Floral Season returns at clinic

In some parts of the country, the flower show of the year is in March, according to federal health data. Formally, the RHS Brownsburg clinic has a good supply of vaccines available.

All people age 6 months and older are encouraged to receive a flu vaccine. The vaccine is especially important for people at higher risk of having serious complications from the virus. For more information or for an appointment, call the clinic.

Meanwhile, the latest cover booster shots are also available, designed to help address the most recent threats. You can schedule an appointment at 541-553-2610.
Students reflect on inspiring time at NIEA

As Dasan Begay picked his bag to fly for the first time to Oklahoma City, he was exicted about what he was about to experience.

He was about to attend the National Indian Education Association—NIEA—Conference in Oklahoma City.

Dasan is a junior attending Madras High School in Jefferson County School District. He was one of three students the district sponsored to attend the conference this school year.

As Dasan reflected on the journey of the junior Kalahmuss Green and senior, Meen Modella on the trip.

All three grew up in Warm Springs, and have attended the school in the 90s-10s since when they were in kindergarden.

The three students were accompanied by Mariah Stacona, Madison High Native American Liaison, and Tony Summers, high school principal.

The NIEA—conference this year was Ed- ucation for All: Our Culture—Our Choice—brought together middle, high school and college students. They came to learn from inspirational, ac- commodated and indigenous speakers. Some speakers for the student sessions included

Chief Carol Leach, Mike and Brie Powers, Hud Obedly, Raven Morgan, Dr. Darrell Tomah, and the Lady Force Football team from Oklahoma City.

“The speakers, they all made a life for themselves,” Allison Medina said. “It’s showing that Native students can do it. For other students, this was an inspiration and become successful.”

The speakers included speakers for different career aspirations.

One of the speakers was Ron Meen, who talked about how he went to college and then to law school.

“I think they’re just enough people that are there that you know that you can do it,” Allison Medina said. “It’s showing that Native students can do it. For other students, this was an inspiration and become successful.”

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Indian twist on the classic musical—Bear Grease—are the creators, writers and directors of this Treaty 6 Indigenous twist on the classic musical.

"Representation matters," Rodriguez added. "Bear Grease" has a predominantly Indigenous cast, but during the '50s and '60s, we were not the primary focus of the stories. We were often depicted as chilly Newton-John and John Travolta. We were getting dressed up like Olivia Newton-John and are providing complimentary tickets to 10 members of each of Oregon's eight tribes.

Proceeds from the events will be used to fund projects and events for local artists in Warm Springs.

The best way to purchase tickets is via Eventbrite at: www.eventbrite.com/e/bear-grease-the-musical-tickets-43929995357

For those of you without online access, please contact Leah Galud at the Community Grant team, 541-353-3148. Or email: leah@wsat.org

Federal act spurs tribes to seek solar partners

Tribes are now eager to partner with microgrid and solar developers since enactment of the Indian Releas- ing Act of 2022. The law allows tribal organizations to receive direct payments for the tax credits provided under the act, said tribal representatives at the Oregon Solar and Storage Conference, held in Portland last month.

Business and tribal offi- cials—including Cathy Ehli, general manager of Warm Springs Power and Water En- ergy Authority—met to con- ference discussion about how the IRA has opened up op- portunities for developers to partner with tribes. "Early engagement in these projects should be developed with tribes, preferably in a contract that works for the tribe, a mutual mes- senger," Ms. Ehli said. "Be open-minded about how you can navigate working with tribes," she added.
Regarding poaching incidents

Hell! Tribal Hunters, It has come to my atten-
tion that there have been un-
guarded issues with theft, dam-
age and poaching in and around
the tribal farmlands, including
both the Calica pastures and
Moody pastures.

Part of this past week involved
monitoring the area. Any viola-
tion of this administrative order
will violate the Hunt-
ning and Trapping Chapter 310.

Support from the Fish and Wildlife Committee
of the Branch of Natural Re-
sources will authorize ‘admin-
istrative No Hunting Areas’
on the tribal farmlands. This
includes the road passing
through the farm area and the
fenced surrounding area.

