Indian blood form and or proof of tribal enrollment in a tribe within the United States on file for your child please bring it to the JOM Office when you come to pick up your movie pass.

JOM Office Location  
2830 Kwina Road (Old TERO Building or next door to Lummi Housing Office) call before coming in our number is 384-7170

Abel Ronald J, Abram Tony, Adams Henry, Adams-Solomon Desiree, Alaniz Desirae, Alicea Alexie, Allen Felicia Niche, Ashing Cheyenne Tenya, Ashing Tokoda D, Ballew Adam, Ballew Jonah, Ballew Mathew, Ballew Tubria, Ballew Valerie, Bello Adam, Bello Eileen, Bewley Tanacia, Bill-Kinley Chanelle, Bill-Kinley Devontae, Billy Alyxandra, Bitonti Briana, Bob Adam N, Bob Delray, Bob Kendrick, Bob Kylie, Bob Samantha, Bob Wesley, Boome Dakota Z Jr., Brockie Peyton, Brockie Travis III, Bryning Cheyenne, Butler-Washington Rayven, Cagey Noah H, Cano Jayden L, Casimir Destiny, Casimir Dominique J, Cladoosby Correen, Cladoosby Delanae, Cooke Latoyia, Cooper Brandon, Cooper Christopher, Cooper Dana, Cooper Jeramiah, Cooper Karlee, Cooper Lydia, Cooper Madison, Coppock Ellison, Cordero Alysia, Covington Benjamin, Cov-

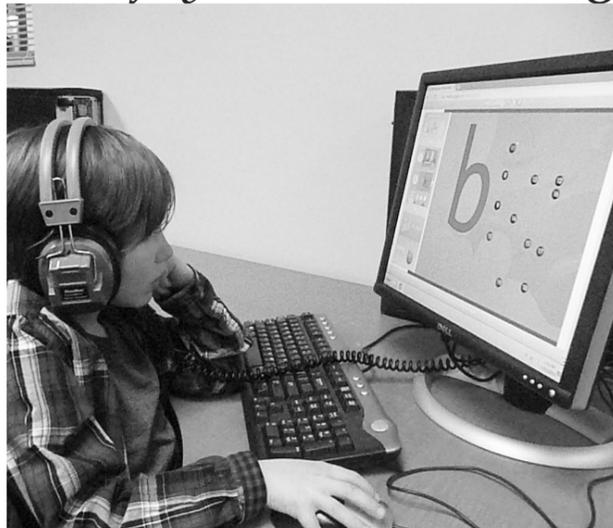
ington Dillon, Covington Jeremiah, Cultee Amelia, Cultee Gladys, Cultee Jacob, Cultee Kitsap, Cultee Loren III, Cultee Valgina, Damien Alyssa, Damien Roger, Davis Kaidence, Deardorff Mason, Dennis Cameron, Derouin Maya, Devaney Harmony, Doyle Summer, Ell, Janyha, Ell Jaydeane, Ell Kayani, Ellenwood Hrley, Elzey William, Feick Catherine, Feliciano Ivelia, Feliciano Jade, Feliciano Jermaine, Felix Beau, Finkbonner Wakeen, Fowler Sauoiah, Francis Tobias Ray, Francis Ukiah, Freeman-Ballew Desmond, Garcia Kelsie Charleen Ann Garza Gabriel Patrick, Garza Hannah Kaylee, Garza Michael Aydrion, George Anisah Lawana George Mason Daniel, George Tristah M, George-Martin Neil Dakota, Gonzales Julian Joseph Goodbuffalo Moyla, Gould Antonia J, Gould Cheyenne A, Hillaire Lamiah Faith, Hillaire Nigel Damien, Hillaire Terrance, Hines Skyler Merlin, Holmes Daniel, Horne Jazmine Cherokee, Hoskins Deion Anthony Will, Hoskins Hank Aaron, Hoskins Stanford, Howe Lamara Irmarieth, Jackson Grant Royce, Jackson Jordan, Jackson Quayla, James Alyssa Emilie, James Aniyah R, James Annalicia, James Aubree Renee, James Briana Anne Marie, James Dawn Little Star, James Deborah Louisguthrie, James Desean, James Francis W, James Heaven Raylene, James Jasmine, James, Jeffrey Joel, James, Lloyd David, James, Mariah, James, Patrick Nathan, James, Robert Francis, James Ryan Christopher-Le, James Samantha, James Shane Lane, James Simon J, James Tristen Charles, James-Deardorff Ashton P, Jansen Kyle, Jansen Launica, Jefferson Alyssa

Rose, Jefferson Aubryana Ellen, Jefferson Caleb T, Jefferson Dearousha Ann, Jefferson Destanie Precious, Jefferson Dharian Jaymes, Jefferson Isaiah Ryan, Jefferson Issac George, Jefferson Jay, Jefferson Jaylarose, Jefferson Jordan David, Jefferson Jorell Alan, Jefferson Justin Jordan, Jefferson Kamy Lacey Lee, Jefferson Maria Ana, Jefferson Mariah, Jefferson Marlaneh, Jefferson Michelle, Jefferson Naima Kakanna, Jefferson, Tamera Rochelle, Jefferson Tisharalee C, Jefferson Val Evan Jace, Jeffries, Katherine, Joe Anthony Jr, Johnson Kamron, Johnson Mathias Swath, Johnson River Dawn-Rae, Johnson Sasha Kendrick, Johnson Shoshannah Lee, Jojola Keegan Phillip, Jones Desmond D, Jones James Victor, Jones Merandalee Skwa'chil', Jones River Stephen, Jones Robyn Hazel Rose, Jose-James Cecilea Rose, Julius Amaya, Julius Eliza Faith, Julius Makaya May Elaine, Julius-Parker Angel Faith, Kennedy-Jefferson Danielle K, Kernak Devin Alexander, Kiely Kiana, Kinley Jacobey, Kinley Kyle Garland, Kinley Nikyla, Kyle Nathaniel Thomas III, LaClair Edward Charles III, LaClair Sadie J, Landsem Zeta Joy, Lane Aaron Christopher Jr, Lane Avery M, Lane Cheyanne, Lane Julie Ann, Lane Kaylen Jeffery David, Lane Quinsant Arthur, Lane Sasha Ina, Lane Shayla, Lane Victoria, Lane-Jimmy Dominic, Lane-Morris Darnell Michael, Laststar Dominic, Laststar Nathaniel Alexander, Lawrence Alison Mary Ann, Lawrence Amara Allison, Lawrence Buddy Joe, Lawrence Carla Michelle, Lawrence Cecilia Louis, Lawrence Dezmen Lee, Lawrence Jaylen, Lawrence Leonard Ray, Lawrence Ra-

chel Allison, Lawrence Raeshaun Nevaeh, Lee-Shodda Ariilana, Lee-Shodda Davien, Leighton Winterhawk S, Long Nevaeh, Lucero Ashley Delores, Marin Breanna Iyeshia, Martin Dawn Desiree Sunshine, Martin Isaac Dakota, Martin Lashena Louise, Martin Malekei Jay, Martin Montoya Morning-Star, Marin Wendell Landon, Martin-Julius Fran Jasmine, Matheson Lydia Kae Le, Medina Enrique, Mike Alys Rey, Mike Darius John, Mike Jessica Sierra, Mike King Arthur, Miller Aaron, Miller Russell Gary, Misanes David James, Morris, Alandra G., Morris, Collin M., Morris, Isaiah L., Morris, Keyonee, Morris, Lindy L., Morris, Makaya, Morris, Nicole D., Morris, Robert, Morris, Trevor, Moses, Marcellis, Moses, Sha Lane Kateri, Musso, Johnathon, Newman James, Noland, Adam, Ochampaugh, Jacob, Ochoa, Lilly Mae, Oliveros, Daniel, Olsen, Troy, Oreiro, Ariana, Ortivez, Ashley, Ortivez, Aurora, Pacheco, Edward, Pantalia, Kailee, Pantalia, Serena Jo, Paul, Daniel, Paul, Taniya, Perkins, Raymond, Peters, Kalia, Phair, Kayla, Phair, Leon, Phair-Williams, Jaden, Plaster, Alvis, Plaster, Richard, Point, Alison, Priest, Olivia, Priest, Ostin, Primeaux, Janaya G., Rabang, David, Rabang-Martin, Aaliya, Red Elk, Alilawet R., Redfox, Guy, Redfox, Kimberlee G., Revey, Avery A., Revey, Caleb Q., Revey, James, Revey, Lakeysha P., Revey, Madesta A., Revey, Raven, Revey, Tristian, Romero, Thomas, Rosario, Masina, Roubideaux, Jaycee, Sanchez, Aneika, Sanchez, Norma, Sanchez, Paula, Sanchez, Roberto, Scarborough, Ike D., Scott, Emanuel D., Scott, Payton, Shaquanie-Jackson, Darrell, Shaquanie-Jackson,

