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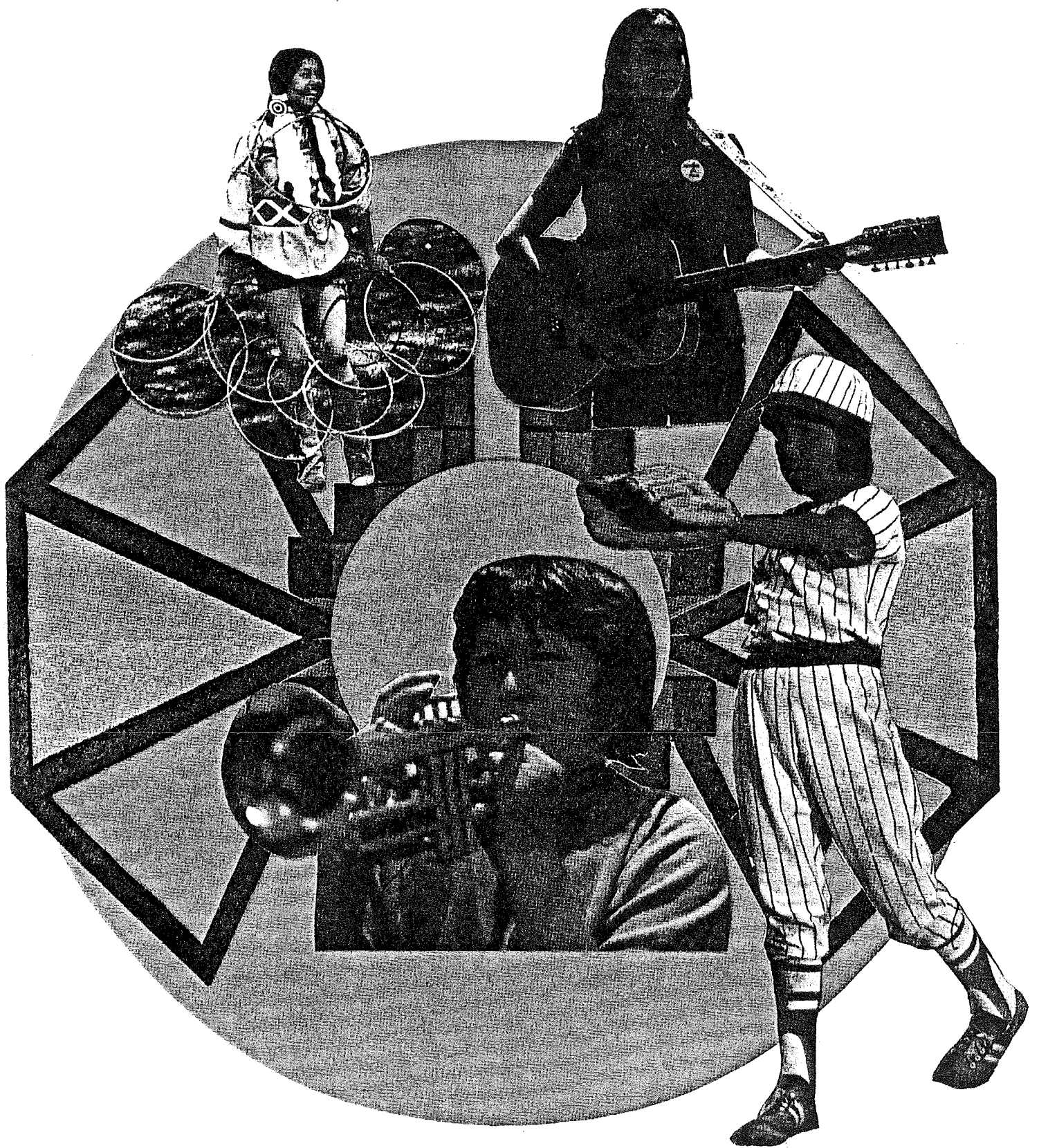
A REPORT

