



NACS NEWS

Volume 25 Issue 9
September 2024

**Native American
Community Services**

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**CHANGE OF
ADDRESS?**

If you are planning on moving or changing your address, please contact NACS so we may update our mailing list. Send an email to:
gghosen@nacswny.org

Every Child Matters: September 30 Is Orange Shirt Day

Submitted From: [Cultural Survival, September, 2022](#)

Orange Shirt Day, also called National Day for Truth and Reconciliation or National Day of Remembrance, is observed yearly on September 30 in Canada and the United States. The Day extends from the St. Joseph Mission Residential School Commemoration Project and Reunion events orchestrated by Chief Fred Robbins that took place in Williams Lake, BC, Canada, in May 2013. The project gathered former students and their families, local officials, and civic organizations to listen to and commemorate the experiences and journeys of survivors and their families and to commit to the continuing process of reconciliation.

Starting in the 19th century, the Canadian and U.S. governments and various church groups established residential (or boarding) schools for Indigenous children with the goal of assimilating them and thus eradicating Indigenous Peoples, their languages, and cultures.

In 1920 in Canada, under the [Indian Act](#), it became compulsory for every Indigenous child to attend a residential school and unlawful for them to attend any other educational institution. In the U.S. the Indian Civilization Act Fund of 1819, the Peace Policy of 1869, and various denominations of the Christian Church adopted an Indian boarding school policy with the goal to “Kill the Indian, save the man”. These children were forcibly removed from their families, communities, and cultures and kept in residential schools where they were expected to assimilate (cut

their hair, abandon traditional clothing, give up their names and take on English names) and were penalized for speaking their languages and practicing their cultural beliefs. Children were separated from their families for long periods (sometimes over four years) and were taught their cultures were inferior.

In addition to cultural genocide, residential schools were also the sites of horrific [physical, sexual, and emotional abuse](#) perpetrated against these children. From the 1880s, upwards of 150,000 Indigenous children went to over 130 residential schools across Canada, the last of which closed in 1996. It is estimated that between four and six thousand children died at these residential schools.

Between 1819 and 1969, the U.S. operated or supported 408 boarding schools. At the time of a 1969 report, 34,605 children were enrolled in Bureau of Indian Affairs (BIA) boarding schools and 15,450 enrolled in BIA day schools. Since its start in June 2021, the [Federal Indian Boarding School initiative](#) has identified marked or unmarked burial sites at approximately 53 of these schools.

Orange Shirt Day initiated, and continues to allow for, conversations about residential schools on an international scale, and allows for meaningful discussions of the impacts and legacies of residential schools. The orange shirt, inspired by Phyllis

(Jack) Webstad’s experience of having her orange shirt, given to her by her grandmother, taken away upon arrival to the Mission school. The orange color reminded Webstad of her experience and “how my feelings didn’t matter, how no one cared and how I felt like I was worth nothing. All of us little children were crying and no one cared.”

This year Canada will hold its second statutory holiday observation of Orange Shirt Day to commemorate the missing and murdered children from residential schools and honor the healing journeys of residential school survivors.

Watch: [Phyllis Webstad - On Orange Shirt Day](#) (YouTube)

While Orange Shirt Day started in Canada, it is also observed in the United States and has a growing global impact. Cultural Survival joins First Nations in Canada and Native communities in the United States in mourning the [deaths and abuse](#) of generations of Indigenous children at residential and boarding schools, as well as honoring their stories and the healing of survivors. We join in collective calls to action — the implementation of all 94 recommendations from the Truth and Reconciliation Commission in Canada, and the operationalization of the UN Declaration on the Rights of Indigenous Peoples in Canada, particularly Article 7, which states: “Indigenous Peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be sub-

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jected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.” Cultural Survival also joins in the calls asking Pope Francis to commit resources for justice, reconciliation, healing initiatives, and returning Indigenous lands.

This September 30 and throughout the year, learn about the painful experiences and legacies of residential schools in Canada and the U.S. from survivors, their families, and organizations; show your support for Truth and Reconciliation by wearing orange (and supporting Indigenous organizations, causes, or artists); and act on what you’ve learned by educating your family, friends, and communities; contact your [governmental leaders](#) (Canada) to ask what actions they are taking on the 94 Calls to Action of the Truth and Reconciliation Commission; and support Indigenous activists, artists, creators, and businesses.

Today and every day, we encourage you to learn whose lands you reside on, learn local Indigenous histories, support and resource Indigenous leadership and organizations, buy from Indigenous business owners and artists, and share what you have learned with your communities and networks.

Resources:

- ⊕ [The Orange Shirt Society](#) – the organization that initiated this commemorative day and related events
- ⊕ The Orange Path movement <https://www.orange-path.ca>
- ⊕ [Reading resources](#)
- ⊕ [Alaska-specific toolkit](#)
- ⊕ National Museum of the American Indian [chapter on boarding schools](#)
- ⊕ [American Indian Boarding Schools Haunt Many](#) NPR Morning Edition segment
- ⊕ Métis Nation of Alberta [reading list](#) from survivors of residential schools
- ⊕ [Whose Land is it Anyways? A](#)

- ⊕ [Manual for Decolonization](#)
- ⊕ [Truth and Reconciliation Commission of Canada: Calls to Action](#)
- ⊕ [Beyond 94](#) – a website monitoring progress on the Truth and Reconciliation Commission’s 94 Calls to Action
- ⊕ [Reconciliation Education](#) – online courses and films that provide comprehensive anti-racist education
- ⊕ Nikki Sanchez for TEDxSFU [Decolonization Is for Everyone](#)
- ⊕ Ginger Gosnell-Myers for TEDxVancouver [“Canadian Shame: A History of Residential Schools”](#)
- ⊕ Truth and Reconciliation Week 2021 [session recordings](#)
- ⊕ [National Center for Truth and Reconciliation](#)
- ⊕ [National Day for Truth and Reconciliation](#)
- ⊕ [Orange Shirt Day: Uncovering the Dark History of Residential Schools in Canada](#)



National Day for Truth and Reconciliation

By [Government of Canada](#) → [Canadian Heritage](#)

Each year, September 30 marks the National Day for Truth and Reconciliation. The day honors the children who never returned home and Survivors of residential schools, as well as their families and communities. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process. This federal statutory holiday was created through [legislative amendments](#) made by Parliament.

Wear Orange

Both the National Day for Truth

and Reconciliation and Orange Shirt Day take place on September 30. Orange Shirt Day is an Indigenous-led grassroots commemorative day intended to raise awareness of the individual, family and community inter-generational impacts of residential schools, and to promote the concept of “Every Child Matters”. The orange shirt is a symbol of the stripping away of culture, freedom and self-esteem experienced by Indigenous chil-



dren over generations.

On September 30, we encourage all Canadians to wear orange to honor the thousands of Survivors of residential schools.