Deandra, Smith, Jasmine, Solomon-Jimmy, Emily, Solomon-Smith, Domnic Andrae, Solomon, Ashton, Solomon, Charmel, Solomon, Chiara, Solomon, Dominic, Solomon, Ethan, Solomon, Frank T. Jr., Solomon, James Arlan, Solomon, Janelle L., Solomon, Kristen R., Solomon, Mariah J., Solomon, Megan L., Solomon, Nakai F., Solomon, Shalaya, Solomon, Syanna R., Solomon, Traci R., Solomon, Vincent C. Jr., Solomon-Misikin, Brandon, Solomon-Misikin, Charles D., Solomon-Misikin, Lilyawna, Solomon-Smith, Eythl D., Solomon-Ward, Tyrell D., Starr, Rayanna "Ruby", Starr, Solomon, Strube, Terrance E, Strube, Terrell E., Sturgeon, Patrick, Sulkanum, Cherrisse, Thomas, Jesalin Lee, Thomas, Joseph, Thomas, Kadence, Thomas, Maleia, Toby, Dezirae, Toby, Jermaine Lee Jr., Toby, Noah, Tom, Caleb C., Tom, Johni Janet, Tom, Lincoln, Tom Takoah N., Tom, Talycia, Tom, Wakaiza M., Tso, Kalen Samuel, Turner, Maleana, Visser, Danielle E., Wall, Thelma, Warbus, Laticiya, Warbus, Russell, Ward-Cayou, Jeremiah, Washington, Abbiegale, Washington, Emerson, Washington, Haily Jo, Washington, Jakob, Washington, Sebastian, Washington, Tavis Simon, Wellington, Kaiden Savion, Wellington, Seth B., Wellington, Takota, Whiteman, Dominic, Whiteman, Franklin, Wilbur, Megan, Williams, Canaan D., Williams, Crayton T. Jr., Williams, Jocelyn, Williams, Joshua, Williams-Jackson, Brittney, Wilson, Alexandria F., Wilson, Clina, Wilson, Joseph, Wilson, Maddison, Wilson, Marissa, Wilson, Nina Marie, Wolftail-Wells, Isaiah, Yatchmeneff, Tristin and Zamora, Mannie

### 1st-6th Grade Students Enjoy Online Learning with Reading Eggs



# Lummi Nation School

## Mrs. Campbell's Sixth Grade Class

### "WINTERTIME HAIKU"

Student: KIANA KIELY  
 I love the winter  
 It's the best time of the year  
 It's fun and festive.  
 I love Christmas day!  
 Christmas is my favorite!  
 It's fun and cheerful.  
 It is cold outside.  
 It's even too cold to snow out.  
 It's like ten degrees.

Student: BRIANA BITONTI – LUMMI NATION WINTER  
 I love hot cocoa.  
 It makes me warm in winter  
 With some marshmallows.  
 On Christmas Day my Dad wakes up and wakes me up  
 And he wakes up Joyce.  
 When I wrap presents I wrap them with all my love.  
 Then I give them away.  
 When I make cookies I make them for Santa Clause  
 They must taste very good.  
 I love to build things.  
 Santa helps us in the workshop.  
 I love you Santa.  
 When I watch snow flakes  
 When I see them I feel free!  
 I want to be one.  
 Snowmen are so fun.  
 They make me feel safe and okay.  
 I love to make them.  
 When I see icicles I feel like the toughest person.  
 I love to touch them.  
 When I am asleep I dream about Santa down stairs  
 Leaving my presents.  
 I love snow angels.  
 I make them when I am tired  
 I feel like an angel.  
 I want to be Santa.  
 I want to deliver presents  
 And eat a lot of cookies.  
 When Christmas comes up I am excited because of

Santa.  
 He eats my cookies.

Student: TREVOR MORRIS – WINTER AND SNOW  
 Coldness means cold snow!  
 I like to make big snow men.  
 And have fun with family.  
 I get to sled downhill.  
 We get to play with our dogs.  
 Having a good time.  
 Snow means Christmas time.  
 Watch the snow fall is peaceful.  
 Heat fights the snow cold.  
 Trapped at the house  
 During the snow – no driving  
 Enjoy the snow fall.

Student: RIVER JOHNSON – 6th grade  
 I love hot cocoa!  
 It makes me warm in winter.  
 With some marshmallows.  
 I love making snowballs.  
 Makes me cold when they throw it.  
 It makes me excited.  
 Winter makes me happy!  
 Winter is cold laying on snow.  
 Winter is awesome.  
 Snow is fun making angels.  
 Making angels is cold but awesome.  
 Makes angels is awesome.

Student: ISAIAH JEFFERSON  
 I like some smores!  
 In the winter with crackers  
 It has marshmallows.  
 I love hot cocoa!  
 It makes me warm in winter  
 With marshmallows.  
 Snow is a blanket.  
 Snow is real soft to be in.  
 Snow is white and cold.  
 I love snowball fights.  
 Snowball fish is super fun!

Student: ROBERTO SANCHEZ  
 I love hot cocoa!  
 It makes me warm in winter.  
 With some marshmallows.  
 Winter is cold!  
 Snowball and snowmen are fun.

Student: SKYLER HINES  
 I like hot cocoa!  
 It makes me warm in winter.  
 With some marshmallows.  
 I play in the snow  
 But there's not much snow right here  
 I make snow angels.  
 I watch the snow fall  
 Off my window in my house  
 Making me happy.  
 Putting salt on ice  
 Almost sliding on the ice  
 Making me fall down.  
 It's really cold out  
 It's nice and warm in my house  
 With warm hot cocoa.  
 I like snowball fights  
 And it's easy to make them.  
 Snow ball fights are fun.  
 Christmas is awesome.  
 We get a lot of presents  
 Celebrating is fun.

Student: JAY PHAIR  
 I love hot cocoa.  
 It makes me warm in winter  
 With some marshmallows.  
 Merry Christmas Garfield.  
 I hope you have a Jolly Christmas Santa.  
 All I want to Christmas is my own Big Foot.  
 Oh, my own Big Foot. Ya!  
 Oh I need a creeper for Christmas!  
 Only a creeper will do...  
 From Jim.  
 All I want to Christmas Is a mini basket all hoop  
 Made by the Skiz.

Student: KAYANI  
 I love the snowmen.  
 Jack Frost struck my house again.

The snow is three feet.  
 The dog loves the snow.  
 He bounces like a rabbit.  
 Christmas in coming!  
 Snowballs in the air!  
 Hot cocoa in my big cup!  
 Down the hill we go!  
 My fort got knocked down  
 By the snow plow yesterday.  
 And that was the end.  
 The salmon are cold.  
 The ocean is frozen cold.  
 Ice Age is coming.  
 Presents for me to open.

Students: LINCOLN TOM / CALEB REVEY  
 I love hot cocoa.  
 It keeps me warm in winter.  
 With some marshmallows  
 I like playing in the snow.  
 In the snow I like snow balls.  
 I like making snowmen.  
 Snowing in Ferndale  
 In the winter it's so cold  
 It's warm in my house.  
 It's cold out right now  
 I like snowball fights outside.  
 I love having snow.

TAVIS WASHINGTON  
 I love hot cocoa.  
 It makes me warm in winter.  
 With some marshmallows.  
 Snowball fights are fun.  
 Snowballs are cool at winter.  
 Snow makes my face cold.

PATRICK STURGEON  
 The snow is fluffy  
 The snow is so cute. Fly. Fly.  
 The snow is so soft.  
 I love hot cocoa.  
 It is hot – so good to drink.  
 It warms me up now.  
 I like the winter.  
 I like to have snow balls.  
 Snow balls are cool, man.

JERAMIAH COOPER  
 I love hot cocoa.  
 It makes me warm in winter.  
 With some marshmallows.  
 Egg nog on Christmas  
 Time with family is fun.  
 Christmas time caroling.  
 Snow rocks on Christmas.  
 Santa is coming to town.  
 Frosty the snowman.  
 Santa wants cookies.  
 Cookie making on Christmas.  
 Gifts for Christmas.  
 Christmas Eve to shop.  
 Winter in Christmas is fun.

TYLER SOLOMON-WARD  
 I love hot cocoa!  
 It makes me warm in winter.  
 With marshmallows.  
 I love the snow.  
 In the snow it is cold.  
 I want an X-box.  
 I want so many toys  
 I want a reindeer in my room.  
 It's warm in my house.  
 It's cold outside.  
 I had a snowball fight.  
 I love having snow.

VINCENT SOLOMON  
 I love hot cocoa.  
 It makes me warm in winter.  
 With some marshmallows.  
 Santa is very fat.  
 Santa eats too much cookies.  
 And drinks a lot of milk.  
 Reindeer are freaky.  
 Their horns are very pointy.  
 And they have magic.  
 Snow ball fights are fun.

KAIDEN WELLINGTON  
 Reindeer are awesome.  
 Rudolph the red nosed reindeer.  
 Reindeer fall with style.  
 Elfs are very small.  
 Elfs are way to positive.  
 Elfs are like ninjas.

