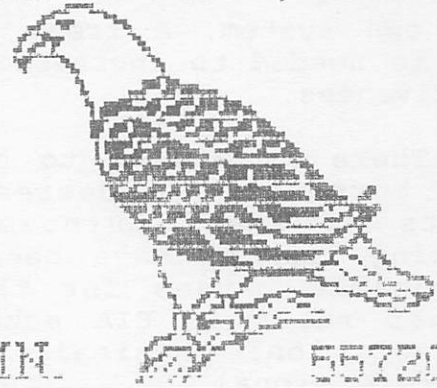




OJIBWAY SCHOOL NEWSLETTER



January 1990 Cloquet, MN

55720

THIRTEEN MOST COMMON NEEDS OF AMERICAN EDUCATION IN BIA SCHOOLS

The October 1989 issue of Journal of American Indian Education has identified 13 common needs of American education in BIA schools. The following items appeared in the journal:

(1) Students need to spend more time on task (assignment). There are far too many distractions and non-educational activities occurring. Data suggests that "less than one half of a student's day is spent on instructional tasks."

(2) Students need to be appropriately challenged both in academic performance and behavior compliance. It is believed that BIA schools are too relaxed. Relationships between teachers and students are informal and usually on a first name basis. An environment such as this "typifies Indian education as easy."

(3) There is a need to define learning disabilities to protect Indian students from being classified and assigned to Special Education. A large number of minority students are removed from classes because they are hard to manage and discipline and they demonstrate difficulty with academics. These are not criteria for Special Education placement.

(4) There is a need to strengthen secondary programs by providing prevocational and vocational

training opportunities. Students are not prepared in "any systematic, well defined way, to assume a competitive" position in the job market.

(5) There is a need to improve and increase the cooperation and coordination between regular education and special education. Special Education and regular education teachers must interact. The goals of each program seem nonrelated.

(6) There is a need to establish a functional relationship between IEP's (individual education plan) and classroom instruction. It seems that the IEP's met the standards set by law, but the teachers seldom followed what the plan detailed.

(7) There is a need to improve parental involvement in the education of their children. Parents often believe that "[the] school knows best. I really have nothing to offer." It is important to realize that this doesn't mean that Indian parents don't care about their child's education. It means that Indian parents assume that the BIA will take care of the student's needs.

(8) There is a need to lessen the effects of teacher isolation. Teacher isolation can be social, physical, and professional and it can occur in remote settings or within a large metropolitan area. Isolation prevents teachers from interacting with educators from other schools or educators within

(Educational Needs Cont'd)

their own system. A fresh flow of ideas is needed to increase teacher effectiveness.

(9) There is a need to decrease staff turnover, or decrease the effects of staff turnover. The following reasons have been cited as probable causes for the high turnover rates in BIA schools:

(a) Isolation: physical, social, and professional.

(b) Inadequate fringe benefits and retirement plan.

(c) Political and cultural barriers to instruction.

(d) Poor salaries and inadequate funds for instructional materials.

(e) Lack of support both from administration and the local governing body.

(10) There is a need to improve inservice training.

(11) There is a need to decrease the mid-year transfer students from school to school. For example, students transferring from Duluth schools to the Ojibway School in the middle of the school quarter and then transferring back to the Duluth school system.

(12) There is a need to provide instruction in English. This doesn't mean that the tribal language would be banned from the school. It means that English is important to the student and opens the door to a "full range of options available to them in our society."

(13) There is a need for supervision of teachers that assures that instruction and classroom management reflect scientifically sound principles of behavior and instructional technology. Teachers must be reviewed on a regular basis in a systematic and uniform manner.