Download our [commemorative promotional resources](#) and share how you will mark this day by using the hashtag #NDTR on social media.

Commemorating the National Day for Truth and Reconciliation

Across the country, you can find open to public local activities orga-

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nized to commemorate the history and legacy of residential schools. Come back on this page to find out about the 2024 events.

Mental health supports available

- ⊕ Former residential school students can call [1-866-925-4419](tel:1-866-925-4419) for emotional crisis referral services and information on other health supports from the Government of Canada.
- ⊕ Indigenous peoples across Canada can also go to The Hope for Wellness Help Line 24 hours a day, 7 days a week for counselling and crisis intervention.
- ⊕ Call the toll-free Help Line at [1-855-242-3310](tel:1-855-242-3310) or connect to the [online chat](#) (Please use Google Chrome).

Truth and Reconciliation Commission and its calls to action

There were 140 federally run residential schools in Canada that operated between 1867 and 1996. Survivors advocated for recognition and reparations and demanded accountability for the intergenerational impacts of harm caused. Their efforts culminated in:

- ⊕ the [Indian Residential Schools Settlement Agreement](#)
- ⊕ [apologies by the government](#)

- ⊕ the establishment of the [Truth and Reconciliation Commission](#)
- ⊕ the creation of the [National Centre for Truth and Reconciliation](#) (NCTR)
- ⊕ The Truth and Reconciliation Commission ran from 2008 to 2015 and provided those directly or indirectly affected by the legacy of the residential schools policy with an opportunity to share their stories and experiences. The Commission [released its final report](#) detailing 94 calls to action. The National Day for Truth and Reconciliation is a direct response to Call to Action 80, which called for a federal statutory day of commemoration.

The National Centre for Truth and Reconciliation has become the permanent archive for the statements, documents and other materials the Commission gathered. Its [library and collections](#), as well as its [National Student Memorial Register](#), are the foundation for ongoing learning and research.

To learn more

This National Day for Truth and

Reconciliation, explore the rich and diverse cultures, voices, experiences and stories of the First Nations, Inuit, and Métis peoples. [Start your learning journey](#) today.

About NCTR

The NCTR is a place of learning and dialogue where the truths of the residential school experience will be honored and kept safe for future generations.

The NCTR was created as part of the mandate of the Truth and Reconciliation Commission of Canada (TRC). The TRC was charged to listen to Survivors, their families, communities and others affected by the residential school system and educate Canadians about their experiences. The resulting collection of statements, documents and other materials now forms the sacred heart of the NCTR.

The NCTR Archives and Collections is the foundation for ongoing learning and research. Here, Survivors, their families, educators, researchers, and the public can examine the residential school system more deeply with the goal of fostering reconciliation and healing.

Sacred Ride - Medicine Wheel Riders Travel 2,211 Miles for MMIP Awareness

By Elyse Wild, [Native News Online](#), August 06, 2024

For ten days, highways threading through the Western United States have carried the roaring song of motorcycles ridden by Native women on a sacred journey.

On Sunday (8/4/24), the Medicine Wheel Riders finished their 2,211-mile ride at the annual motorcycle rally in Sturgis, S.D., completing a trip that charted the shape of a medicine wheel, a symbol in many Native American tribes representing the dimensions of health and

life.

Bright, multi-colored ribbons trailed their motorcycles, fluttering in the heat and wind, each bearing the name of a Missing or Murdered Indigenous Person (MMIP).

The fifth annual Medicine Wheel Ride began on Friday, July 26 at the Chumash Reservation in Southern California and concluded Sunday at the legendary

Sturgis Motorcycle Rally, which draws some half-million bikers in early August each year.

The Medicine Wheel Riders say their goal is to raise awareness and promote the healing of those most impacted by the MMIP crisis, which has been called an epidemic, given rise to a federal commission, and sent waves of grief through Native communities across the country.

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Lisa Rivera (Chichimeca and Yaqui) describes the Medicine Wheel Ride as “a prayer.”

“We want to bring medicine, we want to bring healing, we want to offer that,” Rivera told Native News Online. “It’s a prayer, it’s a journey. In this process, we are still being healed. Sometimes it’s really hard, but in the same sense, it’s something you’ve got to keep doing.”

The MMIP crisis is prevalent across the country, with Indigenous peoples being murdered at a rate ten times the national average. [Homicide is one of the leading causes of death for Native women](#). While the Bureau of Indian Affairs estimates there are 4,200 unsolved MMIP cases, the actual number is likely higher, Native advocates say.

[Advocates and lawmakers](#) have identified multiple drivers of the MMIP crisis: egregiously underfunded tribal law enforcement; jurisdictional confusion between tribal, local, state police and the BIA; exclusion of Indigenous people in data; and underwhelming media coverage.

Often, Native families whose loved ones have gone missing or were found murdered report a lack of police response; unresolved cases closed without sufficient investigation, and being left to conduct their own investigations while grappling with profound grief.

Rivera, Corrine Tuma (Diné) and Luvy Yonnie (Diné) had never met each other when they convened in April 2019 with half-a-dozen other Native Women riders - including Medicine Wheel Ride co-founder Lynette Red Cloud Roberts - in Al-

buquerque, N.M. for the first Medicine Wheel Ride.

The three women lived thousands of miles apart - Rivera in Hawaii, Tuma on the Wind River Reservation in Wyoming, and Yonnie in Arizona.

“We didn’t know each other from anywhere until we met face-to-face that day,” Yonnie said.

That first year, riders rode from all four directions represented on the medicine wheel - North, South, East and West - to Topeka, Kan., completing the circle.

“We didn’t know what the outcome would be, but it was amazing,” Yonnie said. “From there we said, ‘We have got to continue to do this.’”

The next year and each year after, the ride drew hundreds of riders to nearby Bear Butte - or “Mato Paha” in the Lakota language - for the final leg of the ride. Bear Butte is a revered sacred ground for ceremony and prayer for many Native American tribes since time immemorial.

“Riding down Bear Butte with a long line of 200 bikers behind you, it brings tears and chills,”

Yonnie said. “It’s very powerful, indescribable.”

Many of the riders’ lives have been touched directly by the MMIP crisis. Tuma works at the tribal casino on the Wind River reservation in Wyoming, where Native American people make up about 3.5% of the state’s population, but represent 15% of the missing persons recorded in the state’s National Crime Infor-

mation Center. She recalls the silence that suspended the cacophony of the casino floor the day when a Native co-worker’s daughter, Jocelyn Wagon, was found murdered in January 2019.

“It was so quiet,” Tuma said. “No one talked. Everyone felt the hurt (throughout) the whole casino.”

Less than a year later, the community was again stunned when Wagon’s sister, Jade, was found murdered.

“I carry those girls with me,” Tuma said. “I ride for those two girls. I ride for all of the others whose hurt I feel.”

