

Oregon moving forward with school improvement plans

The Oregon legislature, by an overwhelming vote of 71 to 19 in June 1995 revised Oregon's Educational Act for the 21st Century. These revisions to the 1991 law strengthen and clarify Oregon's efforts to build a more academically rigorous system of public education. Key provisions of the 1995 bill are described below. Timelines are also given.

Key 1995 Provisions

Certificate of Initial Mastery

To receive a Certificate of Initial Master (CIM), students must achieve a high degree of mastery in mathematics, science, history, geography, economics, civics, English, a second language and the arts.

A student's ability to meet these requirements will be based on scored student work, tests and a series of criterion-reference assessments at grades 3, 5, 8 and 10. Criterion-referenced assessments test student knowledge and skills in relation to certain standards. These assessments will be content and performance based. Content-based assessments test student understanding of a certain body of knowledge. Performance-based assessments test a student's ability to apply his or her knowledge by creating a multifaceted product or completing a complex task. Schools also may use portfolios or other methods to gather and maintain student work.

Students who are not meeting or who are exceeding all of the certificate standards at grades 3, 5, 8 or 10 are eligible for additional services or public school options. The State Board of Education will establish another type of certificate for students who, with additional services, do not meet all of the CIM standards. The CIM does not apply to private and home schooled students.

Certificate of Advanced Mastery

To receive a Certificate of Advanced Mastery (CAM), students must meet high academic standards and participate in a structured sequence of work-related activities, leading to an endorsement in one or more of at least six areas of study. Students may choose from a variety of activities, including visiting businesses, developing business enterprises at school, working for pay, volunteering and serving the community. Programs must allow students to move easily among endorsements and encourage student choice and options. Students may work toward the CAM in a public secondary school, community college, four-year college and/or trade school. Districts are encouraged to design programs that best fit student and community needs.

Diplomas

In addition to the CIM and CAM, districts will continue to issue diplomas to students who complete their public school education and meet state and local requirements.

Grades

Districts will continue to adopt grading systems based on course requirements, clearly showing parents and the student how well the student is achieving course requirements. In addition, schools will measure student progress toward the certificate standards at grades 3, 5, 8 and 10 so parents and the student can see whether the student is making progress toward or exceeding the standards.

Site Councils

Site councils are required in all schools. Councils do not interfere with the duties, responsibilities or rights of locally elected school boards. Council duties include developing professional development plans for school staff, improving the school's instructional program, developing and coordinating the school's improvement plan and administering professional development grants.

Council members should include teachers, parents, classified employees and the building principal or the principal's designees. Not more than half the council may be teachers and not more than half may be parents of students attending that school. Local school boards may establish different compositions, based on local needs. Districts also may designate other council members such as students, business leaders, local school committee members and members of the community at large.

Licensed teacher representatives are elected by their peers at the school. Parent representatives are selected by parents of students attending the school. Classified representatives are elected by classified employees at the school. If the district designates other members, the council selected the people to fill those slots.

Curriculum

The State Board of Education will establish academic content standards in mathematics, science, history, geography, economics, civics, English, second languages and the arts. The board will regularly review and revise these standards. The board, with ample public comment, also will regularly review and revise the Common Curriculum Goals, including goals in health and physical education, and Essential Learning Skills.

Local school districts control course content, format, materials and teaching methods. Local districts ensure that students receive instruction in academic subjects, including mathematics, science, history, geography, economics, civics, English, arts, second languages, health and physical education.

Extended School Year

Earlier timelines for extending the school year are repealed. The Department of Education must study the potential impact of extending the school year and report to the legislature.

Professional Development

Districts are encouraged to create work-based professional development programs through partnerships with business, labor and others.

Public School Choice

If students either are not meeting or are exceeding all standards at grades 3, 5, 8 and 10, districts must make available additional services or public school options.

By July 1, 1996, the State Board of Education will prepare guidelines and models to help districts pursue public school choice programs so parents, students and teachers will have more freedom to choose programs with different emphases.

Timelines

Districts may ask the State Board of Education to grant extensions of up to two years to implement the following timelines.

Certificate of Initial Mastery

Between September 1996 and June 1996

Board of Education revises and adopts CIM standards and requirements and designs plan enabling school districts to phase in academic standards. State Board of Education submits standards, requirements and implementation plan to legislative interim committees for input and direction.

Before July 1, 1997

District improvement plan (revise CIM plan) due to Department of Education

1998-'99 school year

Last year for district to provide opportunities for students to obtain a CIM.

Undated

Board of Education establishes another type of certificate for students who, with additional services, do not meet CIM standards.

Certificate of Advance Mastery

Before January 1, 1997

Board of Education submits proposed CAM standards, evaluation criteria and implementation plans to legislative interim committees for input and direction.

Before March 1, 1997

Board of Education adopts CAM standards and rules. Department of Education submits adopted CAM standards and rules to legislature. In establishing CAM requirements, State Board, by rule, facilitates movement among endorsements and encourages public school choice and student mobility to enhance student opportunities.

Undated

Board of Education adopts framework of programs and timelines for school districts to implement as resources become available locally. 1997 legislative session

Board of Education submits report to legislature regarding CAM implementation timeline, projected cost, strategies for implementing CAM in small and rural schools, etc.

Before March 1, 1999 (or two years after State Board adopts CAM standards and rules, whichever is earlier)

Districts institute CAM programs.

Assessment

Will occur at grades 3, 5, 8 and 10

1995-'96 school year

Statewide mathematics, reading, writing assessments.

