

Poor grades can affect all aspects of life

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 GPA's 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 interviewed in a number of California high schools expressed 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 "Bs" 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 Sholaas, 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 extracurricular 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 whined away the hours sleeping all day.

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Student Dennis White receives certificate of completion from COCC secretary Marilyn Hart for work in Summer Bridge Program on last day of classes. Summer Bridge Program prepares students for work in college.

Kindergarten begins September 8

The kindergarten schedule for the beginning of the 1992-1993 school year is:

September 1-4 — No kindergarten classes. Parent/student/teacher conferences are scheduled.

September 8-10 — Small group sessions (each student is assigned to one session only).

September 11 — Normal kindergarten schedule begins.

A.M. Class 8:35-11:15
P.M. Class 12:45-3:25
Please call the school to arrange a

parent conference if you have not received a letter by September 1.

Your child will attend only one small group during September 8-10 at the regularly scheduled time for their class. He/she will not attend on the other two small group session days.

All kindergartners will begin the regular kindergarten schedule as a whole class on September 11.

For more information please call Warm Springs Elementary School at 553-1128.

Cards admit free

Seniors citizens may pick up Golden Cards at the 509-J Support Services Office or at the Madras High School office. The card provides free admission to school activities.

Riley continues visits

School District 509-J Superintendent Phil Riley visits Warm Springs each week on Wednesday from 10:00 a.m. to 12:00 noon. District patrons interested in discussing their educational concerns are invited to meet with him in Conference Room 3 during this time.

Computers aid students' learning at Chemawa

Would you like to learn how to use a computer during your English class to improve your writing skills? Indian students at Chemawa Indian School in Salem have been using computers to help them with their writing skills, as part of their English classes, for more than a year.

Last year, all students took part in the Writers WorkBench Program, a Computer Assisted Instruction Program, and got help in learning how to

write sentences, paragraphs and longer papers.

The school is one of several test sites for the Writers WorkBench Program. Chemawa was provided with supplementary funds that allowed the installation of a 24-work station computer lab, the purchase of computer equipment and Writers WorkBench software. Training was also provided for staff.

Schedules are designed to allow the English teachers time to present

other English class materials while integrating Writers WorkBench in the class activities related to learning how to write. English classes averaged several hours every other week in the lab.

Teachers come to the lab with their students and provide instruction and assistance related to the student's writing assignment and use of the Writers WorkBench programs as necessary. Teachers also have students come to the lab with a rough draft so that computer lab time is not wasted while students try to write from scratch.

Teachers from other classes are able to schedule use of the lab when it is not being used by the English classes. The lab is also available or use after school.

Writer's WorkBench Programs used at Chemawa include an orientation for all students with instruction programs set by grade level.

A number of report programs are also included so that both students and teachers can check on progress and performance in grammar and writing skills as they move through the program.

Both students and teachers enjoy using Writers WorkBench and feel the program helps students to learn to improve their writing skills.

This coming year, the use of Writers WorkBench is being expanded to include students and teachers involved in the school's Gifted and Talented Program.

If you are an Indian student who likes computers and wants to learn more about how to write, Chemawa may be the school for you. You can find out more about attending Chemawa by calling 503-399-5721, ext. 138.

BAs can be earned through degree program

Adults interested in earning a bachelor's degree without having to leave Central Oregon are invited to an Open House sponsored by the Central Oregon Consortium for Higher Education (COCHE). The session is scheduled at 7 p.m. on Thursday, September 10 in the Boyle Education Center Room 155 at Central Oregon Community College.

COCHE contracts with Oregon colleges and universities to bring four-year bachelor's degree and master's degree programs to Central Oregon. Currently, eight programs are offered on the COCC campus. Two of the programs, one leading to a bachelor's degree in liberal studies from Oregon State University and the other for a bachelor's degree in management from Linfield College, offer open enrollment, meaning students can begin the program either fall or winter term. Additionally, students can enroll in individual courses without being formally enrolled in the degree program.

The COCHE program is designed for adult students who have completed two years of college course work. Classes are scheduled on evenings and weekends.

Viviane Simon-Brown, director

Career symposium to be held Sept. 24, 25

Some of the country's most prominent Native American professionals will join Native American high school students at a regional career awareness symposium on Idaho State University campus in Pocatello, Idaho, September 24-25.

The symposium, titled, "Bridging Tradition," will introduce Native youth to the world of science and technology and to Native Americans who are making a difference in their chosen career fields.

