



NACS NEWS

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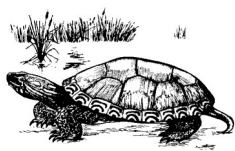


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Back To School: What is Bullying?

Bullying is repeated, intentional behavior that hurts, intimidates, or harms another person. It usually involves a real or perceived imbalance of power, where the person doing the bullying has more physical strength, social influence, or some other advantage.

Types of Bullying

- **Physical bullying:** Hitting, kicking, pushing, damaging belongings, or other physical aggression.
- **Verbal bullying:** Name-calling, insults, teasing, threats, or offensive comments.
- **Social (relational) bullying:** Excluding someone, spreading rumors, embarrassing them, or damaging their relationships.
- **Cyberbullying:** Using phones, social media, texts, emails, or other online platforms to harass, threaten, or humiliate someone.

Examples

- Repeatedly making fun of a classmate's appearance.
- Spreading false rumors about someone.
- Excluding someone from a group on purpose.
- Sending hurtful messages online over and over.

Effects of Bullying

Bullying can lead to:

- Sadness, anxiety, or depression
- Low self-esteem
- Difficulty concentrating at school or work
- Social withdrawal and loneliness
- Physical symptoms such as headaches or stomachaches

What to Do if You Are Being Bullied

- Tell a trusted adult, teacher, parent, manager, or counselor.
- Save evidence if the bullying

occurs online.

- Stay around supportive friends and allies.
- Avoid responding aggressively.
- Seek professional support if the bullying is affecting your well-being.

In simple terms, **bullying is repeated behavior intended to hurt, control, or intimidate another person.**

What are the emotional attributes and mental state of someone who bullies others?

There is no single emotional profile of a person who bullies others. People bully for different reasons, and many bullies do not fit the stereotype of being simply "angry" or "troubled." However, researchers have found some common emotional and psychological patterns.

Possible Emotional Attributes

Some people who bully may exhibit:

- **Low empathy:** Difficulty understanding or caring about how their actions affect others.
- **Insecurity:** Hidden feelings of inadequacy that they try to compensate for by putting others down.
- **Need for power or control:** Enjoyment of feeling dominant or influential over others.
- **Frustration or anger:** Unresolved emotional issues that get redirected toward other people.
- **Jealousy or resentment:** Negative feelings toward someone who has qualities, achievements, or social status they desire.
- **Entitlement:** A belief that

they have the right to treat others poorly or that normal rules do not apply to them.

Possible Mental States

A person who bullies may be experiencing:

- **Poor emotional regulation:** Difficulty managing anger, frustration, or disappointment.
- **Desire for social status:** Some bullies use aggression to gain popularity, influence, or respect from peers.
- **Cognitive distortions:** Justifying harmful behavior by believing the victim "deserves it" or that "it's just a joke."
- **Stress or personal problems:** Family conflict, trauma, neglect, or other life difficulties can sometimes contribute to bullying behavior.
- **Lack of remorse:** Some individuals minimize the harm they cause or fail to recognize it.

Important Nuances

- Not all bullies have low self-esteem. Some are actually socially skilled, confident, and strategic.
- Not everyone who is angry, insecure, or stressed becomes a bully.
- Bullying behavior can occur in children, teenagers, and adults, including workplaces and online communities.
- People can change. With accountability, support, and learning healthier ways to interact, many individuals stop bullying behavior.

In Simple Terms

Someone who bullies often seeks **power, control, status, or emotional release**, while having difficulty empathizing with the target or managing their own emotions in healthy ways. The underlying rea-

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sons can range from insecurity and frustration to learned behavior and a desire for social dominance.

How should parents handle their children who are being bullied?

When a child is being bullied, parents can play a crucial role in helping them feel safe, supported, and empowered. The goal is not only to stop the bullying but also to protect the child's emotional well-being.

1. Listen Calmly and Take It Seriously

- Give your child your full attention.
- Thank them for telling you—it often takes courage to speak up.
- Avoid minimizing the situation by saying things like "just ignore it" or "everyone goes through that."
- Let them know the bullying is **not their fault**.

Example:

"I'm glad you told me. What happened is not okay, and we'll work through this together."

2. Gather the Facts

- Ask open-ended questions:
- What happened?
- Who was involved?
- How often does it happen?
- Where does it occur?
- If it is cyberbullying, save screenshots, messages, emails, or posts.

3. Provide Emotional Support

- Reassure your child that they are not alone.
- Help them identify trusted adults they can turn to.
- Encourage healthy friendships and activities that build confidence.
- Watch for signs of anxiety, depression, sleep problems, or withdrawal.

4. Teach Safe Responses

Help children practice responses

such as:

- Walking away from the situation.
- Staying near friends or supportive peers.
- Using assertive (not aggressive) communication.
- Seeking help from a trusted adult immediately.

Role-playing situations at home can help children feel more prepared.

5. Work with the School

- Contact teachers, counselors, principals, or other appropriate staff.
- Share specific details and evidence.
- Ask what steps are being taken to ensure your child's safety.
- Keep records of meetings and communications.

A cooperative approach is usually more effective than immediately confronting the other child's family.

6. Address Cyberbullying

- Save evidence before deleting anything.
- Block or mute the person responsible when appropriate.
- Report abusive content to the platform and the school if students are involved.
- Review privacy settings and online safety habits.

7. Monitor Mental Health

Seek professional support if your child shows:

- Persistent sadness or anxiety
- Significant changes in behavior
- Loss of interest in activities
- Declining school performance
- Talk of self-harm or hopelessness

A counselor or therapist can help children develop coping skills and rebuild confidence.

8. Avoid Common Mistakes

Try not to:

- Blame the child.
- Encourage retaliation or fighting back physically.
- Immediately take over without including the child in decisions.
- Promise to keep the problem completely secret if safety is at risk.

A Helpful Message for Children

Children who are being bullied most need to hear:

"I believe you. It's not your fault. You don't deserve this. We will handle it together."

Consistent support from parents is one of the strongest protective factors for children facing bullying.

What signs show my child is deeply affected?

Signs that a child is being **deeply affected by bullying** can show up emotionally, behaviorally, physically, and academically. A single sign does not necessarily mean bullying is the cause, but multiple signs appearing together or lasting for weeks deserve attention.

Emotional Signs

Your child may:

- Seem unusually sad, anxious, or irritable
- Cry more often than usual
- Appear fearful about school or certain activities
- Lose confidence or make negative comments about themselves
- Express feelings of loneliness, hopelessness, or worthlessness
- Become overly sensitive to criticism

Behavioral Signs

Watch for:

- Withdrawing from friends and family
- Avoiding school, social events, or extracurricular activities
- Loss of interest in hobbies they once enjoyed

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- Sudden anger, aggression, or emotional outbursts
- Changes in eating habits
- Increased secrecy about school or online activity

Physical Signs

Some children experience stress through physical symptoms:

- Frequent headaches or stomachaches
- Trouble sleeping or nightmares
- Fatigue and low energy
- Unexplained injuries
- Changes in appetite or weight

Academic Signs

Bullying can affect learning and concentration:

- Declining grades
- Difficulty focusing
- Missing school or asking to stay home
- Increased anxiety about tests, classes, or school attendance

Signs of Severe Emotional Distress

These signs should be taken especially seriously:

- Persistent sadness lasting weeks
- Talking about feeling trapped or hopeless
- Statements such as "Nobody likes me" or "Things will never get better"
- Self-harming behaviors
- Giving away possessions or saying goodbye in unusual ways
- Any mention of wanting to die or hurt themselves

If your child expresses thoughts of self-harm or suicide, seek immediate professional help and emergency support.

Trust Your Instincts

Parents often notice subtle changes before anyone else. If your child seems like a different person than usual—quieter, more anxious, less happy, or more withdrawn—that may be a sign they are struggling even if they are not openly discuss-

ing the bullying.

A helpful question to ask gently is:

"I've noticed you've seemed more upset lately. I care about how you're feeling. Can you tell me what's been going on?"

