



Spilyay Tymoo

Coyote News, est. 1976

February 9, 2011 Vol. 36, No. 03
February - A'A'mi-Ushatch - Winter - Anm

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Temporary casino possible at Plaza

Tribal Council meeting this week with KNT board

By Duran Bobb
Spilyay Tymoo

This week the Kah-Nee-Ta board of directors is planning to recommend to Tribal Council a two-pronged approach to dealing with the Cascade Locks Casino.

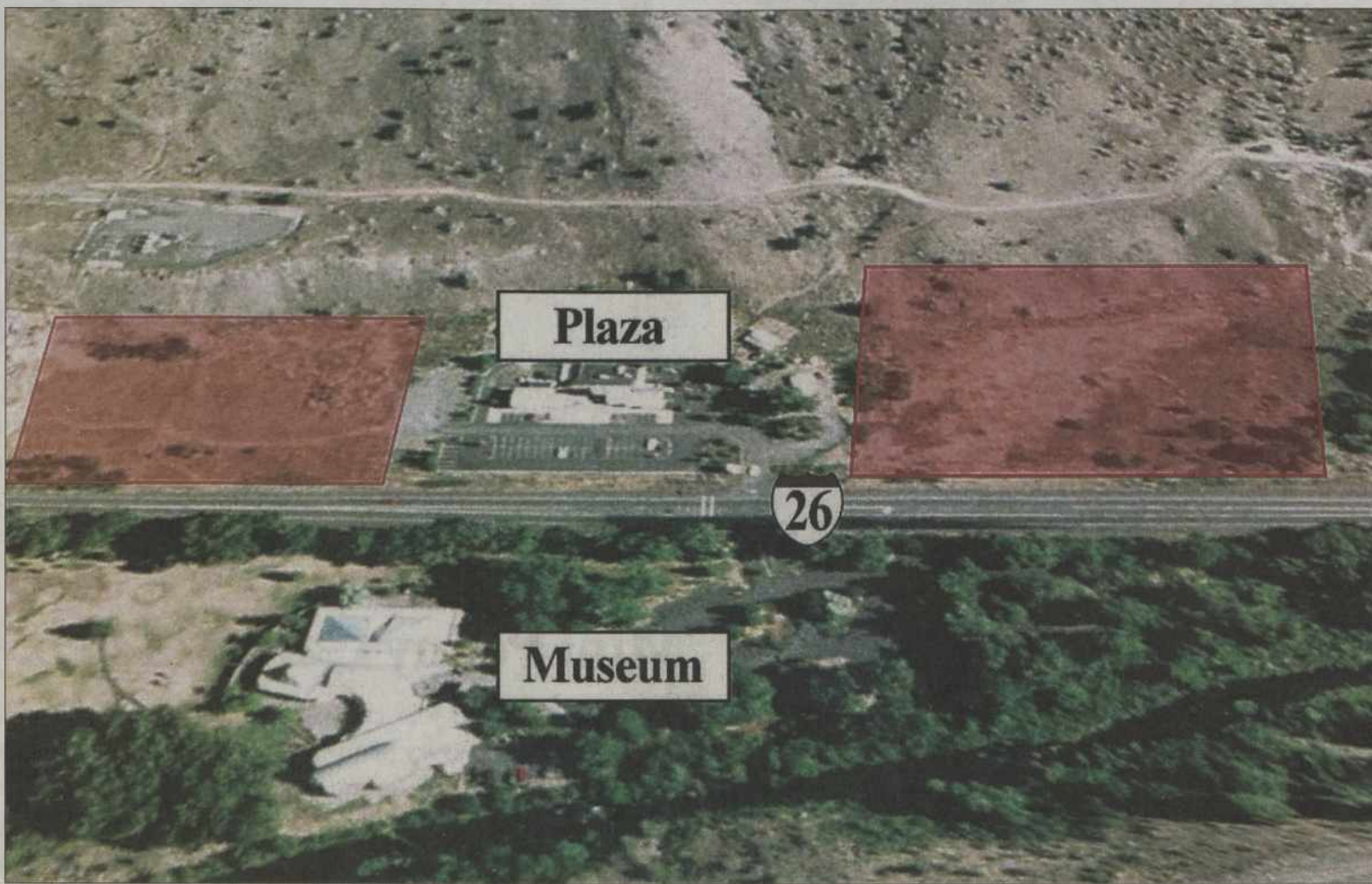
The recommendation is to build a temporary casino on either side of the Plaza on Highway 26, while continuing to actively pursue federal approval of the Cascade Locks project.

The temporary casino would help generate additional revenue to assist in the Cascade Locks effort and support tribal government operations.

The facility would be located well outside the known flood-plain, on tribally-owned land.

Kah-Nee-Ta board members Deepak Sehgal, Carlos Smith, Elizabeth Furse, Priscilla Frank, and Governor Vic Atiyeh met last week when a motion was made "to continue working towards a permanent casino at Cascade Locks."

This would mean continue working with the Department of Interior to approve the Cascade Locks Casino.



Duran Bobb graphic using Google Earth.

This graphic shows the recommended possible locations (in red) of a temporary casino by the Plaza.

"This may require a period of time," the board agreed. "We need to generate additional financing to continue to work on the project and to fund much needed renovation at Kah-Nee-Ta Resort..."

"We could build this temporary casino, and we could be generating revenue to somehow recover some of the

money spent so far on the Cascade Locks casino."

