

# Red Cliff Band of Lake Superior Chippewas

## SPECIAL COUNCIL MEETING

July 18<sup>th</sup>, 2013

5:00 p.m. at Legendary Waters, Buffalo Bay Grand Ballroom

Opening ceremony completed by Leo LaFernier Sr.

Meeting called to order by Chairperson Rose Soulier at 5:11pm

### ROLL CALL

Rose Soulier, Present

Nathan Gordon, Present

Laura J. Gordon, Present

Dennis Soulier, Present

Jeanne Gordon, Present

Marvin Defoe, Present

Bryan Bainbridge, Present

Mike Gurnoe, Present

Steve Boyd, Present

In attendance: Rob Goslin, facilitator; Jim Pete, facilitator; Dee Gokee-Rindal, facilitator; Carolyn Gouge, facilitator; and community members.

### AGENDA

Jeanne Gordon moved to approve the agenda. Seconded by Dennis Soulier. Motion carried.

### LISTENING SESSION

Tribal Chairperson thanked everyone for coming. Informed group that the Bayfield School District had a policy meeting this evening and therefore several school board members had to miss this listening session. She stated that no media or broadcasting of any sort was allowed into the event this evening. Tribal Chairperson introduced facilitators Rob, Dee, Jim and Carolyn and informed group that index cards were available to write your issues if you didn't feel comfortable speaking. Tribal Chairperson provided a brief history of the Memorandum of Understanding (MOU) signed on April 12<sup>th</sup>, 2012, between the Bayfield School District and Red Cliff Tribe. Tribal Chairperson informed group that a collaborative meeting between the School Board and the Council will occur following this session to address concerns; and that there has already been consideration for an additional listening session with the community after this meeting. Also, if anyone thinks of anything after this event they are welcome to contact a Council members or Dee to have your comment added to the summary.

Rob asked participants within the room to assist in establishing ground rules for the discussion. Ground rules suggested included: respect each individual; no interrupting people, let them finish; no foul language; value what each person brings; respect of ideas and expressions; stay on task; accept all backgrounds and we are all here for the same reason; walk away with love, forget and respect; keep side discussions and distractions down-it's ok to excuse yourself; raise your hand when you want to speak; no names noted in the official minutes; no repercussions

for employees that are speaking honestly; respect after the meeting, including the process and time it may take; respect time, get your point across.

Speaker 1: Is there a student/youth voice to represent throughout the MOU? ACT 31 presentation to community for further education (a power point was already sent to Rose, Nathan and Laura). View the Walleye Wars video as an educational tool. Educate the district and Red Cliff community. Improve cultural practices at Bayfield School for everyone to be safe, especially children with IEPs. Have more listening sessions like this to hear the concerns and search for solutions. School Policy of 1985 (non-discrimination policy)-is this still effective? FAPC survey previously outlined some issues. What cultural adaptations can be made to address disproportionality at Bayfield School?

Speaker 2: struggles since kindergarten, bullying, self-esteem issues, no follow through from staff, transferred to different school, treatment, depression, special needs classes-cultural practices (specifically smudging) alleviated these issues. Teachers thought she was intentionally trying to retaliate against them. She felt that students should be able to express who they are compromise with students and recognize that it is OUR school.

Speaker 3: Where do we get the information to teach people about Native Americans? ACT 31 needs to be expanded, with an agreement about what to educate people on. What is culture? Definitions vary. History of Native American must be in school curriculum. Don't regulate culture in school. NIEA working on this?

Speaker 4: no where to go or turn to in high school-there was always a need to identify with someone. The disconnect between home, school and community. Bullying and intimidation from school staff has to stop.

Speaker 5: students are not getting the education they deserve-parents have no voice, no respect from staff at meetings. Educate parents and push for all to further their education. We need to get the school the resources if they don't have it.

Speaker 6: Higher expectations are needed for students. Tribal Council could advocate more and empower students.

Speaker 7: Identify the problem. Is it really the school's fault? We need to demand cultural sensitivity training and be the resources to educate staff.

Speaker 8: Lack of professionals and trained staff to handle children with special needs. Need more professionals.

Speaker 9: When is comprehension taught? Starts at kindergarten or pre-school and is on-going.

