

## Department of Education Mission and Goals

### MISSION

Provide the Warm Springs community with comprehensive education programs that promote dignity and self-worth, through early childhood, daycare, higher education and vocational education programs.

### GOALS

1. Clarify staff and committees roles and responsibilities.
2. Report employee(s) have the skills necessary to complete student and/or adult job skill, career, academic and aptitude assessments.
3. Report that tribal members in junior high and high school receive quality group or individual career counseling/information.

## Graduation requirements change

The graduation requirements for Madras Sr. High school commencement exercises have changed from the past years. The new walk through policy was adopted September 25, 1989 and became effective with the class of 1990. Seniors not having adequate credits to graduate will no longer be allowed to participate in commencement exercises.

The board believes that graduation is a meaningful and important attainment in the process of gaining an education. The diploma is given by District 509-J and admits them into further schooling and/or the world of work.

According to the new District Policy students must uphold academic standards, verify minimum competence of reading, listening, reasoning, speaking, writing and computing. They must also verify minimum completion of a standard curriculum. The school board sets requirements for graduation and authorizes the establishments of rules and procedures to carry out the requirements, and they believe that those individuals who do not fulfill these expectations should not have the privilege to walk down the same walk-way as the ones who work hard to complete all they need to graduate. The requirements are to obtain 24 credits 15 of which are required classes the others from elective courses.



Students in Madras Junior High science class dissect fish brought to them by Warm Springs National Fish Hatchery assistant hatchery manager Mike Paiya.

## Students help other students

Joel Martinez sees himself as a positive role model for students in the Madras Building Blocks Preschool. He helps the young students build self-esteem as a teen tutor. "I know how important that is," says Martinez.

Madras High School students work at the Building Blocks Preschool daily, receiving class credit. Martinez isn't doing it just for credit. He says, "I want to help little kids."

The Building Blocks Preschool

Program is funded through the Oregon State Department of Education and Oregon State Department of Mental Health. Building Blocks addresses the needs of children with learning disabilities by enrollment of non-delayed children as role models.

Teen tutors are evaluated by the Program's teachers. Besides working with children the MHS students must prepare a lesson plan and implement it.

## Developing a positive attitude

by Saphronia Coochise

When a child progresses from kindergarten to high school they go through many changes throughout the years.

At the grade school level, Dawn Smith, who works with students from the kindergarten through the fifth grade, sees the importance of helping students develop positive attitudes about themselves which will help them achieve their goals throughout their school career and their whole life. During this stage in a child's life Smith works with students who have not yet learned how to deal with their feelings. Students who sometimes choose to hit other individuals who have made them feel bad about themselves. She tries to teach them that there are better ways of dealing with problems and getting the point across than a punch in the nose. She likes to give them the tools to cope with what is going to one day happen in their life, helping them deal with the situation and see that they do have choices

other than hitting others who make them feel bad.

Smith shows the students what is acceptable and what is not. She shows them their various options they have available when they choose to succeed in school, listen and abide by the rules around them.

Smith states, "They don't see themselves successful in the future or open their vision about Indian people in professional jobs." She tells them that they can be whoever they want to be. She explains to them that although "they are the product of their parents, regardless of how they were raised, they still have the choice to be who they want to be in the future."

At this stage in life young students think they are the only individuals with feelings. They have not yet learned that everyone has feelings and they are a part of a unit of people.

In order to help them with these situations Smith teaches one-half

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## Teachers attend workshops

Research shows that teachers who perceive students as low achievers interact less frequently with those students and are less supportive than they are with perceived high achievers.

Many teachers are unaware that their perceptions influence their actions toward students in the classroom. They do not realize they expect students who dress well to do better, that girls are expected to do better, that caucasian stu-

dents are expected to do better.

Teachers interacting less with these students explain their behavior as showing concern for students. They say they do not wish to embarrass low achievers so they avoid calling on these students in the classroom.

