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**Special points of interest:**

- HTUA Meeting will be on Wednesday, May 24<sup>th</sup> at 9:00 a.m. at the Hualapai Health & Wellness Department.
- Regular Tribal Council Meeting on Saturday, June 3<sup>rd</sup> at 8:01 a.m.



**Agenda for Youth  
Camp Dedication –  
Everlasting Vision  
Camp**

Welcome

Opening Prayer

Dedication Ceremony

- Blessing
- Acknowledgment of Principals and Sponsors
- Hualapai Royalty, Youth Council, Boys and Girls Club and PSUSD presentations

Closing Comments

Luncheon

Conclusion

Tours upon request



**GRAND  
Opening**

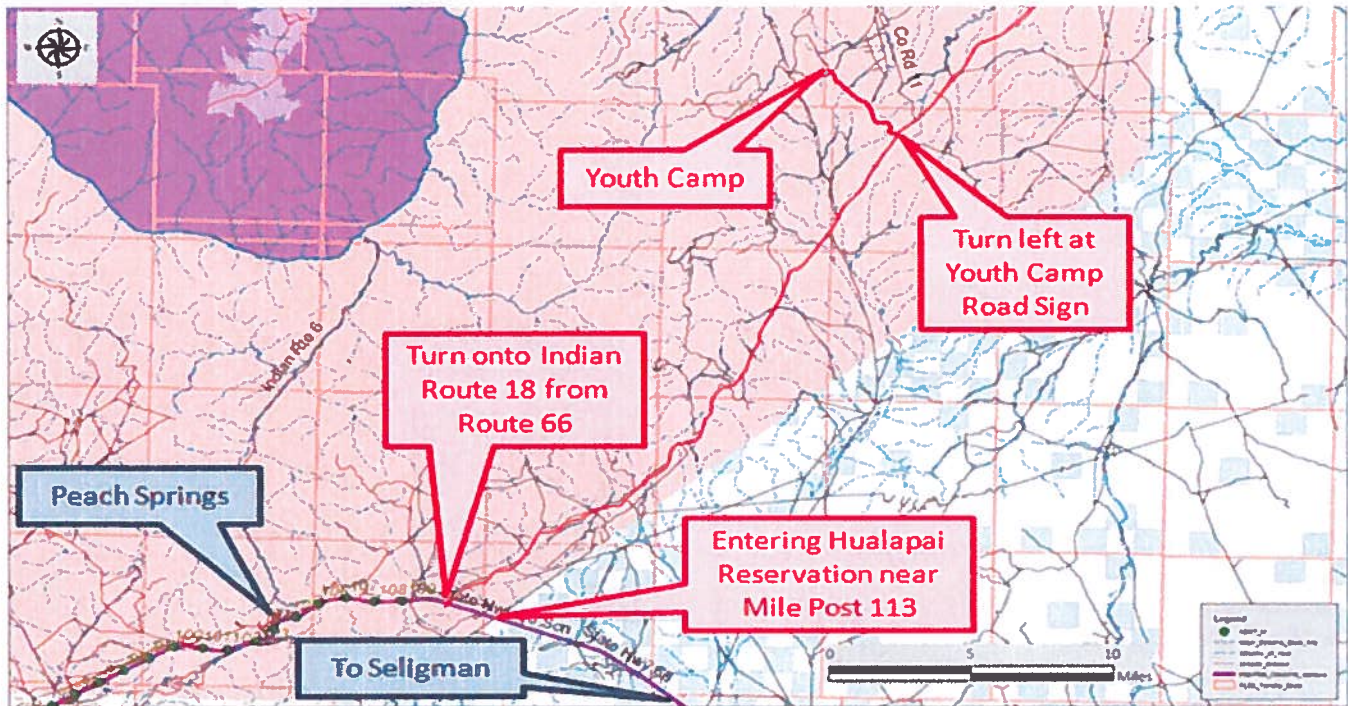
**EVERLASTING  
VISION CAMP**  
*Sma:m jo*

**TUESDAY, MAY 30, 2017**

*Join us as we celebrate the grand opening of the Hualapai Tribe's new Youth Camp.*



# Getting to the Youth Camp Grand Opening



## Transportation

Transportation to and from the Youth Camp Grand Opening will be provided by the Hualapai Transit, Hualapai River Runners, Boys and Girls Club (Youth Only), and the Elderly Center (Seniors Only). Hualapai Transit will pick passengers up and drop them off at the Tribal Office. The Hualapai River Runners will pick passengers up and drop them off at the Lodge. Arrive early as these busses will be first come first served, but for youth and elderly a head count will be necessary so be sure to sign up if you want to go. Interested youth can sign up at the Boys and Girls Club. Seniors can sign up at the Elderly Center. The shuttles will leave Peach Springs at approximately 9:30 am and be returning at approximately 2:30 pm.

**Community Meeting • Wednesday, May 24<sup>th</sup>***Submitted by: Shanna Salazar | Hualapai Tribal Administration*

# Community Meeting

**Wednesday, May 24, 2017****5:00 - 7:00 p.m.****Tribal Gymnasium****Dinner will be served****Per the Constitution—Article XII**

“The Tribal Council from time to time call general meeting of all voters of the Tribe to identify and discuss important tribal matters. A minimum of two general meetings shall be held each year.”

Hualapai Tribal Council



# POSTPONED DUE TO GRADUATIONS

**Intent to Purchase • Trout Creek Ranch***Submitted by: Dr. Damon Clarke | Hualapai Tribe, Chairman***Trout Creek Ranch**

The purpose of this declaration is to inform you of the Hualapai Tribal Council's intent to purchase "Trout Creek Ranch" in Mohave County, AZ. Trout Creek Ranch is located 40 miles Southeast of Kingman and about 15 miles North of Wikieup. The price of the Ranch, which includes all equipment and livestock, is \$925,000.00. The areas that we are looking at are ancestral to the people of the Hualapai and have burial sites of some of our ancestors. We are looking to the people for a vote to purchase the Ranch. The intent is to re-establish our Tribal Herd, to employ ranch hands, and to maintain the Ranch that will be able to produce alfalfa, oats, and Bermuda. We will be able to sell our feed to local cowboys and others at a reasonable price.

There is electricity and telephone already hooked up at the area. The Ranch is in the Bill Williams River Watershed for surface water and the Wikieup Sub-Basin of the Big Sandy Groundwater Basin. It has two wells that are in operation, but in fact there are four wells registered. There is surface water registration and it is 1,814 acre feet annually for irrigation and stock. The Ranch is located near the Hualapai Indian Reservation to the south.

Included in the price is an old ranch house, another frame house, three-mobile homes, hook up for RVs with water, power, and septic system. Corrals, working pens, and other outbuildings are nearby. There are 40 head of cows, 5 bulls, and 3 heifers that are included. Other equipment are included "as is" to work the fields. It is 163 acres in which 35 acres are irrigated and planted with alfalfa, oats and Bermuda.

**Special Election**  
**Saturday, June 10, 2017**





## RFP • Real Property Appraisal Services

*Submitted by: Kevin Davidson | Hualapai Planning Department*



### Request for Proposals for Real Property Appraisal Services

The Hualapai Tribe is soliciting a Request for Proposal (RFP) from qualified appraisers to create a Summary Appraisal Report per Uniform Standards of Professional Appraisal Practice (USPAP) SR2-2(b) and any supplemental requirements contained in the statement of work for an existing propane storage lease area of approximately one acre located in Peach Springs adjoining Arizona State Route 66 within the Hualapai Reservation.

The RFP closes on Monday, June 19, 2017, at 4:00 PM Arizona Time. All questions must be submitted in writing and may be sent via email to the individual listed below. All bids shall be submitted to:

Kevin A. Davidson, Director  
Hualapai Tribe Planning & Economic Development Department

Mail to: P.O. Box 179 or  
Deliver to: 887 W. Highway 66  
Peach Springs, Arizona 86434

Phone: (928) 769-1310 Ext. 22 | Fax: (928) 769-1377

Or e-mail to: [kdavidson@hualapai-nsn.gov](mailto:kdavidson@hualapai-nsn.gov) | See [www.hualapai-nsn.gov](http://www.hualapai-nsn.gov) for Statement of Work



## HTUA Seeking New Board Member • Real Property Appraisal Services

*Submitted by: Kevin Davidson | Hualapai Planning Department*



### Seeking New Board Member for the Hualapai Tribal Utility Authority (HTUA)

On September 24, 2014, the Hualapai Tribal Council adopted the Hualapai Tribal Utility Authority Governing Ordinance. This is a significant step toward self-determination in the realm of public utilities for the Hualapai Tribe.

Established as an institution of Tribal government, the five members of the Hualapai Tribal Utility Authority board are chosen by Council. As noted in Section 107.b.3, of the Ordinance, the HTUA Board is authorized to acquire, construct, operate, maintain, promote, and expand electric power service, and eventually water service, and sewage service at Grand Canyon West and on such other locations within the Hualapai Reservation and on other Tribal lands under the jurisdiction of the Hualapai Tribe as the Tribal Council may deem appropriate. The HTUA board is delegated full authority and responsibility for the management and operation of HTUA consistent with the Ordinance.

At this time, the Tribe is seeking a new candidate to apply for Board membership to maintain this important function of Tribal government. This Board position may be filled by members or non-members of who have not less than ten years' experience in business management of substantial character and have had some experience in the management and operation of an electric utility (Section 202.a.3).

- No employee of the Bureau of Indian Affairs, employee of the HTUA or member of the Tribal Council shall be a member of the Board (Section 202.a.4).

The new board member will be appointed for a three-year term (Section 202.b.2).

The Board functions in much the same capacity as an elected Board of Directors of a chartered municipal electric utility, and shall be responsible for making investment decisions, subject to certain limitations; for the establishment and maintenance of effective operating policies; the selection of management personnel; and for continuous supervision of performance (Section 203.a.2).

Members of the Board shall be reimbursed for expenses incurred in attending its meetings, and the Board in its discretion may propose a fee to be paid to its members (subject to approval by the Tribal Council) on a per-meeting or annual basis (Section 203.a.6).

The Board shall make annual and quarterly reports to the Tribal Council (Section 203.a.7) and hold meetings at least every quarter and annually (Section 204).

For a full list of the Board's powers, duties and responsibilities, see the ordinance posted at:

<http://www.hualapaiutility.org/> or link through <http://hualapai-nsn.gov/services/htua/> Candidates are highly encouraged to read the ordinance in its entirety before applying for Board membership. Hard copies of the Ordinance are available at the Tribal Office and at the Planning Office, 887 Highway 66.

To candidates, please prepare a typed narrative not to exceed 1,000 words offering your qualifications (resume) and general motivation to be a member of the Hualapai Tribal Utility Authority Board and what you hope to achieve while on the Board. Please bring or e-mail your letter of interest to the Tribal Office, 941 Hualapai Way, Peach Springs, Arizona, attention Christine Lee, by Friday, June 30, 2017, at 5:00 PM. Thank you for your thoughtful consideration of this offer and desire to enhance utility services on the Hualapai Reservation.

**Public Notice • Gate Valves on the Livestock Water Lines***Submitted by: Rachelle Mahone | Hualapai Department of Natural Resources***HUALAPAI DEPARTMENT OF NATURAL RESOURCES**

P.O. BOX 300 • PEACH SPRINGS, ARIZONA 86434 • 928-769-2254 • 928-769-2255 • FAX 928-769-2309

April 24, 2017

**\*\*\*PUBLIC NOTICE\*\*\*****DO NOT tamper with gate valves on the livestock water lines out on the reservation!**

Last week 4/17/17 through 4/21/17, HDNR was forced to haul water to districts to ensure that cattle had access to sufficient water while range water located the disruption in the main water line. The disruption was later found to have been a gate valve that had been tampered with which shut down service on the main water line. This caused significant delays in water deliveries, other scheduled projects, and the daily operations of the Hualapai Department of Natural Resources, Agriculture program.

If there is a need for water delivery or there are problems with leaking pipes or valves, please contact the Department of Natural Resources immediately. With your help, we can ensure that there are no service interruptions with water delivery to the livestock districts, tribal agencies, wildlife and community functions out on the reservation.

Should you have any questions or concerns please do not hesitate to contact the Hualapai Department of Natural Resources.

Our mission is to conserve, protect and enhance the natural resources of the Hualapai Reservation while providing for multiple consumptive and non-consumptive uses, and ensuring the overall goal of long-term sustainable and balanced multiple uses of natural resources under the direction of the Hualapai Tribal Council. We are committed to fostering a productive working relationship with all livestock districts and their producers. Should you have any questions or concerns please feel free to contact us.

Respectfully,  
Hualapai Department of Natural Resources

Xc: Don Bay, Director  
Annette Bravo, Asst. Director  
Oncho Munoz, Acting Ag. Manager  
HDNR Department and District File  
Hualapai Department of Natural Resources

**Public Notice • Feral Horse Round-Up Beginning Monday, April 24<sup>th</sup>***Submitted by: Rachelle Mahone | Hualapai Department of Natural Resources***POSTED****HUALAPAI DEPARTMENT OF NATURAL RESOURCES**

P.O. BOX 300 • PEACH SPRINGS, ARIZONA 86434 • 928-769-2254 • 928-769-2255 • FAX 928-769-2309

April 6, 2017

**\*\*\*\*ATTENTION: PUBLIC NOTICE\*\*\*\***

Beginning April 24, 2017, the Hualapai Department of Natural Resources will be conducting a feral horse round-up within the external boundaries of the Hualapai Indian Reservation. This project is being conducted in accordance with Hualapai Tribal Council Resolution No. 50-2003, Ordinance 2B, section 1(b) The grazing of livestock upon reservation lands within an area closed to grazing of that class of livestock, and Ordinance No. 24-70, Section 5.11(f) An abatement Plan formulated pursuant to this section may authorize the trapping, tagging, moving, or killing of hazardous or nuisance animals if necessary for the safety of the public or the protection of property from related damage. This project will continue for an indefinite amount of time until the feral horse population can be brought into more manageable numbers to conserve the natural resources and minimize property damage within the reservation boundaries.

Xc: Don Bay, Director  
Annette Bravo, Asst. Director  
Oncho Munoz, Acting Ag. Manager  
HDNR Department and District File  
Hualapai Department of Natural Resources

**Notice to Individuals—Initial Hearing • Monday, May 22<sup>nd</sup>***Submitted by: Court Clerk | Hualapai Tribal Court*

IN THE HUALAPAI TRIBAL COURT  
HUALAPAI RESERVATION, STATE OF ARIZONA

HUALAPAI DAY CARE CENTER,

PETITIONER,

VS.

REBECCA GOLDENSTEIN,

RESPONDENT,

CASE NO. 2016-CV-085

**NOTICE OF HEARING**

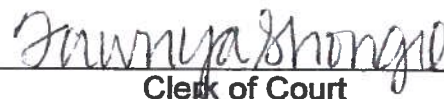
TO: REBECCA GOLDENSTEIN- PEACH SPRIGNS, AZ 86434

You are hereby notified that on 22<sup>ND</sup> day of MAY, 2017 at 2:00 P.M. the court will hold an **INITIAL HEARING** in the above-entitled cause.

You are further notified that it is your right to be represented by Legal Counsel at your own expense.

Your failure to appear at the above-mentioned date, time and place without good cause will result in a Default Judgment entered against you and the Petitioner will be awarded the contents of his/her petition.

Dated this 22<sup>ND</sup> day of MARCH, 2017.



Clerk of Court

**VERIFICATION OF SERVICE:**SERVED TO: GAMYU NEWSLETTERSERVED BY: T.SHONGO CIVIL CLERKDATE/TIME: 3/22/17 AT 4:38 P.M.



**Diamond Creek Restaurant • May Specials***Submitted by: Shawna Havatone | Diamond Creek Restaurant***May 2017**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Chef's Choice	2 Chef's Choice	3 Chef's Choice	4 Chef's Choice	5 Fish & Chips	6 Chef's Choice
7 Chef's Choice	8 Mini Tuna Salad	9 Reuben Sandwich w/ Side	10 Nacho Supreme	11 BBQ Chicken Pizza w/ Salad	12 Fish & Chips	13 Chef's Choice
14 Mother's Day Special	15 Mama Mia Burger	16 Beef Enchiladas w/ Rice &	17 Steak Wrap w/ Side	18 Meat Loaf	19 Fish & Chips	20 Chef's Choice
21 Egg Salad w/ Chips	22 Grilled Cheese & Tomato Soup	23 2 Tamales, 1 Taco w/ Rice & Beans	24 Pork Green Chili Hualapai Taco	25 Patty Melt w/ Side	26 Fish & Chips	27 Carne Asada Fries
28 2 Tacos w/ Rice & Beans	29 Alfredo w/ Salad	30 Hualapai Burger w/ Side	31 Mini Spaghetti w/ Salad			

Diamond Creek Restaurant  
900 Rt. 66  
Peach Springs, AZ 86434  
928-769-2800

Specials are subject to change without notice  
Specials are available until sold out

**Range 101—AZ Guide to Range Analysis and Management • Thursday, May 25<sup>th</sup>***Submitted by: Elisabeth Alden | U of A Cooperative Extension*

THE UNIVERSITY OF ARIZONA

**College of Agriculture  
& Life Sciences**

Cooperative Extension

**Yavapai County**

840 Rodeo Dr, Building C, Prescott AZ 86305 • 928-445-6590 • Fax: 928-445-6593  
2830 N. Commonwealth Dr, #103, Camp Verde AZ 86322 • 928-554-8999 • Fax: 928-554-8996  
extension.arizona.edu/yavapai

May 2, 2017

For Immediate Release

Jeff Schalaus

Associate Agent, Agriculture and Natural Resources

University of Arizona Cooperative Extension

840 Rodeo Dr #C

Prescott, AZ 86305

(928) 445-6590

**Range 101 - Arizona Guide to Range Analysis and Management****May 25, 2017**

The University of Arizona Cooperative Extension, Yavapai County is offering a Range 101 Workshop on **May 25, 2017 between 8 am and 4:30 pm**. The workshop will be held at the University of Arizona Cooperative Extension office at 840 Rodeo Dr. #C, Prescott, AZ which is located on the Prescott Rodeo Grounds. Topics covered include: Describing Rangeland Vegetation; Rangeland Assessment, Inventory and Monitoring; Plant Morphology and Physiology; Shrub Growth and Development; Grazing Behavior, Diet Selection and Nutrition; Principles of Grazing Planning; and a field session to discuss ecological sites and grazing management. The cost of the workshop is \$25 which includes lunch and class materials. Payments of cash or check can be made at the door. To register, contact Lydia Watts at (928) 445-6590 ext. 221 or email at [lydiawatts@email.arizona.edu](mailto:lydiawatts@email.arizona.edu) by Monday May 22, 2017. Space is limited to 40 people.





