

Warm Springs site council uses teepee as a model for excellence

As part of the state's plan for school excellence in the 21st century, site councils were mandated to give parents, staff and community members active participation in the operation and planning of their school.

Warm Springs Elementary School was no different from other schools around the state when they formed a site council for that facility. They were given a charge and had to develop goals and a plan to implement those goals.

However, parents from WSE come from an ancient culture and members of that site council developed a metaphorical symbol as a way to guide the Warm Springs students toward academic excellence. That symbol was a teepee.

The site council realized that just as the lodge poles were needed to make a home stand, so, too, were educational components needed to make an educational program stand.

As a result, the site council uses the symbol of the teepee to guide it in making decisions with each component of education—reading, writing, math, science and social studies, a separate lodge pole of the educational teepee. The emphasis recommended by the site council this year is on reading because the council felt that was the most pressing need at WSE.

The council is chaired by John Nelson and Sue Matters. Nelson

along with Nancy Smith, Deanna LaPage, Mary Beck, Dawn Smith and Dean Johnson are either administrators or teachers at WSE.

The other site council members, besides Matters, are parents. They include Julie Quaid, John Katchia, Rick Ribeiro, Selena Boise and Harry Phillips. Wanda Buslach, overseeing the SMART program for WSE, is also a member of the site council.

"Our site council developed a school improvement plan and is working with the staff and community to move that plan forward," said Dawn Smith. "This year we are working on improvement of reading achievement. One of the ways we are attempting to do this is by working with the SMART program and recruiting new SMART readers for our students. We are working with radio station KWSO to get the work out."

Another effort in the works is to change the WSE annual geography quiz into a reading quiz.

Smith believes the site council gives the school a way of being in contact with the community, a

community voice, if you will. "We are publishing student writing and getting that out to the community, such as the Tribal

Council waiting room and the Indian Health Center.

The council has a number of other activities under way as well. Things

such as a storyteller family night, teacher training survey of competence in reading instruction and the "West-of-Wellness" project.

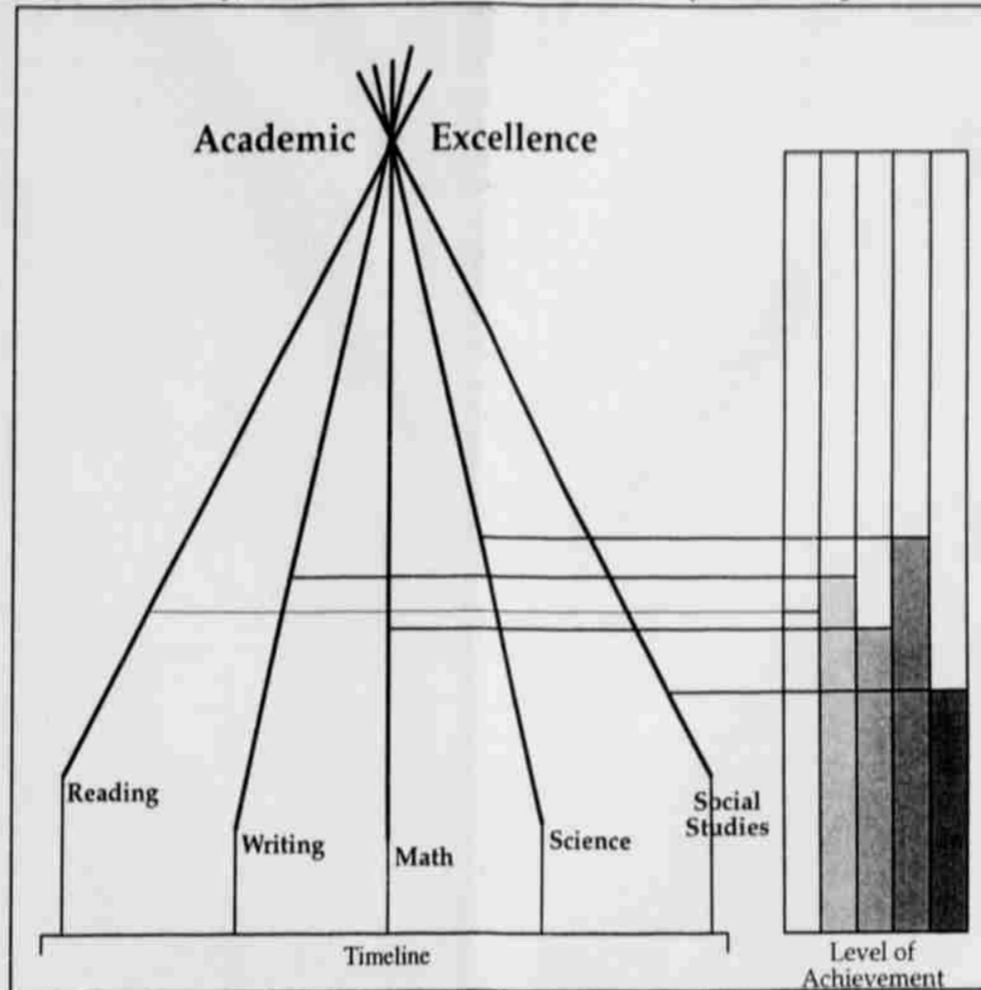
The weft is the material which blankets the teepee portion of the plan; those schoolwide activities which promote the good health and wellness of the students.