**Lummi Nation  
School K-12  
2013-2014  
School Calendar**




**AUGUST**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**SEPTEMBER**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**OCTOBER**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**NOVEMBER**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**DECEMBER**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**AUGUST 2013**

27-29 Teacher In Service

**SEPTEMBER 2013**

2 Labor Day Holiday, No School  
 3 Teacher Work day, No School  
 4 First day of School  
 13 1/2 Day-Prof. Development  
 27 1/2 Day-Prof. Development

**OCTOBER 2013**

11 1/2 Day Prof. Development  
 25 1/2 Day-Prof. Development  
 30 1/2 Day Halloween Carnival

**NOVEMBER 2013**

8 1/2 Day-Prof. Development  
 11 Veterans Day, No School  
 22 1/2 Day-Prof. Development  
 25-27 1/2 Day Parent/Teacher Conferences

**DECEMBER 2013**

6 1/2 Day-Prof. Development  
 20 1/2 day Early Dismissal  
 23-31 Winter Break, No School

**JANUARY 2014**

1-3 Winter Break, No School  
 6 School Resumes  
 10 1/2 Day-Prof. Development  
 22 Treaty Day, No School  
 24 1/2 Day-Prof. Development  
 28 Semester Workday, No School  
 29 2nd Semester begins

**FEBRUARY 2014**

14-17 Mid Winter Break - No School  
 21 1/2 Day-Prof. Development

**MARCH 2013**

7 1/2 Day-Prof. Development  
 26-28 1/2 Day-Parent/Teacher Conferences  
 31 Spring Break, No School

**APRIL 2014**

1-4 Spring Break, No School  
 11 1/2 Day-Prof. Development  
 25 1/2 Day-Prof. Development

**MAY 2014**

9 1/2 Day-Prof. Development  
 23 1/2 Day-Prof. Development

**JUNE 2014**

26 Memorial Day, No School  
 5 LHS Graduation Day  
 13 Last Day of School, Early Release

**JANUARY**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**FEBRUARY**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

**MARCH**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**APRIL**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**MAY**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**JUNE**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1st Semester = 90

2nd Semester = 90

Total = 180

1Q=9/4/13 - 11/5/13    2Q= 11/6/13 -1/28/14    3Q= 1/29/14 - 4/10/14    4Q = 4/11/14 - 6/13/14

Approved by Lummi Nation School Board 5/24/13

# Community Breakfast

Sunday, January 26<sup>th</sup> ~ 9<sup>AM</sup> - 11<sup>AM</sup> ~ Wexliem

# To promote the youth drawdown program this year

Lummi Youth Recreation is now accepting draw down requests for 2014.

The draw down program allows \$200.00 per enrolled Lummi youth per calendar year in grades K-12 to go towards any

sporting activity, or extra curricular activity that contributes to the health and wellbeing of the child. This program is intended to promote health, wellness and culture.

Examples include: bas-

ketball, baseball, football, swimming lessons, soccer, music, band, skating, snowboarding, dance, chorus and art. Drawdown can also be used to go towards any select teams such as regulators football, basketball and needed sports

clothing and equipment. Also allows for support for lessons and classes such as music, instrument rentals, instructor/lesson fees, uniforms, shoes, costumes such as dance recitals or theater production, books

and materials needed for lessons. (Application can be found below.

Please take a minute to fill out our online survey about the Lummi Youth Wellness Center

<https://adobeformscentral>.



Lummi Youth Wellness Center  
Request for Funds  
Calendar Year 2014  
NEW REQUESTS

*"For good of the child"*

If Funding is available and relevant to the mission of the Lummi Youth Wellness Center all requests will be reviewed and approved on a weekly basis. All requests, per the drawdown policy, shall not exceed \$200.00 per Lummi enrolled youth for the calendar year. All requests will be submitted for payment on the LIBC accounts payable and purchase order schedule. AP calendars available upon request. Requests **MUST BE** submitted 2 weeks prior to activity or event. Drawdown funds available only to youth in grades K-12.

Child Information: *Please Print Clearly*

Full Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_ Age: \_\_\_\_\_  
 Tribal Affiliation: \_\_\_\_\_ Enrollment No: \_\_\_\_\_  
 Parent/Guardian Name: \_\_\_\_\_ Contact #: \_\_\_\_\_  
 Cell # \_\_\_\_\_ Email: \_\_\_\_\_  
 School Attending: \_\_\_\_\_ Grade: \_\_\_\_\_

Have you received assistance prior to this request? [ ] Yes [ ] No  
 If Yes, when and explanation of assistance: \_\_\_\_\_

Activity Information: Requested Amount: \_\_\_\_\_  
 Reimbursement: [ ] Y [ ] N  
 If Yes, Payable to: \_\_\_\_\_  
*Must attach receipt*

Type of Activity:

<input type="checkbox"/> Basketball	<input type="checkbox"/> Football	<input type="checkbox"/> Baseball	<input type="checkbox"/> Wrestling
<input type="checkbox"/> Band/Choir	<input type="checkbox"/> Dance	<input type="checkbox"/> Canoe Pulling	<input type="checkbox"/> ASB Fee
<input type="checkbox"/> Snowboarding	<input type="checkbox"/> Other: _____		<input type="checkbox"/> School Sports Fee

Items Needed: \_\_\_\_\_

Store:

<input type="checkbox"/> Fred Myers	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Prostock	
<input type="checkbox"/> Sports Authority	

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_  
*By signing you are acknowledging that you are using the draw down amount for the 2014 calendar year.*

For Official Use only:	
Date Recived: _____ [LYR Staff Intials: _____]	Purchase Order
CIB or Proof of Enrollment Rec'd: [ ] Yes [ ] No	Check
Client ID: _____	Approved: _____ [ ] Yes [ ] No

Form Approved 12/24/13 @ LYR/Wellness strategic planning meeting





## 2013-2014 School Calendar

**SEPTEMBER**

S	M	T	W	T	F	S
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**FEBRUARY**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

- SEPTEMBER 2013**
- 2 Labor Day, No School
  - 3 Teacher Work Half Day
  - 4 First Day of School, Full Day
  - 25 Gr. K-12 Early Release

**OCTOBER**

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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- OCTOBER 2013**
- 11 No School
  - 23 Gr. K-12 Early Release

**NOVEMBER**

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27	28	29	30			

- NOVEMBER 2013**
- 8 Gr. K-5 Early Release, Report Card
  - 11 Veteran's Day, No School
  - 13 Gr. K-12 Early Release
  - 21 Gr. K-5 Early Release, Conferences
  - 22-27 Gr. K-12 Early Release, Conference
  - 28-29 Thanksgiving Break, No School

**DECEMBER**

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- DECEMBER 2013**
- 11 Gr. K-12 Early Release
  - 23-31 Winter Break, No School

**JANUARY**

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**JUNE**

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22	23	24	25	26	27	28
29	30					

- JANUARY 2014**
- 1-3 Winter Break, No School
  - 6 School Resumes
  - 20 M.L. King, Jr. Day, No School
  - 22 Gr. K-12 Early Release
  - 27 Semester Day, No School

- FEBRUARY 2014**
- 14 Mid-Winter Break (Inclement Weather Make-Up Days if school closure days occur prior to January 17)
  - 17 President's Day, No School
  - 26 Gr. K-12 Early Release

- MARCH 2014**
- 7 Gr. K-5 Early Release, Report Card
  - 26 Gr. K-12 Early Release
  - 31 Spring Break, No School

- APRIL 2014**
- 1-4 Spring Break, No School
  - 23 Gr. K-12 Early Release

- MAY 2014**
- 7 Gr. K-12 Early Release
  - 26 Memorial Day, No School
  - 28 Gr. K-12 Early Release
  - 29 Gr. 9-12 Early Release, Cul. Projects
  - 30 Gr. K-12 Early Release, Cul. Projects and Report Card Prep

- JUNE 2014**
- 7 FHS Graduation
  - 10 WHS Graduation
  - 16 Last Day of School, Gr. K-12 Early Release
  - 17-20 Inclement Weather Make-Up Days

## The Chained Elephant of Indian Country

Submitted by Jewell James, Lummi 2013

India has elephants. We don't, even though we call ourselves "Indians." In India, they take a wild elephant and put a heavy chain on its leg, then chain it to a huge tree. The elephant pulls on the chain, trying to get away. Its foot gets raw and sore from the constant pulling, and eventually it quits pulling, since it could not pull the tree out and gain freedom. In time, the "Master" chains the elephant to a small stake driven into the ground. The Elephant learned its lesson and never pulls the stake out of the ground. It has been domesticated."

The US Supreme Court has declared Indian tribes to be "domestic dependent nations" (Cherokee Nation, 1831). In time, we came to believe this. Under US General Allotment laws, all Indians, with land, are automatically declared incompetent or non-competent (1910 Amendments). In order to protect our people from the unscrupulous actions, basic dishonesty, of their people, the US declared us not competent to protect our lands and natural resources. The logical actions would have been to use their delegated constitutional powers to control their people, not ours. The US became our "Guardian" (Master). Supreme Court legal fictions have taught us to believe what it ruled is truth. Illusion has become truth (Discovery Doctrine). We do not aggressively attempt to pull the stake out of the ground (protect our inherent sovereignty). Feebly, we argue with their illusionary semi-legal/political history of the relationships with us (independent tribes with treaty relationships with them). Their honor, as a nation, is shrouded by the deceptive practices of treaty abrogation. Legal fictions disguise the violations of the US Constitution, violations of treaties-made, and laws enacted not in accordance to treaty agreement but contrary to treaty intent....and then the court decides so the congress abides. Constitutionally, the congress and president make the laws, and such laws about Indians should be structured to implement treaty commitments.

