

Early Childhood Education Center news

You are your child's First and Best Teacher

- What you do as a parent/guardian helps your child:**
- * Learn Better
 - * Know More
 - * Do Better In School
 - * Function Better In School
 - * Develop A Positive Attitude About Learning



Your Child is never too young to learn. The early years of a child's life provide the foundation for later learning, and they can be some of the most fruitful years of all!

All children are special at Head Start

All Head Start children are special. At least ten percent of Head Start children across the country — and here at Warm Springs — are considered "extra" special. These children, with their parents' permission, receive additional help in their classrooms that allow them to take full advantage of preschool. They are assisted by the Disabilities Component of Head Start.

Special needs children come to the attention of Head Start most often through their parents who notice their child may not be talking or walking like other children their age. Sometimes parents notice they haven't been able to teach their child a skill that older brothers and sisters learned easily. Sometimes parents are encouraged by IHS staff or Children's Protective Services or a friend to contact the special service staff. Parents often ask for help for their child at the time of registration

or even before.

After children start Head Start, their teachers may notice that a child is having difficulty in following classroom routines or struggling with some skill. Teachers are trained to be good observers and to know when to ask specialists for help. After speaking with parents, teachers will talk with their supervisors about referring children to special services programs.

Regardless of how children are noticed, parents are asked for their permission to allow specialists to observe and assess their child's abilities. Specialists in speech and language, physical therapy, and developmental disabilities (such as seizure disorders, autism, cerebral palsy, vision and hearing impaired and other health impairments such as fetal alcohol syndrome) spend time in the classroom, talk with teachers and parents, IHS staff and the children. At Warm Springs, the specialists most often involved in assess-

ments are Jane Kirkpatrick, Nan Chambers and Dorothy Robinson-Foldes. These professionals are looking at children's skills in communication, (what they say and what they understand); their independence or self-help skills — such as potty training or dressing skills; how they interact with others and their self-esteem (social skills); and how they solve problems or think about what is happening around them (adaptive and cognitive skills). The results of the assessments and recommendations are shared only with the parents, teachers and with a professional assessment team consisting of an IHS physician, a community counseling psychologist, the special services director at Jefferson County 509-J and the Director of Early Childhood Education.

If the assessments show that a child is having some difficulty in learning one or more of the skill areas, parents can enroll their children in the Early Intervention program. This program is sponsored by the Oregon Department of Education, Jefferson County Schools and the Confederated Tribes. The National Head Start review held recently praised the positive way children at Warm Springs are involved in the Head Start Early Intervention services.

Through Early Intervention, families identify specific skills they hope their child will learn in the next year and the specialists talk about what additional support a child may need in the classroom or at home in order to attain those goals.

Some parents have enrolled their children in Early Intervention when they were as young as newborns because they were concerned about their child's unique medical problems. Infants and toddlers receive home-based services through the Parent-As-Teacher program (PAT). Parents are given assistance in providing for their special child including help in connecting with important medical services. These children are automatically involved in special services

when they enter Head Start if they continue to indicate a need for support.

The goal of the disabilities component of Head Start is to respectfully provide whatever help is needed to ensure that each child has the best preschool experience. Children are not singled out as "different." Instead, the services they receive through their classroom teachers and special services classroom staff such as Becky Brunoe and Nancy Yubeta helps children prepare for kindergarten — and supports parents in their role as their child's first and most important teacher.

If you're wondering if your child might be "extra" special and could benefit from special services, you can call the Head Start office 553-3241 and ask for Jane to talk about it further.

Programs to move into new ECE Center

The Day Care, Head Start/Day Care (trailers) and Latch Key Programs will be closed on the following dates to facilitate their move into the new Early Childhood Education Center: Thursday, May 7; Friday, May 8; Monday, May 11; Tuesday, May 12; Wednesday, May 13; Thursday, May 14; Friday, May 15. Parents/Guardians with children in these programs will need to make alternate plans for child care on those days. Credit will be given for the days that child care is not provided. The programs will begin operation in the new facility on Monday, May 18.

