

How are students grouped?

How to group students for instruction is an issue that concerns many educators. The National Education Association has just released a new report on academic tracking that severely criticizes the practice of segregating students by ability groups and calls for better ways to group students.

The NEA study, conducted by Johns Hopkins University, found that virtually all students are tracked, with minority and low-income students disproportionately placed in low-achievement groups. While the goal of tracking is to tailor learning to students' needs, the NEA/Johns Hopkins study concluded that as practiced in most schools today, tracking does more harm than good.

"The system was set up with good intentions," says NEA Vice President Bob Chase, "but it has become so rigid that too many students essentially get stuck in low tracks for their entire school careers. We must give students an education that will open up -- not close off -- their options for the future."

Tracking can benefit students, according to the NEA/Johns Hopkins report, if:

- 1) students are grouped only for specific skills (such as reading) rather than by general ability or behavior.
- 2) group assignments are frequently reassessed, and
- 3) teachers adapt their instruction to meet students' needs.

The way tracking operates in most schools -- with ability-grouped class assignments, special programs for the gifted, and special education for students with learning problems -- is at odds with these findings. Students are segregated all or most of the day based on general achievement or behavior rather than on skill in a particular subject. In addition, the groupings are very rigid and are likely to create racially identifiable classes.

While the NEA/Johns Hopkins study found tracking creates enormous problems, it recognized that merely ending the practice -- without first addressing the issues of class size, student diversity, and funding -- could create more problems than solutions.

"What we need are more examples of successful alternatives to tracking," says NEA's Chase. "We've got to reshape our thinking and offer all teachers better ways to deal with student diversity."

The NEA/Johns Hopkins student sought out examples of how NEA members are dealing with the issue of academic tracking.

English teachers who belong to the Parkway (Missouri) Education Association, for example, decided to eliminate the low track, avoid

all-black classes and address the student failure rate. The low track has been replaced with an additional period of English called "tutorial" for designated small groups of students having difficulty with reading and writing skills. Teachers report the program is working, that classes are more heterogeneous, and that the failure rate is dropping.

In Dalton, Georgia, the faculty of the Westwood Primary School studied the research on homogeneous and heterogeneous grouping and decided to restructure their second-grade classes in order to maximize student diversity.

NEA Vice President Chase emphasizes the importance of teacher involvement in this issue.

"Each school staff must devise its own alternatives to tracking," he says. "Change must come from the bottom up. Teachers -- working with students, parents, and administrators -- must develop new ways to group students, new ways to structure schools, and new ways to teach our increasingly diverse student population."

The report concluded:
 • Minority students are significantly underrepresented in what are called "gatekeeper classes" -- courses such as eighth-grade algebra or ninth-grade geometry, which are prerequisites to higher level courses.

Often these gatekeeper classes are not even offered in low socioeconomic status schools. Without these critical foundation courses, too many students are prevented from pursuing careers in certain fields such as science or engineering.

• Class size and diversity are related. From a teacher's perspective, when incompatible learning styles are added to a classroom, the number of students in a classroom must be decreased or the ability to maximize academic performance for all students will be sacrificed.

• Tracking does not begin after children arrive at school. Children come to school with a readiness for learning based on parental care, nutrition, health, and other factors. Effective intervention -- in the form of prenatal care, day care, latch-key programs, programs for children who are disabled or at-risk -- must take place early.

NOTE: The NEA Center for Innovation will serve as a clearinghouse on alternatives to tracking. For more information, contact NEA Communications (202) 822-7200.

School supplies listed

Kindergarten

- 1 box of 8 large crayons
- 5 primary size pencils
- 2 4 oz. bottles of white glue
- 1 pair of scissors
- 1 box Kleenex

First and Second Grade

- 1 box of 16 small crayons
- 2 pencils--size #2
- 1 eraser
- 2 4 oz. bottles of white glue
- 1 box of Kleenex

Third Grade

- 1 box of 16 or 24 small crayons
- 2 pencils--size #2
- Pink Pearl erasers
- 1 sharp point scissor
- 1 4 oz. bottle of white glue
- 1 large box of Kleenex
- 1 12 in. ruler (in./centimeters)
- Pee Chee Folders

Fourth and Fifth Grade

- 1 box of 16 or 24 small crayons
- pencils--size #2
- Pink Pearl erasers
- 1 sharp point scissor
- 1 4 oz. bottle of white glue
- 1 12 in. ruler (in./centimeters)

- Notebook paper
- 1 box Kleenex

Sixth Grade

- 1 box of 16 or 24 small crayons
- Pencils--size #2
- Pink Pearl erasers
- 1 sharp point scissor
- 1 4 oz. Elmer's glue
- 1 12 in. ruler (in./centimeters)
- 1 eraser
- Notebook paper
- 1 box Kleenex
- Ballpoint pens, blue or black (not erasable)
- No spiral or thick notebooks

Seventh and Eighth Grade

- College Ruled Notebook paper
- One 2-inch, 3-ring (metal ring) binders with dividers
- NO Pee Chee Folders

Some classes may require additional materials. If so, students will be notified during the first week of school by their classroom teacher. School supplies will need to be replenished throughout the school year.