The Alliance of American Indian Leaders (1980's

to 1990's) secured Congressional Resolutions that declared Iroquois and Choctaw Confederacies were the role models for U.S. Constitutional Government (SCR #76 and HCR# 331). This was done during the 200th Anniversary of the Constitution. The resolutions proclaimed that, based treaties-made and the Constitution, the relationship was government-to-government. Due to treaties-made, the sacred trust of civilization is owed to all tribes by all parts of the national government. This includes the un-ratified treaties since the US took the benefits of those treaties by its actions. For those that want more historical truth about the role Indian tribes and confederacies had in the making of the United States, they need to read Bruce Johannson's "Forgotten Founding Fathers" and "Exemplars of Liberty" and the testimonials submitted to the hearings on the Iroquois Resolutions.

We want tribal leaders to understand the US Constitution was supposed to keep the USA, and individual states, outside of Indian Country. Article I, Sec. 2, Cl. 3 says "excluding Indians not taxed" are not a part of "We the People of the United States." Article I, Sec. 8, Cl. 3 says congress has the power to "regulate commerce.... with the Indian tribe." Article II, Sec. 2, Cl. 2 says the President has the power to make treaties and the Senate in quorum has power to concur. Until 1913, the States still chose their senators, senatorial elections were not by popular vote until the 17th Amendment. The senate originally represented state sovereignty. Treaties-made became "Supreme law of the land" under Article VI, Cl. 2. If tribes were considered the same as states then they could enter "compacts" with state(s) under Article I, Sec. 10, Cl. 3 (See: Indian Gaming Regulatory Act); but, states could not enter treaties with tribes (Art. I, Sec. 10, Cl. 1; 1787 Constitutional Debates). New States could join the Union (Art. IV, Sec. 3), but had to have a "Republican Form of Government" (Art. IV, Sec. 4) and had to disclaim jurisdiction over Indian Affairs (NW Ordinance, 1787), since that was a national power under both

the Articles of Confederation (1776-86) and the Constitution (1787/89). After the Civil War, the 14th Amendment was ratified but had language that "excluded" tribal Indians from national citizenship; because tribal Indians were not "subject to the jurisdiction thereof" (Sec. 1) and excluded them from state citizen (Sec. 2) by reiterating the language "excluding Indians not taxed." The 39th/40th Congresses wanted to make this status very clear to the individual states.

The Supreme Court visited this constitutional standing of Tribes and Tribal Indians in Elk (1884). Congress addressed the applicable constitutional provisions and enacted the Civil War Amendments (XIV and XV). John Elk (Omaha Indian), covered by Treaty with the Omaha, was a tribal Indian, not subject to the jurisdiction of the United States, and owed his allegiance to his tribe first and foremost. It was the same as if he was a foreigner born outside the laws of the United States. The US had treaty relationships with his tribe. The US regulated commerce with his tribe. The 14th Amendment, Section 1 excluded him from national citizenship and Section 2 excluded him from state citizenship.

The United States entered hundreds of treaties with Indian Country (1787 to 1871). The House was jealous that it did not have any power over the treaty process but had to authorize laws and appropriations to implement treaties-made. It held the appropriations hostage until the Senate conceded to a "Rider." Normally, riders are only good for the year enacted. This rider proclaimed the President and Senate will no longer recognize tribes as entities the US will treaty with ( 25 USC Sec. 71). It has been enshrined as permanent (positive) law even though it is not. A legislative rider does not qualify as a constitutional amendment. The President's and Senate's treaty powers are still intact.

Under Grant's Peace Policy, the Christian Churches gained control over Indian Affairs and the Reservations (1872), because the BIA was stealing everything from In-

dian Country (See: Cobell, 2012). The Christian Churches wrote and implemented the Indian Religious Crimes Code. This started the persecution of Indian Religions and continued until Ida May Adams (female lawyer, activist from Southern California) secured the 1924 Indian Citizenship Act. Her idea was for the tribal Indians to secure First Amendment Religious Freedom protection as a citizen. Citizenship was not supposed to impact tribal Indians rights and property. From 1924 to 1978, Tribal Indians did not get First Amendment Freedoms so Congress enacted the American Indian Religious Freedom Act. In 1988, the Supreme Court struck AIRFA down as bad law and bad policy (G.O. Road case). In the 1990's congress enacted laws giving peyote back to the Native American Church (overruling Oregon v. Smith), allowed legal use of eagle feathers in their ceremonies and regalia (over turning some cases on Bald Eagle Protection), allowed federal prisoners rights to rituals, and provided repatriation of Native American ancestors' bones from institutions receiving federal funding.

In 1935, the IRS sought to tax "trust income" of the Oklahoma Choctaws. Eventually, in order to pave the way for federal income taxation (IRC Sec. 61) of tribal Indians' incomes, the Department of Interior Solicitor issued an opinion (1940) that concluded constitutionally there are no more "excluding Indians not taxed." This was contrary to the findings of Elk and the wording of the Constitution, as amended. This opinion paved the way for Squire v. Capoean (1956). There, the court ruled, Indians were "citizens and owed a duty to pay taxes." To clarify, a Squire Analysis would find that tribal Indian income, on reservation, associated with trust resources, would be exempt from federal taxation for the "Indian owner" only. This is about a 1/16th exemption. Under the Treaty Fishing Rights Exemptions (Title 26 USA, Section 7873), as the precedent, we would argue that 16/16ths of all tribal Indian income made off the treaty resources-dependent industry would be exempt from federal taxation (Title

25 USA, Sec. 71)..

A year before Squire, the Court ruled in Tee-hitton (1955) that all tribes were conquered. The court rewrote history. These fictions go back to Johnson v. McIntosh (1923) that claimed the US inherited complete title to Indian lands by the prior acts of discovery by Christian Nations- before the US existed! To understand the "legal fictions" read the law article of the late Constitutional Lawyer/Theologian Milner Ball (Constitution, Court, Indian Tribes, 1987). The Supreme Court has creates legal fictions when congress failures to enact laws to govern Indian Affairs. These court decisions are unconstitutional. Common law has become the way for the court to enact laws. The court continues to enshrine its legal fictions. This challenges our tribal right to exercise territorial, personal, and commercial sovereignty.

The 1924 Indian Citizenship Act fails a constitutional test when applied to the tribal Indians. The Squire Court ruled that "We agree with the Government that Indians are citizens and that in ordinary affairs of life, not governed by treaty or remedial legislation, they are subject to the payment of income taxes as are other citizens." Also, the act only made tribal Indians US Citizens, not citizens of the individual states, and so they remain outside the reach of the state. The 1924 Act stated, "Provided That the granting of such citizenship shall not in any manner impair the right of any Indian to tribal or other property." The constitution delegates to congress powers of Naturalization (Art. I, Sec. 8, Cl. 4). If congress naturalized tribal Indians into citizens, when they are acting outside of their tribal status, then constitutionally this is a legitimate application of the naturalization powers, provided it does not violate treaties-made. As US Citizens, Indians are then acting in "ordinary affairs of life." As a tribal Indian they still have their rights to tribal or other property inside of Indian Country. Income is property. So, inside Indian Country, the tribal Indian's income must not be taxable since it is constitutionally covered by the words "excluding Indians not taxed." But, the

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# Opinions & Perspectives

*(The Chained Elephant of Indian County continued)*

income of a citizen Indian, outside of his tribal status and reservation, would be taxable as would income of an ordinary citizen.

Felix Cohen said, "Like the Miner's Canary, the American Indian marks the shift from fresh air to poison gas in our political atmosphere; our treatment of the Indian, even more than our treatment of other minorities, marks the rise and fall in our democratic faith." Cohen wrote his famous Handbook of Federal Indian Law (1942). The original edition is referenced as "Cohen I." During the Termination era, Cohen I was not in line with federal intent to terminate federal responsibility to the Indian tribes. The Department of Interior (BIA) revised it. The second version is known as Cohen II (1958). It reflected the Termination Policy (1948-1975). Another rewrite was done in 1982 (Cohen III). This edition was not as favorable to tribes as Cohen's original, even though influenced by Native American lawyers. For this reason, the Five Rings Corporation bought up the copy rights to Cohen I and republished & circulated the reprint to law libraries (paperback, 1986), and then transferred copy rights to the University of New Mexico School of Law. But, Cohen II (Termination edition) is the version used by the Supreme Court.

We need to understand that we, somehow, lost our sovereignty and freedom, according to Cohen's book, regardless of which version is read. The late Milner Ball said, "The 1982 revision of Cohen (Cohen III) republished the statement of the conquest myth, with embellishment. According to Cohen III, the tribes have been incorporated as well as conquered. Between Cohen I and Cohen III, Justice Rehnquist had invented incorporation in

his Oliphant opinion. The 1982 Handbook adopts it as ancient fact. A section entitled, "Inherent Limitations" begins: "Most external powers of sovereignty were implicitly lost to the tribes by virtue of their incorporation within the United States." (Milner Ball, Constitution, Courts, Indian Tribes, 1987, p. 44)

We see the evolution of racial superiority and Indian inferiority emerging as the common law of the Court. For example, in *Lonewolf v. Hitchcock* (1903) not only does the court rule the congress can abrogate treaties-made but gives congress power over Indians not supported by any delegation of power under the constitution. This is a judicial, extra-constitutional delegation of authority based on fiction.

