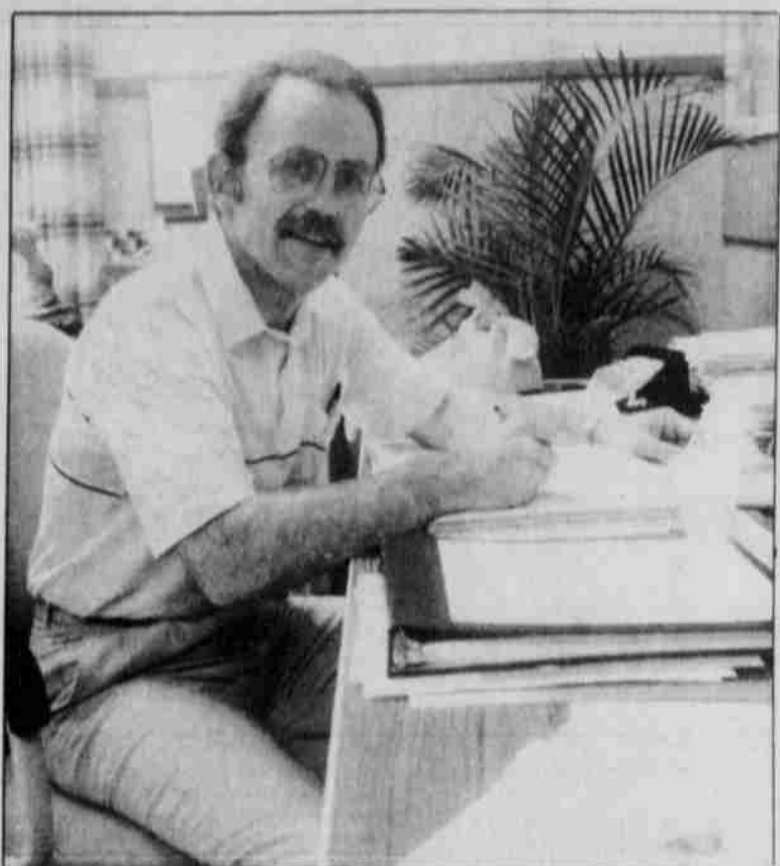


## Vocational program will increase opportunities



Richard Junge—Madras High School

A vocational resource person will help to meet the goal of improving and enhancing vocational education at Madras High School. Hopefully, says new high school principal and former Madras Jr. High principal Richard Junge, this will result in reducing the drop-out rate and will increase effectiveness.

An increased vocational program, says Junge, "will create more opportunity in and out of school" thereby "increasing job opportunities." More classes have been added to the vocational program.

With an "above average" drop out rate the focus will first focus on vocational educational opportunities and then on increasing opportunities for college bound students. "I think we can do better," says Junge.

Transferring from the position of principal at Madras Jr. High, Junge is not interested in making a major overhaul at the high school but he does stress that he wishes to increase effectiveness. He encourages a methodology which includes a well-defined objective in the classroom, getting the student ready for the activity and involving him in the lesson with the use of models and active participation. A student

knows what he is supposed to gain from the lesson, Junge feels.

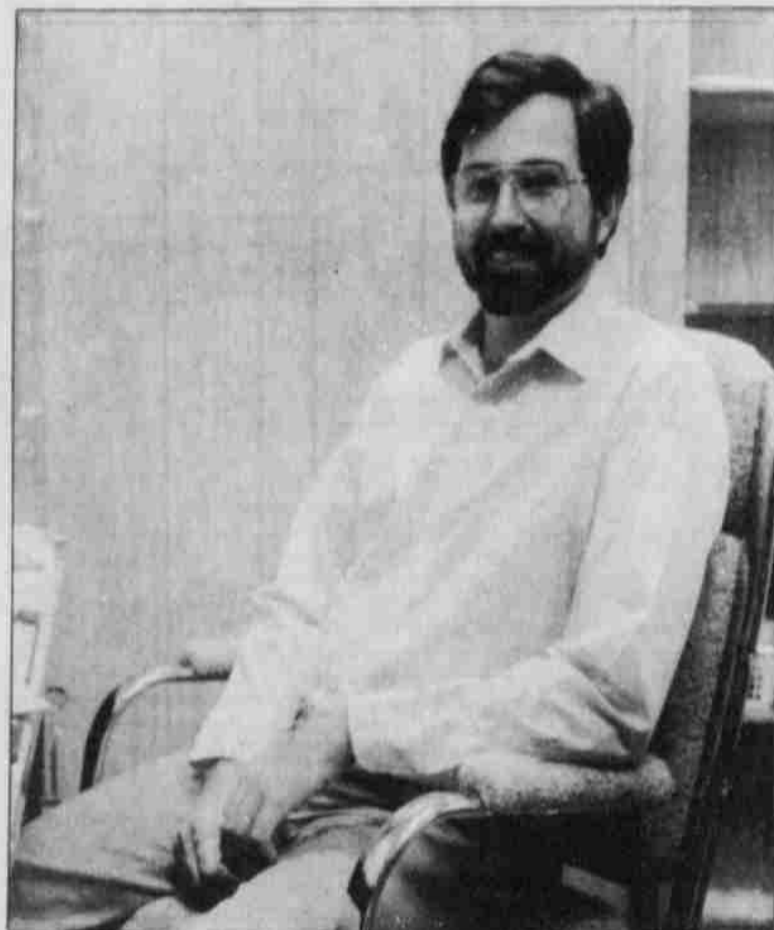
Teachers will be observed in the classroom more frequently both informally and formally. "I think it's healthy to know what's going on in the classroom." He adds, "I'm usually satisfied," but "sometimes things need fixing."

