

JOB ANNOUNCEMENT

POSITION: Pre-School Teacher
SALARY: \$6.50/HR.—Part Time
STARTS: October 1992/ Duration of School Year
HOURS: 12:30-5:30 P.M.

Closing Date: October 16, 1992

RESPONSIBILITIES

This position shall be accountable for developing and implementing a sound, quality pre-school educational program with emphasis on Native American cultural awareness.

DUTIES

- *Ensure the appropriateness of program activities according to age, interests, and developmental level of the children, especially cultural enrichment activities to promote positive self-image in Native American children ages 3-5.
- *Keep daily record of attendance and individual files on each child.
- *Maintain equipment/supplies and individual files on each child.
- *Observe, record, and evaluate children's behavior and developmental levels.
- *Communicate with parents and conduct parent conferences.

QUALIFICATIONS

A teacher must meet one of the three qualifications listed below.

- *Minimum of 20 hours at a college or university in Early Childhood Education, Child Development, Preschool Education, or Special Education.
- *A CDA (Child Development Associate) credential
- *At least one year full-time work experience in a certified day-care center or comparable group child care program, for preschool age children.

ADDITIONAL

- *Must be willing to accept training
 - *Prefer knowledge of Grand Ronde culture and history
 - *Must be willing to submit to a federal background check
- Send Resume to:
 Barbara Mercier
 Confederated Tribes of Grand Ronde
 9615 Grand Ronde Rd.
 Grand Ronde, Oregon 97347

NOTE FROM THE TRIBAL CHAIRMAN

Regarding the September 20th General Council meeting at the Tribe's Community Service Center, there were some controversial issues discussed, followed by some heated discussion between the Tribal Chairman and General Council members. The result was some friction, which I feel could have been avoided by being diplomatic and listening to concerns.

In the course of discussion, I requested to be excused, since I was preparing to drive to Sacramento to attend a Bureau of Indian Affairs meeting on September 21, 22, and 23. I neglected to inform the group about this, and it was assumed by many that I left the meeting in anger.

A Tribal Council member needs to act in a professional manner, whether at a General Council meeting or meetings elsewhere when representing the Tribe. Since my election in 1984, I have attempted to represent the Tribe in a professional manner. This is not always easy to do, but it is important for Tribal Council to maintain integrity and ethical behavior. I wish to express my apology to the General Council, and assure that this will not happen again.

Mark Mercier

CHEMAWA INDIAN SCHOOL ADOPTS "CHAPTER 1" PROGRAM

As part of Schoolwide Chapter 1 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 1 program is designed to provide both traditional and non-traditional instructional settings to better meet the various needs of all students that attend the school, says Gerald Gray, school Supervisor.

The Chapter 1 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 are using a model that is designed on the monitoring of individual behavior(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 1 Project design, according to Gray.

Both Chapter 1 and the regular school program are working together on the continued development of a curriculum better designed to meet the individual needs of the students. The use of a multilevel teaching model that will allow more focus on the individual student's needs and his/her skill level, and further development of a model for a vocational program that teaches special education students the basic work skills they need to be successful in a job, for example.

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

For the next year Chapter 1 has added a Transition Room, designed to provide temporary placement for those students who are behaving in a way that is disruptive in a regular classroom setting.

The Transition Room provides a highly controlled 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 regular class as soon as possible.

The student continues to do his or her 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/she 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. This develops a contract that indicates what a student has to do to return to class.

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



Summer Camp at Chemawa Indian School

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 student/teacher relationships.

Chapter 1 also provides Whole Language Class (Reading/Language Arts) that stress vocabulary and comprehensive skills along with language mechanics and expression skills.

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

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

Another Chapter 1 program, is the PEP (Personal Education Program). Services include tutoring in basic and advanced skills reading, math and language arts, help with homework or assignments, and help with make-up homework.

Services for these programs are provided Monday through Friday during the school 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 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 settings, small groups, tutoring, computer instruction, drill and practice, applied reading, and vocabulary skills.