PINE POINT EXPERIMENTAL SCHOOL

1979

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Pine Point



the Community

"We will call together men to be trained as warriors in the Indian way. We will teach them how we have survived for thousands of years on this land. We will teach them the true meaning of being a warrior in spirit. We will give them the pride of our people. We will teach them to survive in the world of today. But, not only will our warriors be dedicated to the survival of our people they will be dedicated also to the love the Indian feels for this land . . . to love the animals, the fish, the birds, and the earth; to love the air, the winds, the clear waters and the streams . . . We will teach him to love this land. For our survival we must teach the immigrant white man to love as we love, for we have been here thousands of years and theirs is but a short time. We have survived great suffering and loss. But we are the great people and the suffering and hardships which we have survived will give us great strength . . . In the future, we, the Indian people of this land, will be an even greater people!"

Indian people have a responsibility and right to control education in their community. In 1969 a special United States Senate sub-committee on Indian Education called for "maximum Indian participation in the development of education programs for model schools to meet social and educational goals . . ." for Indian children. In 1970 the President of the United States declared "each Indian community . . . should be able to control its own school." Pine Point School is an excellent example of Indian people maintaining control over the education of their children.

Albert Basswood, Jr., Chairman
Board of Education

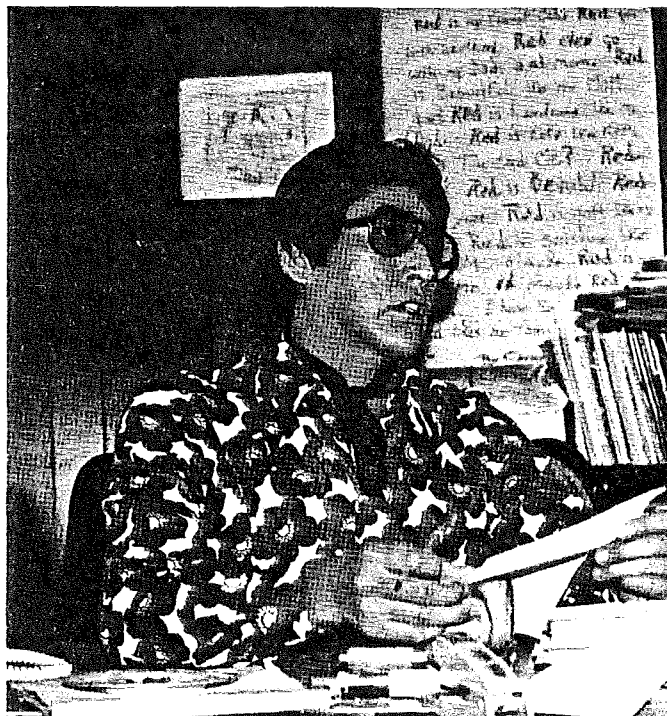
the Mission



*Pine Point Experimental
School exists to achieve the
following goals:*

1. A learning environment that is consistent with culture and life style of Chippewa Indian People, and is seen as desirable by community members, parents, and children who attend school.
2. Functional skill levels in mathematics, reading, language, and communication.
3. Strong self-concepts and positive attitude of children toward one another.
4. A strong basis of academic achievement and personal confidence in an effort to reduce secondary school drop out rate among Indian youth.
5. Involvement of adults and older people from the Indian community as para-professionals in the instructional program.
6. Uninterrupted learning through regular attendance at school and sustained progress in a sequenced curriculum.

the Leadership



The education of Indian children and youth in white dominated public schools of this nation is a tragedy. Indian children have their heritage demeaned, their self-concept destroyed, while academic achievement declines! At a hearing of the United State Senate sub-committee in 1969, Indian education was branded "a national tragedy!" There is little evidence the situation in public schools has improved since then. Pine Point School will not allow the "tragedy" to continue. Pine Point School provides Indian children with quality education in a learning environment which enhances pride in Indian heritage, fosters a strong self-concept and increases academic achievement. We have sought to provide curriculum which enables children to learn basic communications and mathematics skills necessary for effective functioning within dominant white society. Our school has been challenged by a local school district, by the State Department of Education, and by the legislature. In all three cases we have made our stand firm and strong and we have survived.