COLLEGE OF AGRICULTURE  
AND LIFE SCIENCES  
COOPERATIVE EXTENSION

**Range 101**  
**Arizona Guide to Range Analysis and Management**  
**May 25, 2017**

Location: University of Arizona Cooperative Extension, 840 Rodeo Drive, Building C, Prescott, AZ 86305

Registration begins at 7:45AM

8:00-8:15	Welcome and Introduction	<i>Jeff Schalaus, UA</i>
8:15-9:00	Describing Rangeland Vegetation	<i>Iric Burden, NRCS</i>
	Plant Communities	
	Vegetation Classification	
	Ecological Sites	
9:00-9:30	Terrestrial Ecosystem Unit Inventory	<i>John Kava, FS</i>
9:30-10:30	Rangeland Assessment, Inventory & Monitoring	<i>Lamar Smith, CRC</i>
	Range Condition and Trend	
	Rangeland Health	
10:30-10:45	<b>BREAK</b>	
10:45-11:15	Plant Morphology and Physiology	<i>Steve Smith, UA</i>
	Grass growth and development	
	Grazing tolerance	
11:15-11:45	Shrub growth and development	<i>George Ruyle, UA</i>
12:00-12:45	<b>LUNCH (provided)</b>	
12:45-1:30	Grazing Behavior, Diet Selection and Nutrition	<i>Larry Howery, UA</i>
1:30-2:30	Principles of Grazing Planning	<i>Kirk Gadzia, HMI</i>
2:45	Leave for field tour	
3:15-4:30	Field Session	<i>Jeff/Iric/Kirk/Lamar/John</i>
	Discussion of ecological sites and grazing management	

There is a \$25 registration fee for the workshop to cover lunch and handouts. Please let us know you are attending by contacting Lydia Watts at (928) 445-6590 ext. 221 or email at [lydiawatts@email.arizona.edu](mailto:lydiawatts@email.arizona.edu) by Monday May 22, 2017. Payments will be made at the door.

Please describe any disability-related accommodations that will facilitate your full participation in this workshop such as ASL interpreting, captioned videos, Braille or electronic text, etc.

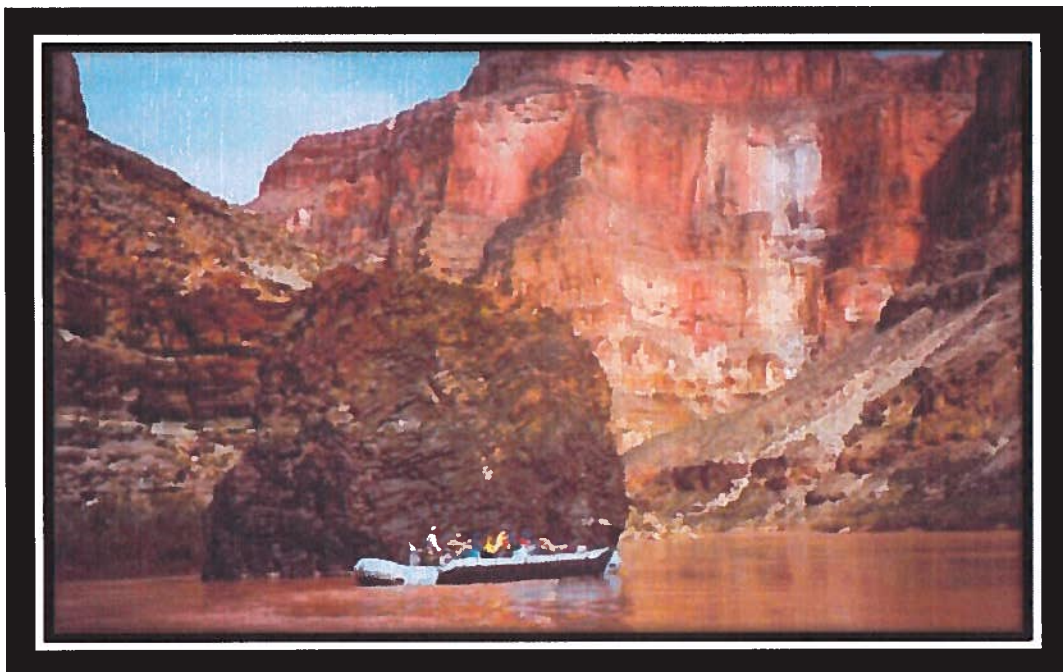
Questions? Contact George Ruyle (520-621-1384; [gruyle@cals.arizona.edu](mailto:gruyle@cals.arizona.edu)) or Jeff Schalaus (928-445-6590 ext. 224; [jschalau@cals.arizona.edu](mailto:jschalau@cals.arizona.edu)).

Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Jeffrey C. Silvertooth, Associate Dean & Direct: or, Economic Development & Extension, College of Agriculture Life Sciences, The University of Arizona. The University of Arizona is an equal opportunity, affirmative action institution. The University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation in its programs and activities.

**Annual Resource Monitoring River Trip • Letters of Interest Due: Wednesday, May 31<sup>st</sup>**  
*Submitted by: Carrie Cannon | Hualapai Cultural Resource Department*

# HUALAPAI CULTURAL RESOURCE DEPARTMENT

## ANNUAL RESOURCE MONITORING RIVER TRIP JUNE 30-JULY 10, 2017



The Cultural Department is seeking Hualapai applicants to participate in this year's annual resource monitoring trip. Those wanting to participate can write a letter detailing their interest to the cultural department no later than Wednesday May 31st, 2017. Drop off letters to Bennett Wakayuta or Carrie Cannon.

**ATTENTION Local Entrepreneurs - 7<sup>th</sup> Annual Housing Fair • Deadline: Thursday, June 1<sup>st</sup>***Submitted by: Elaina Talayumpteewa | Hualapai Housing Authority***HUALAPAI HOUSING DEPARTMENT**

# WANTED

The Hualapai Housing Department is having our 7<sup>th</sup> Annual Housing Fair on June 15, 2017 and would like to invite any **local entrepreneurs** who provide housing related services (i.e. landscaping, yard cleaning, house-cleaning, handyman, etc) an opportunity to display a booth to advertise your services. Number of booths are limited to five (5) booths, first come, first serve. Deadline is June 1, 2017.



If you are interested contact Goldie Havatone at the Hualapai Housing Department to submit a registration form.

**ATTENTION Local Artists - 7<sup>th</sup> Annual Housing Fair • Deadline: Thursday, June 1<sup>st</sup>***Submitted by: Elaina Talayumpteewa | Hualapai Housing Authority***HUALAPAI HOUSING DEPARTMENT**

# Wanted

The Hualapai Housing Department co-hosted by the Boys & Girls Club Peach Springs Branch is having our 7<sup>th</sup> Annual Housing Fair & Career Fair on June 15, 2017 and would like to invite any local Artists an opportunity to display a booth to advertise and educate the youth. Number of booths are limited to five (5) booths, first come, first serve. Deadline is June 1, 2017.



If you are interested contact Goldie Havatone at the Hualapai Housing Department to submit a registration form.



**American Indian Youth Conference • Deadline: Friday, June 2<sup>nd</sup>***Submitted by: Verna Monenerkit | ITCA***FOR IMMEDIATE RELEASE:**

**For More Information**  
Contact: Brian Davidson  
(602) 258-4822

**2017 American Indian Youth Conference on Health and the Environment**  
***"Native Youth Wellness: Taking Care of your Health and the Environment"***

Phoenix, Arizona (April 20, 2017) - The Inter Tribal Council of Arizona (ITCA) will be hosting its 10th Annual American Indian Youth Conference on Health and the Environment in Flagstaff, Arizona on June 27-29, 2017. ITCA hosts this conference with hundreds of youth from tribal communities attending annually. The theme of this year's conference will be, *"Native Youth Wellness: Taking Care of your Health and the Environment."* The location will be at the DoubleTree Hotel located at 1175 Historic Route 66, Flagstaff, AZ.

This year's conference, which is being hosted by the ITCA Health & Human Services and Environmental Quality Programs, targets American Indian youth ages 12 to 19 years. During the conference, youth will learn about vital issues including; Tobacco Use, Teen Pregnancy, Air Quality, Water and Waste Issues. These are all important issues which affect teen health and the environment. The conference will also include college prep information with a tour of the Northern Arizona University Campus highlighted by a special visit to the NAU Native American Cultural Center. The conference will be highly interactive with engaging workshops that will encourage youth participation and provide opportunities for break-out discussions throughout the event. The main objective of this year's conference will be to have youths learn about health promotion and how best to make healthy choices around health and the environment.

"We believe the interactive nature of our conference will enhance the transfer of knowledge to our younger generation regarding these important health and environmental issues," says Maria Dadgar, Executive Director, Inter Tribal Council of Arizona.

"The ITCA Health & Human Services and Environmental Quality Programs serve to bring awareness to the fact that the health of our communities and the well-being of our tribal members are directly connected to how we all treat the land, air and water."

The conference registration deadline is on June 2, 2017. Attendees are encouraged to register early and secure hotel and logistical arrangements as soon as possible. The fee to attend is \$75/person (per youth and per chaperones). For more information, please contact: Glenda Tovar at [glenda.tovar@itcaonline.com](mailto:glenda.tovar@itcaonline.com) or Brian Davidson at [brian.davidson@itcaonline.com](mailto:brian.davidson@itcaonline.com). You may also visit: [www.itcaonline.com](http://www.itcaonline.com) or phone: 602.258.4822 for more information.

###



**19<sup>th</sup> Annual Gathering of the Pai • Begins Friday, June 9<sup>th</sup>-11<sup>th</sup>***Submitted by: Adeline Crozier | Hualapai Tribal Administration*

# 19TH ANNUAL Gathering of the Pai



**June 9, 10, 11, 2017**  
Peach Springs, AZ | Hualapai Reservation

- Song
- Dance
- Traditional foods
- Cultural demonstrations
- Cultural entertainment
- Storytelling



For more information contact  
Maria Rocha at 928-769-6278 | Hualapai Cultural Center at 928-769-2234

The Hualapai Tribe will not be responsible for any damaged, lost, or stolen items, accidents, or short funded travelers during this event.



**17<sup>th</sup> Annual Hualapai Language Children's Immersion Camp • Begins Monday, June 12<sup>th</sup>**  
*Submitted by: Marcie Craynon | Hualapai Cultural Resource Department*

# ***17<sup>th</sup> Annual Hualapai Language Children's Immersion Camp 2017***

**Hualapai Youth Camp ~ Peach Springs Arizona  
June 12, 13, 14, 15, 2017**

## **REGISTRATION**

***8 – 14 year's***

***We are accepting applications for this year's Hualapai Language Children's Immersion Camp. Forms are available at the Hualapai Cultural Center. We are looking for volunteers and chaperones. Parents are welcomed; will need to fill out forms and confirm your attendance.***

***We also have camp cook bid forms available; we are expecting about 75 attendees; starting at noon on the 12<sup>th</sup>, and ending at noon on the 15<sup>th</sup>***

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***Students that will be attending need to be able to stay in an outdoor camp environment; follow instructions  
Be respectful, helpful, and have a desire to finish all language classes, and projects assigned to them during camp  
On Wednesday, June 14<sup>th</sup> will be the Children's Pow Wow  
Students will enjoy an evening with campers and family,  
Please bring your Hualapai regalia***

***If you have any questions regarding camp; please call the Hualapai Cultural office at; 928-769-2223/2234***



**2017 Natural Resource Training Camp and River Trip • Deadline: Friday, June 16<sup>th</sup>**

*Submitted by: Kevin Davidson | Hualapai Planning Department*



## **2017 Natural Resource Training Camp and River Trip**

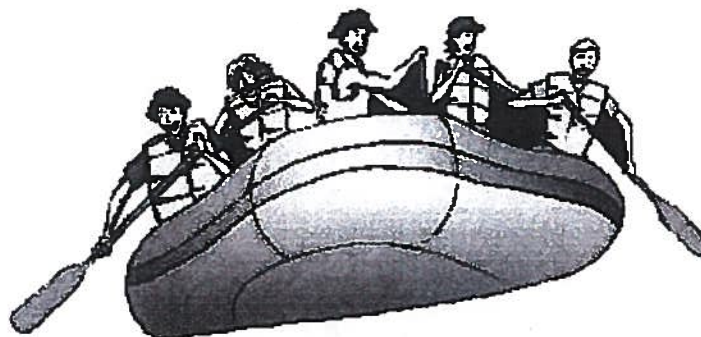
**Dates: July 17 - 21, 2017**

**Deadline: June 16, 2017**

Applications can be picked up at the Department of Natural Resource

**For More information please Contact Alvin Crook or Winkie Crook at  
Natural Resource 928-769-2255**

Capped at 25 participants



# 2017 SWIAA Livestock Field Days • Deadline: Saturday, June 3<sup>rd</sup>

Submitted by: Elisabeth Alden | U of A Cooperative Extension

## 2017 SWIAA Livestock Field Days

Hon-Dah  
Resort - Casino  
Pinetop-Lakeside, AZ

June 19 & 20, 2017

### HOTEL INFORMATION

Hon-Dah Casino Resort

**\*SPECIAL RATE & CODE\*** DEADLINE: June 3, 2017

GROUP CODE: Southwest Indian Agricultural Association

Other Hotel/Motel in Pinetop, AZ

**\*SPECIAL RATE & CODE DOES NOT APPLY\***

Holiday Inn Express (928) 367-6077

Best Western Inn (928) 367-6667

Timberlodge Motel (928) 793-8351

Anitlers Inn (928) 367-4146

Super 8 Pinetop (928) 940-6035

### REGISTRATION INFORMATION

You can register and pay by credit card online at [swindianag.com](http://swindianag.com) or mail brochure form with payment: check or money order to:

SWIAA

1664 E Florence Blvd, Suite 4-434

Casa Grande, AZ 85122

Phone: 520-954-0618

Registering is IMPORTANT to insure adequate seating space and meals

PLEASE MARK YOUR REGISTRATION

☐ FULL PROGRAM: 2 Days – \$70.00

(Monday & Tuesday – 2 Breaks & 1 Dinner)

☐ 1 DAY ONLY: - \$35.00

(1 Break)

Amount Paid: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

### DAY 1 – Monday, June 19, 2017:

7:30 am REGISTRATION (SWIAA Board)

9:00 am: Call to Order: Homer Marks Sr., President, SWIAA

Post Colors: Dennis Saden, White Mountain Apache Veterans

Pledge of Allegiance: Alexa Dale, White Mountain Apache Tribe

Invocation: Ms. Darlene Hill-Begay, White Mountain Apache Tribe

Welcome: Ronnie Lupe, Chairman, White Mountain Apache Tribe

9:15am: Arizona Agriculture

Speaker: Mark W. Killian, Director, Arizona Department of

Agriculture

10:00am BREAK

10:15am: Range Nutrition

Speaker: Dr. Dan Faulkner, Professor & Livestock Extension

Specialist, University of Arizona

11:00am: Grasshopper Association

Speaker: Colleen Tessay

12:00pm LUNCHEON (Sponsored by SWIAA)

1:00pm: 4-H Livestock Programs on Indian Reservations

Speaker: Gerald Moore & Kristy Demitson, UofA FRTEP

1:45pm: Scientific School Gardening

Speaker: Dr. Sorensen, Star School

2:30pm: FFA Swine & Cattle Programs

Speaker: Chansima Quiroz

3:15 pm BREAK

3:30pm: Native American Beef Program:

Speaker: Kimberly Yazzie, Marketing Specialist, Labatt Food

Services, NM

4:15pm: Meat Cuts and Harvesting

Speaker: Dr. Samuel Garcia, Assistant Professor, University of

Arizona

### DAY 2 - Tuesday, June 20, 2017

9:00am: Call to Order: Andrew Antone Sr., Vice President,

SWIAA

Invocation: Ms. Darlene Hill-Begay, White Mountain Apache Tribe

9:15am: Mexican Gray Wolf Update

Speaker: Sisto Hernandez, Rangeland Management Specialist,

White Mountain Apache Tribe

10:00am: Economics of Vaccination, Supplementation & Bull to

Cow Ratio

Speaker: Trent Teegenstrom, Associate Director of Tribal

Extension University of Arizona

10:45am: BREAK (Door & raffle prizes)

11:00am: San Carlos Youth & Community Gardens

Speaker: Juan Arias, San Carlos UofA FRTEP Agent

11:45am: Wrap Up & Benediction

12:00pm: LUNCH (On Your Own)

1:30pm: SWIAA BOARD MEETING



SOUTHWEST INDIAN AGRICULTURAL ASSOCIATION



**Yuman Language Family Summit Immersion Camp • Early Registration ends Wed., June 14<sup>th</sup>***Submitted by: Marcie Craynon | Hualapai Cultural Resource Department***YUMAN LANGUAGE FAMILY SUMMIT IMMERSION CAMP 2017****June 26 – 29, 2017 ~ Hualapai Youth Camp****Peach Springs, Arizona*****REGISTRATION FORM***

The Yuman Language Family Summit Immersion Camp will be in Peach Springs, Arizona. The intent of the Yuman people is to revitalize, maintain and carry on the traditional languages and cultures. We welcome all participants to join us in this task. Early registration deadline is June 14, 2017. **Please fill out this registration form and sent it with payment to the address below.**

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TRIBAL AFFILIATION: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

Native Language Speaker Y\_\_\_ N\_\_\_

Native Language Teacher Y\_\_\_ N\_\_\_

Native Language Learner Y\_\_\_ N\_\_\_

Can Read/Write Language Y\_\_\_ N\_\_\_

**REGISTRATION FEE IS NON-REFUNDABLE****Deadline: Friday, June 14, 2017****PAYABLE TO: Yuman Language Family Summit  
ORDERS****~ NO PERSONAL CHECKS/PURCHASE****ON-SITE REGISTRATION FEE WILL BE \$100.00 FOR ALL AGES**

ELDERS- 55 Yrs &amp; over \_\_\_\_\_ \$60.00

ADULT-18-54 Yrs \_\_\_\_\_ \$70.00

YOUTH -17 Yrs &amp; under \_\_\_\_\_ \$25.00

AGE \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

**MAIL REGISTRATION TO: Huhugam Ki Museum****Payable to: Yuman Language Family Summit****ATTN: Gary Owens Jr.****10,005 E. Osborn Road****Scottsdale, Arizona 85256*****For More Information go to Website:*****[Yumanlanguagefamilysummit.com](http://Yumanlanguagefamilysummit.com)****FOR MORE INFORMATION & CONTACTS:**

Theo De LaRosa (928) 575-3493

Marcy Craynon (928) 769-2223

Gary Owens Jr. (480) 362-6320 M-F 8 to 5

FAX: (480) 362-5728



# Veterans Corner

**In Remembrance of Our Veterans • Last Sunday May 21<sup>st</sup>**

*Submitted by: Franklin Hamidreek | Hualapai Veterans*

REMEMBER THOSE WHO SERVED



ALL GAVE SOME, SOME GAVE ALL



## In Remembrance of our Veterans, This Month for Memorial Day

Let us Remember our Hualapai men and women Military Veterans who have passed-on in this Month of May. Please join us as we place Flags at the following gravesites. Starting at 7 in the morning we will be at each Cemetery for about 30-45 minutes to Post Colors.

