

Deadlines for financial aid nearing for students

Don't put off tomorrow what needs to be done today is advice for high school seniors and persons interested in enrolling in college for the 1985-86 year. It is important that prospective students complete a Financial Aid Form (FAF) and submit it to the College Scholarship Service in Berkeley, California. This needs to be completed as soon as possible so students can meet college deadlines.

The sooner a student submits a FAF, the sooner the student will receive the Student Aid Report (SAR) from Berkeley. It can take six weeks for the SAR to be mailed to the student but in one case the student received their SAR just two weeks after filing the FAF. The sooner the FAF is sent the better the chances are of receiving word of financial aid.

SAR forms need to be submitted to colleges four weeks prior to the deadline established by each college institutions for the 1985-86 year. A schedule for those deadline dates can be obtained at the Tribal Education department.

The Office of Training Services formerly known as the Tribal Education office will require students to attach a copy of their FAF to the 85-86 Tribal application for Tribal scholarships and a copy of the students SAR. Priority will be given to those applicants who have shown evidence of meeting the dead-

line for their FAF's.

The Training Services office affirms that it is to the student's advantage to have completed the FAF's and mailed prior to March 1, 1985 as all awards will be subject to the availability of funds. With the rising costs of education and the reduction of program budget reduction the forms are becoming increasingly important.

Deadlines for submitting a tribal scholarship/vocational application for Fall term 85 is May 15, 1985. Students will be required to carry 12 credit hours with a grade point average (GPA) 2.00 if student is applying for continued funding through the Tribes.

The Tribal scholarship/vocational program can provide up to 100 percent of tuition and books. Eligible students can be funded up to 60 percent of their cost of living with the remaining 40 percent balance provided by the student.

The Training Services office has attempted to send a letter with an application for FAF and tribal funding to all high school seniors or students who will be qualified for entering college. If there is someone who has not received the information please contact their office at 553-1161, ext. 262. Each year the Training Services office tries to locate all graduates but their search is not always successful.

Tour presents area prevention resources

In an effort to stimulate cooperation between Madras and Warm Springs in the prevention of juvenile problems the first part of a tour of available resources and facilities was conducted on February 22.

Organized by Warm Springs prevention coordinator Caroline Cruz, the tour brought community members and prevention specialists from Warm Springs to Madras. The group toured the Jefferson County Mental Health Division, Jefferson County Alcohol Treatment Center, Madras Jr. High and the Jefferson County Court House. These are the major resources that deal with youth who may be having problems.

The programs presented at each facility indicated an interest in prevention of problems. At Madras Jr. High a Student Assistance Program, initiated in January 1985, is aimed at identifying youth having difficulty in family situations and academically, and then offering help.

Judge Hershhal Reed and his assistants, also, expressed an interest in helping youth. Should the juveniles get to the point of going before a judge, Reed expressed his concern at not necessarily punishing youth but making them try to become good citizens. Sometimes that takes work from the involved parents, as well. Reed added, "We'll work with Warm Springs in any way you want us to work."



Spilyay Tymoo photo by Shewczyk

Juvenile Judge Hershhal Reed explains procedures used to deal with juveniles in Jefferson County to tour group visiting Madras prevention resources.

At the Alcohol Treatment Center, director Bill Judevine and assistant Betty Deepers explained the treatment program. The court can order a treatment program or it may be voluntary. Either approach involves an evaluation and an individual treatment program involving outpatient counseling, self-help groups, abstinence support groups and sometimes, inpatient alcohol and drug treatment.

On March 1, a tour of facili-

ties and resources in Warm Springs will complete the prevention tour of the area. Community members from both Madras and Warm Springs are invited to attend.

The tour schedule includes: 11:30 a.m., lunch at Warm Springs cafeteria; 12:30 p.m., meet at the Community Counseling Center with a presentation by Health Branch Manager Bob Jackson and Community Counseling Center director Jim

Quaid; 1:15, Parole and Probation supervisor Papo Cruz will discuss available resources; 1:30 p.m., Director of Youth Services Dale Cochran will take the group on a tour of the Group Home; 2:00, Allied Health Director Sal Sahme will make a presentation; 2:30, Chief Judge Frederick will give an overview of the court facilities.

If interested in attending the tour notify Caroline Cruz at 553-1161, ext. 205.

OIEA achievement awards assist students

"The Oregon Indian Education Association (OIEA) established an achievement award fund to assist two Indian students who will be continuing their education beyond high school. This is the first year that OIEA will award the two \$100 awards to two Indian high school seniors graduating at the end of the 1984-85 school year.