Propriety is prosecutor's aim

One of Jerry Kendrick's duties as tribal prosecutor is to help "ensure that everything is done properly" in the legal process, from the original arrest to the final sentencing. To assist in that goal, Kendrick not only participates in trials, but trains police officers and tribal legal advocates as well. Propriety is the buzz word in the world of law enforcement and legal representation.

In Warm Springs since May of this year, Kendrick works closely with the Warm Springs Police department and supervisor Jeff Sanders. "He (Sanders) gives me a lot of latitude," says Kendrick. "He points me in the right direction and turns me loose."

Kendrick, a native of Texas, "loves Warm Springs" and became a criminal defense attorney in 1978. "Now I'm on the other side," he says. Not only is being on the other side new to him, but the tribal Law and Order Code is a challenge as well. "It's a new law for me to learn."

Warm Springs law takes into account traditions and customs and is not as "technical as state or federal law. It offers more range in which to operate." Nor is Warm Springs law so highly specialized. It's "more down to earth and not highly intellectualized. It's more for the common man," he adds.

Another plus, says Kendrick, is that a person, if he chooses, can represent himself or have a "non-law" person represent him in court. "The justice system here is more fair to the average person" because of this policy, says Kendrick.

Prosecution of cases has changed a bit in recent months, says Kendrick. In the past, Kendrick explains, a person could be convicted numerous times for driving under the influence before he was sentenced to jail or received a fine. Now, a second conviction brings



Tribal prosecutor Jerry Kendrick works closely with the Warm Springs Police department and local court personnel. He has been on the job since May.

not only a minimum 30-day jail sentence, but the person is put on one year probation, receives a \$500 fine and must undergo counseling and/or treatment. "Punishment is not the answer," says Kendrick. "Treatment is."

Another change, says Kendrick, is the prosecution of assault and battery cases. Photos and statements are taken at the time of the

report. The court will not drop the charges against the perpetrator if the victim backs out. "We will prosecute with or without the victim's" assistance, says Kendrick.

"I want to make sure that things are done legally and that no one's rights are violated," asserts Kendrick. "I'm fair, but strict. I know what the Tribe wants and they're going to get it."

Attitude important in success

Students don't drop out of school in high school or middle school -- they drop out mentally and attitudinally in elementary school. That observation is the foundation upon which the National Education Association's new proposed initiative, Operation Jump Start, is built.

Operation Jump Start is an intensive readiness session for elementary students who need extra attention.

NEA President Keith Geiger unveiled the ambitious project at NEA's annual meeting earlier this summer. He characterized the program as an "all-out, full-alert effort to give every elementary child who needs it an education booster shot."

"Operation Jump Start," Geiger explained, "will provide a high-

energy jolt for the millions of children for whom more personal relationships with teachers, greater confidence in the school environment, and a closer relationship between school staff and families could make the difference between future success and failure."

As envisioned by Geiger, local educators would identify those students who could profit the most from the intensive two-week program, proposed to be conducted immediately before the start of the 1991-92 school year. These might be students who need special attention in school work, in self-esteem, or in other areas.

The program itself, while locally designed, would probably include morning sessions with no more than 15 students. The classes

would be held in the schools the children would normally attend, with the teachers being familiar faces who will follow up with the students during the school year. The afternoons would allow time for teacher planning, parental contacts, and home visitations.

Operation Jump Start would reach about one-third of all elementary students. The projected cost is \$2.2 billion; NEA is asking the federal government to cover half of that amount with states and localities to pick up their proportional amounts.

Geiger challenged Congress and the President to live up to the commitments they made in establishing the national goals for education. "I'd like them to tell me," he said, "how they justify ignoring needy children struggling to hold body and soul together, while money gushes from our treasury to bail out the failing savings and loan institutions."

Household size, income determine eligibility for lunch program

Jefferson County School District 509-J today announced it's policy for free and reduced-price meals for children unable to pay the full price of meals served under the National School Lunch Program. Each school and the office of Jefferson County School District 509-J has a copy of the policy, which may be reviewed by an interested party.

The following household size and income criteria will be used for determining eligibility. Children from households whose income is at or below the levels shown are eligible for free or reduced-price meals.