The tribes have invested
hundreds of thousands of dol-
ars into the farm, and don’t want to risk further
damage due to shooting or vehicle
crash damage.

The Tribal Conservation Enforcement and Branch of
Natural Resources staff will
monitor the area. Any viola-
tion of this administrative order will violate the Hunt-
ning and Trapping Chapter 310.

Veterans Correction

The names of three vet-
 erans were inadvertently not
included on the Veteran list
in the previous Spílya. The
veterans are Raymond Calica,
Tsumpti Jr.; and Austin Smith Jr.
The Spílya Tymoo apologizes for this oversight, and has cor-
nected the current tribal com-
nunity veterans list.

Medicare, Social Security discussion in Warm Springs

The Medicare and Social Security Com-
mittee is coming up this
week in Warm Springs. The com-
mittee will discuss forms to be sub-
mitted is for the last 44 years, is a con-
tribution to the Culture and Heri-
tage Department welcomed
this fall the Culture and Heri-
tage presentation is coming
through the farm area and
I am here to work with
the veterans and their de-
pendants with the aspects of filing
for benefits, requiring
questions or announce-
ing questions they might have.
A first point of busi-
ness for us would be
‘Bring me a DD-214 or require one through my of-
cfice.’

My name is Rain Circle and I am your new
Veterans Service Officer in Warm Springs. I am here to
help the veterans, those cur-
rently serving, and those
thinking about joining the military.

I was born in Madras and raised in Warm Springs. I
entered the US Army in 1992 and graduated in
1993 from Madras High School.

I spent 10 years in the
Regular Army, and finished
my career in the Oregon
Army National Guard as a
recreational, where I learned
about the importance of
security in handling sensitive
information for service members
and their families or dependents,’
and I am your new Tribal

Michael Collins, director of
Managed Care, will ex-
plain Medicare Parts A, B, C
and D enrollment dates and
ending dates.

Rose Mary ‘Mushy’
Alstrom will discuss the 2023
COBRA changes. A question
and answer session will be
from 11:30 to 1:30 pm.

The Spílya Tymoo

The Spílya Tymoo publi-
cation of the tribes is back
to the original spelling. By
example of explanation: Earlier
this fall the Culture and Heri-
tage Department welcomed
the new Ichishkiin dictionary
that contains the most defini-
tions of the Ichishkiin
language. The dictionary in-
cludes the spelling of the
words ‘Kcupon Napu’ would
be Spíyla Tiimú, as opposed
to ‘Spílya Tymoo’.

At the time of the Spílya,
the thinking was to respect
the work of the dictionary.
However, in hindsight
now, the original Spílya
name has stood since
the first publication in
the spring of 1978. And the name
is most accepted by, and
familiar to the readership of
this publication. So the original
spelling makes the most sense;
and the Spílya Tymoo apolo-
gizes for the miss.

David McMechan, edi-
tor.

It is possible to grieve
for tribal sovereignty that the
Supreme Court last week
heard oral arguments in the
Fire Management training room.
The meetings start at
9, 10 and 11 a.m.

The deadline for all
forms to be submitted
is Wednesday morning at
November 30.

A hard copy of all forms
must be submitted to the
Human Resources Depart-
ment at the Tribal Adminis-
tration building.

Comp, benefits

The annual Warm Springs Employee Com-
penation and Benefits meetings
continues this
Wednesday morning at the
Fire Management training room.
The meetings start at
9, 10 and 11 a.m.

A hard copy of all forms
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Future of tribal sovereignty in court’s hands

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ment at the Tribal Adminis-
tration building.
The Bend Chapter of the National Association of Daughters of the American Revolution this Veterans Day weekend visited the Museum at Warm Springs, continuing the chapter’s friendship with the tribes.

The snowy weather last Saturday morning did not deter the chapter members from making the trip north to Warm Springs, where they had a wonderful time, said Susan Jair, chapter representative.

This year the Bend Chapter of the Daughters of the American Revolution celebrated their Eightieth Anniversary. The National Society of Daughters of the American Revolution established the American Indians Committee in 1936.