A child who feels believed, supported, and protected is much more likely to recover from the effects of bullying and seek help when they need it.

How should parents handle their children who are bullies?

When a child is bullying others, parents should respond with **firmness, accountability, and support**. The goal is not simply to punish the behavior, but to understand why it is happening and help the child learn healthier ways to interact with others.

1. Take the Behavior Seriously

Avoid dismissing it as:

- "Kids being kids"
- "Just teasing"
- "They're toughening others up"

Bullying can cause real harm, and ignoring it may allow the behavior to continue.

2. Stay Calm and Gather Facts

If you hear that your child has bullied someone:

- Listen before reacting.
- Ask what happened from your child's perspective.
- Talk with teachers, coaches, or other adults if needed.
- Focus on understanding the behavior rather than immediately labeling the child as "a bully."

A child may have made a poor choice, but that does not mean they are permanently defined by it.

3. Hold Your Child Accountable

Make it clear:

- The behavior is unacceptable.

ble.

- They are responsible for their actions.
- There will be appropriate consequences.

For example:

"I love you, but I do not approve of what you did. We need to make this right."

4. Help Them Develop Empathy

Encourage your child to think about:

- How the other person felt
- The impact of their actions
- What they would feel if they were treated the same way

Questions such as:

"How do you think that student felt when that happened?" can help build perspective-taking skills.

5. Look for Underlying Causes

Sometimes bullying is linked to:

- Anger or frustration
- Peer pressure
- A desire for popularity or control
- Exposure to aggressive behavior at home, online, or among friends
- Personal struggles, stress, or insecurity

Understanding the cause helps parents address the problem more effectively.

6. Teach Better Skills

Children often need guidance on:

- Managing anger
- Handling disagreements respectfully
- Communicating assertively without aggression
- Coping with jealousy or frustration
- Building healthy friendships

Role-playing alternative responses can be very effective.

7. Monitor Online Activity

If the bullying involves social media, texting, or gaming:

- Review expectations for digital behavior.

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- Set clear boundaries.
- Discuss how online actions affect real people.
- Supervise technology use when appropriate.

8. Model Respectful Behavior

Children learn from what they see.

Ask yourself:

- How do adults in the home handle conflict?
- Do family members treat others respectfully?
- Is kindness and empathy regularly demonstrated?

Parents' behavior often teaches more than their words.

9. Encourage Repair and Responsibility

When appropriate, help your child:

- Apologize sincerely
- Make amends
- Take actions that demonstrate changed behavior

The focus should be on understanding harm and taking responsibility, not merely avoiding punishment.

10. Seek Professional Help if Needed

Consider counseling if your child:

- Shows little remorse
- Repeatedly bullies despite consequences
- Is frequently aggressive
- Has significant emotional or behavioral difficulties

A mental health professional can help identify underlying issues and teach healthier coping strategies.

A Balanced Message for Parents

Children who bully need two things at the same time:

1. **Clear limits and accountability**
2. **Guidance and support to change**

The most effective approach is:

"What you did is not okay, and I will help you learn a better way."

That combination of firmness, empathy, and consistent follow-through gives children the best

chance to stop bullying behavior and develop into respectful, compassionate adults.

What can schools do to help reduce the incidence of bullying?

Schools can make a significant difference in reducing bullying when they address it consistently, proactively, and school-wide rather than only responding after incidents occur.

1. Establish Clear Anti-Bullying Policies

Schools should:

- Define what bullying is and is not.
- Clearly communicate rules and consequences.
- Ensure students, staff, and parents understand reporting procedures.
- Apply policies consistently and fairly.

Students are more likely to report bullying when they know it will be taken seriously.

2. Create a Positive School Culture

Bullying is less common in environments where:

- Respect and kindness are actively promoted.
- Diversity and inclusion are valued.
- Students feel connected to their school community.
- Positive behavior is recognized and reinforced.

A culture of belonging can reduce the social rewards that sometimes motivate bullying.

3. Teach Social and Emotional Skills

Schools can help students learn:

- Empathy
- Emotional regulation
- Conflict resolution
- Effective communication
- Perspective-taking

These skills help potential aggressors manage emotions more appropriately and help potential

targets develop coping strategies.

4. Train Teachers and Staff

All adults in the school should know how to:

- Recognize different forms of bullying.
- Intervene safely and effectively.
- Support affected students.
- Document and report incidents properly.

Consistent adult intervention sends a strong message that bullying is unacceptable.

5. Encourage Reporting

Students may stay silent because they fear retaliation or believe nothing will change.

Schools can:

- Provide anonymous reporting options.
- Encourage students to seek help.
- Protect students who report concerns.
- Respond promptly to complaints.

6. Increase Supervision in High-Risk Areas

Bullying often occurs in places with less adult supervision, such as:

- Hallways
- Playgrounds
- Buses
- Cafeterias
- Locker rooms

Strategic supervision can prevent many incidents before they escalate.

7. Empower Bystanders

Most students are neither bullies nor targets—they are witnesses.

Schools can teach students how to:

- Support peers who are being targeted.
- Report concerns to adults.
- Avoid encouraging bullying through laughter or attention.
- Promote inclusion.

When bystanders act positively, bullying often loses its social power.

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8. Support Both the Target and the Student Who Bullied

Effective schools:

- Provide counseling and support for students experiencing bullying.
- Address underlying issues that may contribute to bullying behavior.
- Focus on behavior change and accountability rather than punishment alone.

Both groups may benefit from additional support.

9. Address Cyberbullying

Schools can:

- Teach responsible digital citizenship.
- Educate students about online safety.
- Work with families when online behavior affects the school environment.
- Encourage reporting of harmful online conduct.

10. Partner With Parents

Schools and families are most effective when they work together by:

- Sharing concerns early.
- Communicating openly.
- Reinforcing consistent expectations at home and school.

- Providing educational workshops and resources.

What Works Best?

The strongest results typically come from a **whole-school approach** that combines:

- Clear policies
- Staff training
- Student education
- Parent involvement
- Consistent intervention

When students feel safe, respected, connected, and supported by adults, the incidence of bullying tends to decrease significantly.

Back To School: National Immunization Awareness Month

From [National Today](#), June 11, 2026

National Immunization Awareness Month champions public health every August. This month encourages everyone to ensure their vaccinations are current, protecting against preventable diseases. Make a simple call to your doctor, schedule necessary shots, and safeguard your health and your community's well-being.

Expected National Immunization Awareness Month Deals

Throughout National Immunization Awareness Month, expect public health organizations and healthcare providers to host free or low-cost vaccine clinics nationwide. Major pharmacy chains like **CVS Pharmacy** and **Walgreens** often offer incentives for routine immunizations, sometimes including gift card promotions or loyalty points. Pharmaceutical companies such as **Pfizer** and **Moderna** may support educational campaigns highlighting the importance of their vaccines. Non-profit organizations like the **Immunization Action Coalition (IAC)** and the **Centers for Disease Control and Prevention (CDC)** will share re-

sources, host webinars, and encourage donation matches to expand vaccine access. Look for local health departments to offer convenient walk-in services. We will update this page with confirmed live deals as August approaches.

Platform Guide for National Immunization Awareness Month

Facebook
Mention **National Today** (facebook.com/nationaltoday) and use **#NIAM**. Share personal stories about vaccine impact or educational infographics.

X/Twitter

Mention **@NatlToday** and use **#ImmunizationMonth**. Join public health conversations, share news, and retweet official health organization updates.

Instagram

Tag **@nationaltoday_** and use **#VaccineAwareness**. Post visually appealing facts about vaccines or short videos debunking common myths.

Social Media Tips for National Immunization Awareness Month

Individuals

Review your family's immunization records, schedule any overdue vaccinations, and talk to your healthcare provider about recommended shots for all ages.

Creators

Develop engaging content that simplifies complex vaccine science, shares personal experiences with preventable diseases, or highlights local immunization drives.

Brands

Launch educational campaigns, partner with health organizations for donation matching, or offer incentives for employees to get their recommended vaccines.