Speaker 10: Collaboration with district and support from tribal officials on the follow through. The language loss when children go to Bayfield School from ECC, along with identity loss.

Speaker 11: support education. Challenges with foul language from students. Teach respect first, respect for elders. Need elementary Ojibwe Language Teacher. What role should parents play? Native American club is successful. Need more teams/couples to teach. Cultural sensitivity for all staff. Need more aides in school. More visibility of Tribal Council in school. A space for smudging is needed. Staff is getting burnt out. More education, involvement and activists. Get involved in community and be a good role model.

Speaker 12: why can't people smudge at the Bayfield School? Need for a Native American Cultural Liaison-someone to identify with, ask questions and make a connection.

Speaker 13: We need to help child find their special gifts and their identity. We can all learn from each other-right and wrong. Do what you know-the right way. Meet kids where they are at. Take kids out to experience cultural events. Staff learns to manage stress so they are not getting burnt out.

Speaker 14: Teach about treaties. Work together.

Speaker 15: Learn who you are at anytime in your life. Acknowledge the good in school employees. Learn and teach first in community and then share into school.

Speaker 16: Divisions of agencies has become an issue. We must face problems together. Everyone's cultural understanding is different. People should know four languages: English, Spanish, French and one Native language.

Speaker 17: teachable moments are valuable. Not all have to go to college to learn, we must find the strengths in everyone through apprenticeships or trainings.

Speaker 18: cultural sensitivity for ALL STAFF-including support staff and the school board. Concern about Ojibwemowen being corrected by a non-Native. Concern about school sending home a letter saying their child was obese. Incorporate traditional knowledge and life experiences into job descriptions. Sitting balls at Bayfield School are a positive. Mural and Ojibwe signage in school are positive. Walkout was good experience for students to make a change. We cannot wait for school to change, children deserve the best now.

There were a number of individual stated that were great educators.

Speaker 19: Red Cliff in Cultural Revolution. Red Cliff needs their own school. School is sometimes the only place kids are learning about their culture. There is no limit on smudging.

We need to recruit. One of our own Tribal members is a fluent speaker. You speak Ojibwe, you think Ojibwe.

Other comments: culturally sensitivity needed by staff-they didn't let a student put asemaa out. Teachers should hug children and teach them social-emotional skills. Develop a committee to work with school on the issues. Invite college graduates back to Red Cliff. College contracts should be an option. Continue to learn the language. Utilize group meetings to help a person.

#### Summary of Issues:

- Is there a student/youth voice to represent throughout the MOU?
- Improve cultural sensitivity for ALL STAFF
- Have more listening sessions
- School Policy of 1985 (non-discrimination policy)-is this still effective?
- What cultural adaptations can be made to address disproportionality at Bayfield School?
- Bullying from staff and students
- Students should be able to express who they are
- Don't regulate culture in school
- Students need someone to identify with at the school
- disconnect between home, school and community
- parents have no voice, no respect from staff at meetings
- Higher expectations are needed for students
- Need more professionals.
- language loss when children go to Bayfield School from ECC, along with identity loss
- foul language from students
- Need elementary Ojibwe Language Teacher
- Need more aides in school
- Teachers burnt out
- space for smudging is needed
- Need for a Native American Cultural Liaison
- Red Cliff needs their own school

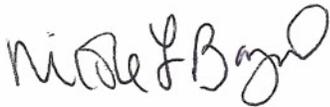
Summary of Solutions:

- ACT 31 presentation to community for further education
- View the Walleye Wars video as an educational tool
- ACT 31 needs to be expanded
- History of Native American must be in school curriculum.
- Identify the problem
- support education
- Teach respect first, respect for elders.
- Get involved in community and be a good role model
- More visibility of Tribal Council in school
- Take kids out to experience cultural events
- Teach about treaties
- Acknowledge the good in school employees.
- Incorporate traditional knowledge and life experiences into job descriptions

Marvin Defoe moved to adjourn. Seconded by Jeanne Gordon. Motion carried.

Adjourned at 8:09 p.m.

Respectfully Submitted:



Nicole Boyd  
Recording Secretary

ATTEST:



Laura J. Gordon, Secretary  
Red Cliff Tribal Council