A policy that has recently been questioned is that of "open campus." Survey will be distributed and parents, students and others will be involved in determining whether or not this policy will remain. The rate of non-attendance will be examined and other schools with a similar policy will be contacted. Logistically, says Junge, the cafeteria at this time could not feed all the students.

"The key thing for me," emphasizes Junge, "is doing a lot of learning and listening. I want to talk to a lot of people to see what they have to say about the school and its programs."

The new principal will also be looking at the school's curriculum and looking into the classrooms. He'll be getting to know the staff and looking for ways to improve the teaching effectiveness of the school.

## Student responsibility stressed



Stan Pine—Madras Jr. High

Problem solving teams and student responsibility are two areas on which the new Madras Jr. High principal, Stan Pine, will focus in the upcoming 1987-88 school year.

Pine has taken the principal position vacated by Richard Junge who moved to Madras High School. He will be assisted by Amy Diaz-Barr who will work at the school until an assistant principal is selected for this school year.

Graduating from California State College at Fullerton, Pine taught first and second grade and high school special education at Madras and was employed as ESD evaluation specialist, testing students who were referred for behavioral or learning problems.

The last three years Pine has been working at Metolius elementary as half-time principal and half-time special education teacher. He was also special education coordinator.

Having taught at Madras Jr. High Pine is familiar with the school.

He feels in the last four years the school has built up a good reputation. A stable staff has contributed to this along with the school's administrators.

Work began last year on an effective Indian education program based on problem solving procedures. Utilizing a team effort teachers hope to meet students needs by identifying individual and general problems and arriving at solutions. This program will operate on a school-wide basis.

Developing student responsibility will begin with each student becoming organized. With the aid of a 2 inch, 3-ring binder students will keep all work together and assignments will be completed and get turned in, says Pine. Parents will be able to look at the student's assignment page to see what work the student must complete. Parents will also be able to view graded papers. "Students will get used to having their binder with them," says Pine.

## Diaz-Barr accepts challenge

"It's just like coming back home," says new Metolius Elementary principal Amy Diaz-Barr during her first week at work. Leaving Madras Jr. High where she served as Assistant Principal, Diaz-Barr is looking forward to a challenging year with elementary age students.

Prior to gaining administrative experience Diaz-Barr taught grades 1 through 6. The material, therefore, is familiar and the position of principal is one she has long hoped to attain.

Diaz-Barr will be administrator to six teachers and 150 students. Not only is she building principal but she is also involved as curriculum coordinator. Until another assistant principal is selected the new principal will also be acting assistant principal at Madras Jr. High.

At Madras Jr. High Diaz-Barr was the disciplinarian. At Metolius she will be the disciplinarian coupled with the warm and loving person

required of a principal. "It's a delicate balance," she adds.

During the summer Diaz-Barr was looking forward to returning to Madras Jr. High this fall. She had all her work well organized for an easy return. She was offered the position of principal only two weeks ago. After a sleepless night, considering the responsibilities involved in the new position, Diaz-Barr welcomed the chance to serve as elementary principal for the designated one year period of the contract. She expressed, "I'm fulfilling a goal that I have. I'm helping the community. If I didn't feel I could do a job I wouldn't take it."

With support from other district administrators and advice from her predecessors Diaz-Barr is getting things organized. She's now looking forward to the day when the halls of Metolius Elementary are filled with students.

## Unique cultures emphasized



Suzanne Harrison—Buff Elementary

A cultural program last year at Buff Elementary has helped students become aware of cultural differences and the uniqueness of each person. Project Reach, says Buff Elementary principal Suzanne Harrison, introduces students to various cultures through discussion and projects. It culminates in a cultural fair open to the community.

Project Reach has several goals, says Harrison, including: increasing human relation skills, developing multi-cultural awareness, increasing cultural self-awareness and providing a cross-cultural experience.

The cultural program followed a transition at the school where all the district's sixth grade students were enrolled at Buff Elementary. The total population of 280 stu-

dents comprise a number of different cultures.