Organizations & Brands for National Immunization Awareness Month

1. Centers for Disease Control and Prevention (CDC)

Founded in 1946, the CDC is the leading national public health agency of the United States. It works to protect America from health, safety, and security threats, both foreign and in the U.S., by con-

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- ducting critical science and providing health information.
2. **World Health Organization (WHO)**
Established in 1948, the WHO is a specialized agency of the United Nations responsible for international public health. It provides leadership on global health matters, shapes the health research agenda, sets norms and standards, and monitors health trends.
3. **Immunization Action Coalition (IAC)**
The IAC is a non-profit organization founded in 1990 that works to increase immunization rates and prevent disease. It provides healthcare professionals with up-to-date information about vaccines and vaccine-preventable diseases.
4. **CVS Pharmacy**
Founded in 1963, CVS Pharmacy is the largest pharmacy chain in the United States. It plays a significant role in public health by offering a wide range of vaccinations, including flu shots, COVID-19 vaccines, and other routine immunizations.
5. **Walgreens**
Founded in 1901 in Chicago, Walgreens is the second-largest pharmacy chain in the U.S. It serves as a convenient and accessible location for millions to receive vaccinations, health screenings, and other essential pharmacy services.
6. **Pfizer**
Founded in 1849, Pfizer is one of the world's largest pharmaceutical companies. It is a major developer and manufacturer of vaccines, including those for pneumococcal disease, meningococcal disease,

and, notably, a leading COVID-19 vaccine.

7. **Moderna**

Moderna, founded in 2010, is a biotechnology company focused on RNA therapeutics, primarily mRNA vaccines. They gained global recognition for their rapid development and deployment of an mRNA vaccine for COVID-19.

National Immunization Awareness Month Hero:

Jonas Salk

Jonas Salk (1914–1995) was an American medical researcher and virologist who developed one of the first successful polio vaccines. His inactivated polio vaccine (IPV) was introduced in 1955 and dramatically reduced the incidence of polio worldwide, making him a public health hero. Salk famously refused to patent the vaccine, stating it belonged to the people.

National Immunization Awareness Month timeline

1797 - The vaccine makes its debut

Edward Jenner develops and documents the first vaccine for smallpox. It's the first vaccine ever developed in history.

April 12, 1955 - Polio loses its punch

Jonas Salk introduces the Salk vaccine, or inactivated poliovirus vaccine, to the world. With two doses of the vaccine, 90% or more of individuals develop protective antibody to all three serotypes of polio, and at least 99% are immune to polio following three doses.

1958 - Measles meets its match

In 1958, there were 763,094 cases of measles in the United States. In 2008, there were 64 suspected cases of measles

thanks to immunization from vaccines.

(Note: According to the U.S. Centers for Disease Control and Prevention (CDC), there were **2,289 confirmed measles cases in the United States during the full year of 2025**. There were also **48 reported outbreaks**, and about **90% of cases (2,066 of 2,289)** were associated with outbreaks. [\[cdc.gov\]](https://www.cdc.gov)

Some additional context:

- **2024:** 285 confirmed cases. [\[cdc.gov\]](https://www.cdc.gov), [\[cdc.gov\]](https://www.cdc.gov)
- **2025:** 2,289 confirmed cases (highest annual total in decades). [\[cdc.gov\]](https://www.cdc.gov)
- **2026 (through July 9):** 2,231 confirmed cases had already been reported. [\[cdc.gov\]](https://www.cdc.gov)

1995 - We finally have a chickenpox vaccine

Prior to the introduction of the vaccine in 1995, there were around 4 million cases per year in the United States. Ten years after the vaccine was recommended in the US, the CDC reported as much as a 90% drop in chickenpox cases. One dose of the vaccine prevents 95% of moderate disease and 100% of severe disease.

How Businesses Can Celebrate National Immunization Awareness Month

Local businesses can support National Immunization Awareness Month by sharing accurate health information from trusted sources like the CDC on their social media. Healthcare providers, clinics, and pharmacies can host open house events or extended hours for vaccinations. Employers can encourage staff to get up to date on their immunizations by offering paid time off for appointments or hosting on-site clinics. Restaurants might offer healthy menu options and share facts about immune-

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boosting foods.

National Immunization Awareness Month FAQs

1. When is National Immunization Awareness Month?

National Immunization Awareness Month 2026 runs throughout August. This annual observance encourages everyone to ensure their vaccinations are current for optimal health.

2. How many diseases can vaccines prevent?

Vaccines currently protect against more than 25 debilitating or life-threatening diseases, including measles, polio, tetanus, diphtheria, pertussis, influenza, and HPV. The number continues to grow as new vaccines are developed.

3. What is the global impact of immunization?

Immunization is one of the most successful and cost-effective public health interventions, preventing an estimated 3.5 to 5 million deaths each year from diseases like diphtheria, tetanus, pertussis, and measles. It has eradicated smallpox and brought polio to the brink of eradication.

4. What is herd immunity?

Herd immunity, or community immunity, occurs when a significant portion of a population is immune to a specific disease, making its spread from person to person unlikely. This collective protection extends to those who cannot be vaccinated, such as infants or individuals with compromised immune systems.

How to Observe National Immunization Awareness Month

1. Call your doctor

The only way to be absolutely

certain about what vaccinations you've received is to gather your medical records. Contact your doctor and request your immunization records to determine whether or not you are up to date.

2. Encourage friends to do the same

Just because you feel healthy doesn't mean you don't need to be vaccinated. Unlike most medicines, which treat or cure diseases, vaccines prevent them. When you check your immunization records, encourage friends to do the same, and you can all make sure you are up to date.

3. Know your family history

A family medical history can reveal the history of disease in your family and help a doctor identify patterns that might be relevant to your own health. This will allow the doctor to be best informed about recommending vaccines for immunization.

5 Amazing Facts About Vaccines

1. Scientists got lucky

Though scientists didn't yet understand what the smallpox virus was, it was widely believed that cowpox could be used to immunize against it. British scientist Edward Jenner's research confirmed this and allowed him to develop the first smallpox vaccine in 1796 — an entire century before the virus was first officially discovered.

2. One man developed over 40 vaccines

For Maurice Hilleman, that includes more than half of the 14 routinely recommended childhood immunizations in the U.S., including vaccines against measles,

mumps, and meningococcal disease.

3. Ancient Asian civilizations inoculated people 1,000 years ago

India and China are believed to be the first civilizations to inoculate their children against smallpox using a process called variolation. The process requires a small incision into a person's arm and then rubbing infected material (ground scabs or pus) into the wound.

4. Meningitis has nearly been eliminated

Meningitis A is an infection that can cause severe brain damage and is often fatal. The introduction of the Meningitis A vaccine in Africa in 2010 has all but eliminated the disease.

5. We are on the brink of a breakthrough

Currently there has been a major push for clinical development of vaccines, and the first vaccine to protect children against malaria will be piloted in three African countries in 2018.

Why National Immunization Awareness Month is Important

A. Immunization protects our children

Vaccination protects children from serious illness and complications of many diseases, including amputation of an arm or leg, paralysis of limbs, hearing loss, convulsions, brain damage, and death.

B. Immunization is safe

Vaccination is safe and effective. All vaccines undergo long and careful review by scientists, doctors, and the federal government to make sure they are safe.

C. We owe it to everyone

We all have a public health ob-

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ligation to our communities to protect ourselves as well as others from potential health risks. By getting vaccinated, we eliminate diseases before they have a chance to spread.

How do vaccines work in the body?

Vaccines work by training the immune system to recognize and combat specific pathogens without causing the disease. They introduce harmless components of the pathogen, prompting the body to develop a defense and memory against future infections. [Scieninsights.org](https://scieninsights.org)

Mechanism of Vaccines

Understanding how vaccines function is crucial for public health.