Through the committee, the Daughters of the American Revolution provides financial assistance and educational aid to Native American youth through support of schools and with a scholarship program in Oregon that includes support for Chemawa Indian School and the Warm Springs reservation. The Bend Chapter has donated about 2,000 early reader books to the Warm Springs Early Childhood Education Center since 2017. Many of the books go to the Head Start program. In conjunction within museum visit, the Bend Chapter is raising funds for Water for Warm Springs.

Working with Warm Springs Emergency Manager Dan Martinez, the funds will be used to purchase water by the pallet for delivery to the Warm Springs Reservation Water Distribution Center. Close to $300 in donations have been raised so far. The chapter welcomes prospective members from across Central Oregon.

For more information, contact Chapter Regent Helena Gerard at: helena.gerard.dar@gmail.com

A visit from Daughters of American Revolution

The Bend Chapter of the Daughters of the American Revolution visit the Museum at Warm Springs, Saturday, November 12.

At the Member Show at the museum: Janaeke M. Frye’s Painted Skull II; and inlaid silver ring with turquoise, malachite and jet gemstones by Willie Staciona.

Tananawit
A community of Warm Springs artists

(541) 553-3249
warmspringsartists@gmail.com

1240 Walsay Lane, Suite #5
PO Box 4199
Warmsprings, OR 97761

https://tananawit.square.site/

MAC Recreational District
1195 SE Klamath Way
MADRAS OR 97741
(541) 475-6265

CLUB VOLLEYBALL

Join the MACR’s competitive club volleyball team! Season goes from November 29th to March 26th with four local Central Oregon tournaments.

REGISTRATION UNTIL NOON ON NOVEMBER 20TH

For more information please go to our Facebook page or madrasrec.org.

Sponsored by: Beach, May-Co, Macy’s, Mountain Hardware, Pacific Source, Pendleton Woolen Mills, Petco, Sierra Mist (Snow Cone), Sport Clips, Stan’s NoTubes, Super One Foods, The Source, Treutlen’s, Wawona, Westway Vet, Warm Springs Co-op, Warm Springs Economic Development Corporation.

Your health coverage could be free.

Health coverage can expand your options and help pay for additional services so you can get the care you need. It covers a wide variety of providers and services including Tribal/IHS clinics and non-tribal providers, hospitals, pharmacies and more. If you’re a member of a federally recognized tribe, you can sign up anytime, year-round. If you qualify, your insurance may even be free.

Do you qualify?

Tribal members are eligible for additional savings through Health Insurance Marketplace. Find out if you’re eligible for free coverage and payment assistance to eliminate your out-of-pocket costs:

• Preview savings at OregonHealthCare.gov.
• Get free help at your tribal headquarters.
• Or call the Oregon Health Insurance Marketplace at 855-268-3767 (toll-free) and ask for free, local help.

Visit OregonHealthCare.gov
Students Flourish Here

Madras High School held its Fall Sports Awards night in early November. The night honored coaches, students, and the families for their contributions to the team this season. MHS saw an increase in student participation in Fall sports. This year, 208 students went out for a sport this Fall. That’s compared to 194 students who went out for one last year.

Jefferson County Middle School honored local veterans from the Madras community at their annual Veterans Day assembly. The school hosted the assembly and organized it with the local VFW chapter. This was a great opportunity to show the students the importance of honoring our Veterans and paying respect to them. Thank you to all veterans for your service to our country!

We Care For Each Other

509J Dual Language [Right, Top Picture] - For the month of October, JCSD 509J is spotlighting Estiffany Galan for the work she does every day as the secretary for 509J Dual Language and Preschool Promise Programs. She is also the assistant girls’ soccer coach at Madras High School. She is an MHS alum as well!

“My favorite part of my job is helping people who don’t know English. Just getting to talk to them. I know my mom was one of those parents where she needed help. So, I feel like it’s just great that I can do the same thing now as I’m older.”

MHS [Left, Bottom Picture] - For the month of October, JCSD 509J is spotlighting Julie Mitchell at Madras High School for the work she does every day as a teacher for early childhood development classes, teen parent coordinator, childcare and preschool promise director, and leadership and yearbook advisor. She is an MHS alum as well!