Rivera’s great-grandmother was found hanged in Mexico; another family member was found dead in a canal. It’s been three years since Yonnie’s son was found dead in the Arizona desert.

Yonnie said she has a hard time speaking publicly about what happened to him.

“There are a lot of whys and no answers,” she said. “I understand each of us going through the same thing. I hold them all very dear to my heart.”

Growing up, Yannie rode dirtbikes and ATVs. She dreamed of having a red Harley Davidson Motorcycle that she planned to name “Rosie.” Now, she has that Harley, but it’s gray and named “Pony.” Yonnie is the group’s eagle staff carrier, a responsibility and honor often given to protectors and advocates of their community.

Throughout the ten-day ride, the women stop at different tribal

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communities along the way, accepting ribbons to tie to their bikes from families who have lost loved ones to the crisis.

Each ribbon is different, with a name and color or symbol representing the lost relative. If they want to, families tie their loved one's ribbons onto a rider's bike at the outset of the ride and untie them when the ride concludes.

During one ride, Rivera met a young girl who wanted to tie a ribbon onto her bike to honor her mother. Rivera let her sit on her motorcycle and rev the engine.

"I gave her a little smile and as much as I watched her pain and sadness when she throttled it, it was powerful and there were mixed emotions that came with it," Rivera said. "And that is how the ride is."

Tribal communities and organizations along the route embrace the riders and offer reprieve from the grind of the pavement and the elements, which can take a toll after



On Sunday, the Medicine Wheel Riders finished their 2,211-mile ride at the annual motorcycle rally in Sturgis, S.D. (Photo/Facebook)

hours of riding for days in a row.

"Hitting the pavement, (dealing with) the elements, working with each other - that is the work," Tuma said. "Many communities along the way jump up and say, 'How can we help?'"

This year, several of the stops included a screening of a short documentary about the Medicine Wheel Ride called "We Ride For Her," directed by Prairie Rose Seminole and Katrina Lillian Sorento.

Tuma's voice is full of emotion as describes the last leg of the 10-day, 2,000+ mile journey: riding down the sacred Bear Butte mountain, the air swelling with the powerful tension emanating from the riders.

"You can feel the presence of the Creator," she said. "You know he's listening. He could hear us as we (could) hear our procession of bikes. That mountain is a sacred place, and you can just feel that sacred blessing."

From [Native News Online, August 6, 2024](#)

New Federal Report Urges U.S. to Strengthen International Ties for Healing from Indian Boarding School Legacy

By Jenna Kunze, [Native News Online, August 12, 2024](#)

A new federal report recommends that the U.S. government strengthen ties with countries that share similar histories of Indigenous child removal as a key step in healing from two centuries of destructive Indian boarding school policies.

Last week, the U.S. Department of the Interior (DOI) released its second and final report in its three-year investigation into the "traumatic and violent" legacy of Indian Boarding Schools that the

U.S. government operated throughout the 1800s and 1900s. The report suggests that international cooperation with countries like Canada, Australia, and New Zealand — nations that also engaged in similar efforts — could help the U.S. develop effective strategies for healing and redress.

From 1819 until 1969, the United States forcibly assimilated Native youth by systematically removing them from their homes

and sending them to one of at least 417 documented boarding schools across the country. The investigation found that at least 18,624 students entered these schools, where they experienced "rampant physical, sexual, and emotional abuse; disease; malnourishment; overcrowding; and lack of health care."

At least 973 students died and were buried in marked and unmarked graves at the schools — far from their families and Native

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communities.

The DOI investigation found at least 74 school burial sites and expects that the number of students, student deaths, burial sites, and funds spent on the schools are “far greater.”

The U.S. history of child removal and assimilation set a precedent for Indigenous child removal that was then “replicated” by other former British Empire nations, including Canada, Australia, and New Zealand. Assistant Secretary of Indian Affairs Bryan Newland (Bay Mills Indian Community), who led the investigation and authored the report, highlighted the need for the U.S. to exchange best practices for healing and redress with those countries.

Although the United States pioneered the policies that led to Indigenous child removal policies, it has been the last to reckon with its history compared to its counterparts. In 2021, Interior Secretary Deb Haaland (Laguna Pueblo) [launched the Federal Indian Boarding School Initiative](#) with the goals of identifying boarding school locations, burial sites, and the names and tribal affiliations of children interred at each location.

“Canada, Australia, New Zealand, and the United States (CANZUS states) derive from the British Empire and maintain English common law systems,” the BIA’s recent

report notes. “The four countries are distinct because they have political and legal relationships with Indigenous Peoples based on founding national documents, centuries-old judicial decisions, and legislative and executive actions and instruments — unlike other countries that base official interactions with Indigenous Peoples on human rights, or non-binding principles.”

Volume 2 of the U.S. report examined the official actions taken by each of the other three countries with First Nations, Inuits, Métis, Aboriginal and Torres Strait Islanders, and Māori Tribes for potential recommendations for the United States government. The report writes that the goal is “to exchange best practices for healing and redress” between federal and Indigenous governments.

To achieve that goal, Newland recommended the U.S. create an ambassador position at the Bureau of Indian Affairs “to strengthen the U.S. Government’s expertise on Indigenous issues globally and connections with other countries.”

Canada, Australia, and New Zealand have been exploring redress with the Indigenous Peoples of their countries for decades: In 2006, Canada enacted the Indian Residential Schools Settlement Agreement of \$2 billion to formally address the Indian resi-

dential school legacy, including \$100 million secured from Catholic, Presbyterian, Anglican, and United Church of Canada religious institutions and organizations.

Beginning in 1995, Australia established the National Inquiry to receive testimony and report on Aboriginal and Torres Strait Islander child removal practices and reparation options. In 2018, Australia separately delivered the National Redress Scheme to provide sexual abuse survivors with counseling and “redress payments” up to \$150,000, according to the report.

In 1975, the Crown controlling New Zealand’s commonwealth established The Waitangi Tribunal to assess claims of the Crown breaching the Treaty of Waitangi. As of 2024, the Crown has signed 100 settled deeds amounting to the equivalent of \$1.6 billion dollars. Most settlements included an official apology, financial award, territory return, water rights, fishery rights, mineral rights return, and restoration efforts of the Māori language, the Interior Department found.

In the last two years, Secretary Deb Haaland and Assistant Secretary Newland visited Canada, Australia, and New Zealand to meet with officials to learn about historical Indigenous child boarding schools in these countries and subsequent redress, according to the report.