- **Immune Response** – Vaccines stimulate the immune system to produce antibodies against specific pathogens. [Verywell Health](https://verywellhealth.com)
- **Memory Cells** – After vaccination, the body retains memory cells that enable a faster response to future infections. [Mayo Clinic](https://mayoclinic.org)
- **Types of Vaccines** – Different vaccines use various methods, such as weakened or inactivated pathogens, to elicit an immune response. [WHO](https://who.int)
- **Lymph Nodes** – Vaccines travel to lymph nodes where immune cells learn to recognize the vaccine components. [Johns Hopkins University](https://johnshopkins.edu)

Why some vaccines require boosters

Immune memory can weaken over time, depending on the disease and vaccine.

A booster dose:

- Reminds the immune system what the germ looks like.

- Increases antibody levels.
- Strengthens immune memory.

Do vaccines give you the disease?

Modern vaccines are designed not to cause the disease they protect against. Some vaccines can cause temporary side effects such as:

- Soreness at the injection site
- Fatigue
- Mild fever
- Muscle aches

These symptoms are usually signs that the immune system is responding to the vaccine and building protection.

Different types of vaccines

- **Live attenuated vaccines:** weakened form of the germ (e.g., MMR measles-mumps-rubella vaccine).
- **Inactivated vaccines:** killed germ.
- **Protein/subunit vaccines:** only a piece of the germ.
- **mRNA vaccines:** provide instructions for cells to make a harmless protein so the immune system can learn to recognize it.
- **Viral vector vaccines:** use a harmless virus to deliver genetic instructions.

In short, vaccines work by **showing your immune system what a pathogen looks like without making you experience the full disease**, allowing your body to respond much more quickly and effectively when exposed later.

Can we trust the science behind vaccinations in spite of what anti-vaxxers claim?

Yes. While it's healthy to be skeptical and ask questions about any medical intervention, the overall scientific evidence supporting vaccination is exceptionally strong.

Why most scientists and physicians trust vaccines

Vaccines are among the most extensively studied medical products in history. Before approval, they undergo laboratory research, clinical trials involving thousands to tens of thousands of participants, regulatory review, and then ongoing safety monitoring after licensure. Agencies such as the CDC, FDA, WHO, and independent researchers continually review vaccine safety and effectiveness data. cdc.gov, wkcrn.com, medicaldaily.com

The basic biology behind vaccination—stimulating immune memory through exposure to an antigen—is well understood and consistent with decades of immunology research. cdc.gov, wkcrn.com, medicaldaily.com

What about anti-vaccine claims?

Some anti-vaccine claims have been investigated extensively and found unsupported by evidence.

For example, the claim that vaccines cause autism originated largely from a 1998 paper that was later retracted due to serious ethical and scientific problems. Since then, numerous large studies involving hundreds of thousands of children have found no evidence that vaccines or the MMR vaccine cause autism. Major medical organizations worldwide agree that no causal link has been found. cdc.gov, wkcrn.com

Other claims often focus on vaccine ingredients, immune overload, or alleged hidden harms. These concerns have also been studied extensively. Scientists continue to monitor vaccine safety because no medical intervention is

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entirely risk-free, but the evidence generally shows that the risks from vaccine-preventable diseases are far greater than the risks from the vaccines themselves. [\[cdc.gov\]](https://www.cdc.gov/), [\[usnews.com\]](https://www.usnews.com/), [\[medicaldaily.com\]](https://www.medicaldaily.com/)

Is it true that vaccines can have side effects?

Yes.

A scientifically honest answer is that vaccines can cause side effects and, in rare cases, serious adverse events. The reason public-health authorities recommend them anyway is that the benefits overwhelmingly outweigh the risks for the vast majority of people. Vaccine safety monitoring systems

exist precisely because scientists acknowledge and investigate potential risks rather than assume they do not exist. [\[cdc.gov\]](https://www.cdc.gov/), [\[medicaldaily.com\]](https://www.medicaldaily.com/)

How should we evaluate vaccine claims?

A good approach is to ask:

- Is the claim supported by multiple independent studies?
- Has it been replicated by researchers in different countries?
- Is it published in reputable peer-reviewed journals?
- Does it align with the broader body of evidence?
- Do major medical organiza-

tions agree on the conclusion? Science relies on the totality of evidence rather than a single study, anecdote, or social-media post. [\[medicaldaily.com\]](https://www.medicaldaily.com/), [\[wkrn.com\]](https://www.wkrn.com/)

Bottom line

Based on the current scientific evidence, **yes, there are strong reasons to trust the science behind vaccination.** Vaccines are not considered perfect or risk-free, but the evidence supporting their ability to prevent serious infectious diseases and reduce deaths is extensive and has been repeatedly confirmed by decades of research and real-world experience. [\[cdc.gov\]](https://www.cdc.gov/), [\[wkrn.com\]](https://www.wkrn.com/), [\[usnews.com\]](https://www.usnews.com/)

National Minority Donor Awareness Month

National Minority Donor Awareness Month in 2026 will take place throughout August, aiming to raise awareness about the critical need for organ, eye, and tissue donors from diverse communities. This initiative seeks to improve the quality of life for individuals in these communities by promoting a positive culture around donation. [Donate Life America](https://www.donatelifeamerica.org/)

Overview of National Minority Donor Awareness Month

This month-long observance highlights the importance of diverse donors.

Purpose – The month aims to save and improve lives by encouraging organ donation among minority communities. [Donate Life America](https://www.donatelifeamerica.org/)

Activities – Various events and campaigns will be organized to promote registration as organ donors. [Donate Life America](https://www.donatelifeamerica.org/)

Collaboration – The initiative is a joint effort by the National Multicultural Action Group to address health inequities. [Association of Organ Procurement Organizations - AOPO](https://www.associationoforganprocurementorganizations.org/)

Impact – It emphasizes the urgent need for diverse donors, as minority populations are often underrepresented in donor registries. [National Day Today](https://www.nationaldaytoday.com/)

What are the benefits of organ donation for communities?

Organ donation strengthens communities by creating a culture of compassion and generosity while directly addressing critical health disparities. [One donor can save](https://www.onecanlive.com/) up to eight lives through organ donation, and the ripple effects extend far beyond individual recipients to benefit families, support networks, and entire populations facing organ shortages.

Strengthening Social Bonds and Engagement

Organ donation fosters deeper community connections and collective responsibility. [Strengthened family and community bonds](https://www.strengthenedfamilyandcommunitybonds.org/) emerge as people share in the act of giving, inspiring others to register and creating a culture of mutual care. [National obser-](https://www.nationalobservances.org/)

[vances](https://www.vances.org/) like National Donate Life Month and the annual Donor Dash have engaged over a quarter million people since 1996, reinforcing donation as a shared community value and raising awareness across diverse populations.

- Generosity as a cultural force – Communities benefit as donation [promotes societal well-being](https://www.promotesocietalwellbeing.org/) and fosters compassion, encouraging others to register themselves and support those in need
- Addressing critical shortage – The demand for organs far exceeds supply; each donation helps reduce waiting lists and gives more patients the chance to survive and thrive
- Healing for families – [It is quite healing](https://www.itisquitehealing.org/) and helpful for donor families, creating meaning from loss

Advancing Health Equity and Medical Progress

Organ donation reduces health disparities by increasing representation from underrepresented

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communities and fueling research breakthroughs. [Increasing diversity among organ donors](#) is essential to improving equity in transplantation—minority communities face higher organ failure rates and longer wait times, yet remain underrepresented as donors. [Greater donor diversity](#) improves compatibility, shortens wait times, and leads to better outcomes for all patients.

- Research acceleration – Donated organs advance study into disease development and molecular basis of conditions like cancer and diabetes, developing groundbreaking treatments
- Transplant success rates – [Greater than 90% national](#) one-year survival for liver transplantation, with 10-year survival ranging 60% or higher
- Reducing systemic burden – Organ donation alleviates shortage pressures and supports the overall healthcare infrastructure, freeing resources for broader community health initiatives

What steps can I take to register as an organ donor in New York?

Registering as an organ donor in New York is straightforward and can be completed through multiple channels. [New York State Donate Life Registry](#) enrollment provides legal consent to donate organs, eyes, and tissues—ensuring your wishes are documented and honored.