Rehnquist authored the opinion in *Suquamish v. Oliphant* (1978). Originally, Marshall structured his findings in *Johnson v. McIntosh*, *Cherokee Nation*, *Worcester*, to rationalize US rights to Indian Territory and to govern over Indian Affairs; but, still, in his mind the tribes were independent of states, although dependent upon the friendship of the United States. The Tee-hit-ton Court ruled we were all conquered. The Oliphant Court ruled we were all conquered and incorporated. The Wheeler Court (1978) ruled we lost our sovereignty "by treaty or statute, or by implication as a necessary result of [the tribes] dependent status." It, also, ruled tribes lost their right to treaty with foreign nations by this "incorporation."

We see, in this small example of cases, the legal fictions begin to build upon each other over the past two centuries. Marshall, in the Cherokee cases, believed Indian Tribes could not be incorporated into the Unit-

ed States but whites could be incorporated into the tribes. By the time of Oliphant, the chain and stake tying the White Elephant argues all tribes were conquered and incorporated and no tribes were competent enough to arrest, hold, and try white criminals. Today, it is claimed we lost our sovereignty by treaty-made, statutes enacted, or implicit divestiture or incorporation.

In *Johnson v. McIntosh*, Chief Justice Marshall said, "However extravagant the pretension of converting the discovery of an inhabited country into conquest may appear: if the principle has been asserted in the first instance, and afterwards sustained; if a country has been acquired and held under it; if the property of the great mass of the community originates in it, it becomes the law of the land, and cannot be questioned. So too, with respect to the concomitant principle, that the Indian inhabitants are to be considered merely as occupants, to be protected, indeed, while in peace, in the possession of their lands, but to be deemed incapable of transferring the absolute title to others." (p. 591-592). What was he saying, I translate it as, "We lied, the lie worked, we got the land by lies, and now we must act as if the lies are truth, because the lies have become our laws and foundation to the titles to our claimed lands.

Researching the trail of legal fictions about the unmaking (domestication) of "tribal Indians" and "Indian tribes," we conclude the Department Interior Solicitor's Opinion was constitutionally in error and harmful, but followed the logic of the Court in its pattern of rationalizing the "takings from Indian Country" regardless of constitutional intent or treaties-made (which

could be abrogated at will by the United States, see: *Lonewolf*). Our "Guardian" failed in his trust and constitutional duty. Regardless, the opinion needs to be brought into alignment with the constitution. Tribal Indians still exist in the 560+ Federally Recognized Tribes as registered members. They are still covered by the words of Art. I, Sec. 2, Cl. 3 and the 14th Amendment (Sec. 1 & 2), as regards their separate status as tribal Indians; but, there is more to the constitutional relationship, as we allege through this short review.

But, as regards the illegal taxation of tribal Indians, the distinction needs to be made that "Indian Citizens" are not the same as "tribal Indians." We argue that Elk (1884) is still constitutional. The Citizenship Act, as a legal use of the Naturalization power, only made Indians citizens in ordinary affairs but not in association with their rights and identification as tribal Indians. The Citizenship Act did not amend the 14th Amendment or the constitution. The act applies only when Indians act outside their tribal status. This means, then, that constitutionally the US can tax "Indian citizens" outside of Indian Country but the taxes collected inside Indian Country was invalid unless done in accordance with treaty agreement. In addition, there is no "congressionally enacted tax law" that declares tribal Indians are federally taxable. The tax laws enacted, to date, have been in reaction to court cases.

Because there has been so much common law developed (as legal fictions), Indian Country must organize a group of constitutional lawyers to review U.S. Indian laws, much like what happened with the American Indian Policy Review Commission (Final Report, 1976). There are

qualified Indian lawyers that can jointly develop a constitutional position for Indian Country. The collective works would become a testimonial. This would be foundational to congressional investigations into the constitutional status of tribal Indians and Indian Tribes. The end product would be used to reinforce the permanency of Indian Self-governance and inherent sovereignty.

The Congress has power to "regulate commerce.... with the Indian tribes." The Indian Gaming Regulatory Act did that, and required tribal/state compacts (a constitutionally controlled action requiring the consent of congress, Art. I, Sec. 10, Cl. 3). This law followed the tribes' victory in the *Cabazon* case. Congress made Indian Gaming a nationally authorized industry. This positive use of the Indian Commerce Clause created an annual 28 billion dollar Indian gaming industry. Congress authorized the state's involvement, since it governed Indian Affairs, controlled commerce with the tribes, and the dormancy aspects of the commerce clause meant the state did not have authority to regulate Indian commerce unless specifically authorized by congress. In this light, how are the states taxing and regulating Indian sales of tobacco products, fuels, and alcohol? Those are multiple billion dollars industries. States with "disclaimers" need to amend their constitutions and then get congressional authorization to enter "compacts" with the tribes on these industries.

In those cases, like a good elephant, we do all the work and collect and pay the taxes on tobacco, fuels, and alcohol over to the Masters (individual states and United States)! The elephant sees the stake in the ground, feels the chain, and gives up because the "stake" in his mind is an immovable tree!

*"Because we say we have a government of laws and not men, we hold our government to be limited and to have no unlimited power. If the federal government nevertheless exercises unrestricted power over Indian Nations, then what we say is not true, and we have a different kind of government than we think we have. And if our government is different in fact in relation to Native Americans, perhaps it is not what we believe it is in relation to other Americans, including ourselves. The Court is regarded as the Institution of restraint and a protector of rights. If the Court restrains neither Congress nor itself in taking away tribal rights, then we are confronted with a fundamental contradiction between our political rhetoric and our political realities."*

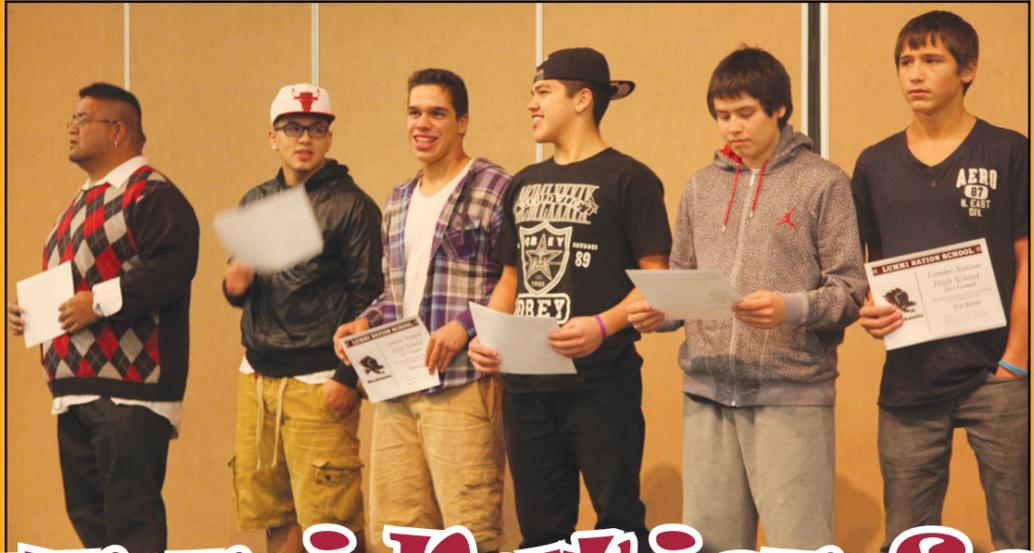
(Milner Ball, Constitution, Court, Indian Tribes, American Bar Foundation Research Journal, Vol. 1987, Winter, Number 1, p.3)

**Lummi Head Start & Lummi Nation School Closed:  
Wednesday, www January 22, 2014 in observance of  
Treaty Day**

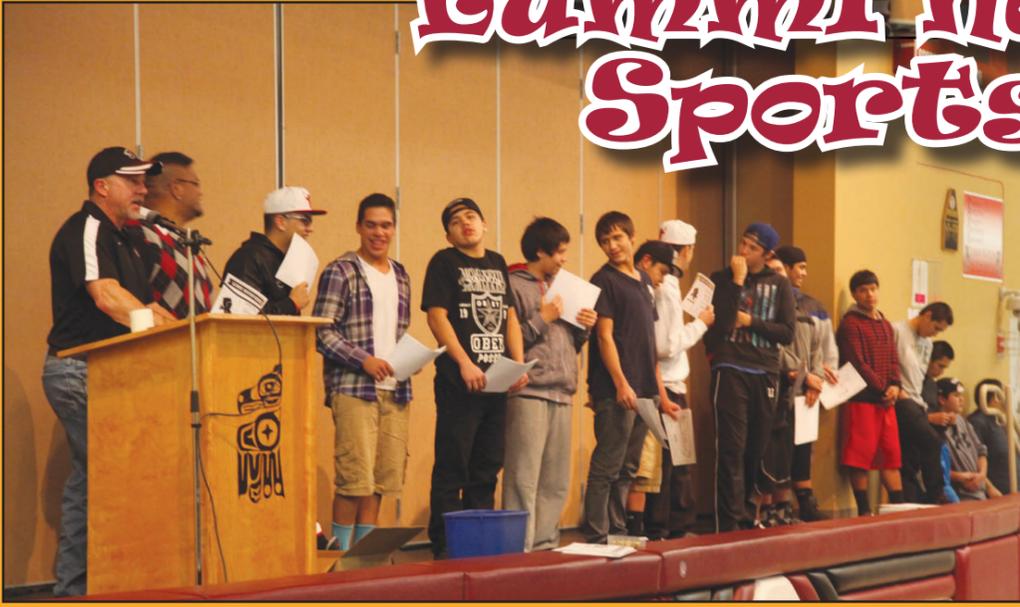


Squol  
Quol

Community Photos



# Lummi Nation School Sports Banquet



# LNS BB vs Christi



# LNS BB vs Grace Academy 12.13.13



# vs Mt. Vernon 12.14.13



## Lummi Nation School Christmas Program



### LUMMI NATION SCHOOL

## Second Grade

### Second grade

Second grade is a transitional year. Throughout the year students will be working to build critical thinking skills and problem-solving strategies. They will move through the year becoming more independent as individuals and in academics. Ms. Neverdahl and Ms. Gallie are thrilled to see so much progress this early in the school year.



