



# Spilyay Tymo

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## Indian education plan slowed by budget

### Plan resurfaces after years on the shelf

PORTLAND (AP) — Late in 2003, Oregon education officials released an ambitious plan outlining future goals for the state's American Indian students, who have persistently higher dropout rates and lower test scores than their white and Asian peers.

The 36-page plan, released to school districts in December, calls for new curriculum development, teacher training and improved data tracking.

Now, though, the challenge is to transfer the plan from the page to reality, which might be tricky for schools that are already preoccupied with budget cuts and federal regulations.

At Madras High School, where about one-third of the students live on the Warm Springs reservation, principal Gary Carlton said that so far, he hasn't heard much about the new Indian education plan, and that he would like to know more.

"Are there big dollars that follow this kind of thing? Probably not," Carlton said. "But if it is a good program and makes sense, this school district I know has always tried to make this type of thing happen for its kids."

John Rademacher, the principal at Chiloquin High School near Klamath Falls, oversees one of the state's highest concentration of Indian students: About 45 percent of his student body have tribal heritage. So far, he said he hasn't heard or seen much about the new Indian education plan, although he would like to.

"We'll take all the help we can get," Rademacher said. "We have a group that have a lot of talents and skills, but for whatever reason, at times, they are not as successful as other populations."

The Indian education plan was first put together in the 1990s, said Brad Victor, who specializes in Indian education for the Oregon Department of Education. The latest version has been updated, in hopes that it will have more of an impact.

The new plan does set aside money for a Department of Education staff person to focus on Indian education, at least part-time. But it isn't backed by other new state or grant funding, Victor said.

Goals of the new plan include:

Review of school curriculums for accurate representation of the history of Oregon's tribes;

Annual visits by Victor or others from the department of education to the ten districts in the state that have the highest enrollment of Indian students;

Better identification of programs that successfully help Indian students;

Formation of a long-term strategy to increase the number of Indian teachers in Oregon; and training for teachers in schools with high concentrations of Indian students, on dropout and pregnancy prevention, and drug and alcohol education.

So far, Victor said he has put together a Web site focused on Indian education in Oregon, where teachers can go to find suggested reading, videos, tribal information and other Web links. He has also been directed to work on revamping the fourth grade social studies curriculum, which includes a segment on Oregon Indian tribes.

And there has already been a training session for education department staff, led by tribal educators from across the state, Victor said.

## Eagle-Tech newest tribal enterprise

Eagle-Tech Systems became a new tribal enterprise, providing the technical services that it previously provided as the Office of Information Systems (OIS). Tribal Council approved the change a few weeks ago.

Eagle Tech System (ETS) will promote a technical work force and infrastructure in Warm Springs through the Community Telecommunications Center and contracting opportunities, said Lloyd Phillips, general manager of ETS.

This change from tribal department to enterprise makes ETS eligible for government contracts while limiting the tribes' liability, said Phillips.

There are three key elements in the change from OIS to ETS:

First, the project is being phased in over a two-year period. This will allow time for tribal departments to assess their technical support needs, and for ETS staff to transition to a pay-for-performance model.

During this period, one of ETS' objectives will be to improve service levels to the tribal organization while reducing costs by 10 percent per year over three years.

ETS will manage, operate, and maintain the Community Technology Center and related facilities, which are being developed using federal grant funds of nearly \$700,000.

The primary service is delivery of broadband (wireless) services to the

Warm Springs community, including the tribal organization, businesses and residents.

Other services provided by or through this facility will be public access to 20 or more computers with high-speed Internet, basic instruction on the use of computers and the Internet, and possibly some sales and services of computers.

During the two-year transition, the emphasis will be on improving technical services to the tribal organization, and managing the tribes' Community Telecommunications Center and related grant functions.

