

Warm Springs Elementary School news

Principal's Message

Thanks to all for a great start to the 92-93 school year! Warm Springs Elementary School is an exciting place to be with a most caring staff and community. We have many ideas that we'll be working towards this year to improve student learning. We hope that you become involved in our school through parent meetings, conferences, open houses, and special activities. You may also simply drop by to lend your support or call with suggestions, ideas, or ways to provide better programs for the children of Warm Springs. We are all in this together and your support is critical to the success of our students!

New Student Handbook

Recently, your child was given a new handbook/school calendar to take home and keep for the year. We encourage you to read this with your child and give us comments on what is helpful to you or what we left out that you need to know! Please call us at 553-1128 if you have any questions or comments.

On Time and Ready to Learn with Safe Supervision

Teachers spend a lot of time at the beginning of the year teaching students to "BE SAFE". Please take time with your child to go over the information in this section. Students enter our buildings at 8:25 a.m. and the tardy bell rings at 8:35 a.m. Supervision for students is available from 8:00 a.m. to 4:00 p.m., except for students who come on early morning busses and arrive before 8:00 a.m. Other exceptions may be made if teachers and parents make special arrangements.

Dismissal Times:

Morning Kindergarten 11:15 a.m.
First/Second Grades 2:38 p.m.
Afternoon Kindergarten, Third, Fourth, Fifth Grades 3:38 p.m.

Please call 553-1128 or write a note if your child should ride a different bus or has other arrangements after school. Our busses are very full this year, so it's very helpful if your child rides their assigned bus. Thanks!

Is Your Child Ill?

If your child is sick or misses school for any reason, please call 553-1128 or send a note with your child when they return to school. If your child needs to take medicine (aspirin too) at school, make sure that it is in the original prescription bottle showing the dosage. Always, write

a note to give school personnel permission to give the medicine to your child. All medications must be kept in the school office. Please make sure that emergency information for your child is updated.

MEALS

Have you filled out a free and reduced meal application this month? Since we have a new computer system for lunch and breakfast, we ask that you pay for all meals ahead of time. If possible, please pay for meals for the entire week or month. Thank you!

Good Attendance Means Better Learning

Your child will learn more when he or she is at school every day. It is especially important to help our students set good attendance habits early - even in kindergarten! We encourage 100% attendance and reward students regularly for their good attendance.

Welcome New Staff to Our School

Nita Carnagy — Title V Counselor

Terri Comment — 2nd Grade Teacher

Pam Brandt — 3rd Grade Teacher

Elizabeth Mitchell — 4th Grade Teacher

Mary Hawes — 5th Grade Teacher

LaVonne Blakely — Educational Assistant

Pat Chiddex — Educational Assistant

Susan Messinger — Educational Assistant

Chele Paye — Secretary

Please Mark Your Calendar in the New Student Handbook

Picture Day is September 29, 1992

Parent Night/Pot Luck is October 1, 1992. Please call if you can come.

Early Dismissal — October 8, 1992 for Teacher Inservice; Check Handbook for early dismissal times.

NO School October 9, 1992 for Teacher Workday/Inservice.

Insights for Parents

We want to be sure that our students are safe while they are at school or on their way to and from school. While we take a number of precautions to assure that safety, we need your help, too.

Here's what you can do:

- Stop for the school bus when you see it has stopped to load or unload students. Don't try to go around the bus or pass it. Never pass a bus from behind if it has stopped to

load or unload students.

- Select and teach your children safe walking or riding routes to school.

- If your children ride bicycles to school, be sure they wear a certified bike helmet. Head injuries account for three-fourths of all bike related deaths.

- Take time to teach your children the rules of the road before allowing them to ride their bikes to school. Such things as yielding to traffic, making false assumptions about other vehicles at intersections, blindly riding out into the street, failing to signal, riding against the flow of traffic or failing to watch for approaching traffic can lead to serious injury or death.

- Don't allow your children to ride home from school after dark.

- If you drive your children to school, make sure they get out of the car on the sidewalk closest to the school so they can avoid crossing the street at the drop off area. Children should always enter and leave your car on the curb side.