Keynote speakers include: Hattie Kauffman (Nez Perce), CBS Morning News consumer affairs correspondent in New York; Janine Pease-Windy Boy (Crow), president of the tribally-controlled Little Big Horn College in Montana; Billy Rogers (Kiowa), director of the University of Oklahoma's Health Promotion Program; David Brown Eagle, Indian education specialist at Gonzaga University in Washington; Cecil Andrus, governor of Idaho; and Jaime Pinkham (Nez Perce), chairman of the American Indian Science and Engineering Society's Board of Directors.

AISES is joining with ISU, the Idaho National Engineering Labora-

tory, FMC Corp. and other business and industry to sponsor the symposium. Assistance from INEL will cover transportation and room and board costs for the first 200 Native American high school students from Washington, Oregon, Montana, Idaho, Nevada, Utah and Wyoming who register.

The symposium will offer motivational and drug and alcohol awareness workshops as well as hands-on introductory workshops in engineering, chemistry and laser electronics. There will also be a scholastic bowl, fun run/walk, dance, art show and an awards presentation for student participation on the final day.

The newly formed AISES chapter at ISU is coordinating the symposium and an accompanying regional meeting for schools interested in establishing AISES chapters. AISES is a private, non-profit organization dedicated to increasing the number of Native American scientists and engineers in the U.S.

Through gatherings like the Native American youth symposium, "we hope to bridge the gap between tra-

ditional Indian values and technology-based education," said Pinkham, the AISES board chairman and Nez Perce Tribe's forest resource manager.

Symposium registration is limited to eight students and one chaperone per school. To register or for more information, call 208-236-4655 or 236-4429.

T.E.P.A. meeting set

The Tribal Education Parents Association (T.E.P.A.) is having a meeting Thursday, September 17, 1992 in the Old Boys Dorm training room, 2nd floor, from 5:30 to 6:30 p.m. All community members are invited to attend.

On the agenda for the meeting is: Organization Form/Purpose; Activities for Group-school board meetings, school policy, school funding; and Booster Club.

For more information call the Education Department at 553-3311.

Kitchen equipment serves Breakfast Program

A 20-foot refrigeration unit and two convection ovens have recently been installed in the Warm Springs Elementary cafeteria. A grant through the U.S. Department of Agriculture for a mandated Breakfast Program

provides funding for these units.

The new kitchen equipment helps in storage and distribution of breakfasts which are provided for students each day before school.

The Breakfast Program is the re-

sult of an Oregon task force on hunger which determined that 200,000 children in this state need emergency food. The Oregon Legislature passed Senate Bill 445 which makes it mandatory that schools which receive Chapter I funding or which have a concentration of students receiving Free and Reduced Lunch, must provide the program. Warm Springs Elementary qualifies for the Breakfast Program as do all schools in the District.

Any student may purchase the breakfast for 75 cents. Students who qualify for Free and Reduced Lunch also qualify for Reduced Breakfast. Cost to those students is 30 cents.

Meal prices

Elementary lunch	\$1.00
MJH, MHS lunch	1.25
Reduced lunch	.40
All breakfasts	.75
Reduced breakfast	.30



A 20-foot refrigeration unit stores breakfasts for the new nutritional Breakfast Program.

Tasks accomplished by testing

Four tasks are accomplished by California Achievement Test scores. The tests: 1. Compare District schools with schools across the nation; Show where improvement is needed; 3. Show effectiveness of program changes; and, 4. Show how well the District is meeting selected program goals prior to the selection of District textbooks.

The tests are not individually diagnostic but are used only as a comparison with other school district to show where District 509-J students stand.

CAT tests are administered annually to grades one through eight and grade ten. Overall results from last year's tests show grades three through seven increasing their scores over last year and grade ten scoring above

the national average.

Computation in grades seven and eight show a decline and second grade Language is down.

A steady improvement is shown at fourth grade level with a halt to a declining Math Computation score.

The strongest areas for all grades are seen in Math Concepts, Language Expression and Reading Comprehension.

By grade level students show the following results: Grade 1-, 43-53 percentile range, highest score-Math Concepts, lowest score-Total Reading; Grade 2, 27-45 percentile, highest score-Math Concepts, lowest score-Total Language; Grade 3, 39-55 percentile, highest-Math Concepts, lowest-Language Mechanics;

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Head Start teacher Winona Frank helps students including Jenni Van Pelt prepare for their first day of school.