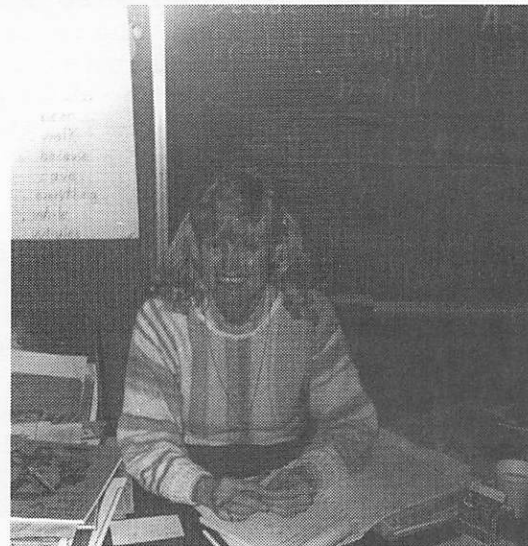
(Journal of American Indian Education. October 1989).



NEW FACES IN EARLY CHILDHOOD AND CHAPTER I



(Pictured above: Molly Harney, Early Childhood Specialist).



(Pictured above: Chelle King, Chapter I Elementary).

In the Chapter I Elementary Program, I am placing an emphasis on making a connection between reading and writing as they are closely related.

The students read real texts containing interesting content. They are involved in cooperative learning discussions of what they have read which builds upon their comprehension skills. Writing becomes a part of the reading instruction as students write about topics of interest to them

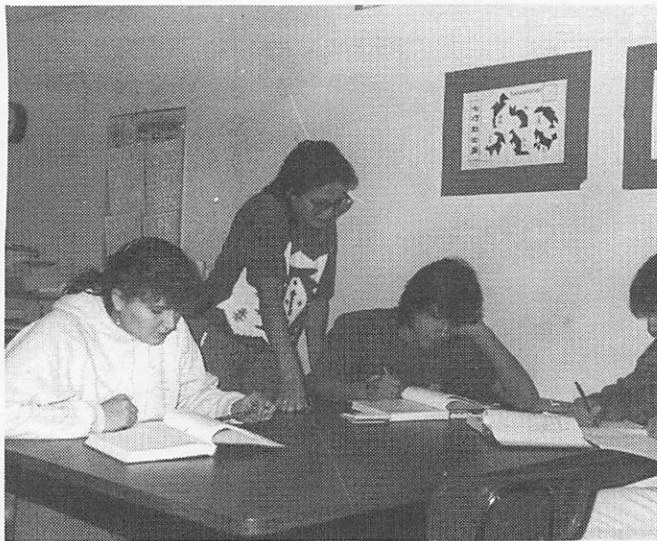
generated from their reading. One of our projects involved reading Indian Legends; students then wrote their own legends. We compiled their Indian Legends into four books and titled them Legends By Little People. These were then added to the student-authored book selection of the library.

Consequently, through the use of a variety of techniques and strategies, students are learning about language by using it themselves in a meaningful way and apply their skills when organizing information in a practical manner. In addition, by reading, writing, and then reading what they have written, by reading and responding to other students' writing, and by sharing their writing with their peers, students begin to believe in themselves as writers and readers.

It is my goal that through this process students' language arts skills will be enhanced and an enthusiasm for reading and writing will be generated.

by Chelle King

(Pictured below: Frances, math department, assists students)



SCHOOL BOARD TRAINING SESSION

School Board Training Sessions were held at the Ojibway School on January 18 and 19. The first session was conducted by Dick Wolf and he provided a history of Indian Education. The second session focused on school board duties and the Fond du Lac Ojibway School Charter. Dick Wolf, who has

recently retired from the Bureau, is now working with Indian Tribes in Minnesota, Wisconsin, and Michigan in order to get schools established. The third session was conducted by Dr. Dave Beaulieu. Dr. Beaulieu is the manager for Indian Education with the State of Minnesota. Dr. Beaulieu talked about the States involvement with Indian Education and the Tribal School Equalization Bill. For more information, feel free to contact the school.

by Francis Waubensee

SCIENCE NEWS

by Charles Karp

As a part of their Astronomy unit, eighth grade students recently completed a scale model of our solar system. With the exception of the sun (which would have needed to be 7 1/2 feet in diameter!) the planets distances from each other are made to scale. The map itself is over 39 feet in length!