From [Native News Online, August 13, 2024](#)



Photo by: Native American Boarding School Healing Coalition (NABS)

EVERY CHILD MATTERS EVENT



MONDAY SEPTEMBER 30, 2024

5:00pm - 8:30pm

Lockport High School

250 Lincoln Ave, Lockport, NY 14094

5:00pm - 6:00pm

Dinner

6:00pm - 6:40pm

Viewing of Unseen Tears: The Native American
Boarding School Experience in Western New York

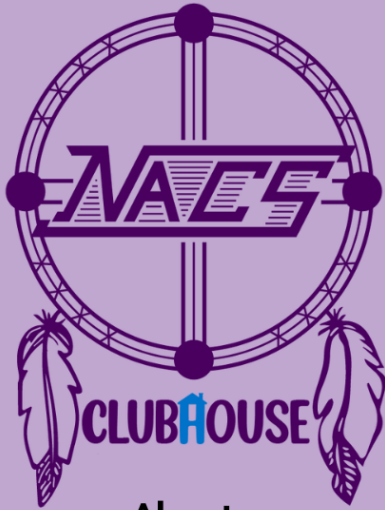
6:40pm - 7:20pm

Survivor's Panel & Discussion

7:20pm - 8:30pm

Social Dance Featuring Newtown Singers

FUNDED BY NEW YORK STATE DEPARTMENT OF HEALTH / AIDS INSTITUTE



About:

NACS Youth Clubhouses are alcohol & drug free spaces for Native youth ages 12-17.

Native youth are welcome to join our drop-in days.

The clubhouses are open in the evenings during the school year. Snacks and dinners are provided!



For updates on events, updated schedules, and current schedules scan our QR Code or follow our Instagram! @NACS_CLUBHOUSE

NACS YOUTH CLUBHOUSES

Clubhouse Locations (select days):

Erie County (EC): 1005 Grant Street, Buffalo, NY 14207

Niagara County (NC): 1522 Main Street, Niagara Falls, 14305



CLUBHOUSE PERKS



POSITIVE OUTLETS

- Make your voice heard
- One-on-one support & guidance
- Safe & Inclusive Environment
- Learn financial responsibility with ClubBucks!

YOUTH HANGOUTS

- Pool Table
- Darts
- Movie/Game nights
- Guest Speakers
- Field Trips
- Dinner/Snacks
- Transportation

CULTURAL IMPACTS

- Language programming opportunities
- Social dances / History of social dancing
- Cultural & Educational Workshops



For more information, please contact:

NACS Youth Clubhouse (EC) Hotline: (716) 449-6472

Kashmir Bowser, Youth Clubhouse Manager (NC): (716) 449-6405



NACS Youth Clubhouses are funded and supported by: The Office of Addiction Services & Supports and the United Way of Greater Niagara.



September Clubhouse Corner



"I believe I have inside of me, everything that I need to live a bountiful life."

-Ms. Celie



Over the past few weeks here at the Clubhouse we've been saying some sweet farewells. and making some great memories.

The Bills Open Practice was a lot of fun, and the ribbon bags the kids made were vibrant and full of personality and heritage!

A farewell to summer, and to our beloved Niagara County CH Manager, Kashmir. Though with every farewell comes new beginnings, and to start off the fall our friend Dan came in to teach the kids how to craft their own water-drums, and sticks.

Summers Over, but the fun is just getting started!

Have a Very Demure School Year!

STAY UPDATED ON OUR CLUBHOUSE EVENTS WITH SOCIAL MEDIA!

Stay Tuned to hear about all the fun events we have in store for the Fall!

To join us for our next outing event, please contact:
NACS Clubhouse Manager EC, El Tyner:
716-449-6472



NACS CLUBHOUSE CORNER - AUGUST 2024

Elder's Corner

Submitted by Colleen Casali, Community & Cultural Services Director

NACS has an Elder's program called SAGE (Savings, Assets, Growth and Economics). Individuals who are 50 years old and over are welcome to attend. We meet on Thursdays from 12:00pm-2:00pm at the NACS Buffalo office 1005 Grant St. Buffalo, NY 14207.

We do a variety of things each week, but the main focus is on Estate Planning. We talk about what items you should have in place and why. We have experts come in to answer questions and discuss options for health insurance, Medicare, Medicaid, life insurance, wills, living wills, health care proxies, and advanced directives. We discuss the differences and benefits of all of these. We also educate on Haudenosaunee customs, traditions and nation burial assistance if applicable.

In addition to the Estate Planning part of the program, we also play bingo, play euchre, watch movies, and do craft instructions. Most recently, we had a well-known local artist, Lyle Logan (Seneca-Deer Clan), come and do a paint and sip with the Elders.

They were instructed by Lyle on how to paint the Tree of Peace that included celestial trees on each side and a sky dome at the bottom. They learned how to blend colors and make shapes. They heard the story behind the painting of how the roots of the tree represented our Elders and that they are the roots of our families and communities, and we are stronger together with them grounding us. This was done while they "sipped" on strawberry drink. They all had a great time and look forward to more events like this one.

We currently do not meet in Niagara County, but Elders from Niagara County are invited to attend the Buffalo program and do attend. The building is handicapped accessible. Just call when



Elders "Paint & Sip" with Seneca Artist, Lyle Logan. Pictured above L-R, (row 1): Kelly Maracle, Vivian Bradley, Elisha Williams; (row 2): Marcy Kane, Bernadette Scott, Michael Wheeler, Dinah Porter, Gayle Porter, Denise Webster; (row 3): Lyle Logan

you arrive and we will bring you up the elevator.

The next guest will be from the Center for Elder Law and Justice on September 19th – They will be sending a lawyer to talk about advanced directives and answer questions.

If you are interested in more information about the Elder's program, please contact Colleen Casali – Community and Cultural Services Director at 716-548-1348.

Welcome: Rhonda Martin Grand Rising

My name is Rhonda Martin. I am the Cultural Events Planner within IHAWPs Special Initiatives program. It definitely feels amazing to be a part of a team that incorporates our traditional teachings for health and wellness among Indigenous people.

I am from Six Nations Grand River territory belonging to the *Otayohni* (Wolf) clan and proud to be *Gayagohno* (Cayuga). I am a strong advocate for the indigenous people and carry the values that have been passed down from my *knoha* (mother) and my *ksot'* (grandmother), of which I instill in my 7 children and soon to be 13 grandchildren.

I look forward to bringing all my shared knowledge to this organization, and that we may create great connections to All Our Relations within the four directions.

In peace,
Rhonda Martin

NACS' All Our Relations Racial Healing Project Comes to a Conclusion...For Now!

Submitted by Pete Hill, Special Initiatives Director

With thanks to all the participants and because of the generous funding NACS received from the Community Foundation for Greater Buffalo, NACS was able to conduct our “All Our Relations Racial Healing Circle Project” from March 2023 through April 2024.

This 1-year project was focused on helping our community to continue our collective journeys to better understand each other, to learn how we can support all communities, and to share our own stories, experiences, and lessons learned. Working with my colleague, Simone Alston (NACS' Director of the Stages of Life Program), we were able to conduct 17 Racial Healing Circles in this past year. These circles were attended by at least 221

people and were held in such places and for organizations such as the Buffalo State University, Kleinhans Music Hall, Seneca County Substance Abuse Prevention Coalition, Explore Buffalo, and NACS. We were also able to support various conferences with a Racial Healing Circle, such as the Indian Child Welfare Conference.