Meanwhile, the temporary casino, Plaza, museum, and a possible restaurant would all function together to attract customers from the highway.

Once the Cascade Locks land is brought into trust, and the Bridge of the Gods Casino opens, the temporary

casino could easily be converted into a grocery store or other business, board members agreed.

The recommendation follows Tribal Council's action late last month to explore the possibility of establishing a temporary casino along Highway 26.

Cobell notices delivered

By Duran Bobb
Spilyay Tymoo

The court-ordered process of notifying individual class members of their right to participate in the Cobell Indian Trust Settlement is underway.

Notices will be sent to an estimated 500,000 affected class members.

This is a necessary step in the process that precedes the court's formal review and approval of the settlement.

Notices began arriving in Warm Springs mail boxes last week, leaving some confused as to what steps should be completed next.

You may be part of this settlement if you are an IIM account holder, have ownership interest in trust or restricted status, or are the heir to a deceased IIM account holder or landowner.

The court-ordered legal notice from the Indian Trust Settlement contains the actual claim forms for class members, heirs, trust land holders and deceased individuals. The notice also contains an information packet which explains the settlement in detail.

The historic class action settlement concerns Individual Indian Money accounts and land held in trust by the federal government.

See COBELL on page 11

Teleco fiber-optic cable going in

A work crew this month installed some of the fiber optic cable that will be used as part of the Warm Springs Telecommunications Company system.

The cable will be underground in some areas, but mostly will be carried on an above-ground line. The main office of the company will be at the industrial park, which will be the terminus of the fiber optic line.

The administration building and Kah-Nee-Ta will be the first to have service communication service provided by the Warm Springs Telecommunications Company, which is tribally owned and funded through a federal grant and loan.

Marsha Spellman, company marketing and regulatory director, provided the following "Teleco Corner" update regarding the Warm Springs Telecommunications Company:

Teleco corner

We are often asked what are the main benefits to the tribes of the new Warm Springs Telephone Company?



Dave McMechan/Spilyay

Workers install cable near the industrial park

There are two simple answers to this question.

First, we are building a state of the art network that will combine fiber optic cable and fixed wireless technologies. This new network will enable us to offer services that Qwest cannot presently provide. For instance, we will offer voice mail and other new calling features that can be controlled through your laptop computer.

Second, we are committed to providing service to everyone on the reservation. Presently, many people do not have access to basic telephone service. Eventually, this new network will be built out to serve everyone. Building a phone company takes a long time, but we are committed to providing service to all.

One new service that everyone will be able to purchase is high speed Internet, or "broadband."

See W.S. Teleco on 10

Redefining educational relationships

By Terri Harber
Spilyay Tymoo

The Memorandum of Understanding among the Warm Springs Tribes, the Jefferson County 509-J school district and the Bureau of Indian Affairs is being updated. It was last revised in 1985 and was created more than 50 years ago. This rewrite is expected to be much more extensive than the last one, said Superintendent Rick Molitor.

"It was drafted when the BIA still operated the boarding school," he said.

And changes in the federal government's approach to education before 1985 weren't nearly as significant as they were after that, such as creation of No Child Left Behind, Molitor also said.

The idea has been to "start from ground one," he said of creating the new MOU.

"The old MOU uses words, such as 'assimilate,' that don't apply anymore," Molitor said. "That's not what's needed. But there's a value to understanding."

Ensuring that students being culturally educated on the reservation likely will be highlighted within the new document because of its importance.

Working on updating the document is a group of educators including Molitor; Dawn Smith, principal of Warm Springs Elementary School; J.P. Patt, a member of the Tribal Council; Brad Holliday, school board chair; Laurie Danzuka, school board vice-chair (and a tribal member); Bureau of Indian Affairs representatives, and legal counsel. They will take information from others who specialize in various areas of education as they work on the new document.

See MOU on page 11

Unique circumstances at elementary school

By Dave McMechan
Spilyay Tymoo

Anyone familiar with the Warm Springs Elementary School knows it is a great school.

The students are well behaved, and motivated to study and learn. The staff is excellent, starting with principal Dawn Smith.

Which is why it was hard to understand the recent talk about the school "failing" and Smith possibly stepping down as principal.

The confusing circumstances begin with the federal No Child Left Behind Act of 2001, which set performance standards that apply to all schools.

Students at all the schools take a standardized test, and schools that do not meet certain standards after three years are eligible for grant money.

However, before awarding the grant money, the law requires the school district to choose one of four options:

Fire the principal; replace half of the teachers; close the school; or hire a private company to run the school.

The problem at Warm Springs El-

ementary School is that none of the options would improve the school. In fact, any one of them would be very detrimental, if not disastrous.

So the plan for now is to apply for the School Improvement Grant (SIG) money while not choosing any of the four options: An explanation to the SIG grant administrators of the circumstances at Warm Springs Elementary School could be enough for the district to receive the SIG money.

As Smith explained, the No Child Left Behind test standards apply to all schools in the country, despite the great

diversity of schools.

Warm Springs Elementary School, for instance, is unique, serving almost exclusively Native American children of the reservation.

Warm Springs residents tend to have a unique kind of speech pattern that the children grow up hearing. This can be a barrier when it comes to a standardized test.

There may be words or ideas in a standardized test question that are unfamiliar to the student. As an example, a math test question asks:

See WSE on page 11