The purpose of the awards is to encourage Indian students to continue their education beyond high school and to help defray some of the expenses students

incurred while attending college or university. The awards are not intended to serve as a scholarship, therefore are not included as "other sources of revenue" on the financial aid application.

Any Oregon Indian senior is eligible to apply if graduating at the end of the 1984-85 school year and attending a post-secondary institution following high school.

Recipients will be notified during the first week of April,

1985. A formal announcement will be made at the annual OIEA conference which will be held at Kah-Nee-Ta April 10-12.

Students must complete an application and provide all the necessary information requested to be eligible for award consideration. Students must include 1. verification of tribal membership; 2. copy of high school transcripts; 3. three letters of recommendation from a) high school counselor, b) two classroom teachers, or c) one from a

teacher and one from high school principal; 4. an essay, two to three pages, typewritten in manuscript of personal history, perception of being Indian and goals for the future. Applications with requested information must be postmarked no later than March 15, 1985. Forms can be picked up at the Training Services office at the new administration building. For further information contact Norrine Smokey, 8:30 a.m. to 4:30 p.m. in Portland at 287-9765.

Education recommendations presented to board

Task force recommendations on education reform were accepted at the January 28, 1985 509-J school board meeting. The central theme of the report, developed by educators and concerned community members, focused on a retention of local control in educational matters.

Local task forces were organized following studies indicating United States student's achievement was less than that of students in other countries. It was decided that educational reform was needed and had to be started at a local level.

Presented by co-chairpersons Suzanne Harrison and Clayton Earl the 509-J task force position statements are as follows:

1. Textbooks are fundamental to classroom instruction. Therefore, the selection and use of the best possible textbooks is one of the essentials in the development of a superior educational program.

2. Because District 509-J helps to prepare students to participate in the work force and other areas of adult social responsibility, the District should strive to develop an educational program which emphasizes study skills, listening skills, work skills, and goal attainment.

3. Given there is a vast diversity in student ability levels, District 509-J will endeavor to develop a program that will meet the unique needs of all students.

4. The classroom is the primary setting used for instruction in the public school system. Disruption of the classroom routine caused by disciplinary problems, substance abuse, or excessive absenteeism adversely affects the educational opportunity for every student. Disruption of the classroom is caused by a small minority of students.

5. Instruction services provided in the public education

system are labor intensive. Teachers are the primary services providers. To help insure the opportunity of each student to receive a superior education, it is essential that all classroom instructors perform their responsibilities in a competent, professional and industrious manner.

6. State-wide standards for curriculum have been proposed by the State Department of Education. This action has been, at least partially, in response to the Nation-at-Risk report. We believe our District has been continuously reviewing and updating the curriculum standards in order to insure that the students of this District have an excellent educational opportunity within reasonable financial constraints. We are concerned that the adoption of statewide curriculum standards could (1) adversely impact the ongoing in-district review process, and (2) result in curriculum stand-

ards that are less rigorous than the present educational programs of the 509-J School District.

7. It is recommended the School Board develop policy governing the award for an honors diploma with at least an academic and vocational component. The diploma should be awarded to recognize those students who have met pre-established performance standards in selected core subjects of the component area for which the diploma is awarded. There should be no limitation upon the number of students who may be entitled to an honors diploma so long as rigorous performance standards are established.



Spilyay Tymoo photo by Shewczyk

Gabions doing job

Gabions, constructed in 1984, hold back Quartz Creek as weather warms, melting snow. Efficiently, the rock structures prevent further erosion of damaged creek, slowing down water flow and preventing soil from washing away.

Army college fund available to enlisted

As graduation day nears, many members of the Class of 1985 are wondering how they will finance the rising costs of higher education. According to Staff Sgt. Bruce Revelle, Commander at the Bend Recruiting Station, one way to combat sky-rocketing college costs is through a program called the Army College Fund.

Soldiers can save from \$25 to \$100 of their monthly pay and for every dollar put into the Fund, the Army puts in \$5 more. The total available to qualified soldiers who save the maximum is \$15,200 after two years of service—\$26,400 after four years.

To qualify for the program, young men and women must be high school graduates; score 50 or more on the Armed Forces

Qualification Test; and agree to train in a skill where they are needed most. There are more than 60 selected skills in fields as diversified as military police, armor and telecommunications, that qualify soldiers for the Army College Fund. In addition to college, the money can be used for any continuing education program approved for payment by the Veteran's Administration.