“I love working with the kids and sharing my passion. My favorite part is just having the students when they have that ‘aha’ moment,” she said. “It’s just the reward of the smile of the kids.”

Better Every Day

Every year, the district holds a community engagement event at Warm Springs K-8 Academy. We held this meeting in early November. This is where we present student data to our families and ask for feedback. The district received valuable feedback on what is going well, what are some challenges facing our students, and where can we improve. Their feedback directly informs our work on the following programs: District Continuous Improvement Plan, Student Investment Act, and Impact Aid.

4th-grade students at Madras Elementary got the opportunity to learn about farm-to-table at Madras’ McDonald’s Restaurant. Thanks to Johanna Symons of Symons Beef Company for teaching the students about her cattle ranch, where the beef comes from and what it takes to make a hamburger at McDonald’s! The students also had a chance to learn from two 4H students, Trinity Bailey and Hillary Bush, at MHS senior. They were teaching the students about where potatoes come from and how McDonald’s makes all of their french fries.
In the Tribal Court of the Confederated Tribes of Warm Springs

GUARDIANSHIP has been scheduled with the Warm Springs Tribal Court. By this notice you are summoned to appear in this matter at a hearing on DECEMBER 5, 2022 at 3:00 PM.

CTWS, Petitioner, vs. GLADYS GRAYBAEL, Respondent; Case No. RO48-22. To:-married to Chilliwack, WA. By this notice you are summoned to appear in this matter at a hearing scheduled for the 1st day of DECEMBER, 2022 at 2:00 PM.

CTWS, Petitioner, vs. BOBBI GILBERT, Respondent; Case No. RO48-22. To: CTWS Tribal Court. By this notice you are summoned to appear in this matter at a hearing scheduled for the 13th day of DECEMBER, 2022 at 2:30 PM.

CTWS, Petitioner, vs. ANDREW WAINANWIT, Respondent; Case No. DO18-09. To: CTWS Tribal Court. By this notice you are summoned to appear in this matter at a hearing scheduled for the 12th day of DECEMBER, 2022 at 2:00 PM.

CTWS, Petitioner, vs. IVY WALLUALTUM, Respondent; Case No. RO48-22. To: CTWS Tribal Court. By this notice you are summoned to appear in this matter at a hearing scheduled for the 5th day of DECEMBER, 2022 at 1:00 PM.

CTWS, Petitioner, vs. ANDREW WAINANWIT, Respondent; Case No. DO18-09. To: CTWS Tribal Court. By this notice you are summoned to appear in this matter at a hearing scheduled for the 12th day of DECEMBER, 2022 at 2:00 PM.
~ Culture & Heritage Language Lesson ~

Ichishkiin ~ Warm Springs

Practise “Hide & Seek” with your family, in your language. Use the lesson plan to add new words in the phrase.

Lmq’ink.
Ititamak puntmyau. Awagqitnk
Q’inunk Ayaxnas! Mna iwachg?
Awigmachnk Ayaxnas!
Q’inuti. Ayaxnas!

Kiksht ~ Wasq'u

Be ready for the spring, the time to dig will be here sooner than you expect it to be!

Gawagemidigbet Agdulaba Wilzbama Itxlem.
Gawagemidixagt, Issq’ipast Stnm.
Itlaaxi yunt?
Itqwalt tgmunt
Itdwalk tgmunt
Itchxwan tgmunt.
Dan Yunt?
Itgamwa tgmunt
GAWAXEMDI2XBOT, kánawi dan yunt!

Numu ~ Paiute

Here is an example of how you can use your stuffed animals to practice your language.

Hee esoo?

Esoo sadu’u.

Ha’yoo nane’a?

“Snoopy” mee nane’a.

Ki Micky Pongaadze.

~ Student lessons for the classroom ~

Numu ~ Paiute

GOAL:
For students to learn the names of some common domestic and wild animals, and to review colors, sizes, and names.

OBJECTIVES:
The student will be able to:
1. Follow directions to take a stuffed animal out of the bag and put it back, for full control.
2. Ask and answer “What is it?” for full control.
3. Ask and answer “What color is it?” for partial control.
4. Ask and answer “Is it big or little?” Long or short” for full control.
5. Ask and answer “What’s its name?” for partial control.

