

Public Safety Branch News....

Personnel receive awards at annual banquet

Madras was the site of this year's Jefferson County Law Enforcement Awards Banquet that was held Friday, March 13 at the county fairgrounds.

Representatives from Jefferson County, Madras City Police, the FBI, Oregon State Police and the Warm Springs Police Department were in attendance.

Captain Don Courtney, Lt. Lavina Thomas and Sergeant Robert Whittenburge represented Chief Jeff Sanders in this year's presentation of awards to the public safety employees of Warm Springs.

Taking the "Fireperson of the Year" award was Marshall Rash of the Fire and Safety Department. The "EMT of the Year" award was presented to Suzi Macy.

Overall patrol "Officer of the Year" was Larry Holliday, who was selected for his "dedication and commitment to the profession, leader in overall cases generated for the year, accidents investigated and his commitment to the DARE program," says a branch new release.

Officer Alex Smith was recognized as "Rookie of the Year" for his "overall commitment to the community." Smith began with the department in the Tribes' reserve program and is now a full-time officer.

The "Top Shooter" award was presented to Rangemaster and Officer Jack McClelland. McClelland had the highest average score of all officers out of four quarterly qualification courses.

McClelland also received an additional award of Valor for his quick action and training used when saving a life. Officers Dixon Polk and Dorian Soliz were also recognized for Valor for their quick response to a motor vehicle accident.

The vehicle ended up in the Deschutes and the driver maintained there was another person in the vehicle. Annie Hausinger, recordkeeper for the department, was recognized for her accuracy and timeliness in the reporting of over 5,700 cases generated during 1991; 2,000 more than were reported in 1990.

Chief Prosecutor Mark Mathews recognized Sister Pauline Igoe for her commitment and working relationship with the Victim's assistance program. Crystal Winishut received the All-Around award for corrections/communications for the year for her dedication and commitment to the public safety branch.

She has "handled many fatality calls while assigned to dispatch" and has trained many dispatchers during her four-and-one-half years of employment," says the re-

lease. She is currently working in corrections until the vacant positions are filled.

Corrections officer for the year was Dan Hinton, who has used his expertise in the corrections field while working with fellow employees. He was also appointed acting lieutenant of corrections until the vacancy was filled.

Ruth Womack was chosen Communications Officer of the Year. She has "handled many fatality calls, including motor vehicle accidents, medical emergencies, drownings, and search and rescue efforts," relates the release. She also was honored by the State of Oregon as a Law Enforcement Data System representative due to her expertise in the LEDs computer field.

Denise Lucci received the Valor award for communications for her response time on a 911 fatality call. She was "very assuring and kept the reporting party on the line" until emergency medical personnel arrived at the scene. She is well-skilled and works well with her fellow employees.

The Public Safety Branch takes great pride in recognizing those individuals who have gone beyond the call of duty while tending to their respective areas of responsibility.



Michal Jackson looks on as Geraldine Jim helps with his weaving during an artist in residence presentation March 26. Local weavers visited Warm Springs Elementary during the annual event.

Tribal higher education statistics given

Following are the statistics of Higher/Vocational Education students for the Fall 1991:

A total of 82 students for Fall term of 1991. Out of 82 students 72 are Higher Education students.

Out of 82 students 8 attended a vocational program.

One student out of 82 registered for a correspondence course.

40 out of 82 students are Freshman, 14 out of 82 students are Sophomores, 3 out of 82 students completed their programs (vocational students), 12 out of 82 are Juniors, 8 students out of 82 are Seniors.

42 students did not meet tribal requirements and were placed on probation, or was ineligible for tribal funds. This includes one of many (low G.P.A., not enough credit hours, incomplete, classes audited, or did not turn in grades).

48 students attending a community college, 22 students attended a State or a University, 5 students attending an Indian College, and 7 attended a vocational program.

Students prepare for carnival

An autographed Trailblazers basketball will be raffled at the upcoming Buff/Madras Elementary Carnival set for April 10 from 6:00 to 9:00 p.m. at Madras Elementary. Tickets are currently on sale throughout the community for that prize.

The carnival has become an annual event with activities ranging from game booths to a variety of food snacks. It has been expanded from the gymnasium to include some classrooms.

According to Madras Elementary teacher Sharon Martin, the rooms are usually crowded as is the hallways and food areas.

Local businesses donate items for some of the booths, parents bake cakes for the cake-walk and some food booths. Parents also volunteer to operate the booths which students decorate.

Sponsored by the Buff/Madras Elementary Parent Club, the Carnival raises money which is used to buy equipment for the schools. Schools have acquired playground equipment, microscopes, Video Cassette Recorders and televisions: Each school votes on the educational items to be purchased.

Children at play are learning to learn

Children play. Everybody knows that! But how many of us know that play is children's work? Play is what children do—it's their job! It's also how they learn, and for children five and under, play is learning.

At Head Start this year, teachers are learning more about a topic called "developmentally appropriate practice" (DAP). This is a long name for an idea about how teachers can best facilitate children's learning in a preschool classroom.