- Teach your children not to enter the street from between parked cars or from behind trees and bushes, to always cross the street at a corner or crosswalk and to always look both ways before crossing the street.

- Help our bus drivers provide safe passage to your children by reviewing bus safety procedures with them. Remind your children how and why it's important that they remain seated, refrain from throwing objects or talking loudly, keep their heads and arms inside the bus at all times and wait until the bus comes to a halt before exiting.

- Remember that you are a role model. Children imitate their parents and model their behavior. They need

you to demonstrate how they can get to school and home again safely.

September Menu

September 21, Breakfast—Apple or berry turnover, milk.

Lunch—Weiner Wraps, French fries, peas, pineapple chunks, milk.

September 22, Breakfast—Apple juice, power bar, chocolate milk.

Lunch—Beef Enchiladas, green beans, carrot/celery sticks, September Birthday Cake, milk.

September 23, Breakfast—Grape juice, French toast, milk.

Lunch—Chicken & noodles, tossed garden salad, raisin/oatmeal rolls, pears, chocolate milk.

September 24, Breakfast—Orange juice, cinnamon stick, cheese wedge, milk.

Lunch—Turkey Hoagie (lettuce, pickle), potato salad, picnic beans, peach slices, milk.

September 25, Breakfast—Fruit leather, hard boiled egg, graham crackers, milk.

Lunch—Cheeseburgers, French fries, corn, jello squares, milk.

September 28, Breakfast—Apple juice, jumbo donut, milk.

Lunch—Picnic baskets, milk.

September 29, Breakfast—Orange juice, cheese wedge, buttermilk biscuit, honey, milk.

Lunch—Corn dogs, hashbrowns, fresh vegetable medley, jello/topping, milk.

September 30, Breakfast—Banana, cereal, cinnamon stick, milk.

Lunch—Cooks Choice, milk.

Open houses

Madras Jr. HighSept. 17

Metolius Elem.Sept. 22

Buff Elem.Sept. 24

Warm Springs Elem. ...Oct. 1



First grade student Maurica Cortez looks for her card at Warm Springs Elementary cafeteria. Card is used in new accounting system for breakfast and lunch programs. All students may purchase breakfast and/or lunch.

Your child may qualify for FREE breakfast and lunch at school. Contact Patty at the Commodities Program—553-3422

Chemawa Chapter I Program provides traditional setting

As part of a Schoolwide Chapter I Project Native American students at Chemawa Indian School in Salem, Oregon have the opportunity to get extra help with their school work during and outside of the regular school day.

Chemawa Indian School's Schoolwide Chapter I program is designed to provide both traditional and non-traditional instructional settings and methods to better meet the various needs of all students that attend the school; says Gerald Gray, School Supervisor.

The Chapter I project also takes advantage of the fact that Chemawa is an off-reservation boarding high school which presents additional times after school, in the evenings and on weekends when students have free time and are often available for instructional services.

Program changes that are using a model that is designed on the monitoring of individual behavior (s) and/or performance with intervention (s) by staff to provide needed service (s) related to predefined responses depending upon the program, the needs demonstrated and resources available are also supported by the Chapter I Project design; according to Gray.

Use of the intervention model along with consistent and fair treatment for all students is leading to improved student performance and behavior. The improvement of procedures so that rule violations, attendance information and grades are monitored on a more frequent basis allows interventions and needed actions to make adjustments and to solve problems to occur sooner.

Additional computer hard and software needed to provide a school wide network will enhance the handling, analysis and availability of student data this coming school year.

Both Chapter I and the regular school program are working together on the continued development of a curriculum better designed to meet

the individual needs of students. The use of a multilevel teaching model that will allow more focus on the individual student's needs and his/her skill level. Further development of a model for a vocational program that teaches special education students the basic work skills they need to be successful on the job; said Gray.

The Chapter I program also make use of a 24 station Writer's WorkBench Computer Instruction Lab that is being used by all English teachers at all grade levels to help students improve a wide range of writing skills.

As many staff as possible are being encouraged to use the Writer's WorkBench Lab and programs to foster the development and improvement of student writing skills and establish writing as a school wide curriculum component. Use of Writer's WorkBench within the GTC program this next school year is also planned.