This is the first phase of moving into the new center for the Early Childhood Programs. In addition to Day Care, Head Start/Day Care and Latch Key, the Early Childhood Administrative offices will also move in May 7th through the 15th. That includes the Head Start Offices, Child Development Center Offices and Early Intervention.

Phase 2 of moving into the new center will occur after school is out June 8 through June 19. At that time the Head Start/Part Day and Tribal Preschool Programs will move

to the new facility.

Dedication ceremonies for the new Early Childhood Education Center will be held on Wednesday, June 24. **Health Screenings set**

Physicals and updated Immunizations are required for children entering Head Start and Kindergarten. As a community service, Health Screenings will be provided by the IHS Clinic staff in the Community Center Social Hall on the following dates: for Pre-K's — May 7th, 8:30 a.m. to 4 p.m.; for Pre 3's — June 4th, 8:30 a.m. to 4 p.m.

Please mark those dates on your calendar. If your child is not seen on the appropriate date above, you will need to take him/her to the IHS Clinic and go through the procedures there. Children need updated physicals and immunizations before they can be enrolled for the fall school year.

It is the hope of the IHS and Early Childhood Education Staffs that this "physicals & immunizations" process can be presented as a "Health Fair." Parents/Guardians of children, who will be taking advantage of the screenings being offered, need to take time to explain, to their child, what the screenings are for and what the experience will be like. Providing this sort of orientation will help assure a positive experience for the youngsters.

The various stations at the Health Fair will include: registration, vitals - height, weight, blood pressure & temperature, urine analysis and hemocrits, dental, physical exam & immunizations.

This year immunizations will be offered as an option. Parents/Guardians may wish to take their child in for updated immunizations at the Clinic during the summer months.

If you have any questions, about the upcoming Health Fair, please contact Linda Knight, IHS Public Health Nurse or the Head Start Office.

Head Start Pre-registration begins

Head Start registration packets for

the 1992-1993 school year, to begin in September, are now available in the Head Start Office. Children born between 9/2/87 and 9/1/89 are eligible for enrollment in the 3- and 4-year-olds programs. Head Start's goal for 1992-1993 is to serve 100% of the 4-year-olds in the Warm Springs Community; to provide them with a positive preschool experience for a successful transition into Kindergarten at Warm Springs Elementary School.

Registration packets are available in the Head Start Office, located in the Community Center, until May 8 and in the New Early Childhood Education Center, beginning May 18. Here is what you will need to bring, for your child's Head Start registration to be processed: Proof of Income, Child's Social Security #, Child's Enrollment #, and emergency contacts (names and phone numbers). You will also need your child's updated Immunization Record and Physical Exam form completed.

Children will be assigned to specific classrooms in August, 1992. There will be an orientation, the week before school starts in September, that parents/guardians will need to attend to find out whose class their child is in.

If you have any questions or concerns regarding Head Start registration, stop by the Head Start Office or call 553-3241.

Day Care - Seeking Families

Beginning in September, 1992, the new Early Childhood Education Center's Infant and Latchkey Programs will be expanding their enrollment. If you have a child that will be between 6 weeks old and 36 months, they can be served in the Infant Center. Children 5 through 12 years can be served in the Latchkey Center. Costs for care will be determined by a sliding fee scale based on family size and income.

If you are interested in day care for your infant or school age child, beginning in the fall, contact Charlene Stacona White at 553-3240.

Support Group Meetings - Warm Springs

- Monday**
4:00 - 5:00 p.m.—Youth Aftercare, Community Counseling Center
- Wednesday**
4:00 - 5:30 p.m.—Youth AA, Community Counseling Center
6:00 - 7:30 p.m.—Women's Support Group, Community Counseling Center (babysitting provided)
7:00 - 8:30 p.m.—Wednesday Night Candlelight AA meeting, Community Counseling Center
- Thursday**
10:30 a.m.—Women's Support Group, Community Counseling Center (babysitting provided)
4:15 - 5:30 p.m.—Adolescent Girls Group (13 yrs old and up), Community Counseling Center (3-5 p.m. during summer)
7:00 - 8:00 p.m.—AA Meeting, Community Counseling Center
- Friday**
6:30 - 8:00 p.m.—AA Meeting, Simnasho Longhouse
4:30 - 6:00 p.m.—Youth AA, Community Counseling Center
- Saturday**
7:00 - 8:30 p.m.—AA Meeting, Community Counseling Center