During this period, ETS will explore and move toward contracting oppor-

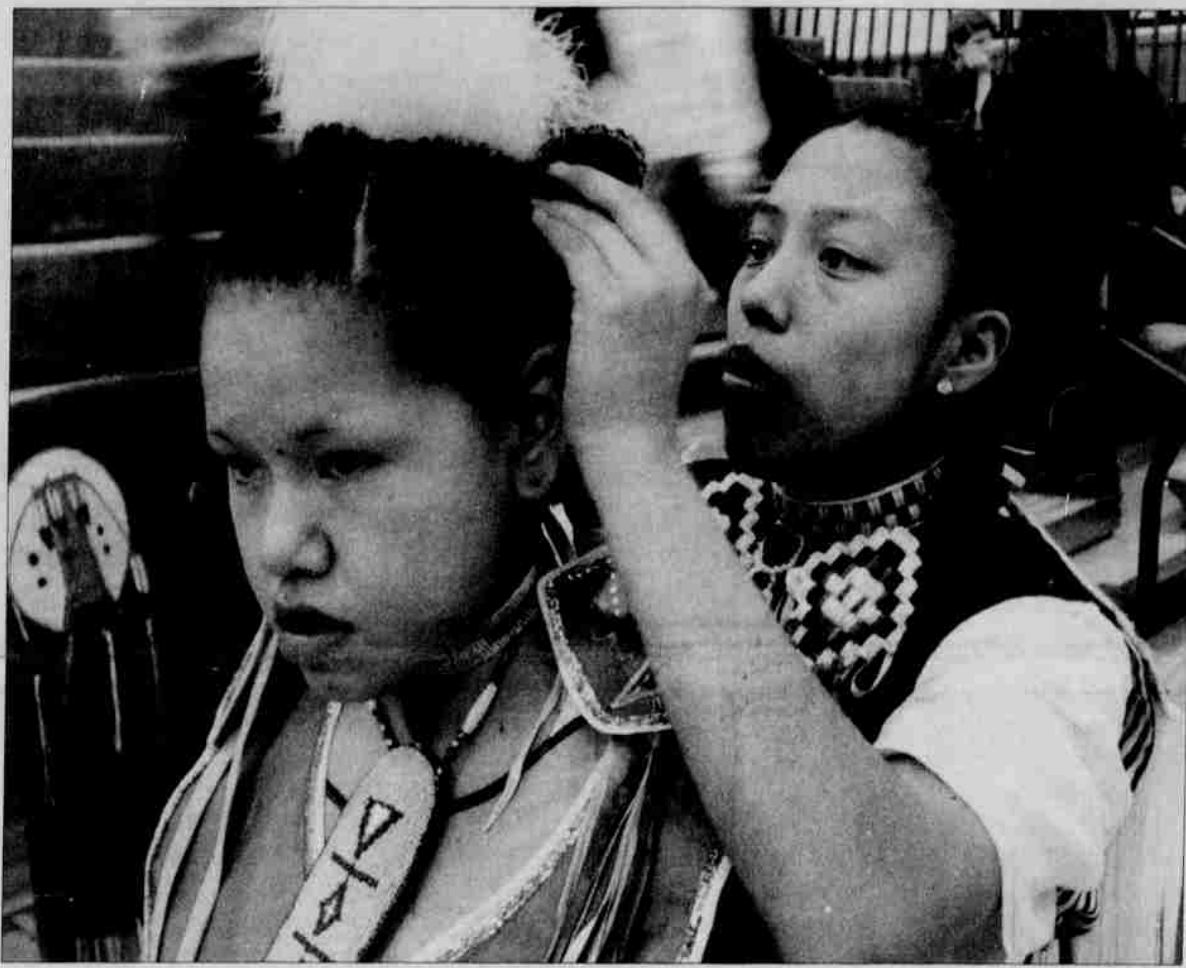
tunities and revenue generation objectives. ETS will continue to support tribal government computers, with a more customer-oriented approach.

Warm Springs residents and businesses are encouraged to take advantage of the new Community Technology Center that is planned to open in the fall of 2004, said Phillips.

The center will be open to community members of all ages — children to senior citizens, as well as the tribal organization and other groups.

ETS plans to provide high-speed wireless broadband access to homes and businesses in the agency area by the end of this year.

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Shanena Made (right) helps Felicia Reddog prepare for a traditional dance demonstration. They were part of a small group that danced at the Madras High School assembly last week.

## Chemawa warnings began years ago

PORTLAND (AP) — The warnings from federal health officials persisted over 15 years: drunk students at the Chemawa Indian School should not be placed in holding cells to detox.

But Chemawa officials and the federal Bureau of Indian Affairs, which runs the Salem boarding school, repeatedly failed to act on those concerns, according to news sources.

"Placing these students in a holding room without adequate supervision presents a potentially dangerous situation that could result in harm to themselves or others," Dr. Terrence Batliner, then director of the Portland Area Indian Health Service office, wrote in a 1991 memo.