May 7, 2017 from 7am @ Valentine Cemetery, Laughing Jack Cemetery, Peach Springs Cemetery.

May 14, 2017 from 7am @ Box Canyon Cemetery, Honga-Querta Cemetery, McGee Cemetery

May 21, 2017 from 7am @ XI and Frazier Wells Cemetery

For any information Please contact: Franklin Hamidreek (928) 606-5663

**Hualapai  
Veterans**

**All Veterans in attendance, please dress in uniform.** We will be posting colors. For families, please bring your own shovels, rakes, and gardening gear if you plan on cleaning graves. Plan on a warm day and bring water.

## Use of the Flag • Hualapai Veterans

*Submitted by: Franklin Hamidreek | Hualapai Veterans*

### USE OF THE FLAG

1. This flag is issued on behalf of the Department of Veterans Affairs to honor the memory of one who has served our country.
2. When used to drape the casket, the flag should be placed as follows:
  - a) *Closed casket.* - When the flag is used to drape a closed casket, it should be so placed that the union (blue field) is at the head and over the left shoulder of the deceased.
  - b) *Half Couch (open)* – When the flag is used to drape a half-couch casket, it should be placed

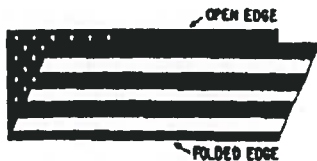
the three layers to cover the closed half of the casket in such a manner that the blue field will be the top fold, next to the open portion of the casket on the deceased's left.

- c) *Full Couch (open)* – When the flag is used to drape a full-couch casket, it should be folded in a triangular shape and placed in the center part of the head panel of the casket cap, just above the left shoulder of the deceased.
3. During a military commitment ceremony, the flag which was used to drape the casket is held waist thigh over the grave by the pallbearers and, immedi-

### CORRECT METHOD OF FOLDING THE UNITED STATES FLAG



- (a) Fold the lower striped section of the flag over the blue field



- (b) Folded edge is then folded over to meet the open edge.



- (c) A triangular fold is then started by bringing the stripe corner of the folded edge to the open edge.



- (d) Outer point is then turned inward parallel with the open edge to form a second triangle.



- (e) Triangular folding is continued until the entire length of the flag is folded in the triangular shape of a cocked hat with only blue field visible.



ately after the sounding of "Taps," is folded in accordance with the illustration below.

4. Folding the flag (see illustration below):
5. The flag should not be lowered into the grave or allowed to touch the ground. When taken from the casket, it should be folded as shown.
6. The flag should form a distinctive feature of the ceremony of the unveiling of a statue or monument, but it should never be used as covering for the statue or monument.
7. The flag should never be fastened displayed, used, or stowed in such a manner as will permit it to be easily

torn, soiled, or damaged in any way.

8. The flag should never have placed upon it, nor any part of it, nor attached to it, any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.
9. The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.
10. The flag, when badly worn, torn or soiled should no longer be publicly displayed, but privately destroyed by burning in such a manner as to convey no suggestion of disrespect or irreverence.

## INSTRUCTIONS

1. No flag may be issued unless a completed application form has been received (38 U.S.C. 901). The person filling out the application must state (under "relationship to deceased") whether he/she is: (a) A relative, and degree of relationship (e.g., "Brother"); (b) the funeral director; (c) a representative of veterans' or other organization having charge of the burial (e.g., "The American Legion"); (d) other person having a knowledge of the facts, and acting in the interest of the deceased or his/her family (e.g., "Friend"; "Det. Clerk").
2. One of the numbered conditions listed "under which deceased was separated from service" must be evidenced, normally by a document such as a discharge paper, before a flag may be issued.
  - (a) The phrase "veteran of a war" (No. 1) requires a showing that the deceased was in service in the United States armed forces during a war period. The phrase "Mexican border service" means active service during the period beginning on January 1, 1911, and ending on April 5, 1917, in Mexico, on the borders thereof, or in the waters adjacent thereto. The phrase "service after January 31, 1955" relates to veterans with active military, naval, or air service after the date.
  - (b) The phrase "under conditions other than dishonorable" requires a showing of discharge or release from active duty under honorable conditions ("Honorable" or "General") from the indicated period of service in the United States armed forces, or, in absence of such discharge or release from active duty, a determination by Department of Veterans Affairs that discharge or release from active duty, was under conditions other than dishonorable.
  - (c) The phrase "at least one enlistment" (No. 2) is construed to include service of a commissioned officer whose service, computed from date of entrance into commissioned status to date of separation from service, terminated under honorable conditions, and in all cases, relates to peacetime service before June 27, 1950.
  - (d) When the deceased was honorably discharged for disability, it may be assumed that the disability was "incurred in line of duty."
  - (e) Issue of flag in in-service cases (No. 3) is required only when deceased was interred outside the United States, or remains not recovered, or where service department cannot supply flag in time for burial. Explanation should be included under "Remarks."
3. When the applicant is unable to furnish documentary proof, such as a discharge under honorable conditions ("Honorable" or "General"), an application may be accepted and a flag issued when statement is made by a person of established character and reputation that he/she personally knows the deceased to have been a veteran of a war, the Mexican border service, or of service after January 31, 1955, discharged or released from active duty, under honorable conditions, or to have been a person discharged from, or released from active duty in the United States Army, Navy, Air Force, Marine Corps, or Coast Guard under honorable conditions after serving at least one complete peacetime enlistment, before June 27, 1950, or for disability incurred in line of duty; or that the deceased was in active service at the time of death and a flag was not obtainable from a military or naval establishment in time for burial.
4. The following classes of persons are ineligible for issue of a burial
  - (a) A discharged or rejected draftee, or a member of the National Guard, who reported to camp in answer to the President's call for World War I service but who, when medically examined, was not finally accepted for military service.
  - (b) A person who was discharged from World War I service prior to November 12, 1918, on his/her own application or solicitation, by reason of being an alien, or any person discharged for alienage during a period of hostilities.
  - (c) A person who served with any of the forces allied with the United States in any war, even though a United States citizen, if he/she did not serve with the United States armed forces.
  - (d) A person inducted for training and service who, before entering upon such training and service, was transferred to the Enlisted Reserve Corps and given a furlough.
  - (e) A former temporary member of the United States Coast Guard Reserve.
  - (f) A reservist who served only on active duty for training unless he/she was disabled or died from a disease or injury incurred or aggravated in line of duty.
5. Flags will not be issued subsequent to burial, except where circumstances render it impossible to obtain a flag in time to drape the casket of a deceased veteran prior to final interment. The applicant must personally sign the application and include (under "Remarks") a statement explaining the circumstances preventing the requesting of a burial flag prior to final interment.
6. (a) The flag will be disposed of as follows: When actually used to drape the casket of the deceased, it must be delivered to the next of kin (or to a close friend or associate when no claim is made by next of kin) following interment or inurnment. If there is no living relative, or one cannot be located, and no friend or associate requests the flag, it must be returned to the nearest Department of Veterans Affairs. (b) The phrase "next of kin," for the purpose of disposing of the flag, is defined as follows with preference to entitlement in the order listed below:
  - 1) Widow or widower.
  - 2) Children, according to age (minor child may be issued a flag on application signed by guardian).
  - 3) Parents, including adoptive, stepparents, and foster parents.
  - 4) Brothers or sisters, including brothers or sisters of the halfblood.
  - 5) Uncles or aunts.
  - 6) Nephews or nieces.
  - 7) Others - cousins, grandparents, etc.
 (c) The phrase "close friend or associate" means any person who establishes by evidence that he/she was a close friend or an associate of the deceased.



**ATTENTION VETERANS • Phone Line Imposter**

Submitted by: Adeline Crozier | Hualapai Tribal Administration

**VETERANS CHOICE PROGRAM (VCP)  
PHONE LINE IMPOSTER**

**FACT SHEET**  
**APRIL 27, 2017**

**VCP Phone Line Imposter**

It has come to VA's attention that a phone line has been set up by an unknown party to potentially "mimic" the VCP phone line. This imposter phone line may be intended to reach Veterans who inadvertently dial the VCP number incorrectly.

We want you to know that we are taking this seriously and to keep you aware of the steps we are taking.. VHA Office of Community Care (VHA CC) has reported the "mimic" line to the VA Office of Inspector General for a possible civil or criminal investigation.

**"Mimic" Phone Line**

The phone line established to "mimic" the VCP phone line is 1-**800**-606-8198. You know you have reached the wrong VCP phone line when:

- The phone line offers callers a \$100 rebate *if* the caller provides a credit card.
- The phone line does *not* state the caller has reached U.S. Department of Veterans Affairs or the VCP phone line.

**Be aware** that this phone number incorrectly confirms callers had reach the VCP *if the caller asks that question*.

**VCP Phone Line**

The correct VCP phone line is 1-**866**-606-8198. This line is for Veterans to check their eligibility for the VCP and ask questions about the program.

If you are unsure if you have reached the correct phone line, hang up and dial 1-**866**-606-8198 again. The phone line will state the called has reach the U.S. Department of Veterans Affairs.



# EMPLOYMENT OPPORTUNITIES

**Summer Youth Employment • Applications Deadline: Thursday, May 25<sup>th</sup>**

*Submitted by: Adeline Crozier | Hualapai Tribal Administration*

## Grand Canyon Resort Corporation 2017 Summer Youth Employment



**ALL APPLICATIONS ARE AVAILABLE AT HUMAN RESOURCES**  
16500 HWY 66 Peach Springs, AZ 86434 (Behind Music Mountain High School)

Applications must be turned in from May 4<sup>th</sup> thru May 25<sup>th</sup> 2017

### **REQUIREMENTS to apply and be considered:**

Enrolled Hualapai Tribal member

Summer Youth Application (filled out completely and turned into HR including requirement documents and parental consent)

14-17 years of age (GCW: ages 16+ & Peach Springs: ages 14+)

Copy of Transcripts (Must be an enrolled Student)

Youth must receive a GPA minimum of 2.0 and/or Satisfactory to be considered.

Must submit a 1-Page Essay with the following required topics to be included:

Why you want to work for GCRC?

Skills that you may have?

Goals for your future?

What work experience you hope to gain?

Favorite school subject?

All required forms and documentation will be considered for all youth to be qualified for employment. Upon approval youth will be notified for Processing and Orientation dates.

Any questions or concerns please call Heather Nieto at (928)769-2419 ext.173

**\*\* Applying doesn't mean immediate approval or guarantee of employment. \*\***

**Food Servers Needed • Sa Nyu Wa Restaurant***Submitted by: Collette Boland | Grand Canyon Resort Corporation*

# GRAND CANYON *West*

## Food Servers Needed!

The new Sa Nyu Wa Restaurant  
is located at the world famous  
Grand Canyon Skywalk

- Upscale Gourmet Menu
- Chefs from Las Vegas
- Unparalleled Views of the Grand Canyon
- 250 Seating Capacity
- \$9 an hour + tips
- Part-Time Available
- 4 Day Work Week for Full-Time
- Generous Benefits Package Provided
- Transportation Available

Applications are available at the GCRC HR Office located at:

**Music Mountain School  
16500 E. Highway 66 (Mile Marker 97)  
Peach Springs, AZ 86434**

For Questions, Please call 928-769-2640. Hiring preference given to Hualapai Tribal Members.





**Open Positions • CDI Head Start***Submitted by: Carolyn Dayish | CDI Head Start***Community Development Institute****Head Start**

Serving Hualapai Tribe  
479 Hualapai Way, Box 125  
Peach Springs, AZ 86434  
928-769-2522

**Teacher Preschool**

Lead worker in a classroom of Head Start children working on planning, implementing, and supervising all classroom activities. Working developing children and children with disabilities. This position supports and assists families as they identify and meet their own goals. Entry-level requires an A.A. in ECE Pay is \$1,221.60/biweekly to \$1,303.04 D.O.E. We will consider applicants that are enrolled in an AA or BA degree program in early childhood education that are able to obtain the degree within a reasonable timeframe.

For questions or copies of job descriptions and applications contact: Monique Nettles, Program Director

Email: [hr@htazhs.org](mailto:hr@htazhs.org). Phone: 928-769-2522. FAX: 928-769-2457

In person: Stop by the Head Start Center @ 479 Hualapai Way, Peach Springs, AZ 86434

**Assistant Teacher**

Work as a partner with the teacher in developing activities for Head Start children to provide them with varied experiences and an appropriate learning environment. Assistance is given to the teacher in carrying out the goals, policies, and activities designed to implement educational objectives and performance standards. Might also serve as a Bus Monitor as part of the transportation services. Pay D.O.E. \$10.56 to \$12.78 with an AA.

For questions or copies of job descriptions and applications contact: Monique Nettles, Program Director

Email: [hr@htazhs.org](mailto:hr@htazhs.org). Phone: 928-769-2522. FAX: 928-769-2457

In person: Stop by the Head Start Center @ 479 Hualapai Way, Peach Springs, AZ 86434

**Program Aide – Regular /On Call**

Assist in activities in the areas of the classroom, kitchen and bus and/or to serve as a disabilities aide as needed. Works with typically developing children and/or children with special needs/disabilities. Minimum requirement is to be 18 years of age. This is an entry-level position requiring no previous education or experience, a high school diploma or G.E.D. is preferred. Pay D.O.E. \$10.00 per hour.

For questions or copies of job descriptions and applications contact: Monique Nettles, Program Director

Email: [hr@htazhs.org](mailto:hr@htazhs.org). Phone: 928-769-2522. FAX: 928-769-2457

In person: Stop by the Head Start Center @ 479 Hualapai Way, Peach Springs, AZ 86434

**Janitor On Call**

Ensuring clean, safe and functional facilities by performing daily cleaning and on-going light maintenance activities for the Head Start facility. Also works as a part of a team to assist in activities in the classrooms, kitchen and bus monitor.

Pay D.O.E. is \$10.00 per hour. This is an On Call position.

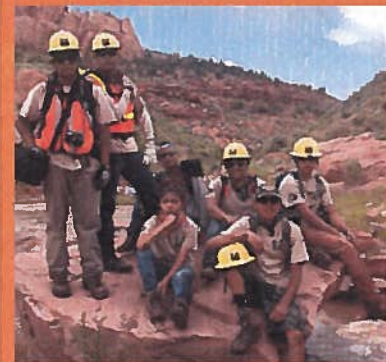
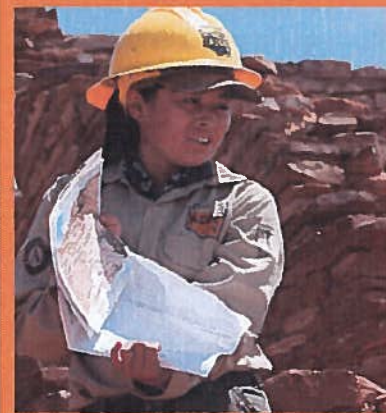
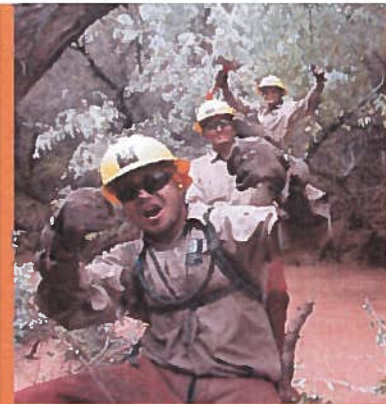
For questions or copies of job descriptions and applications contact: Monique Nettles, Program Director

Email: [hr@htazhs.org](mailto:hr@htazhs.org). Phone: 928-769-2522. FAX: 928-769-2457

In person: Stop by the Head Start Center @ 479 Hualapai Way, Peach Springs, AZ 86434

## 2017 Americorps Vista Positions • Accepting Applications Until Filled

Submitted by: Kevin Davidson | Hualapai Planning Department



### ANCESTRAL LANDS INVITES YOU TO APPLY FOR 2017 AMERICORPS VISTA POSITIONS

#### POSITION SUMMARY

Conservation Corps Programs provide opportunities for youth and young adults to complete important conservation project work with local land management agencies. This work often entails camping in remote wilderness, learning valuable work skills such as chainsaw, GIS, farming, as well as cultivating leadership, teamwork, work ethic and other personal development. There is a growing movement to create Tribal-specific Corps programs that are better able to provide opportunities for Native youth and young adults as well as address important needs in Native communities such as incorporating Indigenous knowledge and languages.