### Community

The second graders have just begun a social studies unit on communities. Currently, the students are learning about the meaning of citizenship, different types of communities and discussing ways communities can change. In the next few weeks, the students will take part in a debate and mock election for city mayor. The teachers are looking forward to hearing the students' thoughts and reactions to the mock

### Science

Students have begun researching individual weather topics. Over the course of the year, students will turn their research into scripts, create a 3D model of their weather subject and be filmed for our Educational Weather DVD.



Second Grade Teachers:  
Amy Neverdahl  
Jessica Gallie



*Due Date for Lummi  
Nation Higher Education  
Scholarship  
Winter Quarter & Spring  
Semester 2014  
Monday  
January 20, 2014*

*Lummi Nation Higher Education Office  
2665 Kwina Road  
Bellingham, WA 98226  
Phone. 360.312.2412  
Fax. 360.380.6981  
Email. [jennifero@lummi-nsn.gov](mailto:jennifero@lummi-nsn.gov)  
Applications available at  
[www.lummi-nsn.org](http://www.lummi-nsn.org), select Education*

**Paying For College  
FAFSA Workshop**

Free Application for Federal Student Aid

**Class of 2014 & Parents**

**Wednesday, Jan. 8th 5:30pm**

**at the Lummi Nation School's Library Computer Lab**

Come fill out your FAFSA form and get your questions about paying for college answered.

**FAFSA  
Due  
Feb. 15th!**

**\*Bring your 2013 Tax Return!**

- \* Dinner will be provided
- \* Fill out your FAFSA form
- \* Get your questions answered



Sponsored by Lummi Nation School & Lummi Employment Training Center  
Contacts: Emily Pool 758.4427 or Anita James 312.210

**Ernestine's Class  
Room Newsletter**

**Coast Salish Art:** In the crafts and art class students have learned how to make dream catchers and baskets. They are having fun learning how to weave.

Drawing and painting class they learned how to draw and paint native designs.

Some students are such hard workers that they are on their 3rd or 4th painting. Most In students give away their painting to parents or other close relatives as gifts.

**Xwlemi' Chosen:** The Lummi Language classes are working very hard on learning the vowels, sounds, greetings, numbers and emotions.

And animals

They will work on an emotions poster chart. Their next project will be to make an Xwlemi Chosen Calen-

dar with art work included. The theme for morning announcements is Animals

**Cultural Cooking:** We are learning about kitchen safety food safety Nutrition and measurements. The kitchen groups will organize and sanitize their kitchens. They will learn how to use the food guild pyramid for planning healthy meals. Students had fun making pizza from scratch. They will lean how to make cookies, pies and cakes for the holidays.

**Coast Salish History:** Students are doing a study of the North West Coast Indians with Lummi and neighboring tribes as a focus. Food shelter, clothing,

Climate and environment are chapters they are finished with. They are proceeding to work on transportation.

**Xwlemi'  
Chosen  
Class**

**9:00 - 9:30**

**Monday thru Friday  
Conference Room N.**

**Wing Second Floor**

**This class is open to  
anyone and everyone.**

**Feel free to come in  
and participate.**

**Newi'leng si'iam**

**(Come in my friends)**

## Native Business: 2014 Will Be Strong

2014 is going to be great for Tribes in the Pacific Northwest because resources are strong to support economic development. I look forward to watching the progress of the Tribal C-Store Summit Group and Native CDFIs as they continue to build-out the support infrastructure to help Tribes grow.

The Tribal C-Store Summit Group (TCSSG) began in 2009 and is a voluntary group of employees, enterprise leaders, and managers working for tribally owned businesses involved in the convenience store sector. The TCSSG communicates inter-tribally on best practices and le-

verages collective power of the group to attract in-store promotions for the purpose of financial benefit to each respective Tribe. The TCSSG has almost 30 member tribes and regularly attracts 100+ attendees per tri-annual meeting. [www.tribalsummitgroup.com](http://www.tribalsummitgroup.com)

Native CDFIs are community development financial institutions lending to tribes and tribal member owned businesses. There are a handful of CDFIs getting stronger every year as they attract dollars from tribal governments and make loans to businesses having the effect of creating and preserving jobs.

CDFI Name:  
Taala Fund  
Chehalis Tribal Loan Fund  
Lummi CDFI  
NW Native Development Loan Fund  
ATNI Loan Fund

Service Area:  
Quinault, [taalafund.org](http://taalafund.org)  
Chehalis, [chehalistriballoanfund.org](http://chehalistriballoanfund.org)  
Lummi, [lummicdfi.org](http://lummicdfi.org)  
Colville, [thenndf.org](http://thenndf.org)  
Washington, Oregon, Idaho; [www.atntribes.org/revolving-loan-fund](http://www.atntribes.org/revolving-loan-fund)

Tribal governments and members can drive their own economic development by understanding the resources available to them.

Jim Stanley freely shares his knowledge in an effort to foster economic success in Indian Country. He is a tribal member of the Quinault Nation, Treasurer

of the Tribal C-Store Summit Group, and Chairman of the Quinault Nation Enterprise Board. To contact Jim for comments, go to [JimStanley.biz](http://JimStanley.biz).

## Around the horn...

*By the Roving Rez Reporter*

This month I started thinking about how I write after going around, and you don't read this for nearly a month, so the news is old. oh well, somehow nearly the same things happen every month so except for the holidays the news is not so very old after all. The Veterans had a good gathering with food and laughter. They were honored and thanked for all of their time in the service whether it was during a war or peace time. We still a couple from WW2 on down to the present. I offer my heartfelt thanks as well. Stopping in at Little Bear Creek for a meal or any get together can be either a kick or a drama. Some poor folk cannot help but rain on a parade, and others just can have a good time no matter what. I dropped in on a Fri. evening as I heard a rumor that the high school senior class was putting on BIN-GO for the Elders. Now that was fun, the callers were cracking up all the time

which set off the rest of us and although the games were short a good time was had by all. I don't know how often they will be having this but call LBC and see when and if it is on for the week. Apparently the next game was held down a bit by someone trying to tell the kids how they should put the games on, but after it got going they had fun again. The prizes were donated by members of the community with many thanks. By the time this issue comes out Christmas and possibly New Years will be over and we will be thinking of Valentines

Day. I am praying that everyone had a Christmas of love, caring and sharing. I know that there were some hearts torn asunder by tragedies, some in which drugs and alcohol played a major part. I echo the cries of families wondering why, and when is it going to stop? Some reservations and even small towns have put their feet down and said no more. " Stop now or go to jail for longer than 10 days. Go to treatment or go away". We can do the same. There are people coming on to our reservation and supplying dealers with poison. I even heard

at Little Bear Creek that some of the Elders are selling their pain pills!! They must not need them. How can an Elder be respected when people know about this? So enough of this. I am letting winter depression get me. I saw the sun the other day, almost didn't know what was happening, it was so bright, and the full moon this time (Dec.) was the most outstanding sight. I wish some of our boats would decorate up and cruise around like they use to. Everyone would park along the roadside and watch as they went by. So far, (remember, I'm writ-

ing this before Christmas), any way so far, I haven't noticed many houses decorated either. Kids love that, and so do some of us adults, it make the season seem more real and happy. However I will not venture out to the mall even though I know it is decorated, too scary. People running all over, pushing, frowning, boy I can lose the smile really quick too, crazy So school will be out for the holiday and the kids will be hoping for snow. The trip to Mt. Baker is always fun and nice sledding, snow-boarding and skiing. We can do that until March, just stay on the designated trails and enjoy. By the way, I wonder, do we have a ski team or snow-boarding team? I know some of the other schools do and go up to the mountain every weekend in their school buses. Fun. Well if it snows here, maybe I'll get some snow shoes or some cross-country skis and shoosh around the horn. Hoyt!