PROCEDURES:
1. Introduction
Take the stuffed animals out of the bag, hold them up, and say their names. Then set each animal down in front of the class. Let the class repeat the names of the animals.

Esoo sadu’u. This is a dog.
Yi’a kumm. Here is a rabbit.
pongatae mouse.
pongeda slunk
patai raccoon

2. Implementation
Take One
Hold up a bag with the stuffed animals in it. Tell each student to take one. Ask them what it is. Then go around the class and do a chain drill, with each student asking another student what their animal is.

Suumoo l’wa. Get one.
Hee esoo? What is it?
Esoo pongatae. This is a mouse.

Put it Back
Tell each student to put their stuffed animals back into the bag.

Mago’ wi mu toonow. Put them in the bag.
Mago’ wi a tulu. Put it in the bag.
Punumwi mu tulu. Put them all back.

Describe It
Ask questions about the color, size, and names of the stuffed animal the a student has. Have them answer. One-word answers are just fine. When the students are ready to speak more, have them ask questions to each other about what the stuffed animal looks like.

What Color is it?
Ha’bc’ toona? What color is it?
Esoo kaha kamm. This is a white rabbit.
Oha pulku too’a. It’s a yellow baby duck.
Untaxei So cute!

Big or Little?
Esoo paba’yo puute tute ay’yo? Is it big or little?
Ya’la aslaa esoos sadu’u. Here’s a big dog.

Long or Short?
Esoo naka coduoo’yo puute meetse’yo? Are the ears long or short?
Nagutz’ udoo naka ka’yooy. It has very long ears.
Esoo meetse naka ka’yooy. It has short ears.

What’s Its Name?
Ha’yoo nane’?
“Snoopy” mee nane’a.
Ki Micky Pongaadze.

Numu in classroom lesson continues on 9
~ Student lessons for the classroom

Kiksht ~ Wasq'u

UNIT: ROOTS
BY: Gladys Thompson, Madeline McIntosh, Valerie Aguilar, Alice Harman

LEVEL: Beginning
FOR: Community Classes

LESSON: Sprigtime for Roots
TIME: 15 minutes at a time

GOAL: The students will learn that the roots are ready in the sprigtime, the kind of weather that comes with spring, and which roots are ready first. They will gain an appreciation for the seasonal rounds and the importance of roots for food.

OBJECTIVES: The student will be able to:
1. Name the season for root digging, for full control.
2. Put the roots in order according to when they are dug, for partial control.
3. Name one key feature of the root-digging season, for partial control.

PROCEDURES:
1. Introduction: Ask the students if they know the season for digging roots.
   Gawa-emin-diet agqalba wil-banaa iit-sim.
   In sprigtime we dig up food from the ground.
   [ga = wa - KIM = diw - bet]

2. Implementation: Sprigtime
   Hold up a picture of sprigtime. Point to the key features and say the seasons for root digging.
   Aasa gwaw-emem-ii (kaa).
   Now it's spring.
   Labaliikhtuqutel.
   It's raining a lot.
   [shu = GWIL = ti]
   Aaga ti-kaa=ii,
   Now it's turning warm.

What's Growing?
Write the question on the board and ask the class what's growing in the sprigtime.
After the class has answered, say a few sentences about the season, the roots, and the weather. Use pictures to help them understand you.

Dan yuntu?
What's growing?
Gawa-emin-diet, yuntu, loq/loq qasst stunt.
Towards sprigtime, rock celery is growing.

Gawa-emin-diet, kawsat dan yuntu.
In sprigtime, everything is growing.

Bhaa-la yi.
Bitterroot is growing.

Bqalat stunt.
Biscuitroot is growing.

Bich-wan stunt.
Wach-wan is growing.

Tixku stunt.
Indian Carrot is growing.

Igumex stunt.
Cassia is growing.