Two circles were also held in conjunction with a “Multicultural Dance Celebration.” Because of the support and generosity of our partners, the circles at Buffalo State University and Kleinhans Music Hall also featured this wonderful dance celebration. We also received

tremendous support from the Office of Equity and Campus Diversity at Buffalo State University, Office of the President at Kleinhans, Southern Junction BBQ, Left Coast Tacos, Buffalo Resilience, and many volunteers who helped make these events possible!

NACS will look to continue to offer these Racial Healing Circles in future programs, community settings, and trainings. Please feel free to reach out to us if you are interested in learning how to bring a Racial Healing Circle to your community, group, and/or organization.

Nyah-weh!



One of the Racial Healing Circles we did at Buffalo State University.

National Childhood Obesity Awareness Month

Submitted by George T. Ghosen, Editor

National Childhood Obesity Awareness Month is in September, and it is dedicated to educating children and their families on how to prevent childhood obesity. It provides numerous opportunities for families, schools, and communities to share information about their plans and events aimed at educating children on how to deal with health issues such as obesity. This month is also an excellent opportunity for parents to learn more about how they can help their children's health. We are constantly challenged as parents, teachers, and caregivers of young children to find ways to prevent childhood obesity.

History of National Childhood Obesity Awareness Month

For good reason, childhood obesity has been dubbed “one of the most serious public health challenges of the twenty-first century.” Obesity puts a child at risk for a variety of medical issues later in life, including diabetes, high blood pressure, heart disease, stroke, cancer, and joint problems. The purpose of this holiday is to educate the nation on obesity and encourage people to join in efforts to help children overcome this disorder.

The Surgeon General's office in the United States was established in 1870, but it wasn't until the 1960s that childhood obesity became a priority. The Surgeon General issued a report in 1963 that linked smoking to lung cancer and heart disease. The report also identified obesity as a significant public health issue; however, it was overshadowed by smoking-related issues at the time.

It wasn't until recently that there

was a heightened awareness of childhood obesity. The first case of type-two diabetes in a child was reported in 1980. This was concerning because type-two diabetes was thought to be an adult-only illness. The Surgeon General issued a warning to Americans about the rise in childhood obesity in 2000. By 2006, over 25 research studies on childhood obesity had been conducted in an attempt to better understand and combat it.

National Childhood Obesity Awareness Month FAQs

How does childhood obesity affect the economy?

The estimated costs of obesity-related illnesses in the United States, including childhood obesity, are \$190.2 billion or nearly 21% of annual medical spending.

What roles should schools play in addressing childhood obesity?

Schools can help prevent obesity among students by offering healthy choices in the lunchroom, limiting the marketing and availability of sugary drinks, and making water available to students throughout the day.

What is the cause of childhood obesity?

Sedentary lifestyles, unhealthy eating habits, and a lack of parental supervision are all factors that contribute to childhood obesity. There is also concern about the rise in popularity of video games among children and teenagers, which may be contributing to their obesity.

Five Important Facts About Childhood Obesity

1. One in six children are affected

More than 12.7 million Ameri-

can children have obesity — that's almost 20% of all children aged two to 19.

2. Overweight children become overweight adults

Obese children are much more likely to become obese adults, as well as develop life-threatening diseases such as diabetes and high blood pressure.

3. Your ethnicity affects your likelihood of obesity

Obesity affects approximately 48% of non-Hispanic Blacks, 42% of Hispanics, 36% of non-Hispanic Whites, and 12% of non-Hispanic Asians.

4. Childhood obesity can lead to depression

Children who are overweight are much more likely to be bullied than their normal-weight peers.

5. Snacking adds an additional 200 daily calories

Kids snack a lot, especially when they're watching TV or playing video games, and one study found that children consume about 200 extra calories per day.

Eat Right-Stay Active-Drink Water

According to The Office of Disease and Health Promotion One in 3 children in the United States is overweight or obese. Childhood obesity puts kids at risk for health problems that were once seen only in adults, like type 2 diabetes, high blood pressure, and heart disease. The good news? Childhood obesity can be prevented.

The CDC states that Childhood Obesity Is a Major Public Health Problem.

- Children with obesity are at higher risk for having other

(Continued on page 15)

(Continued from page 14)

chronic health conditions and diseases, such as asthma, sleep apnea, bone and joint problems, and type 2 diabetes. They also have more risk factors for heart disease like high blood pressure and high cholesterol than their normal weight peers.

- Children with obesity can be bullied and teased more than their normal weight peers. They are also more likely to suffer from social isolation, depression, and lower self-esteem.
- Children with obesity are more likely to have obesity as adults. This can lead to lifelong physical and mental health problems. Adult obesity is associated with a higher risk of type 2 diabetes, heart disease, and many types of cancers.

Childhood Obesity Is Influenced by Many Factors

Many factors can have an impact on childhood obesity, including eating and physical activity behaviors, genetics, metabolism, family and home environment, and community and social factors. For some children and families, obesity may be influenced by the following:

- too much time spent being inactive
- lack of sleep
- lack of places to go in the community to get physical activity

- easy access to inexpensive, high calorie foods and sugary beverages
- lack of access to affordable, healthier foods

There Are Ways Parents Can Help Prevent Obesity and Support Healthy Growth in Children

To help ensure that children have a healthy weight, energy balance is important. There are many things parents can do to help their children achieve a healthy weight and maintain it.

- Be aware of your child's growth. [Learn how obesity is measured in children](#) and use [CDC's Child and Teen BMI Calculator](#) to screen your child for potential weight issues.
- Provide nutritious, lower-calorie foods such as [fruits and vegetables](#) in place of foods high in added sugars and solid fats. [Try serving more fruit and vegetables at meals and as snacks.](#)
- Make sure drinking water is always available as a no-calorie alternative to sugary beverages and limit juice intake.
- Help children get the recommended amount of [physical activity](#) each day. Find age appropriate [activities here.](#)
- Be a role model! Eat healthy meals and snacks, [and get the right amount of physical activity every day.](#)

- Learn what you can do to help [shape a healthy school environment](#)

How can National Childhood Obesity Awareness Month make a difference?

We can all use this month to raise awareness about the obesity epidemic and show people how they can take steps toward a solution.

Here are just a few ideas:

- Encourage families to make small changes, like keeping fresh fruit within reach or going on a family walk after dinner.
- Motivate teachers and administrators to make schools healthier. Help them provide healthy food options and daily physical activities for students.
- Ask doctors and nurses to be leaders in their communities by supporting programs to prevent childhood obesity.