How to Enroll

- Online – Visit donatelife.ny.gov/register
- DMV – Apply for or renew a learner permit, driver license, or non-driver ID
- MyDMV Account – Create an account at the DMV website and enroll electronically

- Voter Registration – Check the "New York State Organ and Tissue Donation" box on the voter registration form
- NY State of Health – Register while applying for or renewing health insurance through the state exchange
- Phone: Call 1-866-NYDONOR (1-866-693-6667)

What You Need to Register Online

Enrolling through donatelife.ny.gov requires basic information to complete your registration.

- Mailing address – Your current New York State address
- Email address – For enrollment confirmation and future updates
- Social Security Number or DMV ID – Last four digits of your SSN or your NYS DMV ID#
- Age requirement – You must be 16 years or older to register

What You Can Donate & Customization Options

When you [join the Registry](#), you may donate organs, eyes, and tissues—and you can limit your donation choices if desired.

- Organs: heart, kidneys, pancreas, lungs, liver, and intestines
- Tissues: corneas, skin, bone, ligaments, blood vessels, nerves, cartilage, and connective tissue
- Customization: Limit your donation at donatelife.ny.gov or by filling out a [paper form Ad](#) to specify transplantation, research, or both
- Important note: Signing the back of your driver's license does NOT enroll you in the Registry—you must use one

of the official methods above

Conditions That Generally Disqualify Donation

Certain infectious and communicable diseases pose serious risks to transplant recipients and medical professionals.

- Serious infections – [HIV/AIDS](#), [hepatitis B](#), [hepatitis C](#), tuberculosis, active MRSA, and prior diseases generally prevent organ donation due to transmission risk to recipients
- Active malignancies – Recently active cancers may disqualify donation for most organs, though [melanoma transmission](#) through organ transplantation has been documented as a specific concern
- Severe organ damage – Extensive damage from alcohol abuse, advanced kidney disease, or other conditions that compromise organ function may eliminate specific organs from consideration

The key takeaway: [register as a donor](#)—don't let health concerns stop you. The medical team will determine at the time of death which organs and tissues can be used to help others.

National Minority Donor Awareness Month

From [AOPD](#)

National Minority Donor Awareness Month is a collaborative initiative of the National Organ, Eye, and Tissue Donation Multicultural Action Group (NMAG) to save and improve the quality of life of diverse communities by creating a positive culture for organ, eye, and tissue donation. National Minority Donor Awareness Month stems from National Minority Donor Awareness Week, founded in 1996 by the National Minority Organ Tissue Transplant Education Pro-

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gram (MOTTEP) to bring heightened awareness to donation and transplantation in multicultural

communities – focusing primarily on African American, Hispanic, Asian/Pacific Islander, and Native American communities.

Help us diversify the donor registry and sign-up to be an organ, eye, and tissue donor today at RegisterMe.org.

History Can't Be Patriotic if It Requires Silence

by [Levi Rickert](#), [Native News Online](#), July 14, 2026

Opinion

The first lesson of Indian boarding schools wasn't reading or writing.

It was silence.

I was reminded of that during Labor Day weekend 2022 while talking with a tribal leader at a protest against Enbridge's Line 5 pipeline at the Straits of Mackinac. Weeks earlier, she had testified at the Interior Department's *Road to Healing* event about surviving a Catholic-run Indian boarding school in northern Michigan.

She described years of physical, emotional and sexual abuse Native children endured there. But what struck me most wasn't just what happened inside the school. It was that Catholic nuns warned Native children never to speak about what happened inside the school. If they did, terrible things would happen to them.

That conversation came back to me when I read the White House report, *Saving America's Story: How Ideological Capture at the Smithsonian Institution's National Museum of American History Erases Our Heritage*. Released quietly during the fireworks over the National Mall as the nation celebrated its 250th Independence Day, the [162-page report](#) wasn't simply another government publication. Its timing seemed almost symbolic: celebrate the nation's birth while attempting to mute some of its most painful truths.

The report criticizes the Smithsonian for emphasizing the devastating consequences of the federal Indian boarding school system. It argues that museums devote too much attention to America's historical injustices and too little to its achievements.

While the report stops short of praising Indian boarding schools, it dismisses the Smithsonian's emphasis on the documented harms they inflicted on Native children as part of a broader critique of what it considers an overly negative portrayal of American history.

But Indian boarding schools were never simply schools.

They were instruments of federal policy designed to erase Native identity. Children were taken from their families, punished for speaking their languages, forbidden from practicing their cultures, and taught that becoming "American" required abandoning everything that made them Native. The goal was assimilation through erasure.

Today, nearly every major study—including the Interior Department's own investigation—has documented that painful history. Tribal nations have spent decades gathering testimony from survivors. Elders have relived unimaginable trauma so future generations would know the truth. After generations of deni-

al, the United States has finally begun acknowledging one of the darkest chapters in its history.

Now, the (current) administration appears determined to turn back that clock.

The White House report isn't simply about museum exhibits. It is also about controlling the nation's historical narrative.

That argument collapses when applied to Indian boarding schools.

The report criticizes the Smithsonian's discussion of boarding schools, suggesting that it is inconsistent to acknowledge the destruction of Native languages while presenting America as a nation without a single culture or language. That criticism overlooks a central fact: the federal government deliberately targeted Native languages precisely because language carries identity, culture, ceremony, history, and nationhood.

This isn't ideology.

It is a historical fact.

The administration also objects to exhibits describing land dispossession, treaty violations, and the reality that America's expansion came at the expense of Indigenous nations. It dismisses land acknowledgments and challenges exhibits explaining that Native peoples were forcibly removed from their homelands.

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Again, these are not political opinions. They are historical facts documented in treaties, acts of Congress, military records, and decisions of the U.S. Supreme Court.

Native people don't need the Smithsonian to tell us what happened to our ancestors. Our families have carried these stories for generations. But museums serve an essential purpose: they help the broader public understand that America's story is larger—and far more complicated—than the mythology many of us were taught in school.

Patriotism should never require historical amnesia.

A nation confident in itself should be willing to confront both its tri-

umphs and its failures. Germany teaches about the Holocaust. South Africa teaches about apartheid. Canada continues reckoning with its own residential school system. Strong democracies understand that acknowledging injustice strengthens a nation; it does not weaken it.

The United States should be no different.

As America enters its 251st year, we have a choice. We can embrace a fuller history that includes the voices of Indigenous peoples, African Americans, immigrants, women, and countless others whose experiences shaped this country. Or we can retreat into a sanitized version of the past that celebrates conquest while ignoring its consequences.

Native people have lived through federal efforts to rewrite history before. The first lesson of the boarding schools was silence. The White House report asks Americans to be comfortable with silence once again.

We shouldn't be.

The truth about Indian boarding schools, broken treaties, stolen lands, and Native resilience does not diminish America. It makes America's story honest.

And honesty is something every democracy worthy of celebration should be strong enough to withstand.

Thayék gde nwéndëmen – We are all related.

Who is Joan Trumpauer Mulholland?

Joan Trumpauer Mulholland is an American civil rights activist best known for her work in the U.S. Civil Rights Movement during the 1960s. Although she was a white woman from a segregated Southern background, she became one of the movement's most dedicated activists, participating in some of its most dangerous campaigns.^[1,2]

Early Life

Mulholland was born on September 14, 1941, in Washington, D.C., and grew up in Arlington, Virginia, during the era of legal segregation. As a child, she became troubled by the unequal treatment of Black Americans and later said those experiences motivated her to challenge racism rather than accept it.^[1,3]

More Early Life

She was born into a world defined

by segregation. In 1941, in Arlington, Virginia, Joan Trumpauer Mulholland grew up in a completely white environment. Segregation was not debated or questioned. It was simply the way things were.

That began to change when she was ten years old. A friend challenged her to walk through a Black neighborhood. Just walk through it.

So she did.

What she saw unsettled her. There was fear, distance, and tension between communities. Not because of anything people had done, but because of who they were. She returned home with a thought she could not shake. Something is terribly wrong.

That realization stayed with her as she grew older.