The Ancestral Lands VISTA's will work to make more of these opportunities available in their local tribal communities. AL VISTA's will work to increase the capacity of local Conservation Corps, various federal agencies, and other partnerships to support a local tribally-focused Conservation Corps Program.

Activities conducted by AL VISTA's may include hosting youth play, learn, and serve events, presenting to local agencies, non-profits, and tribal programs, applying for grants and seeking funding. The VISTA will also attend several trainings that may include VISTA orientation and training, the Society for American Indian Government Employees (SAIGE) national training program, a crew orientation training with a local Conservation Corps, an AmeriCorps Tribal Resilience Training and Stewards VISTA training.

#### POSITION DETAILS

- Must be 18+ years of age
- Serves 40+ hours per week
- Start Date: June 5th
- Term of Service: 365 Days
- Benefits: training, childcare assistance if eligible, relocation allowance, health coverage, Education Award (upon successful completion of service), living allowance, Federal Non-Compete Status for one year following service

#### LOCATIONS

- Nebraska National Forest
- Glen Canyon NRA
- Knife River Indian Villages NHS
- El Morro NM
- Bandelier NM
- Hawai'i Volcanoes NP
- Saguaro NP
- Mesa Verde NP
- Mississippi NSR
- Glacier NP
- Valle De Oro Wildlife Refuge

#### ACCEPTING APPLICATIONS UNTIL FILLED

#### QUESTIONS/CONTACT

Chako, Ancestral Lands National Program Coordinator

Cell: 505.870.4810

Email: [chako@conservationlegacy.org](mailto:chako@conservationlegacy.org)



### FOR MORE INFO OR TO APPLY:

Website: [AncestralLands.org](http://AncestralLands.org)

Facebook: @AncestralLands

LEADING OUR NATIONS BACK TO ECOLOGICAL AND CULTURAL WELL-BEING



# EDUCATION & TRAINING INFORMATION

**Pre-College Studies Class Orientation • May 22<sup>nd</sup> - May 25<sup>th</sup>**

*Submitted by: Jonell Tapija | Hualapai Department of Education & Training*

## **PRE-COLLEGE STUDIES CLASS ORIENTATION 2016/17**

**(Four Days Monday – Thursday) May 22<sup>nd</sup> – May 25<sup>th</sup> 2017**

**\*Attendance is Mandatory all 4 days\***

**Time: 1:00 pm to 4:00 pm Location: Room 903**

Mohave Community College's Kingman Campus is offering Precollege Studies classes during the summer 2017 to help prepare students to take their GED and improve their skills in the areas of Reading, Math and Language as needed according to MCC's Accuplacer admissions testing. A free, mandatory orientation will be held in May, 2017. The orientation includes: 1) all state and additional college mandated processing; 2) diagnostic testing for class placement; 3) class registration paperwork; 4) introduction to MCC campus resources; 5) introduction to PCS required technology systems and resources. Additionally, students will be introduced to resources and strategies aimed at student success. In Precollege Studies classes, students receive individualized instruction as well as access to online materials to help them improve their skills. Accommodations are available through Disability Services for students with disabilities. **NOTE:** Upon receiving this flyer, call the Precollege Studies office at 928-692-3040 and confirm your spot at the orientation session as enrollment is limited. Additionally, call the PCS office to schedule a time beginning in March to come into the office to complete additional pre-orientation paperwork. Plan on the appointment taking approximately one hour.

\*Students must complete their MCC online admission application form well before attending the PCS orientation. Before beginning the application process you will need to obtain an email address. (Note: MCC Admissions takes at least 72 hours to process. Have this completed before scheduling your pre-orientation office visit.)

### **On-line Admissions Procedure**

The following directions will guide you to the MCC admission application form:

1. Go to Mohave.edu
2. Click APPLY NOW tab at top of page
3. Under the "Become an MCC Student" (lower right), click "Apply Now!" [red hyperlink]
4. Under Step 1. Apply for Admissions, click "online admissions application" [red hyperlink]
5. Click "Admission Application – MCC" [red hyperlink]
6. FOLLOW INSTRUCTIONS, make corrections to any fields marked in red and then click next page. When everything is correct, review and you will see a submit button at the end. Click SUBMIT you should get a thank you [your name]. Note – If you do not submit your application, you are not finished and your admission is not complete.

### **ISSUES THAT CAN DELAY ADMISSIONS AND IMPACT PCS CLASS REGISTRATION:**

1. Students must have a usable email address that can be used by MCC and checked by the student. This email address will be used by Enrollment Services to contact students and inform them of any issues in residency as well as give them the process for documenting paperwork necessary to complete admissions residency requirements.
2. If students have taken classes in the past and one or more years have passed since enrollment, they are required to complete the admissions process again.
3. All students must attend to any past due balances owed MCC. Students with past due balance issues can contact the Bursar's Office at 928-757-0816.
4. Upon completion of admissions and residency documentation, you will be issued an ID card/number. You must bring this to the orientation. Additionally, bring both your government ID (driver's license or DMV identification) and your Social Security to the pre-orientation office visit.

**Note:** Students must be at least 16 years of age at start of pre-college studies classes, and students between 16 and 18 years of age must bring proof of withdrawal from the last high school attended to the orientation.



## Graduation Dates • Class of 2017

Submitted by: Jonell Tapija | Hualapai Department of Education & Training

### 2017 Graduation Dates

CDI Head Start Peach Springs

Peach Springs Middle School

Kingman Academy Middle School

Kingman Academy High School

Kingman High School

White Cliffs Middle School

Kingman Middle School

Valentine Middle School

Lee Williams High School

Seligman Middle School

Seligman High School

Flagstaff High School



**Class of  
2017**

May 18<sup>th</sup> 4pm Transition

May 23<sup>rd</sup> TBD Promotion

May 23<sup>rd</sup> 6pm Promotion

May 24<sup>th</sup> 6pm Graduation

May 23<sup>rd</sup> 7pm Graduation

May 23<sup>rd</sup> TBD Awards

May 24<sup>th</sup> TBD Awards

May 24<sup>th</sup> 6pm Promotion

May 25<sup>th</sup> 7pm Graduation

May 26<sup>th</sup> 4:30pm Promotion

May 26<sup>th</sup> 6pm Graduation

June 2<sup>nd</sup> 3pm Graduation



## Attention Student • Class of 2017

Submitted by: Jonell Tapija | Hualapai Department of Education & Training

### **Calling all 8<sup>th</sup> grade, high school, and college graduates!**

If you graduated or will be graduating during the 2016-2017 school year please submit your CIB and diploma and/or official transcript to the DHET. The Annual Graduates Dinner is scheduled for June 20, 2017. Each graduate and two guests are invited to attend.

### **Primavera Online**

Earn your high school diploma! Become a student at Primavera online by logging onto [www.primaveratech.org](http://www.primaveratech.org) or visit the DHET to complete your application. A birth certificate, certificate of Indian blood, electric bill, transcript, and withdrawal letter from the previous school are required.

### **GED**

The requirements for the General Equivalency Diploma have changed to be aligned with the Common Core Standards. There is no longer a paper/pencil test and all tests will be taken on the computer. To register for the exam you must visit [www.gedtestingservice.com](http://www.gedtestingservice.com). The cost has increased from \$80.00 to \$150.00 and must be paid online with a major credit or debit card. All Hualapai enrolled tribal members may request for a one time reimbursement from the DHET.

### **Johnson O'Malley Indian Education Committee (IEC or JOM)**

**Attention parents!!!** If you are a parent of a child attending CDI Head Start, Kingman Unified School Districts, Peach Springs Unified School District, Seligman Unified School District, or Valentine Elementary and interested in serving on the IEC/JOM please contact the DHET.

### **Higher Education Students**

The Higher Education Funding application is now available. Applications are available online at [www.hualapai-nsn.gov](http://www.hualapai-nsn.gov) and at the DHET. Full-time student are required to also submit a Higher Education Housing Assistance application to the Hualapai Housing Department. For more information regarding the Housing Assistance Application please contact Mariesa Sullivan at 928-769-2274 or [msullivan@hualapai-nsn.gov](mailto:msullivan@hualapai-nsn.gov).

The Freeport-McMoran Native American Scholarship Program is now accepting applications for the 2017-2018 academic year. This program is open to students who are members of the Hualapai, San Carlos Apache, Tohono O'odham and White Mountain Apache tribes. The value of this scholarship is \$2,500/per semester for attendance at a four-year

university or tribal college and \$1,250/per semester for attendance at a community college. Deadline is May 15, 2017. For more information contact Bonnie DeWeaver at 602-264-6768 or [bdweaver@phxindcenter.org](mailto:bdweaver@phxindcenter.org).

### Higher Education Students

Project Dream Catcher: Helping Native American Business Women Achieve Their Goals is a two week business education program at Thunderbird School of Global Management that aims to build the entrepreneurial skills of promising, high-potential Native American businesswomen. Deadline is January 15, 2017. For more information contact Bonnie DeWeaver at 602-264-6768 or [bdweaver@phxindcenter.org](mailto:bdweaver@phxindcenter.org).

### Computer Lab Hours

Monday through Friday

8:00 a.m. to 12:00 Adults

1:00 p.m. to 4:00 p.m. Online Schooling/GED

4:00 p.m. to 5:00 p.m. 3<sup>rd</sup> through 8<sup>th</sup> graders

Children ages six and under are not allowed in the computer lab. Hours subject to change.

### Library

Monday through Friday

8:00 a.m. to 5:00 p.m.

### Save the Date!

Back to School Bash will be July 14, 2017.

If you have any questions or need further information please feel free to contact us!

Lucille Watahomigie, Director, [lwatahomigie@hualapai-nsn.gov](mailto:lwatahomigie@hualapai-nsn.gov)

Jean Imus, WIA Coordinator, [hualwia@yahoo.com](mailto:hualwia@yahoo.com)

Misty Watahomigie, Librarian

Jonell Tapija, Education Coordinator, [hualapaieducationdepartment@gmail.com](mailto:hualapaieducationdepartment@gmail.com)

Nikki Raymond, Receptionist

## 2017 Food Handler Card Training Schedule • Next Training: Tuesday, June 13<sup>th</sup>

Submitted by: IHS | Health Education

### Hualapai Indian Tribe 2017 Food Handler Card Training Schedule

MONTH	DAY	LOCATION	TIME (AZ)	INSTRUCTOR
June	13	Health Education & Wellness Center	11:00am – 1:00pm	Zachary Hargis
July	25	Health Education & Wellness Center	11:00am – 1:00pm	Zachary Hargis
August	29	Health Education & Wellness Center	11:00am – 1:00pm	Zachary Hargis
October	3	Health Education & Wellness Center	11:00am – 1:00pm	Zachary Hargis
November	7	Health Education & Wellness Center	11:00am – 1:00pm	Zachary Hargis

For more information please contact the Office of Environmental Health and Engineering at (928) 669-3179. Everyone is welcome to attend.



**State Board of Education Adopts A-F School Accountability Plan***Submitted by: Michelle Zephier | Hualapai Planning Department*

Arizona State Board of Education

FOR IMMEDIATE RELEASE

April 26, 2017

**State Board of Education Adopts A-F School Accountability Plan**

After a two year hiatus allowing for a transition to higher academic standards and a new assessment, the State Board of Education adopted a new A-F School Accountability plan effective for the 2016-2017 school year. The new plan adopted by the Board complies with the requirements of A.R.S. §15-241 and the accountability provisions of ESSA, while recognizing the opportunity to measure the quality of a school and its effectiveness across a broader range of measures than in the past.

The K-8 plan provides for multiple indicators weighted as follows: proficiency at 30%, growth at 50%, English Language Learners' growth and proficiency at 10% and acceleration/readiness at 10%. The 9-12 plan provides for multiple indicators weighted as follows: proficiency at 30%, growth at 20%, English Language Learners' growth and proficiency at 10%, graduation rate at 20% and college and career readiness at 20%. These indicators also include multiple measures of student performance. The attached tables detail the indicators and measures.

To aid in the effort, the State Board of Education appointed an ad hoc committee, consisting of 13 members from a wide range of stakeholders, including Board members, superintendents, teachers, parents, educational policy advocates, a charter school representative, and a representative from the Governor's office. In connection with its recommendations made to the Board, the committee identified the following purposes in adopting an A-F School Accountability Plan 1) fairness and equity; 2) student-level focus; 3) transparency, ease of understanding, and ease of communication; and 4) incentives to action.

The Accountability Advisory Group (AAG), facilitated by the Arizona Department of Education, also provided technical assistance to the committee and recommendations. The AAG consisted of assessment, accountability and data administrators from a variety of LEAs, charter schools and the Arizona Charter Schools Association. In addition, the State Board of Education facilitated 17 public hearings across the state and collected nearly 1700 survey responses from the public.

In adopting the new A-F School Accountability plan effective for the 2016-2017 school year, the State Board of Education indicated that it will engage in a timely review of the impacts of the adopted plan.



**Arizona 2016-2017 K-8 A-F School Accountability Plan  
adopted by the State Board of Education on April 24, 2017**

Category	Component	Weight	Points/ Percentage
Proficiency	Az MERIT English Language Arts and Math and AIMS Science Proficiency <ul style="list-style-type: none"> <li>• 0 credit for minimally proficient (MP)</li> <li>• .6 for partially proficient (PP)</li> <li>• 1 for proficient (P)</li> <li>• 1.3 for highly proficient (HP)</li> </ul> 3 Years Full academic year (FAY) <ul style="list-style-type: none"> <li>• 15 points for 3 years</li> <li>• 10 points for 2 years</li> <li>• 5 points for 1 year</li> </ul>	30%	30%
Growth	Student Growth Percentiles on Az MERIT English Language Arts and Math (SGP) <ul style="list-style-type: none"> <li>• Students are classified as low (1-33), average (34-66) or high (67-99) SGP</li> <li>• Points are awarded based on their performance level the prior year (MP, PP, P, HP) and their growth level in the current year</li> </ul>	25%	50%
	Student Growth to Target on Az MERIT English Language Arts and Math (SGT) <ul style="list-style-type: none"> <li>• Students are assigned a target to scale score needed to reach proficiency within 3 years or eighth grade, whichever comes first.</li> <li>• Points are awarded based on students reaching their annual target, with lower performing students reaching their target receiving the most points.</li> </ul>	25%	
English Language Learners*	Proficiency on AZELLA <ul style="list-style-type: none"> <li>• Based on school's percentage of students proficient compared to the state's average ELL proficiency</li> </ul>	5%	10%
	Growth on AZELLA <ul style="list-style-type: none"> <li>• Based on school's change in performance levels compared to the state's average change in performance levels the prior year.</li> </ul>	5%	
Acceleration/ Readiness	Grades 5, 6, 7, 8 High School AzMERIT Math <ul style="list-style-type: none"> <li>• Increases in students scoring proficient or higher</li> <li>• Schools achieving a proficiency rate of 25% or higher</li> </ul> Decrease Grade 3 English language arts minimally proficient students <ul style="list-style-type: none"> <li>• A school's current year minimally proficient percentage is less than the school's prior year minimally proficient percentage OR</li> <li>• A school's current year and prior year minimally proficient percentage equals 0</li> </ul> Decrease chronic absenteeism <ul style="list-style-type: none"> <li>• A school's current year chronic absenteeism percentage is less than the school's prior year chronic absenteeism percentage OR</li> </ul>	10%	10%
	<ul style="list-style-type: none"> <li>• A school's current year and prior year chronic absenteeism percentage equals 0</li> </ul> Inclusion of students with high incident and low incident disabilities in general education <ul style="list-style-type: none"> <li>• Schools with 7% or more of their population in special education, a count of at least 20, and with students in special education spending 80%+ of their day in the general education classroom receive points depending on the students' classification</li> </ul> Improved growth of subgroups <ul style="list-style-type: none"> <li>• A school's subgroup scores show improvement from the prior year's state average for the subgroup OR</li> <li>• A school's subgroup scores are equal to or better than the state's target for the subgroup.</li> </ul>		
*Schools with an <i>n</i> count of less than ELL students are not eligible for ELL points and will have letter grades calculated based on a 90/90 scale			

**Arizona 2016-2017 9-12 A-F School Accountability Plan**  
***adopted by the State Board of Education on April 24, 2017***