Families may fill out applications prior to the start of school so that lunch benefits are not delayed. Applications are available at the District office at any time, 1355 Buff Street, Madras, Oregon, 97741 (Phone: 475-6192) or at the individuals schools beginning on August 23, 1990. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year by school or other program officials. **Important -- benefits will not begin until the application has been approved.**

For school officials to determine

eligibility, households receiving food stamps or "Aid for Dependent Children (ADC)" must list the child's name, their food stamp or ADC case number and the signature and name of an adult (21 years or older) household member. Since you have already given information to the welfare office, the school can confirm your eligibility. Households not receiving food stamps or ADC must list: names of all household members; social security number of the primary wage earner responsible for the child applying for benefits; total monthly income and the amount of income (before deductions for taxes, social security etc.) each received last month and source of the income received by each household member certifying that the information provided is correct. If you have a household member for whom last months income was higher or lower than usual, list that person's expected average monthly income.

You may apply for benefits any time during the school year. If you are not eligible now, but have a decrease in household income, an increase in household size, or become unemployed, fill out an application at that time.

Under the provision of the free

and reduced-price policy, school officials will review applications and determine eligibility. Parents or guardians dissatisfied with the ruling of the official may wish to discuss the decision with the determining official on an informal basis. Parents wishing to make a formal appeal may make a request

either orally or in writing to the hearing official identified for a hearing on the decision: Stanley G. Dmytryk, 1355 Buff Street, Madras, Oregon, 97741 (Phone: 475-6192).

If you list income information and your child is approved for meal benefits, you must tell the

school when your household income increases by \$50 or more per month (\$600 per year) or when your household size decreases.

In certain cases, foster children are also eligible for school meal benefits. If you wish to apply for meal benefits for a foster child, contact the school for help with the application.

INCOME ELIGIBILITY GUIDELINES

Effective July 1, 1990, to June 30, 1991

Household Size	REDUCED-PRICE			FREE		
	Yearly	Monthly	Weekly	Yearly	Monthly	Weekly
One	11,618	969	225	8,164	681	157
Two	15,577	1,299	300	10,946	913	211
Three	19,536	1,628	376	13,728	1,144	264
Four	23,495	1,958	452	16,510	1,376	318
Five	27,454	2,288	528	19,292	1,608	371
Six	31,413	2,618	605	22,074	1,840	425
Seven	35,372	2,948	681	24,856	2,072	478
Eight	39,331	3,278	757	27,638	2,304	532
For each additional family member add	3,959	330	77	2,782	232	54

New director hired for Childrens Protective Service

The physical, emotional and mental health care of Warm Springs youth lies in the hands of many. When families are found to be dysfunctional, tribal authorities intervene and children are removed from their harmful environment. Hired in April as director of Childrens Protective Service, Jon Grant helps ensure that the existing system works. Childrens Protective Services (CPS) is but one part of the circle of care.

Grant attained a Bachelor's degree in psychology from Southwest Missouri State University. He attended the University of Nebraska for two years while working on a Master's degree.

During 1984 and 1985, Grant worked for Nebraska State Department of Social Services. From 1985 through the end of 1989, Grant was an employee of the Missouri Division of Family Services, working two-and one-half years each in Kansas City and Butler. While working in Missouri,



Jon Grant

Grant was involved with children in foster care and group home care. He placed children in foster homes or group homes and worked with families. The ultimate goal was to return children to their families.

Grant works to "empower people to accept their responsibilities" as parents and to help them become "functional." He helps families "meet certain minimum standards of living....Indian people have excellent traditional child rearing skills."

The CPS deals with children who are victims of sexual and physical abuse and neglect or are beyond parental control. While previously a facility for longer-term care, the facility now provides "temporary services for children." A child is usually brought to CPS by the police. Within 24 hours a preliminary hearing is conducted by the tribal court. Testimony is presented by parents, CPS workers and the juvenile coordinator. The

judge then determines if the child is to be returned to his parents or is to remain in temporary custody. Assessments are done on the child and family with 14 days. At that time, CPS makes recommendations to the court as to what should be done. Within 30 days of the original contact an adjudication hearing is held. The child is then either to be left in foster care, left with relatives or returned to the family.

CPS employs three counselors while the home has 10 workers. Two workers are on staff at all times.

Teenagers remain at the home for longer periods of time because of a shortage of foster homes. "There is a desperate need for foster homes for children, especially teenagers," says Grant.

The goal for CPS is to "raise children so they are not harmed," says Grant. A safe environment means a healthy future.

Smoke Detectors Do Save Lives

The National Fire Information Council has released data showing the effectiveness of smoke detectors. The death rate per 1,000 fires without detectors is more than twice the rate with detectors. Survival is most favorable where detectors are located in the room where the fire originated.

Residence Type	Detectors Present	Deaths/1000 fires
1-2 Family Dwellings	Yes	4.6
	No	9.9
Apartments	Yes	7.7
	No	8.4

Fatalities where a detector is present are usually due to one or more of the following reasons:

- improper detector maintenance or location;
- detector battery missing or dead; power disconnected;
- victim was unable to escape due to disability, age, or impairment by alcohol or medication;
- victim did not know or follow proper escape procedures; or
- victim was intimately involved in fire's start (clothing or bedding on fire, for example).