At eighteen, she enrolled at Duke University. But sitting quietly in classrooms while injustice surrounded her became impossible. She joined sit-ins and noticed the contradiction around her. Many people spoke about love and faith on Sundays while defending segregation the rest of the week. Eventually, she made a decision.

She left Duke.^[6]

Civil Rights Activism

While attending Duke University in 1960, she joined sit-ins protesting segregated lunch counters and other discriminatory practices. Her activism was controversial at the time and put her at odds with both

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her family and university officials.^[3,4]

Some of her most notable contributions include:

- **Freedom Rides (1961):** She joined the interracial Freedom Riders who challenged segregation in interstate bus travel. She was arrested in Jackson, Mississippi, and spent about two months in Mississippi's notorious Parchman Prison.^[1,4]
- **Student Nonviolent Coordinating Committee (SNCC):** She served as an organizer and local secretary for SNCC, one of the leading civil rights organizations of the era.^[1,2]
- **Tougaloo College:** She became the first white student to enroll at the historically Black Tougaloo College in Mississippi, where she continued organizing for civil rights.^[1,4]
- **Major demonstrations:** She participated in sit-ins, voter-registration efforts, the March on Washington, Freedom Summer-related activities, and other key campaigns.^[4,2]

More Civil Rights Activism

In 1961, at nineteen years old, Joan joined the Freedom Rides, a movement challenging segregated interstate travel across the American South. When one of the buses was firebombed in Alabama, many riders were forced to stop.

Joan volunteered to continue.

In Jackson, Mississippi, she was arrested for refusing to leave a whites only waiting room. Authorities sent her to the Mississippi State Penitentiary at Parchman. The prison had cleared out death row cells to hold the Freedom Riders.

She was nineteen years old.



She refused to post bail and chose to serve the full sentence. While imprisoned, she endured strip searches and harsh treatment meant to frighten and silence the riders. But she did not leave the movement. Instead, she enrolled at Tougaloo College in Mississippi, becoming the first white woman to attend the historically Black institution. The risks were immediate. Crosses were burned on campus. She received constant death threats.

She stayed.^[6]

She worked alongside civil rights leaders such as Medgar Evers and Martin Luther King Jr. In 1963, during a sit in at a Woolworth's lunch counter, a mob surrounded the protesters. They shouted "race traitor," burned her with cigarettes, and cut her with broken glass while police watched without intervening.

For a moment, she believed she might not survive. Just weeks later, Medgar Evers was assassinated.

At another point, members of the Ku Klux Klan surrounded her car with the intention of killing her. She survived that encounter as well. By the age of twenty three, Joan had been arrested multiple times, imprisoned, beaten, and repeatedly threatened. Yet she continued to stand with the civil rights movement.^[6]

Risks She Faced

Mulholland was frequently threatened, arrested, and physically attacked because of her activism. White supremacists labeled her a "race traitor," and she became a target of segregationist groups, including the Ku Klux Klan.^[2,5]

Later Life and Legacy

After her activism years, Mulholland worked as a teacher and later founded the **Joan Trumpauer Mulholland Foundation**, which educates young people about the Civil Rights Movement and civic engagement.^[1,3]

One of the most famous images of the Civil Rights Movement—a young white woman sitting calmly while a segregationist mob attacks demonstrators at a Woolworth's lunch counter in Jackson, Mississippi—features Joan Trumpauer Mulholland. That photograph became an enduring symbol of nonviolent resistance.^[5,4]

In short, Joan Trumpauer Mulholland is remembered as a Freedom Rider, SNCC organizer, and lifelong advocate for racial equality whose courage helped advance the Civil Rights Movement.^[1,2]

Today, she still speaks to young people and offers a simple piece of advice. Pick the problem that troubles you the most. Then begin.

Because if a nineteen year old woman from Virginia could stand up to hatred and endure it, others can find the courage to stand for what they believe in too.^[6]

(¹ [Wikipedia](#), ² [American History](#), ³ [Joan Trumpauer Mulholland.org](#), ⁴ [Civil and Human Rights](#), ⁵ [All That's Interesting](#), ⁶ [The Vintage News](#))

From Graduate to Honoree: Another Recognition for NACS Marketing & Development Specialist

Submitted by Marc Isaacs, Marketing & Development Specialist

Two months after my graduation from St. Lawrence University, I've added one more special recognition from my long-awaited return to campus to earn my Bachelor of Arts in Performance and Communication Arts. Staff at SLU's Owen D. Young Library named as the recipient of the North Country Research Prize for the Humanities. As the oldest member of the school's Class of 2026, I submitted a research paper entitled "Reauthoring My Mohawk Identity: An Autoethnography of Cultural Displacement, Return, and Belonging" to the competition. It was developed and written as a semester-long Senior Year Experience (SYE) project within the department of Sociology.

Library staff judged research submissions from full-time undergraduate students for academic work completed between June 1, 2025 and May 31, 2026 and shared the news with me by email in mid-July. In making the announcement, Special Collections Librarian Paul Doty said, "This is an exceptionally well written narrative and we are delighted to be able to recognize the quality of the work." Because "Reauthoring My Mohawk Identity" contains numerous references to the time that I spent as a St. Lawrence University student in two eras, Doty plans to add the paper to the university's Special Collections. The award also comes with a cash prize of \$400.

I originally left SLU in 1993, with only a semester's worth of credits needed to earn my BA. One of the attempted credits in that time period was an independent study in Sociology that would have been drawn from my experiences as a theatre counselor in the Catskills at Camp Loyaltown in Hunter, New York, an AHRC Nassau program. While I spent the summer of 1992 employed at the camp, I did

not submit a written research paper when I returned to campus in the fall.



MARC with SLU President Kathryn Morris

adults with developmental disabilities with the intention of writing about how summer camps impact the social skills of special needs groups. While communicating with my faculty mentor for the project, Alanna Gillis, PhD, an Associate Professor in the Department of Sociology, I redesigned the project to be far more personal as an exploration of the formative experiences that shaped my own identity from early childhood through adulthood. The work resulted in a 25-page autoethnography to be submitted for publication in an academic journal, a presentation of a portion of my research for the campus community during St. Lawrence's Festival of Science, Scholarship, and Creativity in April 2026, and a workshop at the National Indian Education Association (NIEA) Convention and Trade Show in Buffalo this October.

During my final semester at SLU when I was working remotely for NACS, I was awarded the Kirk Douglas Scholarship—named for the late Laurentian, actor, and philanthropist—that covered the full cost of tuition and books. Along with completing my final

undergraduate credits and earning a place on the Dean's List with a perfect 4.0 GPA, I participated in the Native American Student Alliance and appeared in the university theatre production of *The Minutes*, a play satirizing how white communities appropriate and rewrite the history of Native people, written by Tracy Letts and directed by Josh Vink. Also, I wrote and performed in a staged reading of *Never by Name*, an autoethnographic play about the surprising way I came to meet and reconnect with my Mohawk relatives in Western New York at age 26, a quarter of a century after they last saw me on Buffalo's West Side.

After graduating from St. Lawrence in May, I resumed working in person, with a focus on strengthening the NACS brand, engaging the community, and cultivating relationships with donors and community partners to secure the financial resources needed to sustain and expand our programs for individuals, families, and communities. The focus of researching my own life through storytelling and sociological perspectives in college is already reshaping how I see growing in my role as our Marketing & Development Specialist. I look forward to applying those lessons to help share the stories of NACS and the people we serve in ways that inspire understanding, connection, and support.