Category	Component	Weight	Points/ Percentage
Proficiency	Az MERIT English Language Arts and Math and AIMS Science Proficiency <ul style="list-style-type: none"> <li>• 0 credit for minimally proficient (MP)</li> <li>• .6 for partially proficient (PP)</li> <li>• 1 for proficient (P)</li> <li>• 1.3 for highly proficient (HP)</li> <li>1 Years Full academic year (FAY)</li> <li>• 30 points for 1 year</li> </ul>	30%	30%
Growth	Student Growth Percentiles on Az MERIT English Language Arts and Math (SGP) <ul style="list-style-type: none"> <li>• Students are classified as low (1-33), average (34-66) or high (67-99) SGP</li> <li>• Points are awarded based on their performance level the prior year (MP, PP, P, HP) and their growth level in the current year</li> </ul>	10%	20%
	Student Growth to Target on Az MERIT English Language Arts and Math (SGT) <ul style="list-style-type: none"> <li>• Students are assigned a target to scale score needed to reach proficiency within 3 years</li> <li>• Points are awarded based on students reaching their annual target, with lower performing students reaching their target receiving the most points.</li> </ul>	10%	
English Language Learners*	Proficiency on AZELLA <ul style="list-style-type: none"> <li>• Based school's percentage of students proficient compared to the state average ELL proficiency</li> </ul>	5%	10%
	Growth on AZELLA <ul style="list-style-type: none"> <li>• Based on school's change in performance levels compared to the state's average change in performance levels the prior year.</li> </ul>	5%	
High School Graduation Rate	Cohort 2015 4-year graduation rate x .10	10	20%
	Cohort 2014 5-year graduation rate x .08	8	
	Cohort 2013 6-year graduation rate x .05	5	
	Cohort 2012 7-year graduation rate x .01	1	
College and Career Readiness	Schools self-report data report for grade 12 graduating students to generate an overall score. <ul style="list-style-type: none"> <li>• A school's College and Career Readiness (CCR) A-F Point total will be determined by averaging the CCR A-F points from that year's graduates.</li> <li>• A student who accumulates 1 Indicator Point = 7.5 CCR A-F Points, scaled to 20% weighting.</li> <li>• A student who accumulates 2 Indicator Points = 15 CCR A-F Points, scaled to 20% weighting.</li> <li>• A student who accumulates less than 1.0 Indicator points = 0</li> <li>• A student who accumulates 1 point of <b>Red</b> Indicators AND 1 point of <b>Blue</b> Indicators will generate 2 bonus CCR A-F points.</li> <li>• A school that increases the percent or has 85% of post-secondary enrollment and/or military service of prior year's graduates will generate 1 bonus point.</li> </ul>	20%	20%

Value	Indicators		
1.25 Blue	Earns a Grand Canyon Diploma or International Baccalaureate Diploma		
1.25 Red	Completes a CTE sequence and passes the Arizona Technical Skills Assessment for that sequence		
.5 per exam Blue	Passing score on AzMERIT Algebra 2 or ELA 11		
.35 per exam Blue	Meets cut score on ACT English, math, reading or science exam		
.5 per exam Blue	Meets cut score on SAT English or math exam		
.5 per exam Blue	Meets cut score on any AP exam		
.3 Red or Blue	Completes the FAFSA		
.5 per course Red	Passes a college level career pathway (CTE) course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)		
.5 per course Blue	Passes a college level English, math, science, social studies, or foreign language course for which college credit can be earned with an A, B, or C (i.e. dual enrollment and concurrent enrollment)		
.25 per course Red	Completes a CTE course with an A, B, or C (outside of completed sequence referenced above) –		
.5 Red	Meets benchmarks for ASVAB		
.5 Red	Meets benchmarks for ACT WorkKeys		
.35 per exam Blue	Meets cut score on ACCUPLACER, ALEKS, COMPASS (or any nationally recognized college placement exam currently used by an Arizona institution), or Cambridge IGCSE English, reading, writing, math, social studies, science, or foreign language exam		
.5 per exam Blue	Meets cut score on CLEP, Cambridge A or AS, or IB English, math, social studies, science, or foreign language exam		
.5 per credential, certificate, or license Red	Earns an Industry-Recognized Credential, Certificate, or License <b>No more than one point may be awarded in this indicator.</b>		
1 Red	Completes well-defined Work-Based Learning (i.e. internship) of at least 120 hours		
1 Blue	Meet all 16 Arizona Board of Regents program of study requirements		

\*Schools with an *n* count of less than ELL students are not eligible for ELL points and will have letter grades calculated based on a 90/90 scale



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**Seligman Unified School District—Enrollment Application • Submit by Thursday, June 15<sup>th</sup>**  
*Submitted by: Sherri James | Seligman Unified School District*

**2017-2018  
OPEN ENROLLMENT  
ATTENDANCE APPLICATION  
File this application at the School District Office**

Student's Name: \_\_\_\_\_  
Last First MI

Grade for 2017-2018 \_\_\_\_\_ Birth Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_  
Home Message Work

Parent's Name: \_\_\_\_\_  
Last First MI

Home Address: \_\_\_\_\_  
Street City Zip

Mailing Address: \_\_\_\_\_  
Box # City Zip

Siblings residing in your home:

\_\_\_\_\_  
Name Age Name Age

\_\_\_\_\_  
Name Age Name Age

Present school of attendance (Please attach transcript or final grades and attendance verification)

School: \_\_\_\_\_ District: \_\_\_\_\_  
City: \_\_\_\_\_ County: \_\_\_\_\_

Is the student making application:

Yes No Expelled or long-term suspended from any school or school district?

Yes No Currently subject to expulsion or long-term suspension from a school or school district?

Yes No N/A In compliance with conditions imposed by a juvenile court?

Yes No N/A In compliance with a condition of disciplinary action in any school or school district?

**The following conditions apply to the open-enrollment program:**

1. An attendance application must be completed and submitted on or before June 15, 2017.
2. Enrollment is subject to the capacity limit established for the school and/or its grade levels.
3. On or before July 1, 2017, the parent or legal guardian will be notified in writing whether the application has been accepted, rejected, or placed on a waiting list.
4. Transportation for the student may be the responsibility of the parent or legal guardian.
5. Providing false information on this form may result in the application being denied or admission being revoked.

The signatory affirms that the student will abide by the rules, standards, and policies of the school and the District if enrolled.

\_\_\_\_\_  
Signature of Parent or Legal Guardian

\_\_\_\_\_  
Date

---

**FOR DISTRICT USE ONLY. DO NOT WRITE BELOW THE LINE**

Accepted

Placed on Waiting List

Rejected

Reason for rejection \_\_\_\_\_

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

**3<sup>rd</sup> Annual Indigenous Language Revitalization • June 12<sup>th</sup> - 15<sup>th</sup>***Submitted by: Lucille Watahomigie | Hualapai Department of Education & Training*

3<sup>rd</sup> ANNUAL  
 INDIGENOUS LANGUAGE REVITALIZATION  
 SUMMER INSTITUTE

June 12 - 15, 2017

NORTHERN ARIZONA UNIVERSITY  
Flagstaff, ArizonaLevel 1 Workshop

 Two Workshops  
 Now  
 Available!

How to Create and Sustain  
 Successful Indigenous Language Immersion Programs

In this 4-day hands-on, how-to workshop, Dr. Michael Fillerup guides you through his ten step process for creating and sustaining an indigenous language immersion program for all ages. This is the introductory workshop for the Indigenous Language Revitalization Summer Institute and is ideal for anyone who wants to create a new language immersion program or re-energize an existing immersion program.

*Additionally you will learn:*

- how to develop the Five Essential Elements of a language immersion program
  - how to maximize the 4 P's - Promotion, Publicity, Public Relations, and Parent Participation
    - potential obstacles and how to overcome them
    - how to Light Two Candles with One Flame
- (i.e., revitalizing the indigenous language while boosting student achievement)

Enrollment limited to 25 participants per workshop. Reserve your place now. Registration: \$425

Discounted rate of \$375 if you also register for the AIITEC Conference (June 16-17)

REGISTER NOW at <http://nau.edu/coe/ilrsi>

Lodging available to book at time of registration as low as \$29.95 per night

FOR MORE INFORMATION contact Dr. Michael Fillerup @928-853-1393 or [MichaelFillerup@nau.edu](mailto:MichaelFillerup@nau.edu)

Level 1 & Level 2 workshops run concurrently and registration fee includes the cost of one workshop only. Participants must complete Level 1 workshop to register for Level 2 workshop.





3<sup>rd</sup> ANNUAL  
INDIGENOUS LANGUAGE REVITALIZATION  
SUMMER INSTITUTE



June 12 - 15, 2017  
NORTHERN ARIZONA UNIVERSITY  
Flagstaff, Arizona



Two  
Workshops  
Now  
Available!

Level 2 Workshop

How to Design an Indigenous Knowledge-focused Curriculum

In this 4-day workshop, Language Advocate Jennie DeGroat demonstrates how to collaborate with teachers, parents, administrators, and tribal leaders to develop a language immersion curriculum derived from the knowledge, culture, and values of the community. Participants will focus on both curriculum process and product. This is the follow-up workshop to "How to Create and Sustain Successful Indigenous Language Immersion Programs."

About the Presenter

Ms. DeGroat has over 20 years of experience assisting indigenous communities with their language revitalization efforts through the use of oral language immersion based on Indigenous Knowledge.

Enrollment limited to 25 participants per workshop. Reserve your place now. Registration: \$425

Discounted rate of \$375 if you also register for the AIITEC Conference (June 16-17)

REGISTER NOW at <http://nau.edu/coe/ilrsi>

Lodging available to book at time of registration as low as \$29.95 per night

FOR MORE INFORMATION contact Dr. Michael Fillerup @928-853-1393 or [Michael.Fillerup@nau.edu](mailto:Michael.Fillerup@nau.edu)

Level 1 and Level 2 workshops run concurrently and registration fee includes the cost of one workshop only. Participants must complete Level 1 workshop to register for Level 2 workshop.

# HEALTH & SAFETY INFORMATION

## Peach Springs Health Center—Specialty Calendar • May

Submitted by: Heelin Benson | Peach Springs Health Center

For availability of specialty providers please call (928) 769-2920. And if you're unable to keep your appointment please call the appointment desk and reschedule.

### PEACH SPRINGS HEALTH CENTER

#### SPECIALTY CALENDAR

May 2017

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat	Sun
PSHC	1	2 JVN	3 JVN	4 JVN	5	6	7
PSHC	8 POD	9 PT POD	10 OPT	11	12	13	14
	Niebel-LV	Niebel-LV	Niebel-LV	Niebel-LV	Niebel-LV		
PSHC	15	16 PIMC RHEU AUD	17	18	19	20	21
	Gonzalez-LV	Gonzalez-LV	Gonzalez-LV	Gonzalez-LV	Gonzalez-LV		
PSHC	22 POD	23 POD	24 OPT	25	26	27	28
	Gonzalez-LV	Gonzalez-LV	Gonzalez-LV	Gonzalez-LV	Gonzalez-LV Harrison-LV		
PSHC	29 Memorial Day	30	31 OPT				
	CLINIC CLOSED	Gonzalez-LV Harrison-LV	Gonzalez-LV Harrison-LV				

AUD-Audiology  
DEN-Dental  
GYN-Gynecology  
FE-Field Engineers  
PIMC-GYN/OPHT/AUD/RHEU

HE-Health Ed  
JVN-DM Eye Care  
OPHT-Ophthalmology

OPT-Optometry  
PSY-Psychology  
PHY-Physician  
PT-Physical Therapy

RDH-Dental Hygienist  
RHEU-Rheumatology  
SS-Social Services

**Celebrate Recovery • Monday Nights**  
Submitted by: Steven Sage



**CELEBRATE  
RECOVERY**

## **THE ROAD TO RECOVERY**

CR is based on life principles passed down from our higher power as spoken in the **Beatitudes- Matthew 5: 3-19**

It's not only about addictions, it's about life choices.

- Having Anger Issues.
- Co-dependency relationships.
- Rediscover your walk with Jesus.
- Restoring relationships with family and friends.
- Searching for the Truth.

These are only some of the reasons to attend a  
**Celebrate Recovery Meeting.**

Everyone is welcomed with open arms and minds.  
We are here to support one another, not fix another.

## **HOPE**

**Springs from within.**

**MONDAY NIGHTS 6:00 O'CLOCK HEW**



## **Stress in Children and Teens • Topic Overview**

Submitted by: Vondell Bender | Good Health & Wellness/Strategic Prevention, Health Education & Wellness | [www.webmd.com](http://www.webmd.com)

### **Stress in Children and Teens—Topic Overview**

Children and teens notice and react to stress in their family and also experience their own stress. It is important to recognize stress in children and teens and help them with healthy coping strategies. The strategies they learn often stay with them into adulthood. Generally, anything that may cause children fear and anxiety can cause stress. This can include being away from home, starting a new school or moving to a new location, being separated from parents or caregivers, worrying about school and getting along with others, worrying about their changing bodies, and worrying about the future.

The following are some common signs of stress in different age groups.



### Signs of stress in children and teens

Preschool and toddlers	Elementary-age children	Preteens and teens
<ul style="list-style-type: none"> <li>• Anger</li> <li>• Anxiety</li> <li>• Eating and sleeping problems, including nightmares</li> <li>• Fear of being alone</li> <li>• Irritability</li> <li>• Regressing to infant behaviors</li> <li>• Trembling with fright</li> <li>• Uncontrollable crying</li> <li>• Withdrawal</li> </ul>	<ul style="list-style-type: none"> <li>• Being distrustful</li> <li>• Complaining of headaches or stomachaches</li> <li>• Feeling unloved</li> <li>• Having no appetite</li> <li>• Having trouble sleeping</li> <li>• Needing to urinate frequently</li> <li>• Bed-wetting</li> <li>• Not caring about school or friendship</li> <li>• Acting withdrawn</li> <li>• Worrying about the future</li> </ul>	<ul style="list-style-type: none"> <li>• Anger</li> <li>• Disillusionment</li> <li>• Distrust of the world</li> <li>• Low self-esteem</li> <li>• Stomachaches and headaches</li> <li>• Panic attacks</li> <li>• Rebellion</li> </ul>

### Helping with stress

Adults can help children and teens with stress in many ways. Two important ways are creating a low-stress environment and helping them develop positive coping skills.

The following can help develop a low-stress environment:

- Acknowledge your child's feelings. If appropriate, reassure them that you can understand why they would feel sad or scared.
- Develop trust and let your child know that mistakes are learning experiences.
- Be supportive, and listen to your child's concerns. Allow your child to try to solve his or her own problems, if appropriate. But offer to help and be available to your child when he or she needs you.
- Show care, warmth, and love. Hug your child often.
- Have clear expectations without being overly rigid; emphasize cooperation over competition. Do not over-schedule your child with too many activities.
- Find ways to have your children contribute to the family.
- Build on the strengths of the family.
- Be aware of what your child wants (not just what you want).

It is important to help children develop positive coping skills, as these skills are often carried into adult life. You can help by:

- Providing a good example. Keep calm and express your anger in appropriate ways. Think through plans to reduce stress, and share them with your family.
- Encouraging rational thinking. Be sure your children think about consequences of their actions. Help them understand what is fantasy and what is reality. For example, a child's behavior did not cause a divorce, or they are not failures because they were not picked first for something.
- Providing them with some control. Allow your children to make choices within your family framework. For example, allow them to arrange their room, choose family activities, and help make family decisions.
- Talking openly. When appropriate, talk about your stressful day. Encourage them to talk about what is bothering them.
- Finding a physical activity and/or hobby that they enjoy and encouraging them to participate.
- Encouraging them to eat healthy foods and emphasizing the importance of a healthy lifestyle.
- Learning and teaching your children relaxation skills such as breathing exercises, muscle relaxation exercises, meditating, praying, yoga, drawing, or writing.

## What Happens to Your Body When You Quit Smoking

Submitted by: Vondell Bender | Good Health & Wellness/Strategic Prevention, Health Education & Wellness | [www.webmd.com](http://www.webmd.com)

### What Happens to Your Body When You Quit Smoking?

If you've been smoking for a while, you might wonder if quitting's even worth it. Maybe the cravings and nicotine withdrawal just turn you off to the whole idea. You wonder, "The damage is done, so does it really make a difference?"

Absolutely. Your body has an amazing ability to heal itself, and it happens quicker than you think -- less than half an hour after you put out that last cigarette. And keep in mind, you're more likely to succeed if you have a plan to handle those cravings, especially in the first few weeks.

**20 Minutes:** In less time than it takes to watch a sitcom, your body's already getting better. After 20 minutes, your pulse and blood pressure start to drop back to normal. And your hands and feet warm up to their usual temperature.

**8 Hours:** By the end of a work day, you have half the amount of nicotine and carbon monoxide in your blood. Why does that matter? Carbon monoxide is a chemical in cigarettes, and it crowds out oxygen in your blood. That causes problems from your muscles to your brain because they don't get the oxygen they need.

But as the chemical's levels drop, your oxygen gets back to normal. On the flip side, it's likely you already feel some early cravings and doubts. That's normal. But they usually last just 5-10 minutes. To get you through, try to find ways to distract yourself until the feeling passes. You could try making a craving playlist, chewing gum, or sipping water.

**12 Hours:** Halfway through your first day, your carbon monoxide level is back to normal. And your heart will thank you. Now it doesn't have to pump so hard to try to get enough oxygen to your body.

**24 Hours:** If you smoke a pack a day, you're twice as likely to have a heart attack as a nonsmoker. But go one full day without a cigarette, and you've lowered your chances. That's huge.

**48 Hours:** With 2 days down, treat yourself to something tasty. By this point, your senses of taste and smell get sharper as your nerve endings start to heal. Your body's also busy with a lot of cleanup. Your lungs kick out mucus and other gunk left from cigarettes. And you don't have any more nicotine in your body.

This is also about the time when the toughest withdrawal symptoms show up. You might feel anxious, dizzy, hungry, or tired. You might get headaches or feel bored or depressed. It's normal, but it's also makes it a lot harder to keep from lighting up.

Stick to your plan. Go to a movie or a store where you can't smoke. Lean on your support network, whether it's friends or family who are rooting for you, an app, or a free call with a quitting hotline, like the National Cancer Institute's quitline (800-44U-QUIT).

If you have asthma, your symptoms may get worse around this time. That can be confusing, but it's part of the process and won't last much longer. You'll likely see improvement by day 3. You can talk to your doctor about how to keep your symptoms in check.

**3 Days:** By the end of day 3, you breathe easier and have more energy. Your lungs start to recover and will keep getting better.

**2 Weeks - 3 Months:** During this time, you make huge strides. You can do more because your lungs are stronger and clearer, and your blood flow has improved. You can exercise without getting as winded. And your risk of a heart attack goes down even more.

