



**Figure 1.** Gila River members touring the Sherman Pathway Program. Note the aquaponic system in the background.



## School Reading and Mathematics Goals Achieved

At the end of 2017 school-wide BIE Native Star reading and mathematics goals were established for our school. To measure individual student academic progress, we use the NEWA MAP RIT scale and RIT points. Student growth in reading and math is measured by a Student's increase in RIT points over the academic year. Our goals for 9th through 11th grade students were that 40 and 35% of these students for reading and mathematics, respectively, would individually increase their NEWA RIT scores. Our January 2018 midterm NEWA test revealed that we achieved and exceeded our school year goals. In reading 57% of our students increased their RIT score over the September NEWA testing and in mathematics 68% of the students increased their RIT scores. Congratulations to our Sherman students and teachers for achieving our academic goals.

## Agricultural Pathways Program

It is an exciting time in the agricultural pathway program. Last month agricultural teacher Gena Hasson welcomed aboard science teacher Ms. Helen Bonner to teach the floral design class. The Operation 29:11 group continues to aid pathways in various campus agricultural projects. One of the

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**Figure 2.** Baby chickens in the Pathways Program.



## From Vern's Desk

Senior high school student and guest speaker Kinsale Heuston visited our campus early this month. Ms. Heuston is the 2017-2018 National Student Poet for the Western United States and the winner of two National Scholastic Art and Writing Gold Medals. While at Sherman she presented several mini workshops on poetry writing to students and staff.

The very successful Sherman Braves and Lady Braves basketball season concluded this month. The junior varsity girls and boys teams went undefeated and capped off their seasons with the Arrowhead League championships. The Varsity Braves and Lady Braves teams finished second in the league and qualified for CIF post season play (Fig. 4).

On February 9th, representatives of the Gila River Indian Community (Arizona) visited Sherman. The Gila River members included Danielle Allen, the ORSBS advisor, five of the educational standing committee, and the student service representative. The Gila River members toured our campus, visited with some of our faculty, and indicated that they were impressed with our students and school (Fig. 1).

Special Education and English teacher Patti Verwiel and her drama club recently saw the inspiring play "Antigone" at the University of California, Riverside.

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goals of the 29:11 group is to provide support and direction so that young people and communities can become knowledgeable and self-sufficient in food production. Although the group is southern California based, it also works with Native American communities in Arizona and New Mexico. The group meets regularly with Ms. Hasson and recently finished construction of the first of several aquaponics systems (Fig. 1,3). Aquaponics is the combination of raising fish and plants together in one integrated system.

The members of the operation 29:11 group include: Randy Williams, Executive Director of Operation 29:11; Scott Berndt, RUSD Specialty Crop Food Hub Coordination; Jerry Creekpaum, Second Harvest, Backyard Bounty; Jon Hauntz, Backyard Bounty; Joyce Jong, City of Riverside Community and Economic Development Department Coordinator; Gabe Pimentel, Southern California Indian Center; John and Penny Warren, Operation 29:11; and Pamela Williams, Operation 29:11.

Recently Ms. Hasson and five students attended the World Agricultural Expo in Tulare, California. The World Ag Expo is the largest Expo of its kind in the world. While at the Expo our students observed displays in cutting edge agricultural technology and equipment from over 1500 exhibitors. The incredible ground breaking agricultural technology at the Expo included drones and the use of drone data to automate and optimize farm management, e.g., weed pressure mapping, minimizing water use, disease pressure mapping and yield prediction, and the use of nanotechnology/biochips/biosensors for managing animal health care.

This month the agricultural pathway students completed assembling their wooden raised beds (Fig. 3). The students will use these vegetable beds to gain exposure and experience in cultivating vegetable crops and conducting experiments in vegetable culture. Also meat and egg laying chickens (Fig. 2) recently arrived at Sherman destined for the Agricultural Pathway Program.



**Figure 3.** Top: Completed and filled vegetable wood growth boxes. Bottom: Agricultural teacher, Gena Hasson (front left) and members of Operation 29:11 in discussions within the Agricultural Pathway classroom.



**Figure 4.** Above: The 2017/18 Braves Varsity Basketball team at the winter pep assembly. From left to right: Edward White Eagle, Colbey Aster, Donald Staley, Jarred Carlyle, Iverson Ivins, Brandon Jimmie, Aloysius Lopez, Kina Brings Plenty, and Wes Franco. Intertribal Council Officer Kobe Dale stands at the far left. Right: The 2017/18 Lady Brave Varsity Basketball Team top (left to right) Topah Scherer, Jennaya Steve, Tiawna Sinyella, Bottom: Trina Hunter, Krista Wasson, Whitley Hill, Wahela Gregg, Kimberly Topaum.