Support Group Meetings - Madras

- Sunday**
7:00 - 8:30 p.m.—AA Group, Jefferson County Recovery Center, 639 D Street
- Tuesday**
7:00 - 8:30 p.m.—Tuesday Night AA Group/Alanon, St. Mark's Episcopal Church, 5th & F Street
- Martes**
8:00 - 9:30 p.m.—AA Meetings in Spanish Juntas de Alcoholicos Anonimos en Espanol, Jefferson County Recovery Center, 639 D Street
- Thursday**
8:00 p.m.—Thursday Night AA Group (non-smoking), Lutheran Church, 1225 C Street

Students who receive poor grades lose much

Once a bad report card meant a scolding at home, maybe a classroom lecture. Today bad grades could cost students anything from a drivers license to a job permit, depending on where they live.

Many students complain the crackdown on poor school performance is often counterproductive.

Peter, a 16-year-old Daly City high school student, always wanted to do something better than his sister. He couldn't top her grades, so he joined the track team. But he was kicked off when his grades fell short of the GPA requirement.

Then he applied for a job as a cashier, but was rejected when the store manager found out that his math grades were poor. Even driving the family car was out because his parents couldn't afford the high insurance rates companies charge for teens with bad grades.

Once, the greatest indignity Peter would have suffered for a lousy report card was a scolding. Today,

students like Peter with GPAs of "D" and "F" face an array of penalties that affect every aspect of their life — whether it's applying for an after-school job, attending the prom or getting that most cherished piece of plastic, their driver's license.

Drop-outs face even graver penalties. If you live in Texas, West Virginia, Florida, South Carolina or eight other states around the country and drop out of school before you're 18, your driver's license is automatically revoked.

Proponents of such measures argue that cracking down on poor grades is the only way to force kids to hit the books. But teens interwined in a number of California high schools express resentment and despair rather than a determination to do better. The get-tough policy, they argue, amounts to double jeopardy for struggling students and discourages ambitious kids from taking challenging course loads. Meanwhile the penalties grow.

In 1988 California's legislature passed a bill requiring students not only to stay in school but to get satisfactory grades in order to keep a license. The measure was vetoed by the governor but will probably be reintroduced. Kentucky already has such a law and other states are considering similar legislation. Even teens with passing grades are finding that access to the family car is no longer just a matter of wrestling the keys from their parents. Most insurance companies charge teens with below "B" average 10 percent more than those with "B" s or above — sometimes the crucial difference between whether a family can afford to

let a teen drive or not.

Students who want an after-school job can pay a stiff price for low grades too. Under federal labor laws job applicants under 18 must give employers work permits signed by the school. Many school districts make these conditional on good academic performance.

Then there are the penalties students pay for bad grades in school itself. Texas was the first state to enact a no pass/no play law in response to concerns that students were ignoring studies in favor of sports.

Today 14 other states, including California, have enacted no pass/no play laws, with each school setting its own GPA standard for extra-curricular involvement. In Florida, students must not only get good grades but must also pass a special "competency" test.

Many teens themselves say once they've hit the downward slope, getting punished only speeds up the fall. Already, they point out, kids who have poor grades have less access to teachers and counselors who write them off as doomed.

Some remedial tutoring programs even require a 2.0 GPA for admission to keep out what they call "non-motivated" kids. Daniel Gonzalez, 16, a student body vice president at Los Angeles City High School, believes temporarily sacrificing grades for extra-curricular involvements can sometimes be worth it. When he produced his school's first pageant, his GPA plummeted, but "crowds at activities sponsored by the student government tripled." Isadora Cholaas, 17, on the other hand, a

student at James Logan High School in northern California's Union City, says that being on cross-country, gymnastics and swimming teams gave her an incentive to try to improve her grades. When it wasn't enough she was banned from sports, so she dropped out and plans to get a GED (general equivalency diploma) on her own. Other students say no pass/no play policies have prompted them to avoid more difficult courses for fear of being barred from extra-curricular activities.