You've also made it through the hardest part of withdrawal. Even so, you'll probably still get cravings. Everyone has different triggers for wanting to smoke. You can't stop all of them, but you can stick to your plan. Ask for help if you need it. Think about the money you're saving. Or try 10 deep breaths, nice and slow.

**3-9 Months:** At this point, you can take deeper, clearer breaths. Instead of hacking, you cough in a helpful way that actually clears things out. That helps you get fewer colds and other illnesses. You'll also have more energy.

**1 Year:** At the end of year 1, treat yourself. You've reached a milestone. And your risk of heart disease is now half of what it was a year ago.

**5 Years:** Your chances of a stroke and cervical cancer are now the same as a nonsmoker. And compared to when you first quit, you're half as likely to get cancer of the mouth, throat, esophagus, or bladder.

**10 Years:** Compared to someone who still smokes, you're now half as likely to die from lung cancer. And the chances you'll get cancer of the larynx (voice box) and pancreas both drop.

**15 Years:** Finally, after 15 years of not smoking, the chances that you'll get heart disease are the same as if you never smoked. Your body has done a ton of recovery and healing.

When you start out, it seems like a long road. But at 15 years, the headaches and discomfort of those first few weeks are a hazy memory. They can seem unbearable at the time, but you can get through it. The rewards are very real and clear.

## Which is Best: Fresh, Frozen or Canned Fruits and Vegetables

Submitted by: Vondell Bender | Good Health & Wellness/Strategic Prevention, Health Education & Wellness | [www.rise.us](http://www.rise.us)

### Which is best: fresh, frozen or canned fruits and vegetables?

Setting a goal to eat more fruit and vegetables involves thinking about cost, preparation time, and storage. How often do you enthusiastically purchase a grocery cart full of fresh fruit and vegetables, or leave the



farmer's market with your arms overflowing with fresh produce, only to throw out half of your purchase the next week because you never get around to eating them? It happens to all of us, and that's why frozen and canned produce can be a helpful and economical way to eat healthy.



**Fresh vs. frozen vs. canned.** Most of us believe that fresh produce has the highest nutrient content, but that's only true if you pick and eat the fruit or vegetables the same day. By the time fresh produce is picked, processed, travels to your local grocery store, sits on the grocery store shelves and then in your refrigerator, water-soluble vitamin content has decreased. In fact, recipes prepared with canned or frozen produce have similar nutrition content and taste to recipes prepared with fresh produce. The bottom line is you should aim to eat 1.5-2 cups of fruit and 2-3 cups of vegetables each day, choosing among a variety of fresh, frozen or canned options.



### Benefits of frozen and canned fruits and vegetables.

According to the Produce for Better Health Foundation, frozen and canned produce are processed within hours of being picked, and contribute important amounts of vitamins and minerals. Produce for freezing is picked off the vine at its peak ripeness and frozen quickly to



preserve nutrients.

Canned fruit and vegetables are also picked at their peak, although the high heat used to blanch produce during the canning process can remove some of the water soluble vitamins such as vitamin C and B vitamins. However, these water soluble vitamins are also lost during transport and storage of fresh vegetables, so in the end the nutrient amounts are very similar.

Blanching can actually increase the content of some nutrients. Frozen green peas actually have more beta-carotene, a precursor of Vitamin A, than fresh or canned peas. Canned tomatoes have the highest levels of beta-carotene and lycopene, a phytochemical that helps protect against heart disease and some types of cancer.

**Avoid added sauces and syrups.** Canning or freezing fruit and vegetables doesn't change the protein content. If fat or sugar are added during processing, such as frozen vegetables with butter sauce or fruit canned in heavy syrup, fat and carbohydrate content may be increased. Fiber content only changes when edible skins are removed, for instance with canned peaches or applesauce.

**Choose low-sodium or no-salt-added products.** The sodium content of canned vegetables is typically higher than frozen or fresh versions. Look for low-sodium or no-salt-added canned vegetables, or rinse canned vegetables under cold running water to remove about 1/3 of the sodium content. Frozen or canned produce is often less expensive than fresh produce and is easily stored for longer periods of time. Because canned foods are cleaned and heated during processing, they can also be eaten straight from the can without cooking.

### To sum up, here are 5 tips for choosing the healthiest frozen or canned produce:

1. Choose plain frozen vegetables without added sauces or seasonings. That way you can season vegetables exactly

the way you want, and control the amount of added sodium or fat.

2. Choose frozen fruit without added sugar. Read the ingredient list to be sure!
3. Choose unsalted canned vegetables whenever possible. Rinse vegetables with added sodium to remove about 1/3 of the sodium.
4. Avoid overcooking frozen or canned vegetables. Heat them quickly in a microwave to the desired temperature to preserve as many nutrients as possible.
5. Choose fruit canned in water or its own juice to avoid added sugars.



Written by Rise Coach Lynn Grieger, RDN, CDE, CPT, CWC.



## Golden Summer Squash & Corn Soup

Submitted by: Vondell Bender | Hualapai Health & Wellness

Makes: 4 servings | Serving size: 1 cup

- Calories 109
- Fat 6 g
- Saturated fat 2 g
- Mono Fat 3 g
- Cholesterol 6 mg
- Carbohydrates 12 g
- Dietary fiber 2 g
- Protein 5 g
- Sodium 462 mg

Pureed summer squash makes a delicious base for this summery squash and corn soup. Start your meal with the soup or enjoy it as a light lunch. Fresh thyme and briny feta cheese give it fabulous flavor. For a variation, try the soup with any herb you have on hand or goat cheese in place of feta.

### INSTRUCTIONS

1. Heat oil in a large saucepan over medium heat. Add shallot and cook, stirring, 1 minute. Add squash and 1 teaspoon herbs and cook, stirring occasionally, until the squash starts to soften, 3 to 5 minutes.
2. Add broth and salt; bring to a boil. Reduce heat to a simmer and cook until the squash is soft and mostly translucent, about 5 minutes more. Transfer to a blender and puree until smooth. (Use caution when pureeing hot liquids.) Return the soup to the pan and stir in corn. Bring to a simmer over medium heat and cook, stirring occasionally, until the corn is tender, 3 to 5 minutes more. Remove from the heat; stir in lemon juice. Serve garnished with the remaining 2 teaspoons herbs and feta.



### INGREDIENTS

- 1 tablespoon extra-virgin olive oil
- 1 medium shallot, chopped
- 2 medium summer squash (about 1 pound), diced
- 3 teaspoons chopped fresh herbs, such as thyme or oregano, divided
- 1 14-ounce can reduced-sodium chicken broth, or vegetable broth
- 1/4 teaspoon salt
- 1 cup fresh corn kernels (about 1 large ear)
- 1 teaspoon lemon juice
- 1/4 cup crumbled feta cheese



## Take 5 • Workplace Ergonomics and Strength Training for the Upper Body

Submitted by: Vondell Bender | Good Health & Wellness/Strategic Prevention | Diabetes Self-Management Magazine



## TRY IT!

- **Good desk posture:** Check that your desk is situated straight out from your elbows, so that your wrists are in line with your elbows when on your keyboard. This will eliminate unnecessary strain on the shoulders, elbows, wrists and finger joints.

- **Adequate computer placement:** Position your computer arm's distance away from you. Sitting too close can strain your eyes but also may change the position of your head and neck to view the screen, causing tension. The top of the computer screen should be just below eye level.

- **Correct chair height:** Adjust your chair so that your knees are in line with your hips or even slightly lower. Bringing your knees up too high can cause the hip flexors to shorten and become tight. If you can, choose a chair that supports the natural curvature of the spine.

Proper ergonomics—along with added body weight exercises—can help you and your joints stay comfortable at work and later in life.

Body weight training also is a great way to relieve chronic tension and help support overworked joints. Exercises such as dips, frontal raises and narrow push-ups can help improve circulation to stagnant muscle groups while strengthening shoulders, triceps and smaller supporting muscles.

## Challenge Yourself!

For more advanced Dips, move your feet farther forward, away from your body. For more advanced Frontal Raises, hold a medium-sized book in your hands.

# Take Workplace Ergonomics and Strength Training for the Upper Body

By Laurel Dierking, M.Ed., NFPT, 200-YTT

**A**re you all too familiar with tension in your neck and shoulders? Have you grown accustomed to chronic upper back pain and tightness? Sedentary lifestyles along with improper ergonomics at your workspace can lead to many of these symptoms as well as to diminished upper body strength. Proper workplace ergonomics and regular strength training are effective in combating chronic joint and muscle pain, stiffness and weakness.

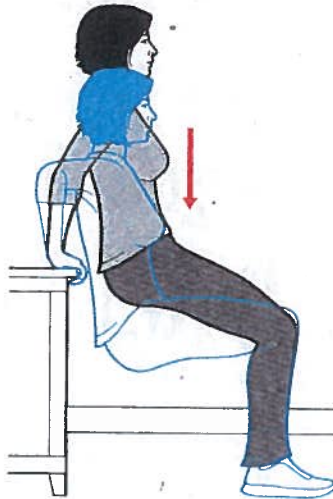
If you find yourself at a desk or behind a computer for most of the day, it is important that your computer and workstation are positioned for proper alignment and posture of your upper body and neck. To ensure your workstation is not causing unnecessary strain on your spine, neck and shoulders, check for proper ergonomics.



1

**Dips—shoulders and triceps.**

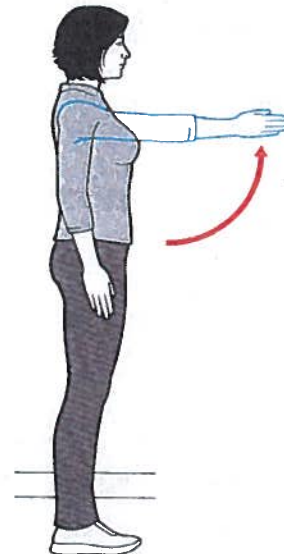
Turn your back to your desk and place your palms on it, fingers facing forward. Walk your feet out in front of you so you are slightly leaning back toward the desk. Inhale and bend your elbows 90 degrees, making sure your elbows stay directly above your wrists. Once you reach 90 degrees, exhale and press your upper body back upright, straightening the arms to the starting position. Complete two to three rounds of 10-15 repetitions.



2

**Frontal Raises—shoulders and upper back.**

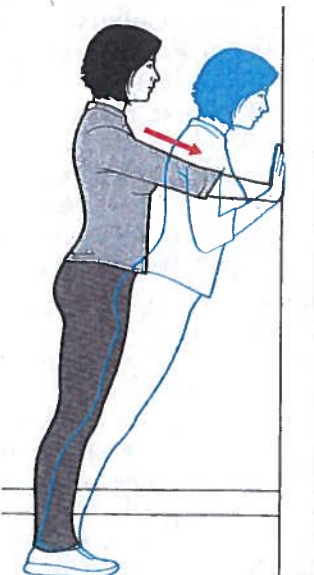
While standing or seated, bring your palms toward your body beside you. Keeping your stomach tightened, exhale and slowly raise both arms straight up so your wrists are in line with your shoulders. Tighten your arms into the sockets of your shoulders and energetically squeeze your upper back. Keep your arms and back active as you lower your arms back down beside you as you inhale. Complete two to three rounds of 10-15 repetitions.



3

**Narrow Push-Ups—triceps, shoulders and chest.**

Stand and face your desk or a wall (preferably, so the body is at an incline). Place your hands on the desk or wall in front of you so your body is in a plank position. Your arms should be straight in front of you, no wider than your shoulders. Inhale and slowly lower your body toward your hands. Your shoulders and hips should lower at the same rate and remain in a line. At the lowest point, your shoulders should be in line with your elbows, no lower, to protect your wrist, elbow and shoulder joints. As you exhale, forcefully press your upper body back upright to your starting position. Complete two to three rounds of 10-15 repetitions.



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## Diabetes Quiz • How Much Do You Know about Diabetes and Depression?

Submitted by: *Vondell Bender* | Good Health & Wellness/Strategic Prevention | Diabetes Self-Management Magazine

### NEWS NOTES

#### DIABETES QUIZ

### How Much Do You Know about Diabetes and Depression?

Even though spring is finally in our sights, these seemingly endless winter days and lack of sunshine can leave you feeling low. But did you know that diabetes also can affect your mood? Take this quiz to see how much you know about the links between diabetes and depression.

#### 1. Which of the following statements is true?

- A.** Only people with Type 1 diabetes are at greater risk for depression.
- B.** Only people with Type 2 diabetes are at increased risk for depression.
- C.** People with either Type 1 or Type 2 diabetes are at increased risk for depression.
- D.** The risk for depression is the same for people with diabetes as it is for those without it.

#### 2. Aside from diet, exercise and medication, which of the following can help you manage

#### your health if you have diabetes and are depressed?

Check all that apply.

- A.** Chiropractic therapy
- B.** Psychotherapy
- C.** Working with a nurse case manager
- D.** Working with a social worker

#### 3. What are some health conditions or situations that may cause depression?

Check all that apply.

- A.** Underactive thyroid
- B.** Alcohol or drug use
- C.** Certain medications
- D.** Social media

#### 4. Having diabetes and depression increases mortality risk by how much?

- A.** 1-2 times
- B.** 2-3 times
- C.** 3-4 times
- D.** 4-5 times

#### 5. Which of the following eating habits can improve your mood and your blood sugar?

Check all that apply.

- A.** Eating more good fruits and vegetables
- B.** Spacing out carbohydrates
- C.** Checking your blood sugar
- D.** Being consistent with your diet

SEE PAGE 43 FOR ANSWERS



### How to Handle a Teen's Dramatic or Manipulative Suicide Threat

Submitted by: *Jessica Powskey* | Substance Abuse Prevention

#### How To Handle a Teen's Dramatic or Manipulative Suicide Threat

By Gabe Howard

Teenagers have a tendency to be dramatic. Many of us don't like to admit it, but we were dramatic at that age, too, at least to some extent. Now that we're parents (or other relatives, mentors, caregivers, or friends) to a teenager, the universe is giving us a taste of it from the other side. Most teenage angst is typical. I remember the first time my mom insulted my favorite band. What she said was, "I don't like this band."

What I heard was, "You're stupid for listening to them and you have awful taste in music."

When teenagers get angry, watch out. We've all said things we regret when angry and the minds of teenagers aren't fully formed. Many life lessons that we adults take



for granted have not yet been experienced by the average teen. When angry, they lash out and will say whatever. When teenagers get angry, watch out. We've all said things we regret when angry and the minds of teenagers aren't fully formed. Many life lessons that we adults take for granted have not yet been experienced by the average teen. When angry, they lash out and will say whatever it is they feel will hurt you.

Threatening to "commit suicide" is a fairly typical escalation point for an upset teenager looking to lash out.

#### Don't Ignore Any Suicide Threat, Even If You're "Sure" They're Lying

Our society is deficient in mental health education and suicide prevention. The fact is that many adults don't know what to do when *anyone* threatens to commit suicide, let alone a kid. Our natural tendency is to ignore things that make us feel uncomfortable or that we don't understand. However, ignoring teenagers when they threaten suicide is a bad idea – even if you are sure they are just being dramatic. There are only two reasons for individuals to say



they are contemplating suicide:

1. They are considering ending their life and in need of medical care.
2. They are trying to manipulate you and, in doing so, (unintentionally) making it harder for people who aren't lying to be taken seriously.

Either reason needs to be taken seriously. Addressing the first reason is obvious; addressing the second ensures that your teen doesn't minimize the experiences of people who truly need help. Crying wolf doesn't just hurt them; it causes a ripple effect that prevents people who need care from getting it. That's not okay.

### What Do You Do When Someone Says He or She Is Considering Suicide?

If someone says that he or she is considering suicide, you immediately get the person medical help. Call 9-1-1, take them to the emergency room, take them to the doctor's office or local health department. Do not ignore the comment and do not try to



handle it on your own. Mental illness, mental health crises, and thoughts of suicide are medical issues that need medical intervention. Even if you are sure the teen is "just being dramatic,"

seek medical help anyway. Suicidal threats are not something to take lightly. Many people don't want to "waste their time" or "waste a doctor's time" with something that they believe is just a adolescent being manipulative.

And they would be wrong to think that. **Suicide** is permanent. Would you want to take that risk if there is even a 1% chance that you're wrong? Also, a teen learning the lesson that threatening suicide isn't a weapon to be wielded in a disagreement or a tool for manipulation is a very valuable lesson.

So, your teen gets life-saving medical care or a life-changing experience that will make him or her a better person. There is no downside.

For all the manipulation, teenage angst, and dramatic rantings out there, I still take all threats seriously. I'm 99% positive my six-year-old nephew can't get, and doesn't have, a gun. But, if he walked up to me and said he had a loaded gun under his bed, I'd still go look.

Wouldn't you?

## NEWS NOTES

### ANSWERS

**1. C.** According to the Mayo Clinic and the American Diabetes Association, having either Type 1 or Type 2 diabetes increases the risk for depression. Lifestyle habits such as poor diet, exercise and uncontrolled stress can all wreak havoc on your blood sugar as well as your mood and quality of life. This is another reason why it is so important to try to eat a diabetes-friendly diet and engage in physical activity. Exercise, meditation, tai chi and yoga are helpful methods for managing stress. But before adopting any program, ask your doctor to help you design a wellness program that is tailored specifically to your needs.

**2. B & C.** According to the Mayo Clinic, psychotherapy—a method of treating mental health by using mind techniques instead of medication—is an effective option to manage depression. In fact, one type of psychotherapy, cognitive behavioral therapy (CBT), helps people break negative thought patterns and habits. CBT has proven effective for depression and helping people with diabetes who feel depressed better manage their diabetes. New data show that care involving a nurse case manager who interacts strongly with people who have diabetes helps them better manage their depression as well as their diabetes. Such relationships are called "collaborative care," but they may not be available for every patient depending on the hospital where you seek treatment and your insurance coverage.