# In Loving Memory

## Calvin Victor Kurtz



Calvin Victor Kurtz, born April 21, 1971.

Survived by parents: Michael and Lisa Kurtz, and Liz and Sam Tsezana; sister: Kim (Rick) Kinley; brothers: Nick Kurtz, John Kurtz, Alex Kurtz, Tino Kurtz; nephews: Brandon Kinley, Steffan Kinley, Rick Kinley Jr.; nieces: Alexis "LuLu" Kinley, Courtney

Kinley, Mellene Kurtz, Raylene Kurtz.

Preceded in death by sister: Francine Kurtz; Grandmothers: Doralee Solomon, Helen Kurtz; Great Grandfather: Cloyd Victor "CV" Wakefield.

## Ike Pius Scarborough



April 01, 1980 - December 16, 2013

Ike P. Scarborough, age 33, of Lummi, passed away on December 16, 2013. He was born on April 1, 1980 in Bellingham, to James Scarborough Sr. and Gloria (Washington)

Scarborough. Ike was a loving, caring, and kind person. He loved his family very much. He took great pride in the way he took care of his mother and he saw his sisters as his rock. Most of all Ike loved his children. He adored and was close to his auntie Annie Fields and was also close to his cousin Elliott Billy, Jr. His hobbies included fixing up cars, going to the casino, spending time with his family and friends, and taking selfies. He was a commercial fisherman who loved his job. Ike is survived by his mother, Gloria Scarborough; children Anthony Casimer, Cylis, Ike, Dane, and Jamee Scarborough; siblings Gloria, Angel, Laurinda, Ciara, Charlene, James Jr., Steve, Ness, Kim, Rhonda, Shawneen, and Frank; uncles Darrell and David Scarborough, and auntie Donna Cultee. He is preceded in death by his father James Scarborough Sr.; brother Harold Scarborough; grandmother Dorothy Scarborough grandfather Herbert Scarborough, grandfathers Joseph and William Louie Washington; grandmother Laurinda Washington; niece Crystal Pichette; uncle Larry Washington; and cousin Pauline Washington.

## Edward Daniel Hillaire Sr.



Edward Daniel. Hillaire Sr., age 64, of Ferndale, passed away on Thursday, November 21, 2013. He was born on August 11, 1949 in Bellingham to Benjamin Wilfred Hillaire Sr. and Lena Dee (Billy) Hillaire. Edward was a retired Lummi Natural Resource Enforcement Officer. A prayer service was held Sunday, November 24. Funeral services were Monday, November 25. Both services were held at the Lummi Wexliem Community Building.

## Kwina Michael James



Kwina Michael James, born August 20, 1959 to William Haskell James and Corinne Pettis.

Survived by: mate Robin Calderwood, daughter Jean James-Young and husband Christopher Young, and unborn granddaughter; son Robert Calderwood; sister: Audrey Noland and husband Al; brothers William James, Kermit James, and Armour James; numerous Aunts, Uncles, nieces and nephews.

Pre-deceased by: parents William Haskell James and Corinne Pettis; paternal grandmother Adeline Kwina.

## Dorothy Rita Charles

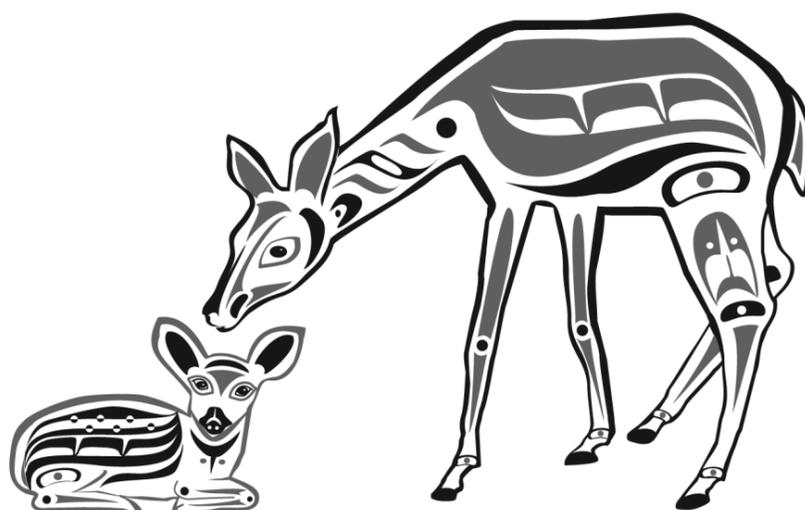


August 11, 1931 - December 28, 2013

Born in Kuper Island, British Columbia

Dorothy Rita Charles, 82, died on December 28, 2013.

Prayer service were held Monday December 30, 2013. Funeral Service were held Tuesday December 31, 2013 in the Nooksack Community Building.



# Dear Editor

**NOTE:** The following letter(s), in no way directly reflect the opinions of Lummi Indian Business Council, it's members or its staff, unless otherwise noted. Letters to the editor are always welcome. Please send them to: Lummi Squol Quol Editor, 2616 Kwina Road, Bellingham, WA 98226 email: squolquol@lummi-nsn.gov

## The Lummi Youth Academy is in shut down mode

I'm a proud family and staff member of the Lummi Youth Academy. Today was hard to tell our kids we are shut down. We came together and shared our tears, concerns, and prayers. We told our kids we will work our hardest to met any policy or certification to get our home back. We apologized to those that weren't involved, and still had to suffer of losing what they called home. I'm so proud of these kids over coming everyday life obstacles some with out parents or family support. I don't blame anyone for what happen, but pray for the ones that it effected. I do want to move forward and hope this makes us a stronger and better youth facility. My heart is sad, I feel like I have failed. But I know failure is the only way to know you're trying. The incident of hazing was just a tug of a tail that exposed more youth that are involved, not just at the academy. The impact was bigger than we imagine. We hope to resolve these problems with all of our youth, with the support of the community. Thank you to all that support us, and know that we will not give up on our youth.

Lowell Bahe,  
LYA Lead Student Mentor

## Mission Statement for Education

The Lummi Nation Mission statement for Education: Is remember and maintained by the Lummi Youth Academy staff and Lummi Nation School. My only son attends both. I have the greatest respect and support for both programs and feel there will always be the bad with the good. At troubled times we need to remember the innocent ones and not neglect the main goal for our children. My heart goes out to all involved but our strength and confidence to succeed involves all of is to be as one. Keep faith ans to forward to positively. Academy Student Parent

## The Academy is my Home

Most student here including me, would say the Lummi Youth Academy is our home. Mostly because it is

The Academy brings us students hope, smile, and friends. We feel safe here, and loved. If it weren't for the academy, who know what we would be doing. Most of is wouldn't have a home, or would be in foster care. They help is with out education, and learn what is right. Us students get what we need to survive here. Such as shelter, food, drinks (Juice), love, friends, education, and medicine to keep us healthy. We are all thankful for the academy.

uilding this academy was a dream of Darrel Hillaire. That shows that dream can come true. You know what my dream is now? for the Lummi Youth Academy to stay open, so that we youth have a home.

Kyla Polasky,  
LYA Resident/Lummi Member

## The Academy is HOME

Not everyone knows, what it's like to lose a home.

Your sad and your lost cause you were not ready to go.

Home is where you laugh, you learn, and you play!

Could you imagine your life if that was taken away?

You laugh with your sisters and you laugh with your brothers.

You learn from books, with the teachers.

And you learn what's a mother!

We play ninja tag, and play board games.

Do some of you know that losing that could cause pain?

Cause then you go back to where ever you came.

And for most of us that's a place where we don't.

We don't laugh, learn, or play, we struggle day to day.

The only hope we have is thinking of brighter days.

How could you not care that children need caring?

Home at the academy maybe shut down.

But we're always a family, that's what really counts.

We might not be together in the home we once had.

But I know what a family is now, and that's why I'm not mad.

I love my LYA family and home!!

Olivia Hamilton,  
LYA Resident/Lummi Member

## The Academy is my Home

I really wish things could have went differently. The academy gave me hope to have a better future, to become a better person, to have more opportunities to do positive things in life. It wasn't just a place to sleep across from the school, it was my home . But from here on out I will take the things I've learned from the LYA and continue to better myself. Out of all the homes I've lived in the Lummi Youth Academy was the best.