In Los Angeles, the argument hit home and the district recently eliminated the requirement that students pass every class to participate. But teens who feel that punitive "incentive" systems work against them rarely find sympathetic ears. Michael Means, a former high school student in Charleston, West Virginia, dropped out of school at 17 to take a job because his wife was expecting a child. When the DMV revoked his driver's license, he had to quit the job. He challenged the policy in the courts, but lost his appeal in the state supreme court.

As for Peter, he says he's gotten himself back on track despite, not because of the punitive measure. He's chosen to pursue his passion for cars by enrolling in a vocational program for mechanical engineering and is studying nights for his GED. His parents are happier now too, he says. Before he'd whiled away the hours sleeping all day.

This article was reprinted from The Navajo Nation Today, January 2-7, 1992 issue.

Ethnic, racial issues to be studied

The Oregon Supreme Court recently announced the creation of a task force to study racial and ethnic issues in Oregon courts.

Chief Justice Wallace P. Carson, Jr., stated that studies in other states had shown that racial and ethnic minorities perceive discrimination and insensitivity in the courts. The task force came about at the suggestion of both the Oregon Judicial Conference (which includes all circuit, district, and appellate judges) and the Supreme Court.

Justice Edwin J. Peterson has been appointed chair of the task force. Chief Justice Carson will appoint 15 other persons to serve on the task force, according to Chief Justice Carson, members of the task force will include representatives of African-Americans, Native-Americans, Asian-Americans, and persons of Middle East extraction. In addition, the plan is to include persons from district attorneys offices, a circuit judge, a district judge, lawyers and not less than three members of the general public.

The charge of the task force is: "A. To identify problems faced by racial and ethnic minorities who participate in the judicial system.

"B. To undertake a critical examination of the concerns of racial and ethnic minorities in their treatment in and by the courts.

"C. To propose solutions to the identified problems of racial and ethnic minorities, solutions that the judicial department can implement."

Persons interested in serving on the task force should write to Justice Edwin J. Peterson, Oregon Supreme Court, 1163 State Street, Salem, Oregon 97310, attention: Task Force, before May 1, 1992.

A copy of the order creating the task force is appended to this announcement.

Questions: call Justice Edwin J. Peterson, telephone 378-6026.

In the Matter of the Appointment of a Racial Bias Task Force Chief Justice Order No. 92-022 Order Concerning Creation of Racial Bias Task Force

The Supreme Court and the Oregon Judicial Conference have recommended the creation of a Judicial Department Task Force on Racial/Ethnic Issues in the Court. Accordingly,

IT IS ORDERED as follows:
1. An Oregon Supreme Court Task Force on Racial/Ethnic Issues in the Courts shall be created. The chair of the task force shall be Justice Edwin J. Peterson.

2. The task force shall consist of sixteen persons to be appointed by the Chief Justice, including one African American; one Latino; one Asian-American; one American Indian; one person of Middle East extraction; one district attorney or deputy district attorney; one public defender; one circuit judge; one district judge; two lawyers; one person recommended by the Oregon State Bar; three public members; and the chair.

3. The charge of the task force is as follows: A) To identify problems faced by racial and ethnic minorities who participate in the judicial system.

B) To undertake a critical examination of the concerns of racial and ethnic minorities in their treatment in and by the courts.

C) To propose solutions to the identified problems of racial and ethnic minorities, solutions that the judicial department can implement.

4. In the course of its work, the task force should consider the following areas, among others:

A) Are racial and ethnic minorities fairly treated in the Oregon Judicial System (1) as defendants in

criminal proceedings; (2) as parties in civil proceedings; (3) as non parties (such as witnesses, victims or jurors); (4) as lawyers.