Biology students have recently begun the study of various animals. Along with this unit, of course, is the classic dissection of worms and frogs--let's hope they have healthy appetites and strong stomachs!

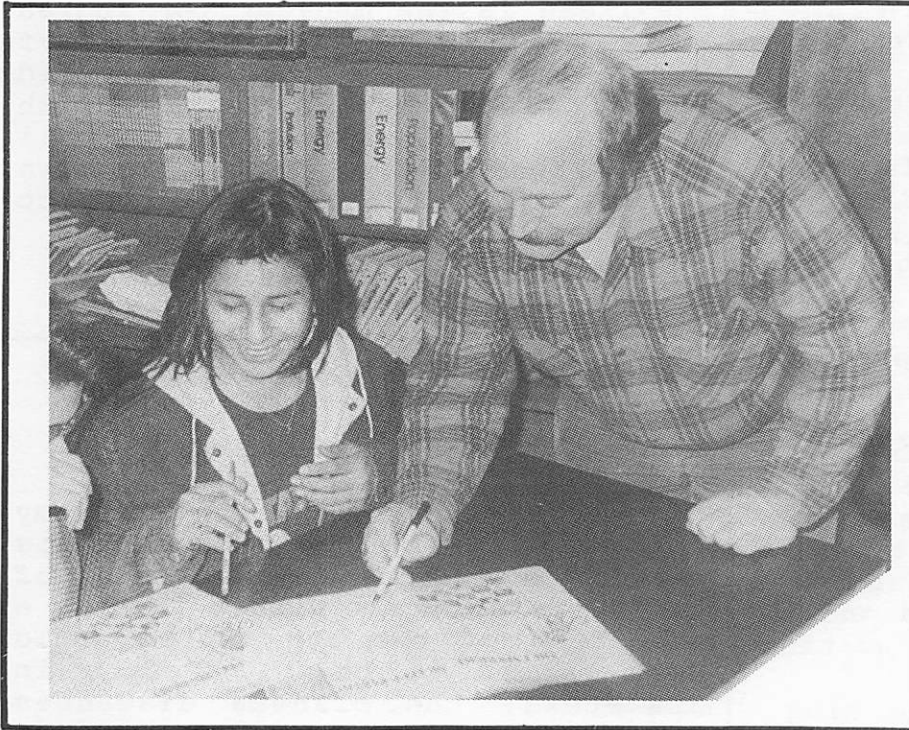
Seventh graders will soon be dissecting as well--as a study in plant reproduction. The neophyte botanists will be studying flowers and how seeds and plants are formed.

The seniors will be off to the Environmental Protection Agency (EPA) labs in Duluth as part of their study of toxins in the environment. Field trips so far have been very successful in demonstrating to the class the problems that need to be dealt with in today's society.

GOODBYE, CHUCK!