Students perceived as low achievers in turn realize they are not expected to know the material in class and they know they won't

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## COCC enrollment continues to increase

The Central Oregon Community College Adult Learning center has many programs to offer the

community. For the young adults to the adults that haven't gone to school for many years. There are basically three programs: The

G.E.D. (General Equivalency Diploma), community college courses and the Adult Basic Education. The G.E.D. requirements are for

a person to be 16 years of age and older and not a high school graduate. If 16 or 17 years old must be formally released from high school.

Classes for GED are 3 days a week and two nights a week. The test will be on the last Wednesday of the month. A passing score must be 40 or more. There are five tests to take, Writing Skills, Social Studies, Science, Reading and Math. The tests will not be finished in one session. It generally takes two sessions to complete the GED. Failed tests may be retaken but only are allowed two retakes in a year's time.

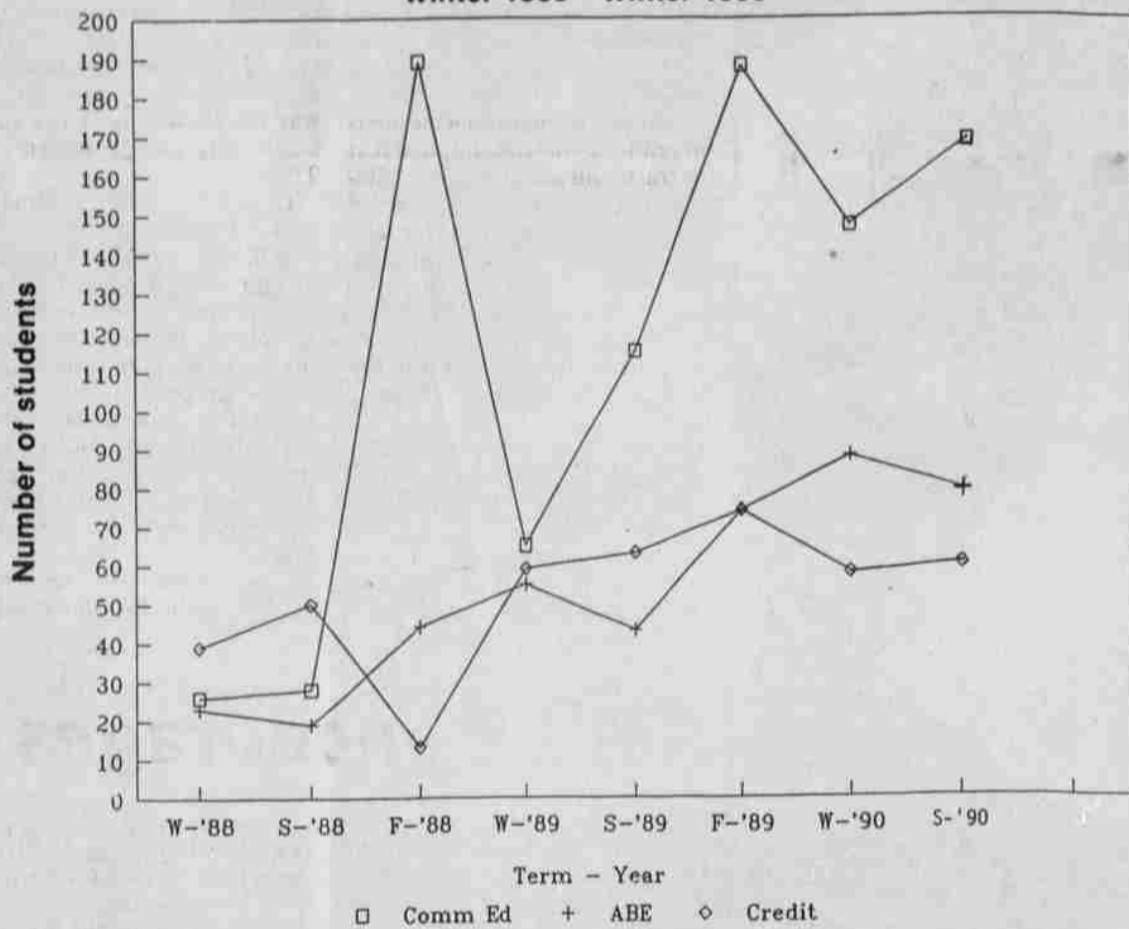
The community Education classes are more the special interest classes. From Interpreting Dreams to English and Math. These classes change from term to term.