Play is "developmentally appropriate" for children. It is how they learn best. For example, three year olds like easier puzzles than four year olds. It is more appropriate for their developmental level for them to like simpler puzzles. They aren't ready for the harder ones yet. They have to grow into that. Four year olds can create more elaborate stories to go along with the block building they are doing than three year olds. Four year olds know more words, know more about their world so they can create more complex stories. Knowing this makes it easier for teachers to set up the kinds of learning environments where children learn while they play.

So what do teachers have to provide for children in their classrooms? Teachers provide the kinds of activities, materials, food, and schedules that go with the age of the children they are teaching. That is harder to do than it sounds. Toys and equipment must be age appropriate—what's appropriate for two year olds isn't appropriate for four year olds. So, teachers need to order the right kinds of toys and equipment for the ages of their children. Teachers must set up their classroom arrangement so that children can easily reach materials they want to use. Teachers act as facilitators, not directors, of children's play. Teachers play interact, and talk with children; they get involved with them—right down on the floor and play with them. Children learn best when they have a relationship with caring adults who allow them to develop to their fullest potential.

There are six important ideas that support a "developmentally appropriate" classroom. First, subjects and skills are taught throughout the day in all activities, not just at separate times. Second, children learn by actively exploring and interacting with people and materials. Third, the activities available for children to do are real, concrete, and relevant. That means that at

Easter time, children will enjoy and relate more to a real bunny than a picture of a bunny. Fourth, children are given choices; teachers help them learn how to make choices about activities and behaviors throughout the day. Fifth, teachers are alert to children's stress and frustration and act quickly to reduce that stress. For example, if a child has too difficult a toy and becomes frustrated, a teacher will help her find a toy that suits her better. Sixth, teachers support children becoming independent. For example, teachers allow children to clean up after themselves so they learn how to do it by themselves.

We are learning about the benefits of more developmentally appropriate classrooms for children. Head Start parents are seeing those benefits during parent conferences and home visits when teachers share with them how their children are learning and growing. Head Start teachers are learning more about DAP, too, in order to provide the best kind of learning environment for all children.

For more information on DAP or Head Start, call (553-3241) or stop by the Head Start office. Nancy Kirk is Head Start Director, and Normandie Phelps is the Education Coordinator. They will be glad to talk with you.



Public Safety personnel received various awards at the annual awards banquet March 13. Receiving awards were Ruth Womack, Suzi Macy, Annette Hausinger, Oliver Kirk, Lavina Thomas, Dan Hinton, Jack McClelland and Larry Holliday. Branch general manager Jeff Sanders is in the center.

1992 Wyam Salmon Feast and Powwow set

The 1992 Wyam Salmon Feast & Powwow is dedicated to the late Maggie Jim and will be held April 10, 11, 12, at Celilo, Oregon.

Scheduled for Friday will be memorials and rejoining at 10:00 a.m. and grand entry at 7:00 p.m.

Saturday there will be a flea market at 9:00 a.m. (\$8. per table); bingo at 11:00 a.m.; and grand entry at 3:00 p.m.

The final day will start with Sunday services at 9:00 a.m. followed by

a salmon bake at 12 noon, and grand entry will be at 5:00 p.m.

There are three specials scheduled, they are: Ladies Traditional Buckskin, 35 & over, in memory of Maggie Jim; Mother and Daughter or Grandmother and Daughter contest, 21 & over, sponsored by Sr. Queen and Jr. Queen; All Around Men's Contest, 21 & over, sponsored by Rosita Wesley and Terry Heemsah. All specials will be judged every session.

There will be limited concessions. First three to pay for the entire weekend at \$100.00 per day. Arts and crafts \$35.00 Friday and \$50.00 Saturday and Sunday.

No alcohol and drugs will be allowed.

For more information contact: Bobby Begay at (503) 298-1559; Charlotte Heemsah at (509) 848-2381; Gloria Jim at (509) 848-2451; or Tina Antone at (509) 773-4020.

Task force provides list of recommendations to ensure student success in school

The Indian Education Task Force recently completed its work with a list of recommendations aimed at improving student learning. Those recommendations ranged from rewards for attendance to increased parental involvement in education.

According to former Education Department manager and Task Force member Julie Mitchell-Quaid, these recommendations will help School District 509-J Board members formulate goals and objectives for the District. "The School Board will take the recommendations under consideration and come up with long-range goals."

Mitchell-Quaid notes that members of the Task Force have been working since November 1989. Members have not only developed goals, but have also implemented programs in the school already. Programs focusing on "increasing the holding power of the schools," says Mitchell-Quaid include surveys to discover reasons students don't attend school; ways to increase attendance; the importance of parent involvement in school and getting a student to school; ways student groups can help improve attendance by involving students; peer counseling; and, parent participation on committees.

The Indian Education Task Force was formed under the joint direction of the District superintendent and the Tribal Manager of Human Services. Participants were selected and invited to attend monthly meetings. Task Force members include: Phil Riley, Irene Conroy, Liz Cross, Roberta Danzuka, Helen Elliott, Arlene Graham, Benson Heath, Evalon Crowsheart, Dick Junge, Russell Kaiser, Carol McClelland,

Francelia Miller, Julie Mitchell, Evaline Patt, Harry Phillips, Stan Pine, Sal Sahme, Rosalind Sampson, Shirley Sanders and Dawn Smith.