MARC at SLU Commencement May 2026

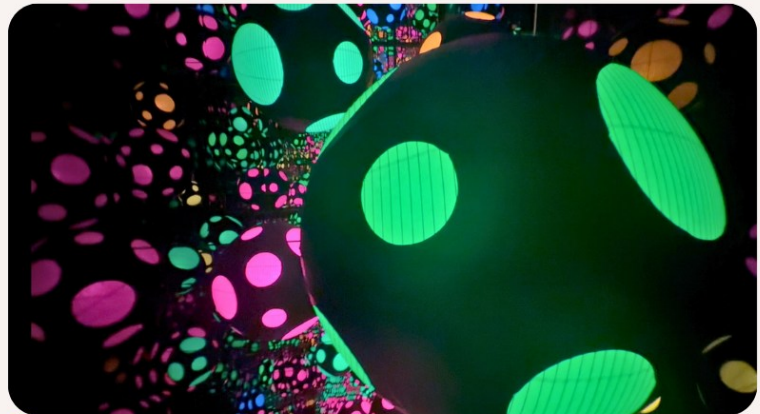


Clubhouse Corner

JULY 2026

Summer is heating up, and we started the month off by honoring our graduates and any students moving up a grade. Next, we attended First Friday at the AKG Art Museum where Youth explored the One with Eternity exhibit by Yayoi Kusama. We also took a trip to Ganondagan, saw Disclosure Day at the Regal, and spent the afternoon on the beach at Beaver Island!

Follow us on
Instagram!



If interested or to get more information, please contact us:

NACS Clubhouse (Erie County)

Supervisor, Jes: 716-449-6405

NACS Clubhouse (Niagara County)

Supervisor, Shawn: 716-449-6472

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



A Look Ahead to Our 2026 Gala

During Native American Heritage Month

This Year's Theme: "Giving Thanks for the Animals"



The evening will feature:

- Dinner and fellowship
- Cultural presentations
- Inspiring stories
- Special recognitions
- Basket raffles & more

Join Native American Community Services this November for an evening of community, culture, gratitude, and celebration as we honor the animals who have sustained, taught, and guided our people through generations. Together, we will gather to reflect on the relationships between people, the natural world, and the gifts that make life possible while celebrating our 51st year of strengthening individuals, families, and communities in a 17-county service area of NYS.

November 2026
Western New York
Date, time, and venue to be announced soon

For more information, contact Marc Isaacs, Marketing
& Development Specialist, marketing@nacswny.org



Participants Needed!

Urban Indigenous Community Conversations to Address Stigma surrounding Substance Use Disorders for the Urban Indigenous Population

We are looking for members of the urban and suburban Indigenous communities of Rochester, Buffalo, Syracuse, and Niagara Falls to participate in a survey to assess stigma surrounding substance use disorders. The survey will explore use, impacts, identify obstacles to accessing treatment, and determine preferred resources and support options for these urban areas.

Participation in this survey will inform the design of a workshop to reduce stigma (negative judgement) so Indigenous peoples living in urban areas will seek treatment.

Participants must:

- Self-identify as either 1) American Indian/Alaska Native; 2) someone who serves the urban and suburban Indian community; or 3) healthcare professional providing any substance use disorder treatment directly to these Indigenous communities.
- Live or work in Cities and Suburbs of Rochester, Buffalo, Syracuse, or Niagara Falls, New York ZIP codes.
- Be age 18 and older.

Contact Information

Please email Mr. Dean Seneca,
MPH, MCURP at

Dean_Seneca@urmc.rochester.edu
or call (716) 222-1974 to learn more!

Study Activities Include:

- Completing one survey (~15-20 minutes to complete).

Community survey [here](#)



Survey Location: Virtual Online



University
of Rochester
Medicine

RSRB approval date: 7/6/2026



PARENTING

Circle

This Native American Family Research program is aimed at enhancing family dynamics to reduce your child's risky behaviors and to learn about family health preparedness.

STUDY REQUIREMENTS

- 10 weekly classes
- Participation in a parenting and health research study
- Families will be randomly selected to participate in Parenting in 2 Worlds or Healthy Families in 2 Worlds

ARE YOU ELIGIBLE?

- ✓ Self-Identify as Native American
- ✓ Live in urban area of Erie & Niagara County
- ✓ Are a primary caregiver of Native American youth 12-17 years old

HIGHLIGHTS

- Childcare services provided for enrolled participants
- Healthy food provided
- **Your Family could be eligible to receive up to \$300 in gift cards**

✉ pjacobs@nacswny.org
jrose@nacswny.org

Participation is voluntary

☎ 716-339-1831 (Peter)
716-574-3041 (Justine)

ASU IRB IRB # STUDY00016808 | Approval Period 3/17/2023 – 2/20/2026



REDISCOVERING OUR ONKWEHON:WE TRADITIONS

ABOUT US

ROOTS is here to increase the availability of cultural education programs and resources for the urban Haudenosaunee people. We aim to implement opportunities to learn about Haudenosaunee traditions and practices through an increased number of Haudenosaunee cultural programs

CLASSES

arts/cooking classes
cultural speaker series
elder and youth information exchange
community socials
singing and dancing classes
yearly marketplace

GOAL

The long-term community goal would be that all Native Americans have access to opportunity, knowledge, and the ability to incorporate traditional concepts and teachings within their families and communities

Arriana Smith
ROOTS Project Specialist
asmith@nacswny.org

Colleen Casali
ROOTS Project Coordinator
cacasali@nacswny.org

Dakota Jonathan
ROOTS Project Specialist
djonathan@nacswny.org

FUNDED BY: THE DEPARTMENT OF HEALTH AND HUMAN SERVICES-
ADMINISTRATION FOR NATIVE AMERICANS

FREE HAIR CARE

**NOW OFFERING BASIC PROTECTIVE STYLES
(SIMPLE BRAIDS)**

Provided by:

Haircuts For Those In Need

Schedule:

Monday 7/6 ~ Niagara Falls Community Missions 11a-2pm

1570 Buffalo Ave, Niagara Falls, NY 14303

Wednesday 7/8 ~ Resource Council of WNY ~ 3-7pm

347 E Ferry St, Buffalo, NY 14208

Thursday 7/16 ~ 716 Community Days ~ 3-7pm

Martin Luther King Park Buffalo, NY 14211

Monday 7/27 ~ Friends of Night People ~ 3-7pm

394 Hudson St. Buffalo, NY 14201

Wednesday 8/5 ~ Westminster Back To School Event ~ 4-6pm

24 Westminster Ave. Buffalo, NY 14215

Tuesday 8/18 ~ Mrs. Frances Nash Back To School Event ~ 4-6pm

136 Broadway Street Buffalo NY 14203

Wednesday 8/19 ~ Buffalo City Mission ~ 3-6pm

100 E Tupper St, Buffalo, NY 14203

Friday 8/28~ NW Buffalo Community Center Back To School Event ~ 11am-2pm

155 Lawn Ave. Buffalo, NY 14207

Sunday 8/30 ~ Teen EmpowerFest ~ 2pm-8pm

Johnnie B Wiley, 1100 Jefferson Avenue, Buffalo, NY, 14208

Monday 9/7 ~ Genesis Center / St. Simon's Church~ 4-7pm

200 Cazenovia St, Buffalo, NY 14210

Wednesday 9/9 ~ Best Self Recovery Center ~ 3-7pm

69 Linwood Ave. Buffalo, NY 14209

Friday 9/18 ~ Project Homeless Connect ~ 10a-4pm

Buffalo Convention Center 153 Franklin St. Buffalo, NY 14202

Friday 9/25 ~ Buffalo Stand Down Veterans Event ~ 10a-1pm

American Legion Post 1041 - 533 Amherst St. Buffalo, NY 14207

All events are first come, first serve.

All haircuts provided use disposable supplies and disinfected tools.

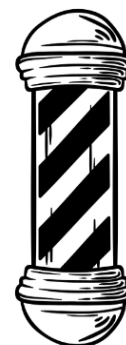
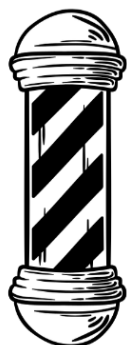
Follow us on social media @haircutsforthoseinneed

To volunteer or for more information reach out below:

www.haircutsforthoseinneed.org ~ 716-201-0287 - info@haircutsforthoseinneed.org

Hiarcuts For Those In Need, Inc.