Adult Basic Education classes help students get their high school diploma if they are lacking one or two credits. Adult Basic Education also helps with GED preparation and with basic skills such as reading.

The GED classes have risen from 17 people in 1988 to 79 in 1990, the Adult Education has risen from 25 people in 1988 to 160 people in 1990. The credit classes have grown from 40 people in 1988 to 60 people in 1990. Approximately 250 per term attend special workshops that are conducted in the community.

### COCC Class Enrollment

Winter 1988—Winter 1990



## Teachers increase skill

Four workshops presented throughout the 1989-90 school year provided teachers with an opportunity to increase their skills in working with Indian youth. Teachers learned to better work with students by gaining an understanding of the culture and by learning methods of integrating cultural concepts into the classroom.

Coordinated by Geoff Bury, Central Oregon Community College Warm Springs administrator, the workshops resulted from a cooperative effort between the 509-J Jefferson County School District, Central Oregon Community College, The Confederated Tribes of Warm Springs, the Northwest Regional Educational Laboratory, and the Region II Indian Education Center at Gonzaga University. Funding was provided by the Johnson O'Malley Committee and in-kind contributions.

The four workshops discussed teaching strategies and attitudes of teachers. "Native American Mythology and Symbolism: Teaching Strategies for Holistic Learning" focused on a unique way teachers can motivate Indian children. The Culturally Related Academic Needs (CRAN) concept introduces teach-

ers to native mythology and symbolism to improve student critical thinking skills and motivate learning.

"Native American Student Attitudes, Contemporary Issues, and Teaching Strategies that Work!", the second workshop, assisted teachers on instruction of Indian culture in the classroom.

Teachers learned to guide passive learning into proactive learning by using the whole language approach in teaching at the third session.

At the final workshop, teachers examined their own attitudes about educating Indian youth during a session titled, "Indian Student Success—How can I make a difference."

During workshops teachers were asked to answer questions regarding their teaching methods and attitudes. Most teachers felt they integrated culture in the classroom at the first workshop. After gaining information at the first session they then felt they were not using culture as much as they could in classroom situations. At the third session, as a result of the workshops, teachers stated they were trying to incorporate more cultural activities in the classroom.

## Warm Springs Head Start program monitored

Four women from various Head Start programs were recruited to monitor Warm Springs from May

14-18. They consisted of Susan Thompson, headstart director from Crow Creek Sioux Tribe

Headstart in Ft. Thompson, South Dakota. Patti Meier, Community Health Director Specialist from

Missoula, Montana. Verna Thompson, Headstart director from Cherokee Nation of Oklahoma in Tahlequah, Oklahoma. And Mary Ann Deer, Education Coordinator from Seminole Nation of Oklahoma in Holdenville Oklahoma.

Washington D.C. had developed the idea to monitor the Head Start program. About 33 percent of Indian Programs are done a year. These peer reviewers hired by the national office review headstart offices to see if they are up to good standards. They check if they're clean and well taken care of. They interview the staff to see if they are qualified, the health consultant to see if they are checked regularly. The files on the children are checked as well as the staff to see how they are selected. The ladies are there to identify and strengthen the program in areas that need improvement.

After the ladies are finished they must together write a report to Washington D.C. Then D.C. will contact the Warm Springs Headstart Program to give them the results.



Head Start program monitors were Susan Thompson, Patti Meier, Verna Thompson and Mary Ann Deer. The quartet spent four days observing the program, checking the children, staff and facilities.

Education is smart thinking!