Students have an eight period daily schedule that includes a 35 minute period at the start of each day that includes daily announcements, a 12 minute Channel 1 news report and 15 minute period for a Silent Sustained Reading Program. Students are enrolled for seven classes a day.

Academic counseling services include a Chapter I counselor who helps provide students with information on grades, classes, school graduation requirements, testing, test results, career and vocational information, college and university programs and courses of study.

For next year Chapter I has added a Transition Room, designed to provide temporary placement for those students that are behaving in a way that is disruptive in a regular classroom setting says Mr. Gray.

The Transition Room provides a highly controlled/isolated environment, including "time-out" rooms, and a small group or one to one setting. The program is designed to resolve the student's behavior

"problem" and return the student to a regular class as soon as possible.

The student continues to do his regular class assignments in the transition room in addition to resolving any behavior problems. Placement in the transition room is made after all possible efforts to resolve the immediate problem/conflict have been made and are not successful.

The teacher provides a written description of the problem; assignments for the student while he is in the transition room; indicates the expectations necessary for the student to return to class; and is involved in the "mediation" or "intervention" processes to resolve problems or conflicts that exist. To develop a contract that indicates what a student has to do to return to class.

Transition room staff provide a quiet, highly structured environment, where students can do assignments and get help when they have questions. Make sure that completed assignments are returned to teachers for grading.

The transition room is a neutral zone for both teacher and student. It provides a chance for problem resolution, positive directions, a chance to get back on task with class work and a way to repair teacher-student relationships.

Chapter I also provides a Whole Language Classes (reading/language arts) that stressing reading vocabulary and comprehensions skills along with language mechanics and expressing skills.

Content vocabulary from typical secondary core subject matter areas (i.e. English, Social Studies, Science, Health and etc.) is included. Students with low reading or language scores are targeted for the class.

Exercises/activities to improve comprehension skills, especially: fact and opinion, inference, classification, drawing conclusions, sequencing, prediction, summarizing, and analytical thinking are taught. Analysis

of literature including the concepts of plot, character, setting, author's purpose, and etc. are included.

Writing skills including outlining, simple/complex sentences, paragraph structures, letters and short written reports will be covered. Students make use of the Writer's WorkBench Lab when possible.

Another Chapter I program, says Gray is the PEP (Personal Education Program) Lab (extended day program), services includes tutoring in basic and advanced skills in reading, math and language arts; help with home work or class assignments; help to make-up homework, assignments or classes missed because of school approved activities or substance abuse treatment programs; and the instruction for credit for students in classes assigned and approved by the school.

Services are provided Monday through Friday during the day, after school and evenings. The PEP Lab is also open on weekends for student use.

Transitional services are arranged for students that are entering or leaving off-campus residential treatment programs for substance abuse. PEP Lab allows students to work on making up classes that they have missed.

A variety of instructional methods that stress each student's individual basic and advanced skill(s) needs in reading, math and language arts will be used to provide services in both traditional and non-traditional settings. Methods used will include one to one, small group and cooperative instruction, individual tutoring, computer instruction, drill and practice, applied reading, vocabulary and writing skills.

If you are an Indian student that needs extra help with your school work you might want to find out about attending Chemawa. To get more information about Chemawa call 503-399-5721 extension 138.

Hard work-- Continued from page 4

I want to work here and raise my children here.

For the interested people who are reading this letter—none of this that I have shared with you happened overnight!! I've been "working on it" for a long year now, (seems like a lifetime) and I'm just now getting the feeling of "getting somewhere!"

We're each responsible for our own feelings and how we are doing in our lives. So, if you think you're on the wrong path, start "talking" to others you trust and who will help you get back on to the path and you'd feel is good and correct for you. Then, take positive steps toward attaining your goals. Make things happen by "doing". If you're not used to doing

good things for yourself, I'd think that you'd have to start building your self-esteem, but start somewhere. You can do it—give yourself your all and do your best. I am. And I feel that I'm doing okay!