In the first year the council created a mission statement, by-laws and school improvement plan. In the second year various action plans were developed and implemented. Year number three saw priorities developed and action plans tracing began.

Smith, for one, believes things are beginning to pay off.

"We are seeing positive changes in the students and site council is a tool to affect the change."

Article reprinted from the January 1997, 509-J newsletter



Storytelling Night Presenting: Susan Strauss
March 5, 1997 at 6:30 p.m. at the Warm Springs Elementary
Everyone welcome!

Author and storyteller Susan Strauss is well known across the United States for her performances with organizations such as the US Department of Natural Resources, the Smithsonian Museum and the Roger Tory Peterson Institute.

She tells stories she has heard from Native American storytellers which have been handed down through generations of legends.

Susan recently did a presentation at Early Childhood Education. Please join the WSE Site Council in welcoming Susan Strauss to an evening of storytelling.

Science fair set

During the third quarter of each year the 7th and 8th grade students are required to conduct an experiment on their own as a science project. This year the due date for these projects is March 11. The project is designed to give students first hand experience in doing what scientists do... observe a problem, ask a question about it, make an educated guess about the solution, and then conduct a test to see if that solution is correct. In other words...

1) Take something that does something. 2) Change one thing about it. 3) See if that change affects what it does.

On that same date will be the annual Science Fair, and all students are asked to put together an exhibit and display it for some fun and academic competition. The Science Fair will be open to the public from 7:30 p.m. to 9:00 p.m., Tuesday, March 11.

R. Carlos Nakai to perform at COCC March 8

Native American Flutist, Educator, and Story Teller, R. Carlos Nakai will appear in concert with pianist Peter Kater on Saturday, March 8 at Mazama Gym, Central Oregon Community College. The concert begins at 8PM and all are welcome. This performance comes on the heels of last year's smash sell-out event in March where more than 550 tickets were sold.

The preeminent Native American Musician today, and A Canyon Records Recording Artist, in 1994 R. Carlos Nakai's collaboration effort, "Ancestral Voices" was nominated for a Grammy Award for best Traditional Folk Album. A prolific artist, during one 12 month period, Nakai recorded over 8 albums and in all has 23 albums in commercial distribution.

Nakai's music is heavily influenced by his personal tribal stories and the history of his culture. Over the past two decades, Nakai has melded his classical training with his expertise on the cedar flute to form complex, sophisticated sound that covers the spectrum of musical genres including, jazz, piano and guitar collaborations, and classical music. He also is a pioneer in integrating Native American Flute with electronic technology such as synthesizers and digital delay. Nakai crafts his own flutes and views each of them as "A sound sculpture, a piece of art that also creates sound."

While Nakai may not have been "born to the flute" it was curiosity about his heritage that led him to it. Along the way he relied more on research and innovation and less on his Navajo-Ute heritage. The Dine'

had a strong flute playing tradition, although it was lost when they migrated from the Northwest Plains of Canada to the Southwest.

As a part of an on-going campaign to promote and explore cultural diversity, This P.A.L.S. (Performing Arts and Lectures Series) event is jointly sponsored by the Associated Students At Central Oregon Community College, COCC's office of the President, Musicians Outlet of Bend, CLEAR 107.5 FM, First Security Banks of Central Oregon, Deschutes Painting, and Suntrak Sound.

Tickets are \$11 for the general public, and \$9 for COCC students. Tickets will be available in Bend at the Curiosity Shoppe, Boomtown Records, Musicians Outlet of Bend, and the student life office at COCC.

March 1997 Computer Center Classes

Topic	Times	Dates	Cost
Intro to Windows	8:30-12	March 3,5,10,12	\$75
<i>This is required before Microsoft Word</i>			
Intro to Computers	1-4:30	March 4,6,11,13	\$75
Intro to Microsoft Word	8:30-12	March 17,19,24,26	\$75
Intro to Microsoft Excel	1-4:30	March 18,20,25,27	\$75

(This is the spreadsheet to Microsoft)

The first two classes above are required for all employees that have the Microsoft Program. What classes have you completed?

Remember to call at least two days before class if you are unable to attend otherwise you will be charged.

Call 553-1428 and get your name on the waiting list.

Early Childhood Education news

Nutritious breakfast perfect way to start the day

Nutrition affects children's ability to learn, develop and stay healthy. Current dietary trends in the US indicate that children's current eating habits may be placing them at nutritional risk. Children are eating too much total fat, saturated fat and cholesterol. In addition, children are not eating enough fruits and vegetables.