1996-'97 school year

Statewide mathematics, reading, writing and English assessments.

1997-'98 school year

Statewide mathematics, reading, writing, English and science assessments.

1998-'99 school year

Statewide mathematics, reading, writing, English, science and history, geography, economics, civics assessments.

Before 2000

Statewide assessment system completed. Includes criterion-referenced, performance-based and content-based assessments.

Second Language

1998-'99 school year

Certificate of Initial Mastery requires local assessments, based on state academic content standards.

2001-2002 school year

Diploma requires two years of second language and demonstrated proficiency at level set by local school board.



Warm Springs Elementary has six new teachers this year, they are pictured left to right, Nicki Miles; first grade, Normandie Phelps; ERC, Kevin Rodin; second grade, Mike Craig; music, Jan Reil; Kindergarten, and Janna Cutler; P.E.

Public speaking workshop offered

Good public speaking skills are the key to advancement: career and personal. This two day inter-active workshop will focus on both the ability to speak in front of a group of people, and the art of communication in general. Each participant will have the opportunity to speak before the members of the workshop. Moreover, each participant will learn the proven fundamentals of public speaking and communication.

Date: October 5 & 6 (Thursday & Friday)

Location: Warm Springs Agency Longhouse

Time: 8:30 a.m. to 5:00 p.m. (daily)

Cost: \$110 (covers lunch, materials and fees for both days) Departments contact Lynn Davis for Journal entry.

Class: Maximum 40 people (first 40 people to register)

Agenda: Group Warm up exercises, Listening Skills, Eye Contact, Learning to relax in front of an audience, Learning Pre-presentation skills, Pacing your presentation, Gaining control of your audience with time proven techniques.

Happy belated birthday, Janis! Love, Donna

Each person will come away from this workshop with solid PUBLIC SPEAKING experience. To register contact Lynn Davis at 553-3257/3258.

Nana Happy Birthday Love, Trevern



Tiffney T. Henry

Happy Birthday on October 5, I hope all your hopes and dreams come true. Remember to achieve what you want is believing in your self! I will always be here for you!

My heart & love to you, Mom

Happy Birthday

Kara Katchia "5"

October 11

Gr. Cy Katchia

October 13

Love, Sky, Saphronia, Toya, Ill

Adopt a teacher to begin at WSE

Families are needed to host Warm Springs Elementary staff as part of a new "Adopt a Teacher" program.

If you are interested in getting to know a teacher and letting them get to know you and the community, please call the Elementary school at 553-1128. You would be asked to commit to a minimum of hosting three experiences during the year.

The deadline for registering is September 30 so call or stop by Warm Springs Elementary today.

Special Birthday wish given

A birthday wish going out to a very special person, who will always have a very special place in my heart. Happy Birthday Vernon C. Suppah. Love Always and forever, Butterfly

Title IX to hold meeting to discuss improvements

The Title IX Parent Advisory Committee will meet at Warm Springs Elementary Library on Tuesday, October 10, 1995, at 7:00 p.m. The Grant status will be updated. A report will be given on the Office of Indian Education Workshop.

Title IX meetings are open to all members of the public. The Committee meets at 7:00 p.m. at the Warm Springs Elementary Library on the second Tuesday of each month. If you have a disability, please advise the District 509-J Support Services office about special arrangements that may allow you to fully participate in the meeting. Please call Linda DuPont at 475-6192.

Each year the ideas of parents, students, and teachers are sought by the Title IX Parent Advisory Committee in planning special services to be offered for meeting the needs of Indian students. This important program currently provides counselors at Warm Springs Elementary and Jefferson County Middle School, as well as educational assistants at Simnasho Elementary, Warm Springs Elementary School, Jefferson County Middle School, and the High School Alternative Education Program.

Please give a few moments of your time to help the Committee and School District plan a successful program for next year.

1. I am a: ☐ Parent/Guardian ☐ Student ☐ Teacher
2. I have ☐ students in school in grades ☐
3. My opinion of the activities offered by the Title IX Program during the past year are as follows:

	Very helpful	Somewhat helpful	Not helpful	No opinion
1994-95 Program activities				
A. Warm Springs Elementary counseling				
B. Madras Junior High counseling				
C. Simnasho Educational Assistance				
D. Warm Springs Educational Assistance				
E. Buff Educational Assistance				
F. Warm Springs Alternative Educational Assistance				

4. Please rate the importance of the special needs of the 1070 Indian students in the School District by checking the columns that best reflect your opinions:

Special needs of Indian Students	Extremely Important	Very Important	Somewhat Important	Not Important
The need is:				
A. Improve basic skills-reading, writing, mathematics				
B. Improve grades				
C. Improve attendance-stay in school.				
D. Improve self-confidence				
E. Learn more about Tribal government, community citizenship, jobs and cultural protocol.				
F. Learn more about college and careers.				
G. Learn Indian languages				
H. Improve teacher understanding of Indian students.				
I. Learn to become leaders and problem solvers.				
J. Participate more in extracurricular activities.				
K. Attend and participate in classroom activities.				
L. Learn to deal with drug and alcohol problems				
M. Become aware of sexual issues, such as teen pregnancy and sexual abuse.				
N. Get along better with others.				
O. Involve their parents more in school.				
P. Other important needs (please describe):				

The Parent Advisory Committee thanks you for taking the time to help improve the services Title IX provides to our students. Please return your completed survey to the school or to Stan Pine at the District Office by October 13, 1995.