Cherisse Sulkanum,  
LYA Resident



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# Announcements



December 31. Happy Birthday Daddy!! Love you lots!! Bentlee

Happy Birthday to my Baby Girl Brandi Nicole Whitney..... I cant believe you are turning 19 WOW were did time go? I am so Proud and Honored to be called your MOM, we have been through the worst of times and had some really good times. I want you to know that I am here for you and I always will be..... The hurdles you have jumped over to be were you are at is amazingly awesome, The day God sent you to me was 1 of thee best days in my life!!! Love always- MOM & Zak

Happy Birthday to my big sissy.... thank you for being my big sissy, I will always be at your side.... I Love You Sister thank you for coming to visit!!! Love your BABY SISSY LADENNA KRISTY~JO LANE FOREVER & ALWAYS



January 29~Wishing Caleb Revey the Best Birthday Ever! Hope you have a great day! Love You Always, Uncle Bobby, Auntie Kim, Ayiana, & Baby Jenessa

**12TH MAN FEVER!!  
GO SEATTLE SEAHAWKS!!  
HAPPY HOLIDAYS!!!  
Leroy V. Deardorff Jr.**



January 3- Happy 15th Birthday to our son Erin Solomon Jr. Can't believe how fast you have grown. Keep reaching for your dreams and remember mommies love you always and forever! We promise!! Love mommy Heather and Mom Bambi



Wishing Jordyn Casimir a Very Happy Birthday on January 5th! Hope all your Dreams and Wishes come true! Love You Always, Uncle Bobby, Auntie Kim, Ayiana, & Baby Jenessa



Jan. 17~Happy Birthday Casey Roberts! Hope all your Dreams come true! Love you, Bobby, Kim, Ayiana, & Baby Jenessa

Happy birthday Reynold HUTCH James Jr. J))))))J

Happy Anniversary to Della and Clay McCluskey on December 27th We wish you both many, many more happy years together. Love you with all our hearts ! Twig and Darrel

Happy Anniversary to Della and Clay McCluskey on December 29th We wish you both many, many more happy years together. Love you with all our hearts ! Twig and Darrel

\*\*\*To: Our Dad Bert Jefferson\*\*\*  
DOB- January 3. Happy Birthday, I hope your day is a good day for you. Just letting you know that we are thinking of you and missing you so much always and forever. Love you more then the angles and more then the stars, to heaven and back. Tamera and Destanie loves you Dad. We have you in our prays and thoughts and In our dreams. Take care Daddy Biggest hugs to you from your girls.



I would like to wish a HAPPY BIRTHDAY TO JONATHON DAVID FAST HORSE ALVAREZ! 12 years ago (1/13/2002), you blessed my life and I have the privilege of watching you grow into an awesome young man. You make me smile in so many different ways, our lives would be completely boring without you. Happy Birthday Boo Boo, with many more! Love always, Mom and Bubby!



Jan. 1~ Happy Sweet 16 Kayla Phair! You've grown into such an amazing young Lady. Wishing you all the Best! Love, Bobby, Kim, Ayiana, & Baby Jenessa

# Community Breakfast

Sunday, January 26<sup>th</sup> ~ 9<sup>AM</sup> - 11<sup>AM</sup> ~ Wexliem

# Announcements

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Jan. 22~ Happy Birthday Auntie Tiffani! Hope you have a great day. Love You, Baby Jenessa



Happy bday to my Twin Towers.....Paula and Norma Sanchez will be 11 years old on Treaty Day (January 22). Wishing you two the best day ever and with many years to come. You two make me so proud. Doing well in school and trying/learning new things. You two are the best ever and want you to know that I love you both so much.



Happy birthday Grandpa! Love you so much, Bear

HAPPY NEW YEAR BILL'S GANG! YOU OL' BUILDING AND LOAN! Another year has come and gone! Time just seems to slip right passed us if we fail to look around. This past year we stood together for football games, soccer, basketball and concerts at school! We cheered one another on when grades were coming up great and we lend a hand when they weren't. We even played BINGO!! YIKES! "Are you standing up?"...ROR! We danced the Electric Slide and the strole! Was there a Tootsie Roll somewhere in there? LOL! HHMM how many surgeries did we have? Too, many I think! We continue to pray for healing for those in need. We traveled from here to there and back again....and again! WHEW! Time to stay home a spell! We celebrated new life! Hooray for our side! As Bill used to say. Our hearts hurt for the loss we have suffered but we remain close together and every now and again we will reflect on our late loved ones lives. Always keeping the prayer, faith, and belief... our true armour. Right? Remember when we ate until we were ready to burst?! OH YEAH that was just last week! ROR! We have laughed until we cried and cried until we were laughing! We had us a time didn't we?! Tough times and all I wouldn't change a day of it. As long as I could spend time with each of you my day is complete! Anyway...I know the list is long as to what we have done...but I will keep it short because right now we need to say from "Earl and Theresa Thomas" Gang we would love to wish the following...."building and loan"... OH...."Bill"?...Oh...is it "GINA"...? Well you know....The following need a HAPPY BIRTHDAY wishes to you! AND in tradition... GEEET OUUUT ANNNND WAAAAALK! We love you each every day...sorry it can only be everyday....333 always....and for Uncle Bernie...may the 4's be with you! ROR! 444! WHO KNEW!? And for old time sake... heart...sky...evers!



Happy Birthday Daddy Ben Jefferson 1/16, love and miss you so much.



????~HaPpY HoLiDaYs~????



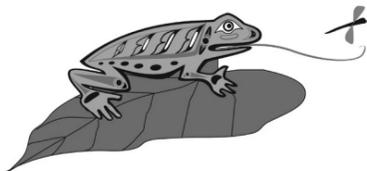
- January
- 2 Mariah Peters
- 3 Lexi Anne Marie Peters
- 12 Alyis Mike
- 14 Dean Mike
- 18 Noah Lumbert
- 23 Carol Veale
- 23 LoraLee Solomon
- 23 Karen Cordova



Jan. 17th- Happy birthday princess Alice Francel! You are still the baby but gosh you are getting so big. We love love you and hope you have a wonderful princess birthday! Love, Kunkle Brandon, Aunty Favorite, Nana and Xavier



Happy Birthday Xavier. Wishing you the best! Love Nari.

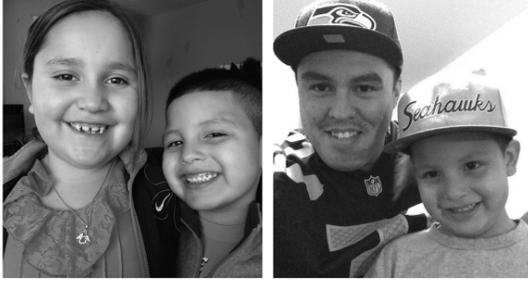


Happy Birthday X-man. Hope you have a great day! Love Papa, Grandma, Kuncle, and Auntie Rayven

Happy Birthday Adam! (1-21) Love you Always! Hope your Day and all your Days of your new year be Yours and all that you wish for And more! Love Mom! <3

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# Announcements



Jan. 16th- Happy birthday Xavier Revey! You are growing everyday into a crazy, fun, wonderful young man. You are very loved son. Have a wonderful 5th birthday! Love Dad, Mom, Nana and grandma Marya



Happy birthday to both of my beautiful daughters Treena's birthday is Jan 19th Leanne's birthday is Jan 17th Treena and Leanne you both make your momma very proud to be your mom in so many ways. My hope is that you go to the fullest extent in life for what makes you happy. Love you girls! Love, your mom



Happy 3rd birthday to our beautiful granddaughter Alice Francel Cultee! We love you so very much and wish you the happiest birthday! Love Papa,Grandma, Kuncle, and Auntie Rayven.



**Happy Birthday!**

Happy Birthday to my great granddaughter Alice. Wishing you a great birthday! Love Nari.

Jan 30th-Happy Birthday sister Jaclyn Pearl. Otherwise known as Baby Bop! (baby of the family) Love from sis Selena.

To My John ~ Wishing you Much Happiness in the coming New Year! Thank you for the memories of 2013! It will be my hope that you will find peace of heart and contentment of family this new year. All the while that you will continue your walk of faith, prayer and belief. And I will always be thankful for your friendship, love, and kindness. Love you! Seiah2



## JOM January 2014 Birthdays



Sun	Mon	Tue	Wed	Thu	Fri	Sat
A HAPPY NEW YEAR			1	2 Sabryn Tom	3 Lexie Peters Erin Solomon	4 Anthony Fitzgibbon Dawn James
5 Rian Rosillo Jordyn Casimir Tristan Julius	6 Anthony Joe Jonothan Minor Kimberlee Redfox Dwayne Williams	7	8	9 Daniel Oliveros Carson Bob Katrina Harper	10 Amelia Armstrong	11
12 Damien Kamkoff Alyis Mike Ethan Solomon Kristen Windsor Aaron Lane	13 Amanda Point Ryan Solomon Jonathon Alvarez Hank Hoskins	14 Messiha Parker Summer Doyle	15	16 Carlos Castaneda Issac Jefferson Matthew Martin	17 Casey Roberts Hunter Solomon Leanne Humphreys	18 John Ballew William Jones Noah Lumbert
19 Treena Humphreys Spencer McDonald	20 Ashley Miller Janaya Primeaux Solomon Starr Jasmin Cadiante Aaron Julius	21 Frank Buck	22 Adam Ballew Nancy Nuetzel Norma Sanchez Paula Sanchez Jeremiah Shanburn Nigel Hillaire Danielle Jefferson Austin Lawrence	23 Ceona Rabang	24 Sage Woodenlegs Amaya Julius	25 Emanuel Scott
26 Meagan Wilbur Justice Solomon John Charles Zeta Landsem	27 Collin Morris Emily Solomon-Jimmy Lindsey Spotted Bear Deon Cooper	28 Joseph Wilson	29 James Newman Caleb Revey Keiahlee Bob Georgia McDonald	30 Kayla Phair Clifford Green	31 Angelo Jefferson Dorian Kinley Dwayne Lane Henry Jr	

# Elders Christmas dinner 12.17.13