Quick Links:

- ♥ <https://www.cdc.gov/features/childhoodobesity/index.html>
- ♥ <https://healthymeals.fns.usda.gov/features-month/september/national-childhood-obesity-awareness-month>

Resources:

- [National Today](#)
- [District Health Dept. #10](#) (Michigan)



"Let us remember: One book, one pen, one child, and one teacher can change the world." – Malala Yousafzai

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." – Malcolm X

"You are braver than you believe, stronger than you seem, and smarter than you think." – Winnie the Pooh

NACS GOLF TOURNAMENT

Scramble format with prizes for the following:

- Top Team Men, Women & Coed
- Longest Drive Men & Women
- Closest to the Pin Men & Women

SATURDAY OCTOBER 05, 2024

Registration & Lunch @ 11 am
Shotgun Start @ 1pm
Dinner & Auction @ 6pm



SINGLE PLAYER: \$200
TEAM OF FOUR: \$700

REGISTER NOW



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givebutter.com/nacsgolftournament

National Suicide Prevention Month

Submitted by Sandra Roberts, Health Educator

Every day of the year. This month gives us an opportunity to shine a light on this topic that affects us all and send a clear message that help is available. Suicide prevention starts well before the thoughts of suicide begin. It is a complicated issue, with most people feeling helpless at some point along the way, whether that person be a friend, family, coworker, coach, etc.

A main goal of many mental health advocates is to “reduce the stigma of mental illness,” however, the more we talk about stigma, the more we reinforce it. Instead, we can fight bias and prejudice about people who live with mental health conditions or suicidal thoughts by sharing stories of hope, recovery, and change.

You don’t have to be a mental health professional to make a difference. There are simple things we can all do to safeguard our mental health, and you don’t have to do it alone. From learning the warning signs for suicide and what to do if you are worried someone is struggling, to having a conversation about your own or others’ mental health, to bringing education programs to your community. We can all learn new ways to help each other save lives and it starts with caring about your village.

Here are some ways to advocate:

1. People who are having thoughts of suicide feel relief

Resources For Native Americans, Indians, Indigenous, & Alaska Natives:

<https://988lifeline.org/help-yourself/native-americans/>

when someone asks after them in a caring way, by acknowledging and talking about suicide may reduce rather than increase suicidal ideation.

2. Individuals are more likely to feel less depressed, less suicidal, less overwhelmed, and more hopeful after speaking to someone who listens without judgment.
3. Several studies have indicated that when lethal means are made less available or less deadly, suicide rates by that method decline, and frequently suicide rates overall decline.
4. Studies indicate that helping someone at risk create a network of resources and individuals for support and safety can help them take positive action and reduce feelings of hopelessness.
5. Studies have also shown that brief, low-cost intervention and supportive, ongoing contact may be an important part of suicide prevention, especially for individuals after they have been discharged from hospitals or care services.

If you, or a family member, is in need of support, please get help.

In case of a life-threatening emergency, please go to your local hospital’s emergency department or call 9-1-1. In case of suicidal thoughts, or if you need someone to talk to, you can also call the National Suicide Prevention Lifeline at 1-800-273-8255 or visit their [website](#) for more information or to chat online.

Native American, Indian, Indigenous, & Alaska Natives

Your mental health and wellness is a priority. Native American, Indian, Indigenous, and Alaska Native communities are placed at a higher risk due to historical trauma, and compounding discrimination and oppression, in conjunction with a lack of investment into supportive resources. Below, you will find tips and resources to support yourself, a loved one, and other members of Native American, Indian, Indigenous, and Alaska Native communities.

If you are in need of support, you can call, text, or chat with 988. We are available 24/7. 988 works to ensure that all people have access to the support and resources reflective of their own needs. We are always here for you.



**NO JUDGMENT.
JUST HELP.**

**SKILLED, CARING
SUPPORT. 24/7.**

Text, Call, Chat 988.

988 | SUICIDE & CRISIS
LIFELINE

Employment Opportunity



www.nacswny.org

Native American Community Services of Erie & Niagara Counties, Inc.

MICHAEL N. MARTIN, EXECUTIVE DIRECTOR

1005 Grant St. Buffalo, NY 14207 • Phone: 716-874-4460 • Fax: 716-874-1874
 1522 Main St. Niagara Falls, NY 14305 • Phone: 716-299-0914 • Fax: 716-299-0903
 76 West Ave. Lockport, NY 14094 • Phone: 716-302-3035 • Fax: 716-302-3037
 100 College Ave. Suite 200, Rochester, NY 14607 • Phone: 585-514-3984 • Fax: TBD
 960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Workforce Development Specialist

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$17.00-\$19.50 / hour

Office: 1005 Grant Street, Buffalo, NY 14207 – travel required

SUMMARY:

The Workforce Development Specialist assists in planning and implementing goals and objectives of the Workforce Development Component as well as ensuring quality of service provision to clients. Incumbent will be flexible to evening and weekend schedules as needed. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Conducts initial intake and comprehensive testing to determine client eligibility and needs.
- Develops an Individual Employment Plan (IEP) with client.
- Develops and provides workshops to clients in such areas of academic, life skills, and technical areas.
- Keeps abreast of current trends in the local job market.
- Establishes an effective support network and provides referrals for clients.
- Attends and participates in weekly component staff and other required meetings.
- Maintains necessary documentation and ensures the timely completion of all necessary recordkeeping.
- Develops an outreach action plan to successfully recruit and retain participants and employers in the program.
- Conducts outreach to academic entities, unions, coalitions, service providers, and other individuals/agencies to promote services, develop linkages, build network opportunities and advocate for issues in the Native American community.
- Develops and nurtures relationships with employers for on-the-job training agreements and work experience opportunities for clients.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree in human services or related field of study preferred, with three (3) years' experience in workforce development including supervision and program management.
- Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge of local area service providers.
- Effective problem solving, organization, time management, and communication skills.
- Intermediate computer skills and understanding of office applications including MS Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- | | |
|-----------------------------------|-------------------------------|
| • Paid Time Off (PTO) | • Health & Dental Insurance |
| • Life Insurance | • Employee Assistance Program |
| • Flexible Spending Account (FSA) | • 403 (b) Retirement Plan |

For consideration send resume to: humanresources@nacswny.org

Employment Opportunity



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Equal Opportunity Employer

Position: Program Secretary

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$17.00-\$18.00 / hour

Office: 1005 Grant Street, Buffalo, NY 14207

SUMMARY:

The Program Secretary is responsible for greeting and guiding all NACS' visitors to the appropriate staff/component; understanding all NACS' services and responding to general questions. Incumbent will provide clerical assistance in support of NACS' staff, programs, and other NACS' business. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Greet and guide all visitors in a friendly and professional manner.
- Liaison between YWCA personnel and NACS' staff and inform them of events, mail, packages, and building issues.
- Maintain a clean and well-maintained reception area with relevant and up-to-date information.
- Answer phone calls in a friendly and professional manner and provide basic information to callers, directing them to the appropriate staff.
- Refer non-routine or sensitive requests to the appropriate staff.
- Facilitate effective communication between various components of the organization.
- Manage office machines and ensure an adequate stock of office supplies.
- Process incoming and outgoing mail, maintaining confidentiality of sensitive information.
- Monitor staff sign-in/out and keep accurate records.
- Coordinate room requests and calendar schedules for staff and community room use.
- Assist in the planning and execution of meetings, including room setup and recording meeting minutes.
- Assist in the usage of the language and cultural resources library and enforce circulation protocols.
- Maintain necessary documentation and ensures the timely completion of all necessary reports and recordkeeping, including the utilization of database systems.
- Provide support to the administrative leadership team as needed

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Associate degree in an appropriate field of study or 2 years of related experience in a similar position.
- Experience working with community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge of local Native American communities.
- Computer skills and understanding of office applications including MS Office Suite.
- Interpersonal skills to work cooperatively and effectively with individuals and groups
- Excellent organizational skills with strong attention to detail. Strong written and verbal communication skills.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Life Insurance
- Flexible Spending Account (FSA)
- Health & Dental Insurance
- Employee Assistance Program
- 403 (b) Retirement Plan

For consideration send resume to: humanresources@nacswny.org

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960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Family Preservation & Strengthening Caseworker- Erie County

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$18.23-\$19.23 / hour

Office: 1005 Grant Street, Buffalo, NY 14207

SUMMARY:

The Family Preservation & Strengthening Caseworker works in conjunction with the Local County Department of Social Services (LCDSS/DSS) and is responsible for providing prevention services to families referred from DSS. Incumbent helps children remain safely in their homes and prevent placement outside of their home. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide effective and efficient case management for assigned families.
- Make use of appropriate counseling, parent training, home management, support and advocacy services.
- Work collaboratively with referral sources, community service providers, and family members to meet goals.
- Produce accurate, thorough, and timely progress notes in CONNECTIONS.
- Ensure all court mandated or recommended services are applied and supported.
- Provide transportation for meetings, services, and appointments in a safe, reliable vehicle as necessary.
- Maintain strong communication with the family working toward stabilizing and strengthening the family unit, with regular face-to-face contact.
- Maintain confidentiality of sensitive information.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree in human services or related field of study required with experience in child welfare.
- Knowledge of the Indian Child Welfare Act (ICWA), Federal and State regulations, as well as mandated reporting requirements.
- Intermediate computer skills and understanding of office applications including MS Office Suite.
- Effective problem solving, organization, time management, and communication skills.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements.
- Familiarity with and sensitivity toward local Native American communities.
- Must have a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Employee Assistance Program
- Flexible Spending Account (FSA)
- 403 (B) Retirement Plan
- Life Insurance
- Health and Dental Insurance

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Equal Opportunity Employer

Position: Family Preservation & Strengthening Caseworker- Niagara County

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$18.23-\$19.23 / hour

Office: 76 West Ave., Lockport, NY 14094

SUMMARY:

The Family Preservation & Strengthening Caseworker works in conjunction with the Local County Department of Social Services (LCDSS/DSS) and is responsible for providing prevention services to families referred from DSS. Incumbent helps children remain safely in their homes and prevent placement outside of their home. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide effective and efficient case management for assigned families.
- Make use of appropriate counseling, parent training, home management, support and advocacy services.
- Work collaboratively with referral sources, community service providers, and family members to meet goals.
- Produce accurate, thorough, and timely progress notes in CONNECTIONS.
- Ensure all court mandated or recommended services are applied and supported.
- Provide transportation for meetings, services, and appointments in a safe, reliable vehicle as necessary.
- Maintain strong communication with the family working toward stabilizing and strengthening the family unit, with regular face-to-face contact.
- Maintain confidentiality of sensitive information.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree in human services or related field of study required with experience in child welfare.
- Knowledge of the Indian Child Welfare Act (ICWA), Federal and State regulations, as well as mandated reporting requirements.
- Intermediate computer skills and understanding of office applications including MS Office Suite.
- Effective problem solving, organization, time management, and communication skills.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements.
- Familiarity with and sensitivity toward local Native American communities.
- Must have a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Employee Assistance Program
- Flexible Spending Account (FSA)
- 403 (B) Retirement Plan
- Life Insurance
- Health and Dental Insurance

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960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Erie County Clubhouse Youth Leader- 3 openings

Type: Part-time/ hourly/ non-exempt

Salary/Range: \$16.00-\$17.00 / hour

Office: 1005 Grant Street, Buffalo, NY 14207

SUMMARY:

The Clubhouse Youth Leaders assist the Clubhouse Manager in providing a safe, supportive, culturally appropriate, alcohol and drug free environment for all members. The Clubhouses welcome self-identified Native American youth and young adults ages 12-17 years old. Leaders will provide transportation, supervision, and leadership. Recruitment through outreach, attending and participating in weekly staff meetings will also be required. Leaders must be available for non-traditional hours (evenings and weekends). The Clubhouses are open 25 hours per week. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervise, provide leadership, and be a positive role model for youth.
- Deliver workshops and activities in a confident and organized manner.
- Ensure youth programming utilizes a percentage of evidence-based prevention models.
- Provides safe transportation and/or supervision of youth to and from clubhouse activities.
- Recruit youth through local outreach efforts.
- Adhere to data collection and performance measurement requirements determined by SAMHSA and OASAS.
- Maintains necessary documentation and ensures the timely completion of all necessary recordkeeping.
- Ensure Clubhouse maintenance, cleanliness, and safety is maintained.
- Other duties as assigned.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's or associate degree in human services or related field of study preferred.
- Experience working with community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge and understanding of substance use, and experience with at-risk youth.
- Effective problem solving, organization, time management, and communication skills.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements.
- Familiarity with and sensitivity toward local Native American communities.
- Must have a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Employee Assistance Program
- Holiday Pay (if scheduled)

For consideration send resume to: humanresources@nacswny.org

Employment Opportunity

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 960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Niagara County Clubhouse Youth Leader- 2 openings

Type: Part-time/ hourly/ non-exempt

Salary/Range: \$16.00-\$17.00 / hour

Office: 1522 Main Street, Niagara Falls, NY 14305

SUMMARY:

The Clubhouse Youth Leaders assist the Clubhouse Manager in providing a safe, supportive, culturally appropriate, alcohol and drug free environment for all members. The Clubhouses welcome self-identified Native American youth and young adults ages 12-17 years old. Leaders will provide transportation, supervision, and leadership. Recruitment through outreach, attending and participating in weekly staff meetings will also be required. Leaders must be available for non-traditional hours (evenings and weekends). The Clubhouses are open 25 hours per week. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervise, provide leadership, and be a positive role model for youth.
- Deliver workshops and activities in a confident and organized manner.
- Ensure youth programming utilizes a percentage of evidence-based prevention models.
- Provide safe transportation and/or supervision of youth to and from clubhouse activities.
- Recruit youth through local outreach efforts.
- Adhere to data collection and performance measurement requirements determined by SAMHSA and OASAS.
- Maintains necessary documentation and ensures the timely completion of all necessary recordkeeping.
- Ensure Clubhouse maintenance, cleanliness, and safety is maintained.
- Other duties as assigned.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's or associate degree in human services or related field of study preferred.
- Experience working with community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge and understanding of substance use, and experience working with at-risk youth.
- Effective problem solving, organization, time management, and communication skills.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements.
- Familiarity with and sensitivity toward local Native American communities.
- Must have a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Employee Assistance Program
- Holiday Pay (if scheduled)

For consideration send resume to: humanresources@nacswny.org

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 960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Niagara County Youth Clubhouse Site Manager

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$19.00-\$20.00 / hour

Office: 1522 Main St, Niagara Falls, NY 14305

SUMMARY:

Under the guidance of the Health & Wellness Director, the Youth Clubhouse Manager is responsible for assisting and leading in the performance of day-to-day duties in delivering and providing a safe, supportive, culturally appropriate, alcohol and drug free environment for all Native American youth and young adults ages 12-17 years old. This position will lead in the oversight of activities, cultural programming, and supervise youth leaders. Incumbent must be available for non-traditional hours (evenings and weekends). The Clubhouses are open 25 hours per week. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement, plan, and lead program activities, field trips, and workshops in accordance with contractual obligations both virtually and in-person.
- Have knowledge and understanding of substance use and ensure youth programming utilizes a percentage of research and evidence-based and best practices prevention models.
- Serve as a facilitator and member of the Youth Advisory Council.
- Coordinates scheduling of the Clubhouse Youth Leaders.
- Organize, supervise, and provide safe transportation for youth clubhouse members.
- Ensure Clubhouse maintenance, cleanliness, and safety is maintained.
- Recruit participants for the clubhouse program through outreach events and materials.
- Maintain necessary documentation and ensures the timely completion of all necessary recordkeeping, including the utilization of database systems.
- Ensures the program remains compliant with all contractual obligations and requirements.

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree from accredited institution with supervisory experience or relevant role.
- Experience working with at-risk youth, community and group settings. Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Knowledge and understanding of substance use.
- Effective problem solving, organization, time management, and communication skills.
- Computer skills: ability to use Microsoft Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- | | |
|-----------------------------------|-------------------------------|
| • Paid Time Off (PTO) | • Health & Dental Insurance |
| • Life Insurance | • Employee Assistance Program |
| • Flexible Spending Account (FSA) | • 403 (b) Retirement Plan |

For consideration send resume to: humanresources@nacswny.org

Employment Opportunity



www.nacswny.org

Native American Community Services of Erie & Niagara Counties, Inc.

MICHAEL N. MARTIN, EXECUTIVE DIRECTOR

1005 Grant St. Buffalo, NY 14207 • Phone: 716-874-4460 • Fax: 716-874-1874
 1522 Main St. Niagara Falls, NY 14305 • Phone: 716-299-0914 • Fax: 716-299-0903
 76 West Ave. Lockport, NY 14094 • Phone: 716-302-3035 • Fax: 716-302-3037
 100 College Ave. Suite 200, Rochester, NY 14607 • Phone: 585-514-3984 • Fax: TBD
 960 James St. Syracuse, NY 13203 • Phone: 315-322-8754 • Fax: TBD

Equal Opportunity Employer

Position: Clubhouse Youth Advocate

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$19.00-\$20.00

Office: 1005 Grant Street, Buffalo, NY 14207 and 1522 Main St, Niagara Falls, NY 14305

SUMMARY:

Incumbent will assist the Healthy & Wellness Director and the Youth Clubhouse Managers in providing a safe, supportive, culturally appropriate, alcohol and drug free environment for all members. The Youth Advocate will ensure to serve any Native American youth ages 12-17 years old in Erie & Niagara Counties, who are in recovery from or at-risk of developing a substance use disorder. Incumbent will be responsible for ensuring youth receive resources, needs, services, supports, and/or activities to ensure overall good health. Incumbent must be available for non-traditional hours (evenings and weekends). The Clubhouses are open 25 hours per week. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Recruit youth participants through outreach efforts at community events, local schools, etc.
- Meet with youth one-on-one and in group settings and develop individualized advocacy plans with youth.
- Establish and expand a network of referral resources and linkages to provide relevant, appropriate services and/or supports as identified by the youth.
- Have knowledge and understanding of substance use and ensure youth programming utilizes a percentage of research and evidence-based, and best practices prevention models.
- Assist both Erie & Niagara County Clubhouses by implementing programming through delivery of workshops, recreational, and cultural activities in accordance with contractual obligations both virtually and in person.
- Continually keep informed of new developments relevant to the provision of services to youth.
- Ensure Clubhouse maintenance, cleanliness, and safety is maintained.
- Recruit participants for the clubhouse program through outreach events and materials.
- Maintain necessary documentation and ensures the timely completion of all necessary recordkeeping, including the utilization of database systems.
- Ensures the program remains compliant with all contractual obligations and requirements.

EDUCATION, QUALIFICATIONS, AND SKILLS:

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- Computer skills: ability to use Microsoft Office Suite.
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- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- Paid Time Off (PTO)
- Life Insurance
- Flexible Spending Account (FSA)
- Health & Dental Insurance
- Employee Assistance Program
- 403 (b) Retirement Plan

For consideration send resume to: humanresources@nacswny.org

Thanks for reading!

Please share this newsletter with family, friends, and coworkers. If you know of anyone who would like to receive the monthly NACS News by email, please have them send their first name, last name, and current email address to: gghosen@nacswny.org

You can also look for our newsletter on our [website](#).

FUNDED BY: Erie County Department of Social Services; Erie County Youth Bureau; New York State Office of Children & Family Services; New York State Office of Alcoholism & Substance Abuse Services; Community Foundation for Greater Buffalo; Niagara County Department of Social Services, Niagara County Office of the Aging; US Department of Labor; Administration for Native Americans (ANA); Jessie Smith Noyes Foundation; The Oishei Foundation; Erie County Department of Mental Health; NYS Research Foundation for Mental Health; NYS Medicaid Program 29-I; Western New York Foundation; New York State Department of Health/AIDS Institute, as well as businesses, foundations and caring individuals.

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STREET ADDRESS CITY/STATE/ZIP CODE

PLEASE DETACH AND RETURN TO:
NATIVE AMERICAN COMMUNITY SERVICES OF ERIE & NIAGARA COUNTIES, INC.
1005 GRANT STREET, BUFFALO, NEW YORK 14207