Only nine-percent of six- to twelve-year-old children eat five servings of fruits and vegetables daily. A study of second and fifth graders revealed that 15-percent refused to eat vegetables and 40-percent did not eat vegetables other than potatoes and tomato sauce. As much as 20-percent did not consume any fruit and 58-percent did not consume any fruit other than fruit juice. At least one-fourth of all children are overweight—this number has doubled in the past decade. For six- to 17-year-olds, there was an increase from five to 11 percent. This prevalence in overweight is more likely related to a decrease in physical activity rather than an increase in food intake.

The American Dietetic Association and the Kellogg Company launched the Child Nutrition and Health Campaign in October 1995 to increase awareness of the need for improving the nutritional status of children ages six to 12, specifically as it relates to their breakfast consumption, physical activity and education.

We can help to improve the health and nutritional status of children in Oregon by promoting the three main objectives and the key messages of the campaign to parents, caregivers, teachers and the children as follows:

1. Give children a healthy start to their day with breakfast.

Ensure children start the day with breakfast, whether at home or at school.

Children who eat breakfast perform better in school through increased problem-solving ability,

memory, verbal fluency and creativity and are less likely to be absent.

Breakfast, such as cereal, fruit and milk, may be the most important and easiest early step to ensure kids are getting the nutrients they need to do their best at school and at play.

A nutritious breakfast with cereal, milk and fruit, ensures that children get the nutrition to grow, learn, play and stay active and healthy.

Include a variety of foods that are rich in carbohydrates, and low in fat, like fruit, milk and your child's favorite presweetened or regular cereal.

Kids need fiber, too. A child's age plus five as an easy-to-use formula for determining daily fiber needs in grams.

2. Get children moving for the fun of it.

Physical activity and good nutrition together help develop healthy habits that last a lifetime.

Get the whole family involved in games, bicycling or other active play. If you're involved, your child is more likely to get involved.

One step at a time is key. Encourage your child to walk, bike or jog with friends, or take a 10-minute activity break while doing homework, watching TV or playing computer or video games.

3. Grown-ups be a role model.

Parents, grandparents, teachers and other caregivers can help children learn about the importance of healthy eating and physical activity habits.

Make family-centered changes toward healthful eating. Eat meals together, plan and prepare meals together and try to make mealtime pleasant.

Provide your child with fun ways to explore and discover new foods that taste good and are good for them.

Restricting favorite foods can cause anxiety and may lead to overeating.

Bugs make life lousy for families

When a seven-year-old came home with head lice for the fifth time in three months, frustration gave way to disbelief.

"It's an overwhelming, sinking feeling, like this is just never going to stop," said the Hamilton family, of Southeast Portland, who battled the most recent infestation last week and lives in fear of infestation number six.

School nurses and stressed-out parents from Vancouver, Washington, to Eugene are seeing multiple reinfestations of lice. The National Pediculosis Association is reporting a worst-case scenario of lice becoming resistant to chemical treatment.

But health authorities do not track head lice cases. Because the tiny bugs occupy a low rung on the infectious disease ladder, few studies have been done, so validating trends or resistance to treatment is difficult.

Pediatricians and state health officials have heard concerns about repeated reinfestations for the past several years. They focus on weak spots in lice treatment rather than the possibility that the lice have developed treatment armor.

"I get the same kinds of calls every year. I hear about the supposed resistance to treatment and reinfestation," said Tammy Alexander, adolescent health coordinator for the Oregon Health Division. "The diligence involved in treating the kids' environment is in-

Definition

It is the parent's or guardian's responsibility to see that his/her child is picked up from the Warm Springs Early Childhood Education programs on time. The consequences of children left late include: their feelings

of being forgotten and the teachers inability to leave on time, and the program's inability to pay overtime for staff.

The hours for ECE are:
 Full-day programs:
 7:30 a.m. to 5:30 p.m.

Part-day programs:

7:30 a.m. to 1 p.m.
 When a child is still in the classroom at 1 p.m. or 5:30 p.m., depending on the program, he/she will be brought up to the ECE front desk.

A teacher will let the front desk person on duty know the child's name to be entered on the late child log, and any relevant information related to the late pick-up.

Documentation of a late child is the responsibility of the front desk staff on duty.

Using the emergency contact form:

Every attempt will be made to contact the parent or guardian.

If the parent or guardian cannot be contacted, each emergency contact will be called.

If emergency contacts are not located or cannot come get the child, every attempt will be made to contact persons who are on the child's authorized pick-up sheet.

If authorized pick-up people are unavailable or cannot come pick up the child, every effort will be made to contact any family member.

By 5:45 p.m., if above efforts fail, the Warm Springs Police Department will be notified that an abandoned minor is at ECE and physical custody is given to WSPD.

When a full-day program child is picked up past 5:30 p.m., the parent or guardian receives a suspension warning regardless of telephone contact. If the child is picked up after 5:30 p.m., a second time, regardless of telephone contact, within 12 months of the first incident, the parent or guardian will receive a suspension form indicating their child will be suspended from ECE for five consecutive child care days at the parents' expense. (See contract.)

If a child is picked up late three times or more in a 30-day period, parents or guardians will be reported to WSPD for neglect.

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daily

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