Tribal Council and the School Board are currently reviewing the goals and objectives presented by the Task Force. Indian Education Task Force Goals and Objectives include:

Vision Statement
It is our vision that by the year 2000, Indian students will possess positive self-esteem, be responsible and fully participate and achieve academic and/or skills mastery in culturally diverse school programs. Families will realize full partnership in the 509-J School District including responsibility, contribution and participatory decision-making.

Goal one: To increase attendance of native American students

Inform and convince parents of importance of kindergarten attendance; that it is a critical need; increase public relations regarding kindergarten attendance; determine why children are absent; publicize information on correlation of kindergarten attendance and high retention and improve kindergarten transition activities from preschool to kindergarten.

Warm Springs Confederated Tribes and community is aware of and recognizes the value of attendance and education and as a result sets higher standards and motivates parents to strive for improvement.

Determine why students drop out or

do not attend; ask students

Recognize power of peer pressure.

Involve students in improving attendance; students make contact with students; maintain/offer positive reinforcement for attending.

Provide incentive and recognition for attendance based on what students value and appreciate.

Goal Two: To increase holding power of schools in order to achieve 100 percent high school completion

Determine why student drop out or do not attend; ask students

Recognize power of negative pressure from parents

Grant partial credit for work completed.

Goal Three: To create a fair and accurate method of measuring Indian student academic progress

Define "academic progress" to parents. Inform parents of standards, curriculum requirements, instructional time, etc.

Create options to give more time to kids, i.e., more teachers and more space

Goal Four: To create and implement a full-range of student activities to achieve native American involvement and participation in grades K-12

Expand variety of extra-curricular activities to provide opportunities for

all interests; involve community and other programs.

Recognize that distance is a barrier to full participation; athletes are at a disadvantage and their options for participation are reduced.

Provide low-risk, unconditional approval, nonthreatening activities that promote a sense of belonging and usefulness.

Involve student in the Indian Education Task Force. Students should represent all types and social groups of students.

Encourage more student decision-making in Native American Student Union and allow them to be responsible for decisions. Allow full-range of social groups and opportunity for input and participation in NASU activities.

Goal Five: To develop and install curriculum that is important to native American students and parents

Student goal setting is complete at middle school level and is relevant to now and the future and is consistently supported throughout all levels of education, i.e. middle school, junior high school and high school.

Offer curriculum to meet state standards while maintaining Indian student interest in curriculum.

Goal Six: To obtain full participation of native American parents in school

events, activities and in the support of student academic performance

Increase parent involvement in schools

Increase home-school contact

Warm Springs Confederated Tribes allows and encourages employees release time for school sponsored events.

Recognize power of peer pressure

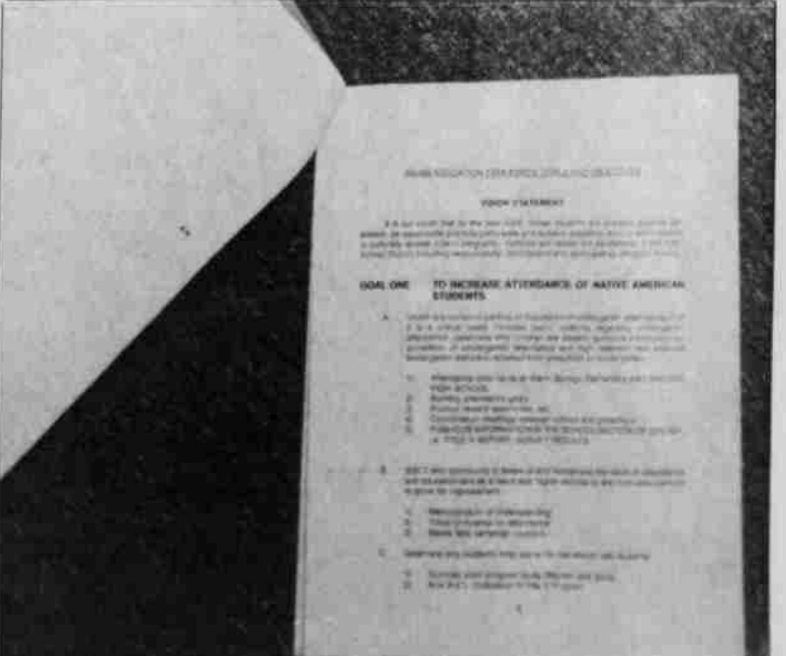
develop a community library; perhaps a branch of the Jefferson County Library, which would allow easy access to books, materials and information.

for parents to discuss their concerns with other parents with similar concerns and experiences; formal, scheduled, systematic volunteer programs; identify and recruit an organizer of parents; identify leaders of informal social system in community.

Identify efforts and support goals of other school/community programs

Recruit, develop and retain Indian staff members.

Increase awareness of Warm Springs activities through a newsletter to staff and administration at all schools and post information on bulletin boards.



The Indian Education Task Force recently completed recommendations to the School Board aimed at improving student success.