**3. A, B, C & D.** When your thyroid is not producing enough hormone, you may feel tired and depressed and gain weight. While depression is a common sign in underactive thyroid conditions, people who have an overactive thyroid may feel depressed sometimes, too. Alcohol or drug use can dull your nervous system and kill your mood. It is important that you are aware that certain medications may also cause

depression as an unwanted side effect. While many medications can cause depression, common examples include heart medications such as beta blockers, opioid-containing pain medications, cholesterol medications called statins, and anxiety medications called benzodiazepines such as diazepam (Valium) and alprazolam (Xanax). If you have noticed a change in your mood, ask your doctor or pharmacist about whether any of the medications you are taking could be the culprit. Depression is also more common in people who have heart disease, diabetes, cancer, kidney disease and arthritis. Research has shown that excessive social media use (e.g., Facebook, Snapchat, Instagram, Twitter, etc.) can make you feel less connected and sad about your life—especially when all your friends post pictures in which they look like they are having the time of their lives.

**4. B.** According to multiple studies, having both depression and diabetes may increase death risk by as much as 2 to 3 times.

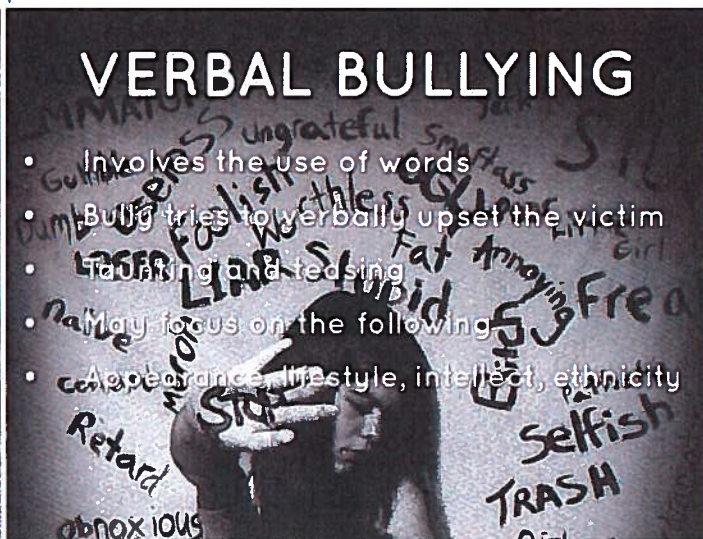
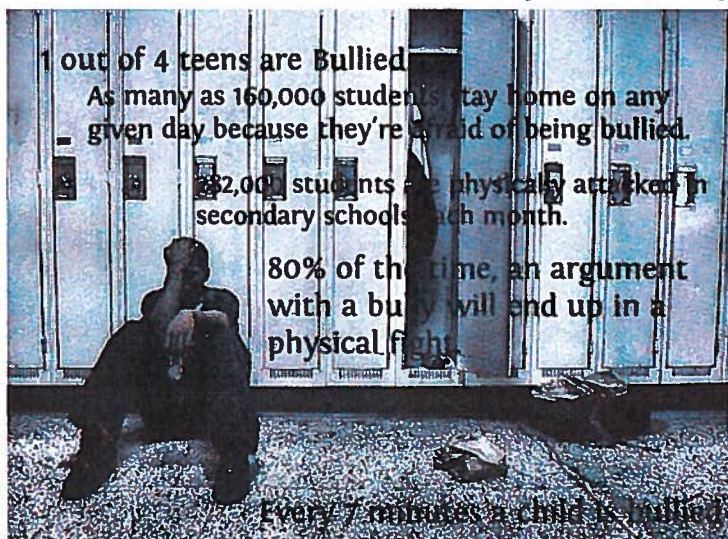
**5. A, B, C & D.** According to research, eating a diabetes-friendly diet is important, but the size and frequency of the meals is also important. Eating too many carbohydrates at once can overload your system with sugar and set you up for a crash later. By the same token, not eating enough carbs or not coordinating the amount of carbs you eat with your meals and at snack times can lead to mood swings, poor blood sugar control and even depression. Checking your blood sugar on a regular basis can help you gauge how well you are doing. Ask your doctor or diabetes educator to help you figure out how to better plan your meals and snacks to keep you healthy—and happy.

**Frieda Wiley**, PharmD, CGP, RPh, is a board-certified clinical pharmacist and medical writer based in the Piney Woods of East Texas.



## Bullying • Gossip

Submitted by: Jessica Powskey | Substance Abuse Prevention



### BULLYING

Males tend to bully more overtly and more physically. They are more likely to be caught bullying, and their behavior is more likely to be categorized as bullying because it fits in the more traditional definition of what bullying is. Female bullying tends to occur behind the scenes and in more subtle ways. This particular brand of bullying does not always get included in the bullying definition.

Remember that these are not hard and fast rules on what bullying looks like. They are trends. It is important to pay attention to the social dynamics of your teens and dialogue with them about what healthy behavior and healthy relationships look like.

Stand up against bullying

For further reading on this topic, check out:

<http://justsayyes.org/topics/bullying/>

[http://www.education.com/reference/article/Ref\\_Bullying\\_Differences/](http://www.education.com/reference/article/Ref_Bullying_Differences/)

<http://theprotectors.com>

Hualapai Substance Abuse and Prevention Program/Hualapai Health Education & Wellness/(928) 769-2207

### Gossip

There is an increasing awareness of indirect bullying by girls in particular. This can have a profoundly negative effect on a teen's mental and emotional health and social development according to Bullying Statistics.

Though parents may tell their children not to care about what others say about them, they usually care very deeply. Teens dealing with gossip may experience highly charged emotions after being betrayed, excluded, lied about or humiliated. They will need the listening ear of a good friend, parent or professional counselor.

If you know about bullying and the hurt it can cause- stand up and stop bullying

<http://oureverydaylife.com/gossip-affects-teens-8112.html>

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## Understanding Fear of Abandonment

Submitted by: Jessica Powskey, HSAP Coordinator | Substance Abuse Prevention | [www.lifescrypt.com](http://www.lifescrypt.com)

### Well-Being Articles

*This article has been written by an outside contributor. It has not been reviewed by the LifeScript editorial staff for accuracy.*

### Understanding Fear Of Abandonment

#### Recognizing And Dealing With Abandonment Issues

By Monica Flink Published October 11, 2013

The eventual loss of someone close to you is a natural part of life. Whether that person dies, or simply moves away, there are always feelings of fear that you will be alone to deal with the difficulties of life. But, when this fear of always being alone, or left by the people you love begins to interfere with your life, it could be fear of abandonment.

Many people suffer from some form of abandonment issues, whether it is something they recognize or not. The insecurity associated with a fear of abandonment can ruin relationships, create distance between people and prevent an individual from living a normal life. Recognizing the symptoms of a person who suffers from fear of abandonment and knowing how to cope with the condition are the first steps in determining if you or a loved one need help.

### What Is Fear Of Abandonment?

Simon Hearn, PhD is a registered psychologist who has



written several articles about psychological disorders including his article on Denisboyd.com entitled "Fear of Abandonment." Hearn describes fear of abandonment as a psychological disorder where the individual suffering from this illness cannot control the fear that he or she feels when faced with the idea of having to cope with life and its difficulties alone.

Anyone can be diagnosed with fear of abandonment; it is not age or gender specific. Men and women have been equally diagnosed with fear of abandonment, and it is very prevalent in children as well, especially children who have parents who are physically present, but emotionally unavailable. The foundation for fear of abandonment can be set in childhood, but will not manifest until the individual is on his or her own in the world, no longer supported in any way by adults or parents. Hearn continues to describe fear of abandonment as, "Deep down all of us want to be grown up, balanced and mature; we just don't know how and are sometimes scared." With this in mind, he suggests that fear of abandonment can be treated with therapy, as long as the individual suffering from the fear of abandonment is willing to use the therapist as a pillar to lean against while learning to be self-sufficient. Of course, an individual cannot get help for fear of abandonment without knowing the symptoms of this mental disorder.

#### **Symptoms of Abandonment Issues**

When threatened with the thoughts of being alone, someone who suffers from fear of abandonment will act out with the symptoms that mark most people who are battling this illness. Whether these symptoms are brought out by the compulsive behavior of the person who has a fear of abandonment or just their imagined desertion, there are different levels of each symptom from severe to slightly altered. All of these symptoms can create an unsteady mental state and interfere with the daily lives of someone who experiences them. These symptoms can include:

**Reaching Out** - Someone who suffers from fear of abandonment may reach out for anyone whom he or she has a relationship with. This may lead to unhealthy relationships, or simply the individual's worst fear, which is driving away the person he or she is clinging to.

**Panic** - Panicking over small indiscretions is another sign of fear of abandonment. Hearn writes that someone who is suffering from fear of abandonment may call frequently if the person they are clinging to is late, fails to pick up the phone, or call right back. The panicking can lead to other compulsive behavior, such as threatening self harm.

**Emotional Blackmail** - Threatening to harm ones self is a sign of desperation for someone suffering from fear of abandonment. Someone who wants to keep the person they are clinging to with them may threaten: "If you leave me, I'll kill myself" or a similar threat to their person, simply to use this emotional blackmail as a reason to continue the relationship.

**Complacent Disposition** - Many times, Hearn suggests, people suffering from an abandonment complex may become complacent to keep people from leaving. This could involve

behavior such as taking on the hardest or most disgusting household chores or sexual activity even when the individual does not want it. This can even expand to the behavior of someone who is always the life of the party, who feels he or she must keep everyone entertained or no longer be asked to participate.

**Leaving Relationships** - In an attempt to keep from being rejected or abandoned, someone suffering from fear of abandonment may bounce from relationship to relationship, so that he or she is the one who is doing the rejecting.

Even if the relationship is going well, the sufferer may be compelled to leave the relationship, feeling as if it is only a matter of time before something goes wrong.

**Continual Need For Reassurance** - Hearn observes that many people who suffer from abandonment fears are always in need of constant reassurance of affection or love. They will ask a partner or loved one "Do you really love me?" frequently, or exhibit other compulsive behavior to prove that the person they are concentrated on still loves them and will not leave.

**Weakened Sense Of Self Worth** - People who suffer from the mental problems associated with a fear of abandonment often have a weakened sense of self worth, leading to abandonment depression. Hearn writes, "...they feel more happy, confident and real when someone else is there to prop them up and protect them from the boogeyman." These symptoms can get so severe that there is very little that anyone can do for the person suffering from a fear of abandonment. Yet, overcoming these symptoms can be the first step to becoming a self-satisfied, content person for anyone suffering from this condition.

#### **Overcoming Feelings Of Abandonment**

Overcoming fear of abandonment is not an easy thing to do. It takes not only the will to do so, but the support of someone close to that person who will be able to set boundaries and limits. The website [Coping.org](http://Coping.org) gives a very good list of ways to overcome or help someone overcome their fears of abandonment and give back to them a feeling of self worth that differentiates between needing a relationship and wanting a relationship. Some of [Coping.org](http://Coping.org)'s suggestions include:

**Professional Help** - The first thing that anyone suffering from fear of abandonment should do is seek professional help. Psychological physicians know how to help better than anyone else.

**Lists** - Sufferers should make a list of all the people in their life, and determine how devastated they would be if those people left. This will show the individual to what degree he or she is dependent on these people.

**Create A Plan** - [Coping.org](http://Coping.org) suggests creating several ways for an individual to spend time on his or her own, slowly accepting the challenges that life presents. This, along with professional help, can create a more self-sufficient lifestyle.



## One in 12 Teenagers Self Harm, Study Finds

Submitted by: Jessica Powskey, HSAP Coordinator | Substance Abuse Prevention | [www.lifescrpt.com](http://www.lifescrpt.com)

### One in 12 teenagers self harm, study finds

LONDON (Reuters) One in 12 young people, mostly girls, engage in self-harming such as cutting, burning or taking life-threatening risks and around 10 percent of these continue to deliberately harm themselves into young adulthood, a study found Thursday.

Since self-harming is one of the strongest predictors of who will go on to commit suicide, the psychiatrists who conducted the study said they hoped its findings would help galvanize support for more active and earlier intervention for people at risk.

"The numbers we're talking about here are huge," said Keith Hawton of the Center for Suicide Research at Britain's Oxford University, who reviewed the findings at a briefing in London. George Patton, who led the study at the Center for Adolescent Health at the Murdoch Children's Research Institute in Melbourne, Australia, said the findings revealed a "window of vulnerability" when young people were in their mid-teens and often struggling with emotional control.

"Self-harming represents a way of dealing with those emotions," he told the briefing.

In a report of their work in the Lancet medical journal, Patton's team also said young people who self-harm often have mental health problems that might not resolve without treatment.

"Because of the association between self-harm and suicide...the treatment of common mental disorders during adolescence could constitute an important...component of suicide prevention in young adults," they said.

Self-harm is a global health problem and is especially common among girls and women aged 15 to 24. Experts say they fear rates of self-abuse in this age group may be rising.

According to the World Health Organization, almost a million people die from suicide each year, giving a mortality rate of 16 per 100,000, or one death every 40 seconds. In the last 45 years, suicide rates have increased by 60 percent worldwide.

#### "MELTING POT"

In this study, Patton and Paul Moran of King's College London's Institute of Psychiatry followed a sample of young people in Victoria, Australia aged from around 15 to around 29 between 1992 and 2008.

A total of 1,802 people responded in the adolescent phase, and 149, or 8 percent, of them reported self-harm. More girls than boys said they self-harmed -- with rates of 10 percent and 6 percent respectively, translating to a 60 percent increased risk of self-harm in girls compared with boys.

Moran said a combination of hormonal changes during puberty, brain changes in the mid-teens with the final development of the pre-frontal cortex -- the brain area associated with planning, personality expression and moderating behavior -- and environmental factors such as peer pressure, emotional difficulties and family tensions appeared to be key factors.

"Hormonal changes are highly likely to be important in creat-

ing a sort of chemical melting pot which is very ripe for environmental factors to start working on -- particularly difficult family dynamics," he said.

Cutting and burning were the most common forms of self-harm for adolescents, with other methods such as poisoning, taking overdoses, and battery also featuring.

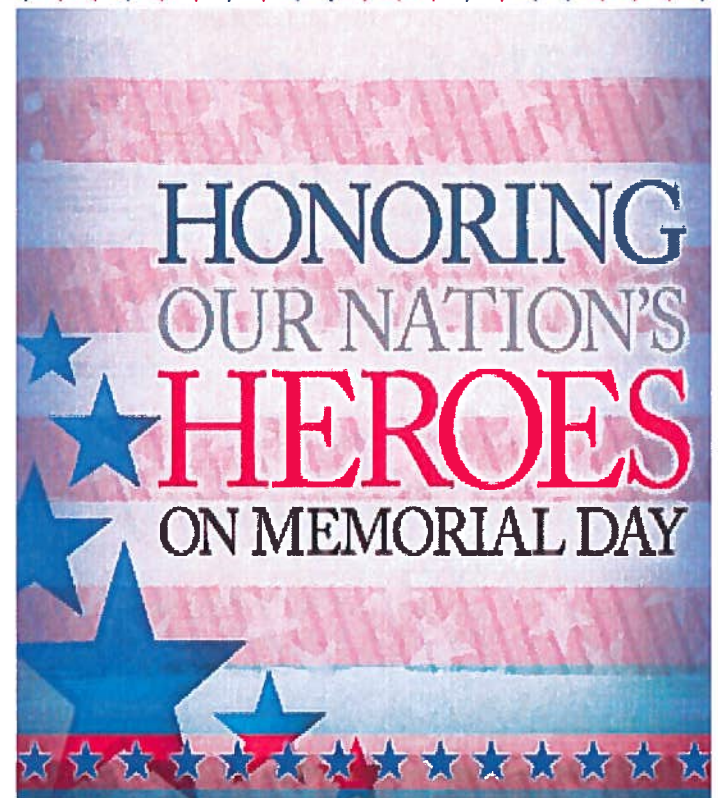
By the time the participants reached young adulthood, however, rates of self-harm dropped dramatically so that by age 29, less than 1 percent of participants reported deliberately doing something they knew would hurt or endanger themselves.

Marjorie Wallace, chief executive of the mental health charity SANE, said this reduction over time "should not seduce us into thinking that self-harm is just a phase that young people will grow out of."

"Sadly our own experience, echoed by many other studies, shows...an alarming increase in the numbers of those who self-harm and the severity of their injuries," she said.

The researchers said while it was reassuring that around 90 percent of teenagers who report self-harm are no longer doing it in adulthood, it was also important to recognize the high risks for the 10 percent who continue to do so as they grow up.

Hawton said previous studies had shown that self-harmers who come into hospital during their teenage and young adult years are 100 times more likely than the general population to commit suicide.



**Diabetes Distress • Dealing with the Weight of Diabetes***Submitted by: Brook Bender | Hualapai Health, Education & Wellness*

The unpredictability in blood sugar, daily schedules, and life can make this disease frustrating. Whenever our actions have unpredictable outcomes, we can become distressed. In this case it is specific to diabetes, so it is referred to as diabetes distress.

Having diabetes is like someone handing you four balls and telling you to juggle perfectly. Then it's telling you that once you acquire that skill you will now juggle every day for the rest of your life and that there are variables that are going to influence your ability to juggle, you just don't know what and when. If you stop doing this, you will get sick and the people who care about you will become upset and tell you to start juggling again.

Those who have diabetes know this scenario far too well. You have been given a disease to manage that requires daily attention to aspects of life that never seemed controllable even before the diagnosis. In addition to these behaviors, you are often expected to look at numbers as a judgement of your success, and go to frequent healthcare appointments that evaluate you and your skill in dealing with this juggling act. Oh, by the way your family and friends get in on the act, because they know you have diabetes and you not only feel judged by them, you feel judged by yourself.

This wouldn't be such a big deal if you could get it right, but the unpredictability in blood sugar, daily schedules, and life can make this disease frustrating. The emotional ups and downs add to the daily burden.

