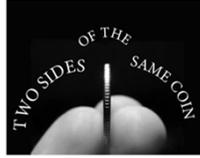


## The Role of Schools and the Coordinating Committee: Two Sides of the Same Coin



Desiree Gearing-Lancaster, Ho-Chunk Nation CST  
 Sherry Holt, School District of Black River Falls  
 Nyree Kedrowski, Ho-Chunk Nation CST  
 Mary Jo Rozmenoski, Jackson County Justice Council  
 Coordinator/School Board Member of Black River Falls  
 School District

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## Black River Falls Historical Context

- Black River Falls is a complex place...our community's story reflects the complicated relationship between education, (beginning with regional boarding schools), and cultural identity.
- The well-documented boarding school experience was predicated on aggressively promoting assimilation, which resulted in challenges to both native culture and language.

*"An error does not become a mistake until you refuse to correct it."*  
 John F. Kennedy

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## Black River Falls Historical Timeline



- 1847-1870s – Euro-American community schools established
  - 1873-74 – After final removal, Christian missionaries bring prospect of education for native children (late 19<sup>th</sup> to early 20<sup>th</sup> centuries)
  - Tomah Industrial School
  - Neillsville Indian School
  - Bethany Mission in Wittenberg
  - Mid -1930s-1963 – BRF district establishes the Hochungra School at the Mission
- “Kill the Indian, Save the man”  
 General Richard Henry Pratt  
<https://www.youtube.com/watch?v=YIG2-7yI3mc&nohtml5=False>

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## BRF – Period of Integration Begins

- Fall of 1963 – Ho-Chunk students bussed into city school.
  - District student population = roughly 1800, 23% of the Native American students, 20% are Ho-Chunk
  - District (Jackson Co.) consistently experiences socio-economic and health-related challenges (free or reduced lunch = nearly 50%)  
<http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>
- 2008 – “Disproportionate” determination - over identification of Native American students with disabilities. No longer the case since 2009!
- 2010 – District and HCN signed a Memorandum of Understanding (MOU), considered historic.

*“Our actions today should be guided by what we want for our great grandchildren.” Gordon Thunder, 1990.*

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## Wisconsin Education Act 31

- *Statutory requirement that all school districts provide instruction in the history, culture, and tribal sovereignty of the eleven American Indian nations and tribes in the state.*  
[WisconsinAct31.org](http://WisconsinAct31.org)
- The Black River Falls experience with Act 31 is often viewed as a “success story”, and in many respects it has been; however, there is much left to be done.

Culturally Responsive Teaching (CRT)

<https://www.youtube.com/watch?v=h8GDv1DyCGA>

“Thank you” to Paul Rykken for his research, work and dedication to the students and community of BRF.

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**OUR VISION**  
In the School District of **BLACK RIVER FALLS**, we create an individualized path to future success for every student through the consistent practices of dedicated educators and meaningful partnerships with families and our community.

**OUR VALUES**  
We are **DEDICATED** to the success of our students and take **PRIDE** in our accomplishments.  
We continue to build **TRUSTING** relationships by celebrating diversity and ensuring fairness, respect and safety.  
We **PARTNER** with families, students, the community and each other to provide strong, positive outcomes for students.  
We are committed to **EXCELLENCE** in teaching and learning as the foundation of our continuous improvement.

Source: Black River Falls School District Website

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## Defining Trauma Informed Care



- Trauma-Experience/Fear/Threat
- Informed-Knowledge/Thoughtfulness/Consideration
- Care-Action/Engagement/Interaction

According to a Trauma-Informed Care Fact Sheet dated April 2014(SAMHSA/NICWA):  
"Trauma is defined as 'an event, or series of events that causes moderate to severe stress reactions. Traumatic events are characterized by a sense of horror, helplessness, serious injury, or the threat of serious injury, or death....affecting those who suffer injuries or loss.'

"Like other children, AI/AN children can react to trauma in any number of ways including guilt, helplessness, and withdrawal, risk-taking, mistrust and social anxiety. Moreover, repeated exposure to trauma results in the impaired ability to have positive relationships, communicate well, and demonstrate resiliency. Trauma at a young age often leads to higher rates of behavioral health disorders in adolescence."

(Clervil and DeCandia): "Trauma-informed care is not an addition; it is a complementary approach to the existing system of care framework that offers the promise of responding sensitively and appropriately to all children and youth affected by trauma."

Source: Dolores Subia Bigfoot, PhD "Trauma Informed Care"

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## Ho-Chunk Nation CST



Family and kinship networks have been a strong tradition for Ho-Chunk people. This protective network allowed children to grow into responsible adults who give back to the community. In our history, trauma caused the breakdown of our family and kinship system. This continues to affect families to this day.

Wazokina Womasak-Strengthening Ourselves by Strengthening our Families shapes family and community supports through team meetings. Promotion of culture, traditions, skills and resources is encouraged with CST families.

Sitting Bull- "Let us put our minds together and see what life we can make for our children."



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## CST – Target Group

- Academically Challenged
- At Risk for out of home placement
- Behavioral Health (Mental/AODA)



Most importantly, the parents willing (family) to be involved in the CST process

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." ~ Maya Angelou

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## CST Timeline for the Ho-Chunk Nation

- Ho-Chunk Nation received the CST Grant in 2013 through our Behavioral Health Division.
  - In October 2014 Carolyn Blackdeer was hired.
  - 8 family referrals came in 2014 of those 2 cases had IEPs.
  - MOU signing with Jackson County, BRFS and Ho-Chunk Nation on March 10, 2015
  - Currently working on MOU's with Monroe, Juneau and Wood Counties.
- What kind of impact did we see for our families, agencies and community?
    - ✓ Open lines of communication and dialogue with school districts
    - ✓ Active participation on various workgroups dealing with largest issues i.e. mental health, alcohol and drug
    - ✓ Decreased stigma and enhanced understanding of different perspectives and diversity
    - ✓ Opportunities to integrate the core values of CST across systems
    - ✓ Improve outcomes for mutual youth and families

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## Ho-Chunk Nation CST Program

What makes us different than County programs?  
 We provide cultural opportunities and teachings to the families.

Some of the services we provide through the Ho-Chunk Nation:

- Clan Mothers
- Cultural Sensitivity Training for agencies that work with Tribal members
- Mending Broken Hearts
- Medicine Wheel
- Parent-Coaching
- Preparations for Life




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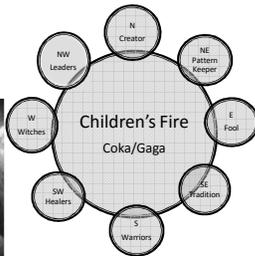
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## Cultural Teachings from the Teachings of the Medicine Wheel:

### "The Wheel of Law"

The Laws:

- Nothing shall harm the children's fire
- The Life-giving Power of the Feminine Shall be protected




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"As a team, we work to honor families, strengthen relationships, and create options that empower families to live healthy, hopeful, safe and connected lives in the community for themselves and future generations." –Ho-Chunk Nation CST Mission Statement



MOU Signing Ceremony March 10, 2015

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### Questions and/or Comments?

Thank you for attending our session!

Contact Information:

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For referrals to the Ho-Chunk Nation CST Program please call our intake at 715-284-7749 or Toll free at 888-343-8190

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