B) Are racial and ethnic minorities who appear in Oregon courts adequately represented by counsel.

5. The task force is instructed to hold public hearings; solicit materials; survey attorneys, judges, litigants, members of the public, and persons who use the court system; review standards and guidelines used by prosecuting attorneys and officials who make charging decisions; prepare presentence reports and pretrial detention recommendations; collect demographic information on attorneys, judges, court officials, other court personnel and persons in employment and professions ancillary to the court system; and make recommendations concerning: a. Action that should be taken by the Judicial Department; and b. Action that should be taken by others.

Dated this 21st day of February, 1992.

Wallace P. Carson, Jr.
Chief Justice

WHEN EVERY SECOND COUNTS

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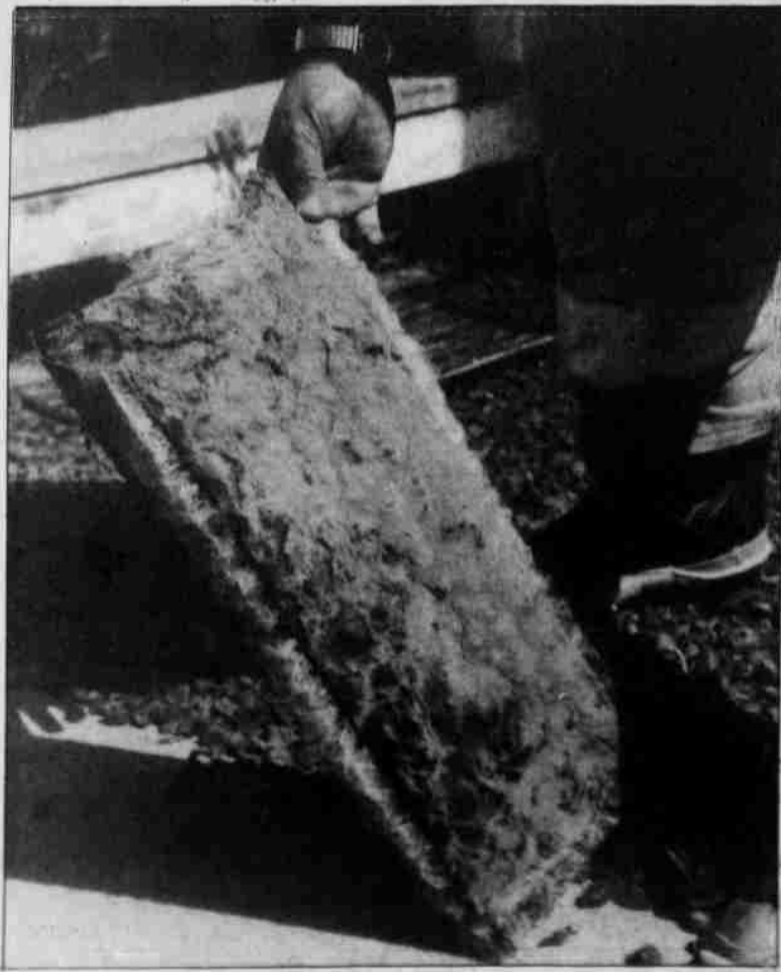
POLICE FIRE MEDICAL

Biodiversity Conference set

The Blue Mountains Biodiversity Conference will be held May 26-29, 1992, at Whitman College, Walla Walla, Washington. The conference is designed for land managers, landowners, scientists, and other resource professionals, and will cover a wide range of biodiversity-related topics as they apply specifically to the Blue Mountains. Topics will include what is known about biodiversity in the areas of science, observation, management, and the law. Management tools, including a role of fire, will be discussed as they apply to establishing and maintaining landscape-level biodiversity.

Knowledge of biological diversity is becoming increasingly important as we seek to understand forested ecosystems and processes.

For further information, contact the biodiversity conference coordinators at (503) 963-7122 extension 48.



Homeowners and renters are advised to change their furnace filters every three to six months to prevent possible fires or damage to furnace.