Army College Fund money is an earned benefit, not a loan, so there is no need to be burdened with years of repayments for money borrowed at high interest rates. Staff Sgt. Revelle has more information on the Army College Fund and other Army education and skill training programs. He can be contacted, with no obligation by calling 398-1142.

Stress Workshop
Monday, March 11 7-9 p.m.
4-H Room in basement of the Daycare building
Call the Extension office at 553-1161, ext. 238

Responsible elementary students awarded

Students at Warm Springs Elementary are awarded monthly for their responsibility. These are students who have been conscientious about completing their assignments and shown themselves to be responsible in the classroom. These students include:

Kindergarten-Virginia Arthur, Gabriel Jack, Melissa Knight, Allen Mitchell, Jordan Patt, Ramona Sam, Jason Tohet, Lillie Yahtin, Scottie Riddle, Goldie Davis, Jessie Esquiro, Michael Hellon, Shelton Howtopat, Amber Macy, Wilma Saunders, Ricky Walker, Ina Wainanwit, Jolene Simtustus, Walter Waheneka, Zanetta Massad, and Jackie Langley;

First grade-Michael Smith, Mavis Kirk, Ava Smith, Erica Fuller, Megan Ortega, Wanblee Smith, Lynn Chavez, Caleb Jim, Eldred Smith, Nathan Williams, Blue Cloud Surface, Graciela Estrada, Richard Crane, Also Antunez, Marcie Smith, Trisha Stradley, Jamie Winsor, Vanessa Langley, James Sam, Gerald Tufti, Taw Foltz, Michelle Charley, Adriana Frank, Aerie Gibson, Cam Jack, Travis Miller, Marlen Miller, Vanessa Knight,

Diana Bladwin and Evalene Spino;

Second grade-Lizzy Smith, Gerri Switzler, Tony Stradley, Helen Clements, Rusty Calica, Vanessa Walker, Kayle Sixkiller, Susie Brisenno, Kelli Palmer, Mona Charley, Clarice Bagley, Brian Suppah, Debra Mitchell and James Katchia;

Third grade-Danica Green, Sacheen Smith, Ellis Langley, Jennifer Tufti, Angie Wolfe, Frank Reese, Lee Ann Tufti, Sunmiet Minnick, Arlissa Rhoan, Delray Thompson, Jason Hintsala, Bobbie Calica, Freddy Colazo, and Jo De Goudy;

Fourth grade-Albert Charlie, Alvita Arthur, Jay Scott, Jolene Boise, Preston Eagleheart, Regan Calica, Shawnetta Yahntin, Waylon Beymer, Russell Graham, Ina Jim, Obedt Moody, Dionne Thomas, Lisbeth Warren, Bill Stahi, Taylor Arthur, Chico Colazo, Leif Suppah, Dale Warner, Charley Wewa, Sheylene Boise, Jolene Hintsala, Vangie Jack, Joy Soto and Lyda Rhoan;

Fifth grade-Matthew Smith, Michael Bettega, Jose Calica, Eric Craig, Deschelle Davis, Ed-

ward Heath, Jeremy Lagers, Ron Palmer, Avery Smith, Casey Smith, Sally Smith, Marty Spino, Orlando Stevens, Charley Strom, James Teeman, Dolan Waheneka, Tommy Winsor, Michael Kalama and Essie Lawson. Also, Ike Johnson, Rosanna Jackson, Jolene Soto, Jason Jason Tappo, Marc Arthur, Anthony Allen, Daniel Samuels, Vernon Squiempfen, Joseph Culps, Chris Chee, Bets Thompson, Scott Moses, Marti Rai Wells, Jesse Madrid, Joel Colazo, Cara Shadley, Martha Johns, Jerel Switzler, Zee Smith, Elmer Charley, Frank Brunoe, John Johnson, Jonathan Smith, Allan Warner, Alex Tufti, Chris Jack, Coreen Thomas, and Vernon Suppah;

Sixth grade-Greg Arquette, Joanna Brisbois, Charlie Chee, Juan Colazo, Jake Coochise, Starla Green, Romaine Miller, Dennis White, Marvin Arquette, Leon Chase, Connie Daniels, Rhonda Ike, Morningstar Johnson, Aaron Squally, Victor Smith, Kami Wahnetah, Sonny Jackson, Frank Kalama and Gibson Doney.