P.O. Box 153 Tonawanda, NY 14151



For More Info
or To Donate
Scan Here



Employment Opportunity



www.nacswny.org

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

MICHAEL N. MARTIN, EXECUTIVE DIRECTOR

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

Equal Opportunity Employer

Position: Foster Care Caseworker
Salary/range: \$21.00- \$23.00

Type: Full- time/ hourly/ non-exempt
Office: Erie & Niagara Counties – travel required

SUMMARY:

This position works in conjunction with the Local County Department of Social Services (LCDSS) and is responsible for protecting the health, safety, and well-being of the children on their caseload and provides support to foster parent(s) through case management services, crisis management, home visits, weekly contact, monitoring of service compliance, documentation, ongoing training, and advocacy. The main objective for this position is to effectively work towards reunification, achieving permanency for children while actively assessing the needs of the child, foster parents, and coordinating interventions when necessary. Incumbent will be responsible for day-to-day casework duties ensuring the Indian Child Welfare Act (ICWA) of 1978 is followed when placement of Native American children into foster care is indicated. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provides all aspects and elements of casework services to an assigned caseload. Conducts casework contacts with families, as needed but at least twice a month, face-to-face in their homes and community settings to focus on goals.
- Assists in the National Training & Development Curriculum (NTDC) classes.
- Responsible for case planning with children in foster care and their families to achieve a positive and safe permanency plan.
- Participates in the compliance and implementation of ICWA as well as new/current social service laws and regulations.
- Assists all foster parents in attaining training requirements specific to foster care certification.
- Must enter and maintain required child welfare information including but not limited to person and family information, periodic family assessment and service plans, plan amendments, and progress notes in CONNECTIONS.
- Makes detailed and completes case studies, recommending and defining short and long-term social needs and goals of children and families.
- Participates in DSS permanency planning, court hearings, and school related meetings for the child(ren).
- Maintains regular and consistent contact with all appropriate members of the 29-I (VFCA) license team, providing current information and responding to requests as needed.
- Responsible for facilitating visitations including providing safe and reliable transportation when needed.
- Must consistently remain vigilant and proactive in assessing safety and risk concerns at all times.
- Maintains necessary documentation and ensures the timely completion of all necessary recordkeeping.

EDUCATION, QUALIFICATIONS, AND SKILLS:

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

BENEFITS:

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

For consideration send resume to: humanresources@nacswny.org

Employment Opportunity



www.nacswny.org

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

MICHAEL N. MARTIN, EXECUTIVE DIRECTOR

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

Equal Opportunity Employer

Position: Foster Care Homefinder
Salary/range: \$21.00-\$23.00

Type: Full- time/ hourly/ non-exempt
Office: Erie & Niagara Counties – travel required

SUMMARY:

The Foster Care Homefinder will recruit, train, and retain families who have been identified as having an interest in becoming foster parents. The Homefinder is primarily responsible for the recruitment, training, certification/approval, and on-going development of foster parents in the Foster Care program. Must be flexible to evening and weekend program schedules. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Works with NACS Marketing & Development Specialist and Foster Care Coordinator to develop and implement foster parent recruitment plan.
- Provides information and conducts initial assessment of prospective foster parents via phone or face-to-face inquiries.
- Coordinates and conducts monthly general information meetings to provide information on the organization, program, children served, and steps to becoming a foster parent.
- Coordinates and co-facilitates National Training & Development Curriculum (NTDC) trainings a minimum of three times yearly. Coordination will include invitations, reminders, and agenda letters to applicants, assisting in the assignments of NTDC sections to participating trainers and preparing materials for upcoming trainings.
- Works in collaboration with the caseworker in supporting foster parent's capacity to meet the needs of child/children in their home.
- Completes home study assessments for all prospective homes within four months of their application and acceptance to the program; completes home study addendum on an as needed basis.
- Maintains all resources on the CONNECTIONS and BINTI database to include opening new foster homes, reauthorization of foster homes, and closing of foster homes.
- Schedules and organizes foster family retention events.
- Participates in recruitment and outreach events to recruit potential foster parents.
- Acts as an organization liaison to the Coalition of Adoption and Foster Family Agencies (CAFFA).
- Maintain necessary documentation and ensures the timely completion of all necessary recordkeeping.

EDUCATION, QUALIFICATIONS, AND SKILLS:

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

BENEFITS:

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

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

Equal Opportunity Employer

Position: Niagara County Youth Clubhouse Site Supervisor

Type: Full-time/ hourly/ non-exempt

Salary/Range: \$20.00- \$21.00 / hour

Office: 1522 Main St, Niagara Falls, NY 14305

SUMMARY:

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

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

EDUCATION, QUALIFICATIONS, AND SKILLS:

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

BENEFITS:

- Paid Time Off (PTO)
- Life Insurance
- Flexible Spending Account (FSA)
- Health & Dental Insurance
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Equal Opportunity Employer

Position: Prevention Specialist

Type: Full-time/ hourly/ non-exempt

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

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

SUMMARY:

Incumbent provides and presents evidence-based prevention curricula to youth and community as part of an overall strategy that addresses alcohol and substance-use and prevention and other at-risk topics. Key roles include outreach, recruitment, and engagement of participants. Must be comfortable speaking in front of an audience. All efforts will be performed with the understanding of and in accordance with Good Mind principles, while also adhering to the principles of Trauma Informed Care (TIC).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans, coordinates, and delivers prevention presentations comfortably and accurately to both youth and adults.
- Performs effectively within a classroom setting and through video conferencing platforms.
- Delivers comprehensive, evidence-based, medically accurate, age and stage appropriate education workshops/sessions.
- Delivers and collects pre/post surveys to participants for monthly reports.
- Connects participants with appropriate services and develops referral resources and linkages.
- Collaborates with local community resources and conducts regular outreach.
- Attends and participates in weekly component staff and other required meetings.
- Accurately collects and maintains necessary documentation and ensures the timely completion of all necessary recordkeeping per regulatory requirements.
- Maintains confidentiality of sensitive information and handles it with utmost discretion

EDUCATION, QUALIFICATIONS, AND SKILLS:

- Bachelor's degree in health or human services or related field of study preferred, with two (2) years' experience with at risk youth.
- Work experience may replace some of the education requirements at the discretion of the Executive Director.
- Competency in issues regarding alcohol/substance abuse, family planning, and reproductive health.
- Effective problem solving, organization, time management, and communication skills.
- Intermediate computer skills and understanding of office applications including MS Office Suite.
- Familiarity with and sensitivity toward local Native American communities.
- Must be flexible to evening and weekend hours as needed.
- Must pass all background checks and pre-hire requirements including a clean and valid NYS driver's license and carry minimum auto liability coverage of \$100k/\$300k.

BENEFITS:

- | | |
|-----------------------------------|-------------------------------|
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Equal Opportunity Employer

Position: Workforce Development Specialist

Type: Full-time/ hourly/ non-exempt

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

Office: 100 College Ave. Suite 200, Rochester, NY 14607 – travel required

SUMMARY:

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

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

EDUCATION, QUALIFICATIONS, AND SKILLS:

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

BENEFITS:

- | | |
|-----------------------------------|-------------------------------|
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Nya:wëh, Thanks for reading!

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

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

FUNDED BY: Erie County Department of Social Services; New York State Office of Children & Family Services; New York State Office of Alcoholism & Substance Abuse Services; Community Foundation for Greater Buffalo; National Urban Indian Family Coalition; Niagara County Department of Social Services, Niagara County Office of the Aging; United Way of Niagara, US Department of Labor; Administration for Native Americans (ANA); Indigenous Justice Circle; Jessie Smith Noyes Foundation; Erie County Department of Mental Health; NYS Research Foundation for Mental Health; NYS Medicaid Program 29-I; Western New York Foundation; New York State Department of Health/AIDS Institute, Tribal Home Visiting Program, Administration for Children and Families, Health and Human Services as well as businesses, foundations and caring individuals.

I'd like to help NACS continue it's Tradition of Caring...

PLEASE ACCEPT MY CONTRIBUTION OF: ☐\$5 ☐\$10 ☐\$25 ☐\$50 ☐\$100 ☐OTHER:

☐ I'D LIKE TO VOLUNTEER MY TIME. I CAN...

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