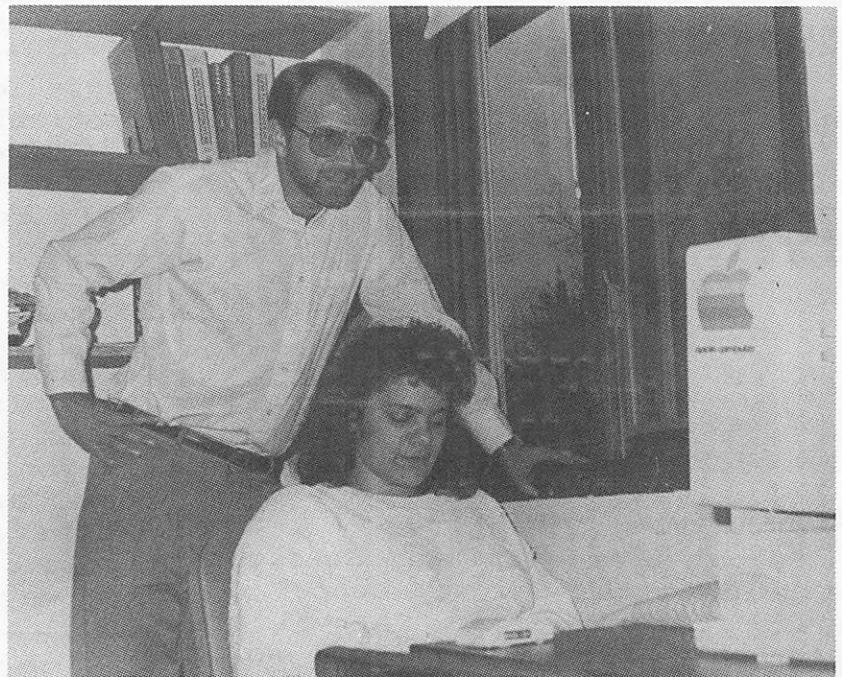
FAREWELL AND GOOD LUCK TO MR. CHUCK SMITH. WE WISH YOU ALL THE BEST.

EDUCATION IN ACTION: TEACHERS AND STUDENTS WORKING TOGETHER

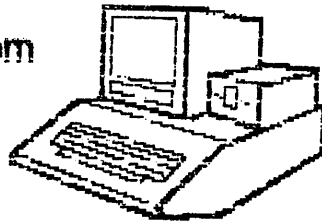


Pictured to the left, Charles Karp assists students Phillip Houle and Tony Wakemup locate accurate, authentic, understandable answers which are important to our lives and the careers of our children. Science is a fascinating study of facts and is man's gateway to understanding dramatic breakthroughs in technology. Karp's hands-on teaching approach to the study of Science enables students to share in the excitement of personal discovery.

Pictured to the right, Keith Levinski assists senior Chris Knowlen as she writes a news story on the classroom computer. Levinski works with the journalism class and together they produce the school newspaper. Levinski believes that effective education is best achieved through a hands-on approach. Through such an approach, student and teacher alike reach meaningful conclusions.



A Few Words From the Principal



by Phil Minkkinen

The Ojibway School has just celebrated its ninth anniversary. The school first opened its doors to students on January 5, 1981. As the sole survivor of all those years, I don't mind telling you how far we've come since then. It has been my pleasure to have been associated with this school throughout its history. I feel good about all the successes we've produced. On the other hand, I don't feel good concerning some of the shortcomings of our school. Time alone will improve these problems. There is still much to be done in order to build the Ojibway School into one of the best schools in the area.

The second quarter has now ended. The report cards are now being prepared. Parent-teacher conferences will be scheduled for the last week of January 29. A separate notice will be sent to all of you concerning the specific date and time. We ask all parents to attend the conferences in order to discuss the progress of your child or any concerns you or the teacher may have in regards to your child.

There have been more and more students asking to call home in order to get permission to ride the bus to some other destination than home. The school policy concerning this requires that a note be sent to the principal by the student before the start of school so that adequate notice may be given to the bus driver. The end of the day is usually a hectic time and it is very difficult to handle these last minute arrangements in the office; it's also difficult to determine who is on the other end of the phone. This practice also holds the busses from leaving at their

scheduled time. Please cooperate with us on this policy in order to make our operation run more smoothly.

The school Pow Wow is now history. It was a well-attended affair again, with twelve drums and about 100 registered dancers. I hope you all were able to attend. If you could not, let's try for next year. We plan to make the Pow Wow an annual celebration commemorating the opening of the Ojibway School.

The Ojibway school has been selected as one of the Bureau of Indian Affairs Effective School Pilot sites. A task force of teachers, staff, and school board members have been meeting in order to develop plans for improving the school's programs. There will be updates on the committees progress in future Newsletters.

FEBRUARY: DENTAL MONTH

February is National Children's Dental Health Month. Min-No-Aya-Win Dental Clinic is planning a host of activities at the Ojibway School.