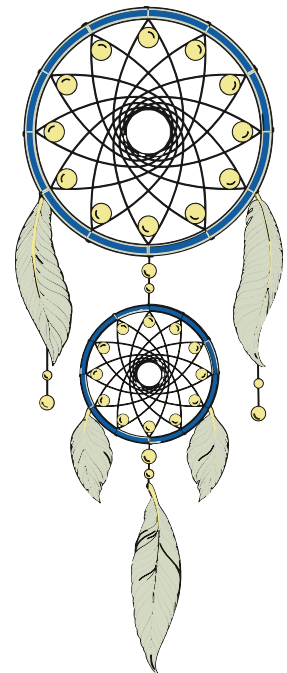


**Figure 5.** *Top Left:* Proud students (left to right) Gianna Yazzie, Kiani Quiver, and Emerald Sam display their Honor Roll Certificates. *Top Right:* National Honor Society Induction Ceremony held in the school library. School Principal, Mary Yarger, and NHS advisor Monica Royalty present a certificate and a rose to new inductee Jessica Azure. *Bottom Left:* NHS member Timera Gordon (front right) relates the importance of academic scholarships to all NHS members. *Bottom Right:* Winter Pep Assembly in the Sherman Gymnasium.

## Honoring our Academic Elite

In February 115 Sherman students with GPAs of 3.0 or better and no D's or F's for the first progress report were honored at a luncheon (Fig. 5) and later with banana splits at our winter pep assembly (Fig. 5). These recognition activities were organized by Sherman councilors K. Clifford and S. McMorris. Also in February nine new members were inducted into the Sherman National

Honor Society Chapter (Fig. 5). The new members were: Erica Guzman, Teela Hunter, Leighanna Jake, Krista Wasson, Libby Atene, Jessica Azure, Belinda Crocker, Takia Martin, and Rayne Ramirez. We congratulate these new NHS members for not only achieving academic excellence, but also for excelling in leadership, character, and service at Sherman.



# Healthcare at Sherman Indian High School

Although there were unfortunate outbreaks of diseases at Sherman during the early years, such as smallpox (1903), typhoid fever (1904), and Spanish influenza (1918-1919), students overall received relative good health care. It was primarily due to the typhoid fever epidemic at Sherman in 1904, along with a new focus by the Indian Office in 1909 to improve the health care of all off reservation boarding students, that in 1910 the Indian Office authorized \$15,000 for the construction of a state of the art two-story medical and surgical hospital at Sherman (Fig. 6). By 1912 the hospital was in operation and provided care not only to Sherman students and employees, but occasionally to Native Americans living around the area. The hospital stood until 1967 when it was taken down. A contract physician in Riverside directed the medical care at the hospital and school, but a residential nurse who lived on campus directed the daily health care of patients. In 1907 physician Mary Israel came to Sherman, lived on campus, and started a first rate comprehensive school nursing program. Student nurses aided surgeons during operations at Sherman and were also assigned to the Riverside Community Hospital for additional training (Fig. 6). During this time, students in need of dental work were sent to private practices in the Riverside area.

In 1955 the United States Government established the Indian Health Services (IHS) with a goal to provide comprehensive culturally acceptable health services to American and Alaskan Native Americans. The IHS is an agency within the Department



**Figure 6.** Top: An early picture of the Sherman Indian Campus Hospital. Bottom: Sherman physician and nursing program coordinator, Mary Israel, with four of her nursing students.

of Health and Human Services. The IHS employs over 2500 nurses, 700 physicians, 700 pharmacists, 100 physician assistants and 3000 dentists. With the arrival of the IHS to Sherman a small clinic was constructed on campus in the late 1970's. This clinic operated until the 1990's and also provided health care for both Sherman students and Native American employees.

Our current IHS unit is located

within the academic building and was constructed in 2005. The unit consists of a reception area, and triage, examination, lab, and pharmacy rooms along with various offices. The clinic provides urgent and emotional care to our students from 8 to 4 pm during the weekdays. On an average week 40-50 students use the IHS Clinic. If the clinic is confronted with issues they cannot han-

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dle or issues that arise during clinic off-hours, students are taken to the Parkview Community Hospital Medical Center, which is located about four minutes down our street. Unfortunately, government cutbacks to IHS funding over the years has reduced the IHS staff at Sherman. These cutbacks have restricted the time that the Sherman IHS staff can vigorously pursue preventative health care on campus and has delayed the time students can be evaluated at the clinic. Our Sherman IHS clinic staff includes Nurse Prac-

titioner T. Graggs (Fig. 7); K. Maserjian LCSW (Fig. 7); and clinic support staff member C. Valliere-Segovia (Fig. 7). Ms. Graggs has been at Sherman twice. She was initially stationed here during 2004-2006, then returned to Sherman in 2015. At times it is necessary for Ms. Graggs to collaborate with the IHS Units of students back home to develop individualized student treatment plans. Therefore, it is important that parents disclose on the Sherman student application form if their child requires special

health care services in order for the clinic to provide proper and optimal care. Ms. Maserjian has been at Sherman for 13 years diagnosing and helping to alleviate mental and emotional problems of our unique and precious teenage population. She urges Sherman parents to call her if they feel or sense that there is something wrong or different about their child at Sherman (951-509-8780; 951-276-6325 Ext. 300). Ms. Maserjian will gladly look into and discuss your concerns and provide students with counseling.



**Figure 7.** *Top Left:* Nurse Graggs in the examination room of our current IHS unit. *Top Right:* Ms. K. Maserjian, IHS; *Bottom Right:* Ms. C. Valliere-Segovia and Ms. T. Graggs, IHS



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#### MISSION STATEMENT

The Sherman Community empowers Native students through opportunities to find their purpose at school and in life.

MIND • BODY • EMOTION • SPIRIT