The Months
Review the names of the months of sprigtime.
Alakent Akmim February
Alakent Akmim March (third month)
Alakent Akmim April (fourth month)
Alagawena Akmim May (fifth month)

When does it grow?
Ask the class when different roots grow. Have the students make sentences telling when months each root is dug in.

Quaqcii- a sundaas laq/loq? When does rock celery grow?
Aaga ti-ilax laq/loq stunt.
Rock celery grows when it gets warm.

Quaqcii- a yundu bhaa-la? When does bitterroot grow?
Alakent Akmimbs kwaad Aakel Akmimbs bhaa-la yi.
Bitterroot grows in March and April.

Quaqcii- a sundaas bhaa-la? When does bitterroot grow?
Alakent Akmimbs kwaad Aakel Akmimbs bhaa-la yi.
Bitterroot grows in March and April.

3. Closure: Any Questions in Order
   Put flashcards of the roots or the roots themselves onto the table. Have the students arrange the roots in the order in which they are ready.

4. Follow-Up: Do the Making a Poster lesson.

RESOURCES:
• Picture of Spriqtime
• Flashcards of Roots, or actual roots

EVALUATION:
The teachers will observe the students and keep a checklist of their accomplishments. The students may also keep a checklist.

LANGUAGE NOTES:
(Teacher's Reference Only):

Goal: There are different forms of the verb for "to grow", depending on the noun prefix of the thing that is growing. Here are the forms that are used in this lesson:

(Continues at top right)

Ichishkin ~ Warm Springs

UNIT: CLASSROOM UNIT
BY: Sahaptin Language Team
LEVEL: Beginning
FOR: Kindergarten
LESSON: Hide & Seek
TIME: 15 minutes at a time

GOAL: The students will play variations on the game of hide and seek to practice the words they have learned for objects and locations in the classroom. They will learn the meanings of words telling where something is, and be able to answer questions about an object's location. They will get practice in counting, and will learn to follow commands like close and open your eyes.

OBJECTIVES: The student will be able to:
1. Follow commands to hide an object and look for it, for full control.
2. Say "I found it!" for full control.
3. Ask and answer simple questions about where the object was and where it was, for partial control.

PROCEDURES:
1. Introduction: The teacher will tell the teacher's assistant to close their eyes and count to ten in Sahaptin. The teacher will hide some crayons somewhere in the classroom. At the count of ten, the teacher will ask the assistant to open their eyes and look for the crayons. When the assistant finds the crayons, she will say "I found it!" The teacher will ask questions about where it was located, and the assistant will answer. The students will watch and listen.

Lamq'ii.
Close your eyes.

Awilamhachik aksalkaptumpaa.
Hide the crayons.

Bimillim pilmuyuu.
Count to ten.

Q'ashqii.
Look.

Awilamhachik aksalkaptumpaa.
Look for the crayons.

Ayaxaqu.
I found it!

Maa ivatwa?
Where was it?

Wiiachi qitnaq shupa/itcumpa.
In front of the book holder.

Location Words:
Use the following location words:

wal'chi
in front of
fuschi
behind
c'ha
near
c'inc'a
next to
pichqapa
between
nowflimi
to the right of
wicpamamii
to the left of
kilawalti
under
mitcheini
under, beneath

3. Closure: Take an object and place it on a shelf, under, on top of, and behind a chair. Ask the students to repeat the words for where it is located.

4. Follow-Up: Repeat this lesson again from time to time, focusing on different objects and actions each time, until the children are comfortable following the commands.

RESOURCES: Objects and locations in the classroom.

EVALUATION:
There will be an oral test at the end of the year. During the year, the teachers will observe the students and keep a checklist of their accomplishments, according to the Unit Objectives.

Numu ~ Paiute
(from page 8)

4. Closure: Tell the students they are doing a good job. Have them put the stuffed animals back into the box.

4. Follow-Up: Repeat this lesson again from time to time until the students are comfortable with the language. Try the lesson with other stuffed animals that you or the students have.

RESOURCES:
• Stuffed animals: Dogs, rabbits, mouse, duck, raccoon, siurani.

EVALUATION:
The teachers will observe the students and keep a checklist of their accomplishments.
## Featured Pre-Owned Vehicles

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