During the transition year, two years ago, students were encouraged to become a part of the school. The following year, Project Reach was aimed at helping these students "to accept the uniqueness" of their own cultures and that of others, says Harrison.

"Many students started sharing" when they began formulating ideas for their final exhibit at the Cultural Fair, explains Harrison. She says, "teachers noticed positive attitudes." The program will continue this year with a fair scheduled for the winter months, Harrison adds.

The principal would like to see more parents coming into the school. "It's encouraging to see that there are parents that feel comfortable coming in." Music programs bring most of the parents to the school but parental assistance could be used on an ongoing basis in the classroom, during program preparation and even in the office where clerical work is required.

Harrison particularly would like to make the Warm Springs community feel welcome. "They can be a part of this school," she emphasizes. "I am interested in having them here."

As principal at Buff Elementary for three years and administrator at Metolius for five years, Harrison relates that she has enjoyed her work in this school district. "This is the best district I have worked in. It is most supportive from administrators, teaching team and community. There hasn't been any comparison."

## Think about children

As you make decisions on how to act with your children, think about how it will help their growth.

Are you thinking about important things or are you making a big thing about simple mistakes? Spilling milk or food, wetting pants, or refusing a certain food is not a big behavior problem.

Many things that parents are anxious about are not worth the fuss. But it is wise to take a stand on important things that will make them better people and keep them safe from harm. Helping children grow from infancy to adulthood is an exciting experience if you use common sense and remember what is best for them.



Amy Diaz-Barr—Metolius Elementary

## Attention given to positive relationships

"Teaching children to develop positive relationships with other children" is one of the goals at Warm Springs Elementary for this school year, says principal Jane Westergaard-Nimocks. In her fourth year as principal at the elementary school she feels this is an area where improvement is needed.

A second goal established by the teaching staff is improving academic ability in a yet to be determined area. Last year academic improvement was focused on special areas at each grade level.

A process of "Effective Practices in Indian Education" developed by Northwest Laboratory in Portland has been successfully used the past year and a half at Warm Springs Elementary. Teams of teachers continuously reevaluate their teaching in terms of an established goal. Students are observed and when either students or teachers deviate from the set goals they get back on track. This process has been very effective says Westergaard-Nimocks, allowing all staff members "to focus in the same direction" along with increasing communication among staff members.

During the summer Westergaard-Nimocks studied in New York under Ken and Rita Dunn who are researchers on individual learning styles. Determining a child's learning style enables educators to help a child learn. A child may prefer, for example, a dimly lit study area rather than bright lights, or a quiet atmosphere as compared to noisy. He



Jane Westergaard-Nimocks—Warm Springs

may learn better by listening rather than by writing. Or he may prefer charts and participation. Even if a teacher cannot use all methods in a teaching situation it will be more helpful to the child, says Westergaard-Nimocks, if the teacher understands the child's learning style. With this

information, she explains, teachers "can plan for individual differences." Community members will continue to be involved in school activities, the principal adds. These activities have "created nice relationships" between the students and elders.

## New reading program initiated



Glenn (Tony) Miller—Madras Elementary

Last year absenteeism at Madras Elementary was kept below 5 percent. Once again a reduction in absenteeism will be a goal, says Madras Elementary principal Glenn (Tony) Miller.

Miller in his 26th year with the 509-J district and in his 10th year as Madras Elementary principal will be building administrator to 29 certified teachers and 487 students in grades K-4.

New this year will be a district-wide reading program which focuses on a child's reading level. Material will be available for accelerated, average and slow readers, enabling each level student to advance at the his or her own pace.

Also new to Madras Elementary and other district elementary schools is a counselor. Using informal group sessions in visits to the classroom the counselor will involve students in discussions where they may express their feelings and work out problems together.

Part of the curriculum at the elementary school includes a migrant program which enables students who move frequently because of parent's employment to continue gaining. English as a second language is offered through the program. Drug and alcohol education will

be a major part of the emphasis at the school this year, says Miller. Teachers have already attended a two-day in-service training focusing on the "Here's Looking at You" series.

Parent involvement in the school remains important, Miller explains. Madras Elementary parents and Buff elementary parents have worked together to raise money for playground equipment at both schools. The equipment built locally cost \$800. To purchase it ready-made would have totaled \$3,000, says Miller.

Last year parents and students collected 69,800 Campbell's soup labels to purchase a film strip projector, a VHS video recorder, two overhead projectors and a polaroid camera. "With the help of parents we are able to come by some needed equipment," says Miller.

Miller hopes to interest parents in working towards a marquis for the school. Activities at the school can be advertised, hopefully, attracting community members and keeping them informed. Parents are encouraged to become active in the school and are invited to join the parent club which is not just a fund raising group. Parental support is needed in many ways.