Greta Martin will take photographs of student's smiles and students will guess who the smile belongs to!

There will be poster and essay contests. There will also be a dental project.

On February 12, a magician from the Duluth area will entertain students (Headstart-12) in the gym. Awards for dental projects will be presented at this time.

Dental Health videos will be shown throughout the month of February. Students will also receive instruction on proper flossing procedure

The Ojibway School Newsletter is a monthly newsletter produced at the Fond du Lac Ojibway School, 105 University Road, Cloquet, MN 55720. Dr. Thomas Peacock, Superintendent; Phil Minkkinen, Principal; Michael Rabideaux, editor.

BOYS BASKETBALL NEWS

by Keith Levinski

The Ogichida boys basketball team started its season on a winning note but has since had trouble finding that successful formula. The team hosted Nay-Ah-Shing in its opener and came from 12 points down to win 57-63. Ken Morrin led FDL with 24 points and Dan Aubid added 15.

The Ogichida traveled to Cromwell for their second game and were derailed by the Cardinals 71-30.

Then in a return match with Nay-Ah-Shing, Fond du Lac played well for three quarters. Despite playing without three starters, the Ogichida held a slim lead early in the fourth quarter, mainly on a 17 point performance by Pat Houle and the rebounding of fellow senior Dan Aubid. However, both fouled out and the lead slipped away. Nay-Ah-Shing won 46-39.

Foul trouble again plagued FDL as three starters fouled out in a 72-35 loss to Finlayson.

Peter Diver's four three-points were the only highlight in a 62-30 defeat by Heart-of-the-Earth.

Pat Houle had 16 points and Ken Morrin 15 in a 65-46 loss to Grand Marais. Other than the first game, it was the only time in nine games more than one FDL player scored in double figures.

Despite two lopsided losses in the Barnum Tournament, the Ogichida, with only seven players in uniform, showed perseverance as they battled Grand Marais in their third game. Even though they lost seniors Pat Houle and John England to fouls, FDL outscored Grand Marais in the fourth quarter. Gutsy performances by sophomore Dave Gitzen, who had 8 points, and eighth graders Ira Aubid and Chey Thompson were bright spots even though the Ogichida fell 59-41. Ken Morrin's offensive skills drew praise from opposing coaches. He was named to the All-Tournament Team after scoring 28 points against Isle, 17 against Cromwell,

and 19 against Barnum.

In order for the Fond du Lac team to enjoy more success in the new year, several areas must improve. The defense must grow stingier while eliminating fouls. The offense must get more scoring from its front line to complement Ken Morrin's 18 points per game average. The three players up front currently average a combined 19 points per game. More intense concentration on the court and a dedication to practice will be key elements in the second half of the season. Senior leadership will be most important if the team is to accomplish these goals.

FEBRUARY IS DRUG AWARENESS MONTH! BE COOL AND DON'T BE A FOOL, STAY STRAIGHT! LIFE'S TOO SHORT TO WASTE IT ON DRUGS!

COU TURE GOES TO D.C.!

James Couture attended the National Leadership Program in Washington D.C. on January 17-19. The Leadership Program selects outstanding students from across the country each year to attend their functions in Washington. We are all proud of James' accomplishments and we feel that our school was well represented with his appointment. Congratulations James, on a job well done!

BOARD MEMBERS COOK BREAKFAST

On Friday, January 19, Thomas Peacock, Ojibway School Superintendent, demonstrated his cooking talent and made some "bigfoot" pancakes. The Ojibway School Board made breakfast for parents of students. It was a yummy affair--Mr. Peacock knows his pancakes! Thank you School Board members on a first class breakfast!

PRESCHOOL SCREENING WILL BE HELD ON APRIL 6 AT 9:00 A.M. IN THE OJIBWAY SCHOOL HEAD START CLASSROOM. FOR MORE INFORMATION, CALL MOLLY AT 879-4593.