He suggested that students would be better served by community detoxification programs.

His warning was realized on Dec. 6, when a Warm Springs teenager died of alcohol poisoning after being placed in one of the cells.

The FBI is conducting a criminal investigation into the death of Cindy Gilbert Sohapp, 16, who had been drinking that day and was dead when firefighters rushed to the school at 11:23 p.m.

The newly released documents show the warnings were extensive. A December 2000 memo by a behavioral health consultant in the Portland IHS office cited a litany of problems.

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## Districts choose Council nominees

The Simnasho and Seekseequa districts met on Tuesday evening to choose nominees for Tribal Council. The Agency District meeting is set for Monday evening, March 8.

For the Simnasho District there are 11 Council nominees. They are:

Raymond Captain Moody, Raymond Tsumptri, Earl Squiemphen, Ron Suppah, Tony "Big Rat" Suppah, Kirby Heath Sr., Evans Spino Sr., Emily Waheneka, Jacob Frank, Barbara Jim,

Gerald Danzuka.

For the Seekseequa District there are nine nominees. They are:

Ruben Henry, Wilson Wewa, Brenda Scott, Victor Moses, Julie Quaid, Lorraine Hintsala, Carol Wewa, Myra Johnson, Tommy Kalama.

The election is set for March 31. During the election, the Agency and Simnasho districts will each elect three Council members. The Seekseequa District will elect two.

There are 1,284 voters in the Agency District; 737 in the Simnasho District; and 177 in Seekseequa, according to Vital Statistics.

A few more voters may be added by election time, as some of the younger people turn the voting age of 21, or get married.

The March 31 election will be at the polls, except for the off-reservation voters. (Note: KW'SO radio station provided help with this article.)

## Community gathers to discuss education

By Nat Shaw  
Tribal Relations

Tribal Council Chairman Garland Brunoe held a community round table meeting on education on February 18. More than 50 people attended the meeting held in the Tribal Room at High Lookee Lodge.

Chairman Brunoe opened the meeting by saying, "My intent is to generate ideas on how our children are going to get through high school. I would like to focus on how we can help our children get through grade twelve."

Brunoe said he would like to come up with a campaign to get the adult community back to donating time working with the children.

Tribal Councilwoman Carol Wewa was in attendance along with two other councilwomen, Brenda Scott and Bernice Mitchell. Early in the meeting, Scott gave a report on her findings about the Community Wellness Center.

She said that the people she talked

to would like to see the old name of Community Center restored.

In her report, she mentioned there was water and mold in the basement and that with all the problems it would take over \$1 million to fix up the building.

Scott feels that with a refurbished building and an emphasis on the youth, it would provide a better environment for giving the kids something to do.

Brunoe then called on Wendell Jim, Education general manager, to give the group information on the status of the tribes' high school students. Jim said he didn't have any specific number, but there is a significant dropout rate as well as expulsions.

Jeff Sanders, chairman of the school board for the 509-J School District, was in attendance. Sanders has served on the board for 15 years, and said the problem with tribal youth in the school district is very complex. "Our kids are getting bad grades, being expelled, and so on," he said.

He went on to say that the complexity is due to the social environment, housing, drugs, alcohol, and the learning environment among other things.

Sanders said, "We need to get involved. If we don't have educated people to take us into the 21<sup>st</sup> Century, we are in trouble."

Sanders commented that when his generation was young, "Our family was the focal point. We didn't have TVs or cars. We have lost our focal point."

Brunoe interjected that he had recently talked with the chairman of the Confederated Tribes of Umatilla about education problems among Native Americans.

The Umatilla chairman felt that many of the problems were generational. This encompasses many realities that Indians have lived with over the years — such things as discrimination, moving to reservations and boarding schools replacing parents. In boarding schools children could not speak their language and even had to cut their

hair.

At that point in the round table discussion, Brunoe asked for a show of hands of all who had attended the 509-J school district. He then asked how many had finished, and then how many had gone on to higher education.

It was mentioned that many people in the community agreed that Warm Springs should have their own school district.

Julie Kalama Quaid, former director of the Early Childhood Education Center, mentioned that the people have the option of sending their children to other schools.

She said, "Yes, our kids deserve a new school. The people voted for a new school but the Tribal Council hasn't delivered in four years."

Quaid said that a vote is meaningless. "People need to be honest with each other as to why this school wasn't built."

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