**How does this diabetes distress impact me and the disease?**

Whenever our actions have unpredictable outcomes, we can become distressed. In this case it is specific to diabetes, so it is referred to as diabetes distress. We develop tension, fatigue, a sense of being overwhelmed and experience "burnout." This burnout sometimes pushes us to quit or at least not pay close attention to the things that are causing this distress. You may think "I just won't check my blood sugar, or I'll skip that medication since it doesn't seem to do much anyway." The unfortunate result is diabetes goes unmanaged, leaving you with a high A1C, not feeling well and possibly developing complications.



Friends, family and co-workers are all likely to be concerned about you and may seem to be monitoring your activities. You have the right to ask people to give you space if they are too close, but keep in mind they are usually doing this because they care, so express appreciation for their attention, then offer them ideas for how you would like them to be involved and how you don't want them involved. It's clear you are the one with diabetes, but you also have the responsibility to help those who love you be involved in appropriate ways.

### **What can I do if I think I have this distress?**

First find out. If you think this is happening to you, don't be surprised as it happens to many people who live with diabetes.

- Talk with your diabetes educator, they can ask relevant questions.
- Get an assessment. There are simple tests that can help such as a [diabetes distress questionnaire](#).
- The results from the test will help you identify what area in diabetes is most distressing.
- Based on those results you can develop a plan.

### **Diabetes doesn't go away, so what can I do to ease my distress?**

- Find someone who understands your feelings surrounding living with diabetes and talk to them.
- Talk with another person who has diabetes, a diabetes support group offered by your local hospital or your diabetes educator, family member, or a mental health professional. Someone who knows diabetes will ease the burden and you won't feel so alone.
- If you feel judged by others express your concerns and find a way to ask for their help rather than their judgments.
- The medical system can sometimes make you feel that if your health is not improving, then it is something you are doing wrong. You need their support, which is different than their judgment. Tell your healthcare team and family if and how supportive they are, because they often feel helpless as family members often do not know what to say or do to help their loved ones manage diabetes.
- If you are worn out by the daily tasks and the feeling of failure, give yourself a reasonable break from the routine.
- Realize almost no one gets diabetes right. Doing diabetes tasks well will not assure you of getting the numbers you want. Striving for perfection is extremely difficult. Take some time off. Plan it, make it safe, and perhaps ask someone to help you. Do this intentionally, not out of anger.
- If you feel bothered by others or have the sense they are monitoring your behavior, ask them to stop.

Diabetes is not easy. When you feel burned out, you may not want more responsibility, but this is probably the time you most need to ask for help and let others join in the way that works best for you.



## Summer Fun and Food • Tips for People with Diabetes

Submitted by: Brook Bender | Hualapai Health, Education & Wellness



### TIPS FOR PEOPLE WITH DIABETES

Barbeques, picnics and trips to the beach may be on your calendar this summer. But how can you enjoy all of the fun while staying within your healthy eating goals?

You can still enjoy all aspects of summer gatherings by eating a bit less of each item, and including other healthy lifestyle habits such as exercising regularly, eating in moderation, taking medication, and monitoring blood sugar levels. If you need help setting or sticking with your goals, make an appointment with your diabetes educator.

#### DON'T GET BURNED

Summer barbeques and picnics can offer a tempting range of choices that are high in calories and sugar. Knowing how to create a well-balanced meal helps keep your blood sugar level as close to normal as possible. Here are some summertime tips to help you keep your cool:

#### Choose lean, grilled meats.

Bypass the fried chicken and go for lean meats such as a grilled chicken breast, turkey burger or fish.

#### Pick a Side.

You can enjoy a number of side items such as vinegar-based coleslaw, sweet potatoes, greens, seasonal vegetables and fruit.

#### Bring a dish to share.

Attending a party? Offer to bring a green salad or fruit salad to share. That way you'll be certain that there's something healthy for you to eat, and your host will thank you for helping out.

#### Drink responsibly.

If you do decide to drink alcohol, drink in moderation. It is recommended that men with diabetes have no more than two alcoholic drinks per day (i.e. two 12 oz. bottles of beer), while women should have no more than one alcoholic drink per day.

#### Veg out.

Grill up some veggie burgers, veggie kabobs, or sliced vegetables in foil for a low-carb, low-fat entrée alternative. Raw veggies with hummus or other low-fat dip are great for snacking.

#### Hold the mayo.

To add some flavor to your sandwich, try tomato slices, lettuce, bell peppers, or mustard instead of mayonnaise, which adds fat and calories to your plate. Try to avoid mayo-based dips, salads and sauces. Use oil-based dressing in your favorite vegetable salad.

Limit your intake of breads and rolls. Try to move away from the chips and dips, as they can draw you in for more without even realizing it.

#### Consider the recipe.

Barbeque chicken with extra sauce or baked beans can throw off your carb intake as these items often contain added sugar, and recipes with cream cheese are often high in fat. If you suspect a recipe is high in fat or calories, take a pass or choose a small portion and opt for more vegetables.

#### Drink water, not sugar.

It's especially important to stay hydrated, however, summer quenchers such as soda, fruit juices, lemonade, and alcoholic beverages can be high in sugar and calories. It is better to drink water (sparkling, mineral or plain) or non-caloric beverages such as sugar-free lemonade, iced tea or coffee. For extra flavor, add a wedge of lemon, lime, orange, or even a cherry.

**Try just a taste.** If you want to sample a high-fat or high-calorie item such as ice cream, potato salad or chicken wings, take a small portion.

**Stick to your routine.** Don't skip meals or snacks earlier in the day to "save" calories and carbs for a summer outing. If you skip meals, it may be harder to manage your blood sugar.

**Have fun!** When you make healthy eating choices, any summer gathering will be fun in the sun.

BROUGHT TO YOU BY:



American Association  
of Diabetes Educators



# *The* PAPER PLATE *Plan*

## FOR PEOPLE WITH DIABETES

When you attend a summer picnic or barbeque, follow these guidelines for a well-balanced plate.

Fill half of your plate with non-starchy vegetables such as: salad greens, coleslaw, bell peppers, carrots and broccoli.



Fill the remaining one quarter of your plate with starchy items such as an ear of corn, a baked potato or whole grain pita chips.

Fill one quarter of your plate with lean meat or other protein such as: fish, chicken, beans or legumes.

This visual guide is based on the Idaho Plate Method.  
[www.platemethod.com](http://www.platemethod.com)

## *Summer Fun* ACTIVITIES

Take advantage of the summer weather to get regular exercise that will help you to manage your blood sugar levels. Here are some ideas to get you moving.



- Go for a walk on the beach
- Bring a Frisbee to the picnic
- Take a hike
- Play badminton or volleyball
- Spin your wheels on a bike ride
- Grab a baseball glove and play catch



- Go for a swim



# EASY BREEZY SUMMER Recipes



## LEMON-CILANTRO SLAW

Serving size: 1 cup, servings per recipe: 2  
Carb grams per serving: 6

- + 1 tablespoon lemon juice
- + 1 1/2 tsp olive oil
- + 1/4 tsp sugar or sugar substitute\* equivalent to 1/4 tsp sugar
- + 1/4 tsp Dijon-style mustard
- + Dash ground black pepper
- + 2 cups packaged shredded cabbage with carrot (coleslaw mix)
- + 1/4 cup coarsely shredded carrot
- + 1 tablespoon snipped fresh cilantro
- + 1 tablespoon chopped green onion

In a medium bowl, whisk together lemon juice, oil, sugar, mustard and pepper. Add coleslaw mix, carrot, cilantro and green onion; toss gently to coat. Cover and chill for 2 to 24 hours before serving.

**TIP:** \*Sugar Substitutes: Choose from Splenda granular, Sweet'N Low bulk or packets; or Equal Spoonful or packets. Follow package directions to use product amount equivalent to 1/4 teaspoon sugar. PER SERVING WITH SUBSTITUTE: same as above except 57 cal.

**NUTRITION FACTS PER SERVING:** Calories: 59, Total Fat: 3gm, Sodium: 43 mg, Carbohydrates: 6 gm, Fiber: 2 gm, Protein: 1 gm



## DEVIL'S FOOD ICE CREAM PIE

Serving size: 12  
Carb grams per serving: 31

- + 1 6 3/4 -oz. package fat-free devil's food cookie cakes (12 cookies)
- + 1/4 cup peanut butter
- + 1/4 cup hot water
- + 1 cup sliced bananas
- + Dash ground black pepper
- + 4 cups low-fat or light vanilla, chocolate or desired flavor ice cream, softened\*
- + 3 tablespoons fat-free sugar-free hot fudge ice cream topping

1. Coarsely chop cookies. Place the cookie pieces in the bottom of an 8-inch springform pan. In a small bowl, whisk together peanut butter and hot water until smooth. Drizzle evenly over cookies.
2. Top with banana slices and carefully spoon ice cream in an even layer over all. Spread ice cream until smooth on top. Cover with plastic wrap and freeze for eight hours or until firm.
3. Let stand at room temperature for 10 minutes before serving. Remove the sides of the pan; cut into wedges. Drizzle fudge topping over wedges. Makes 12 slices.

**TIP:** To soften the ice cream, place it in a large chilled mixing bowl. Stir the ice cream with a wooden spoon, pressing it against the side of the bowl until soft.

**NUTRITION FACTS PER SERVING:** Calories: 171, Total Fat: 4gm (1 gm sat. fat), Cholesterol: 7 mg, Sodium: 86 mg, Carbohydrates: 31 gm, Fiber: 1 gm, Protein: 4 gm



## GRILLED TURKEY BURGERS

Makes: 4 Servings  
Carb grams per serving: 26

- + 1/2 cup finely shredded carrot
- + 1/4 cup thinly sliced green onions
- + 2 tablespoons fine dry breadcrumbs
- + 2 tablespoons fat-free milk
- + 1/4 tsp dried Italian seasoning, crushed
- + 1/4 tsp garlic salt
- + 1/8 tsp black peppers
- + 12 oz. uncooked ground turkey
- + 1/4 cup Dijon-style mustard
- + 1/2 teaspoon curry powder
- + 4 whole wheat hamburger buns, split and toasted
- + Lettuce leaves/tomato (optional)

1. In a medium bowl stir together carrot, green onions, breadcrumbs, milk, Italian seasoning, garlic salt and pepper. Add ground turkey; mix well. Form the turkey mixture into four 1/2-inch-thick patties.
2. Place patties on a greased rack of an uncovered grill, directly over medium coals. Grill for 11 to 13 minutes or until patties are done (165 degrees F), \*turning once halfway through grilling time.
3. Meanwhile, in a small bowl stir together mustard and curry powder. Spread buns with mustard mixture. Top with burger and, if desired, optional items.

**TO BROIL:** Place patties on an unheated, greased rack of a broiler pan. Broil 4 to 5 inches from the heat for 11 to 13 minutes, turning once halfway thru time.

**NUTRITION FACTS PER SERVING:** Calories: 287, Total Fat: 11 gm (3 gm sat. fat), Cholesterol: 68 mg, Sodium: 470 mg, Carbohydrates: 26 gm, Fiber: 3 gm, Protein: 21 gm

eat healthy  
live healthy  
be healthy



# community messages

## Land Purchase • Trout Creek, Mohave County

*Submitted by: Everett Manakaja*

### LAND PURCHASE- TROUT CREEK, MOHAVE COUNTY

**WE THE PEOPLE;** of the Hualapai Tribe – Read & have the understanding of our Tribal Councils intent in the purchase of the land & ranch in Wikieup, Arizona, Mohave County. The purchase being 'Trout Creek Ranch.'

Our elected Council bases their '**Intent**' upon the '**Re-establishment of Tribal Herd**'. And the fact that it is **ancestral lands** which has **burial sites** upon the land. Now; we know that for the reasons given as; 1. Ancestral lands, 2. Having burial sites, and 3. Re-establishment of 'Tribal Herd', are the reasons given for the purchase of the land/ranch in the amount of \$925,000,000.

Our Tribal Council, has not provided any other information, which raises questions & concerns.

- a. Was there an independent realtor inspection/evaluation & assessment conducted? (Where is the report for review?)
- b. #1, ancestral lands and #2, burial sites?; are emotional & sentimental reasons, which have no sound reasons for spending a huge amount of money for anything. Plus; do we know if the burial sites are tribal sites? and how many?
- c. Re-establishment of 'Tribal Herd'? Again, it is emotional and sentimental reasons, given to the People, which have been used continually, upon the People. We had a Tribal Herd, Now it is gone. We spent thousands of dollars in funding for the purpose of re-establishing Tribal Herd, than council gave it away to benefit one family. (What is the real story behind this?)
- d. Do we know what all of the hidden cost are or will be in re-development?

Let us, look back at the land purchases that our Tribal Councils have made or accepted as gifts for the Tribe.

1. Truxton land purchase; sits idle with no interest of efforts in development by our Council. . (Who? Benefitted from this purchase, individual committee members?)
2. *Truckee Land, (gift, other than payment of taxes) same status as Truxton Land purchase.*
3. Hunt Ranch Purchase; leased to non-Indian ranchers. (Attempts by local ranchers not positive, and why did it not become 'Tribal Herd.'")
4. Chollo Ranch, (gift or purchase?) since it becoming tribally owned, it sits idle with no real effort made for improvements or developments. In fact it is wasting away, no up-keep. (it could have been a part of tribal herd, under Hunt Ranch.)

Now; we the People of the Hualapai Tribe are required by law(s) to pay property taxes and fees as land owners. We have no information on what those taxes & fees are for each one of the land(s) owned by us? If, the land sits idle and is not used by the tribe or members why own the land? Each land area should be self-supporting.

The real question is where will the money come from in the purchasing, improvement, and re-development & establishment of the Tribal Herd? (Is there a hidden agenda? Think back on old tribal herd area & district 1) Was/Is this a planned purchase? With money budgeted towards purchasing, improvement, re-establishment of Tribal Herd? (show us the budget)

What we the People want and need; is a **fully developed Plan of Action** for review AND **Public Meetings**. A detailed plan which shows what the real intent is and budget to show all of the possible costs for the tribe, as well as from what funding sources will be used. How? Will the use of those funds impact the People? A well-developed plan which provides all of the information for a well informed decision and not based upon emotional and sentimental feelings. Otherwise it is all a waste of efforts and money as in the past land purchases and deals made by our elected Tribal Councils.

We the People need to see what we have to gain or lose?

By; Everett Manakaja, Jr.

Note: Please post & provide copies for the community & People. Thank-You.



### Vehicle for Sale • Parts Only

Submitted by: Victoria Matuck

I am selling a 2003 Saturn (gray) for \$500.00. I need to get rid of it; selling it for parts. Any questions, you can reach me, Victoria Matuck at 928-769-6187. Thank you.



Find us on Facebook by searching Google:  
**changebeginswithme1111**



# Memorial DAY

*Remembering those who served  
and gave their all.*

Don't Miss the

**DEADLINE!**

Submit your Gamyu articles **BY** the deadline!  
The newsletter is also available on-line for your convenience at:  
<http://hualapai-nsn.gov>

**Article Deadline:**  
**FRIDAY**, May 14<sup>th</sup>

**Next Publication:**  
Friday, June 2<sup>nd</sup>

Don't Miss the

**DEADLINE!**





*The Montapal River Runners\* and KWLX  
proudly present:  
Native Noon Hour*

*Share your lunch  
with Wanda J  
weekdays 12 to 1  
100.9 FM  
www.kwlxradio.com*



## Arms Around Peach Springs

*Submitted by: Steven and Keely Sage*

### Arms Around Peach Springs

The month of June looks to be an exciting time with many opportunities for the local youth to participate in some summer fun activities. Our friends from OneChurch, Arkansas will be here **June 05-08** and have scheduled time at the Gym for Boys Basketball Camp in the mornings and Girls Volleyball Camp in the afternoons.

- Our friends will also be at the Boys and Girls Club providing meals along with games and entertainment. Additionally, a Water Day is planned in cooperation with local Firefighters. Sounds like lots of Wet Fun.
- Another activity will be installing smoke detectors in homes throughout the community. The goal here is to provide 100 smoke detectors for life safety and teaching children how to respond if no one else is at home when the alarm sounds.
- At the Elder Center, ministry and activities are scheduled each day approximately from 9:00 am to 4:00 pm. Working within the community, providing routine maintenance at the Center as well as in the homes of Widows.

Look for an update in the next edition of the Gamyu, announcing the location and time of the Celebrate Recovery BBQ block party. BLESSINGS!

**Steve and Keely Sage**



## Memorial Day

*Submitted by: Jessica Powskey | Substance Abuse Prevention | Wikipedia*

### Memorial Day

**Memorial Day** is a federal holiday in the United States for remembering the people who died while serving in the country's armed forces. The holiday, which is currently observed every year on the last Monday of May, originated as **Decoration Day** after the American Civil War in 1868, when the Grand Army of the Republic, an organization of Union veterans founded in Decatur, Illinois, established it as a time for the nation to decorate the graves of the Union war dead with flowers. By the 20th century, competing Union and Confederate holiday traditions, celebrated on different days, had merged, and Memorial Day eventually extended to honor all Americans who died while in the military service. It marks the start of the unofficial summer vacation season, while Labor Day marks its end. Many people visit cemeteries and memorials, particularly to honor those who have died in military service. Many volunteers place an American flag on each grave in national cemeteries.

Annual Decoration Days for particular cemeteries are held on a Sunday in late spring or early summer in some rural areas of the American South, notably in the mountain areas. In cases involving a family graveyard where remote ancestors as well as those who were deceased more recently are buried, this may take on the character of an extended family reunion to which some people travel hundreds of miles. People gather on the designated day and put flowers on graves and renew contacts with relatives and others. There often is a religious service and a picnic-like "dinner on the grounds," the traditional term for a potluck meal at a church. It is believed that this practice began before the American Civil War and thus may reflect the real origin of the "memorial day" idea.

Memorial Day is not to be confused with Veterans Day; Memorial Day is a day of remembering the men and women who *died* while serving, while Veterans Day celebrates the service of all U.S. military veterans.