Tamera Hoptowitz

American Indian Day is Thursday, September 24

Roberts' budget--Continued from page 1

But let me be blunt: My recommended budget will require new tax revenues. It will require more money than we will have under Measure 5. It will require tax restructuring.

I brought forward a tax plan, the Oregon Tax Plan, earlier this summer that would have provided a stable, fair and adequate revenue system for Oregon's future. Thousands of Oregonians worked with me as I developed that plan, which would have broadened the base that pays for government and brought a new fairness to our tax system. The Oregon Tax Plan is the standard against which I will judge any tax proposal.

Obviously, I was disappointed that the Legislature failed to allow Oregonians to vote on that plan. But there is more than one route to tax restructuring, more than one way to build a fair and stable tax system for Oregon. And if the Legislature develops a solution that is better than

the Oregon Tax Plan, I will enthusiastically support it.

In my first term in office, this is my challenge: to fight the shortsightedness, the defeatism, the anti-government pandering and to rise above the times and do what's right for Oregon.

Sign language class offered

CORIL (Central Oregon Resources for Independent Living), a United Way agency, is offering sign language classes starting Wednesday, September 16th. The beginner's class runs from 7-8 p.m. The advanced sign class runs from 8-9 p.m. For more information please call Glenn at 388-8103.

Mosaic mural project to begin in October

The tile mosaic mural project, being planned for the lobby wall in the new Early Childhood Education Center, has been given a tentative

Elections scheduled

The Head Start Parent Policy Council Elections will be held Tuesday, September 29, 1992. Two representatives will be elected from each Head Start classroom and one from the Home Base program.

Parent Policy Council is one way for parents/guardians to become involved in Head Start. Parent Policy Council helps make decisions about policies and procedures for the Warm Springs Head Start Program.

Monday night parent/guardian get together, September 21 from 6:30 to 8:00 p.m. Parents/guardians will gather in their child's classroom so they can meet other parents/guardians. Nomination of candidates for Parent Policy Council will take place also.

with the project will be notified when a work schedule has been established. If you are interested in helping to create the mural, please contact the ECE Center. The artists will supervise an all volunteer effort in the creation of this project.

You can stop by the ECE Center lobby to see the proposed design and pick up a tile donation order form. For more information on the ECE Center Tile Mosaic Mural Project, contact Early Childhood Education at 553-3241.

Early Childhood Fun Run Friday, September 25, 10:32 a.m. on the ECE Center grounds. This will be the first run of the year.

Toys offer comfort for children appearing in court

The Warm Springs Victim Assistance Program is still accepting your "Toy Donations." It is important that everyone can pull together to help the children feel comfortable during their important court appearances. There are children in the program who have to wait from two (2) to eight (8) hours in the Victim Assistance office until they are called upon

in Court.

Victim Assistance is requesting any type of books, toys, blocks, stuffed animals, anything that would be of interest to children from two (2) through fifteen (15) years of age. Items requested will make it easier for children and their families to cope with what victims may be experiencing.

Please bring the toys by the Vic-

Montee named employee of September

Eva Montee has been named the Mountain View Hospital and Nursing Home "Employee of the Month" for September. A certified fitness specialist, Montee is the Hospital District's Wellness Coordinator.

"Eva has had a very positive effect on our efforts to improve employee and community health" stated Administrator Ron Barnes in announcing the award. "Over half of the District employees voluntarily participate in wellness programs orga-

nized by Eva" said Barnes.

An employee of the District since May 1991, Montee is a certified fitness specialist and aerobics instructor.

Donna Laughlin, CNA was named the Mountain View Nursing Home Caregiver of the Month. Laughlin was selected by the nursing home residents and her fellow employees because of her exceptional job performance and willingness to give of herself on her free time.

Drawings posted

Construction drawings for the proposed Mountain View Hospital District Family Care Clinic have been completed and are available for public review and comment.

"The Board would like to welcome and encourage District patrons to review the plans and make comments," said Administrator Ron Barnes.

The construction drawings which were prepared by Plaza/Foote Architects of Portland will be available in the office of the Administrator the week of September 14.

The Board of Directors of Mountain View Hospital District will take action on the plans at the regular Board meeting, September 17.