Pine Point is a successful school because its operation is consistent with traditions of Indian people. Pine Point is a part of the community. Daily activities in the school involve people of all ages: young children, youth, young adults, adults, and old people. Everyone has something to contribute. Everyone learns from others in the community. Pine Point school is part of the community as it serves the community.

M. Jerome Buckanaga, Director

A DEMONSTRATION PROJECT IN ELEMENTARY EDUCATION

THE PINE POINT EXPERIMENTAL SCHOOL

July 1, 1970 - June 30, 1979

1. SCHOOL DISTRICT

Independent School District #309
Park Rapids, Minnesota 56470

2. PRINCIPAL

Jerry Buckanaga (218) 573-3550

3. DEMONSTRATION SITE

Pine Point Elementary School
Ponsford, Minnesota 56575

4. DEMOGRAPHIC DATA

The Pine Point Elementary School is located in the village of Ponsford, Minnesota in the southeast corner of the White Earth Reservation. Prior to July 1, 1970, the school was operated as an independent Common School district, providing an instructional program through the sixth grade level. By action of the Board of Education for the Pine Point School District and the Board of Education in the Park Rapids School District, the Pine Point district ceased to exist as a corporate body on June 30, 1970, and the school property and responsibility for instructional program became part of the Park Rapids School District on July 1. In 1973, new legislation established autonomous school project, which continues to be in effect at the present time. The Pine Point School serves a pupil population of mainly Indian children. The enrollment has fluctuated from a high of 108 to a low of 85 for 1978-1979. The current enrollment is 96. An enrollment of one hundred and twenty (120) pupils in preschool through grade 8 is anticipated for the 1979-1980 school year during the demonstration project. There were seven (7) certified staff members employed by the Pine Point district during the 1978-1979 school year.

5. GENERAL PURPOSE AND OBJECTIVES

To upgrade the education achievement of elementary school pupils in a rural school setting through a culturally sensitive behaviorally engineered instructional program. The project objectives are:

- A. Initiate an instructional program that concentrates on upgrading the mathematics and reading achievement of pupils;
- B. Generate a learning environment that is consistent with the culture and life styles of Indian people, and which environment is perceived as desirable by community members, parents, and pupils served by the school.

- C. Strive for uninterrupted learning through regular attendance at school and sustained pupil interaction with instructional materials.
- D. Provide for continuous articulation between the Pine Point community and the personnel of the schools' staff through regular meetings with the Community Advisory Committee, the School Principal, and those staff members desired in attendance.
- E. Involving community members in the operation of a Total School/Community concept.

6. STRUCTURE

The structure of the instructional program at the Pine Point Demonstration project will have three central dimensions.

A. Motivational system:

A system to apply positive reinforcement to learning tasks and related sought after behaviors in order to generate incentives that will induce greater participation and achievement among pupils. The activities and items that will be applied as positive reinforcers will be of such nature as to be consistent with the culture and life style of Indian children attending school.

B. Individualized Instructional Tasks:

The content of the curriculum in the areas of Mathematics and reading will be prepared in instructional tasks that allow pupils to progress through the sequence of instructional tasks in these areas at an individual pace. A supporting instructional and classroom procedure will allow pupils to complete instructional tasks, individually, without regard for the pace of the other pupils in the classroom.

C. Indian Heritage Content:

Provide instruction in the History, traditions, culture, legends, language, music, and art of the Chippewa Indian people. The content and instructional materials will draw from the people and other resources of the Pine Point community.

7. PROCEDURE

- A.1: The identification and description of behavior as related to the school setting.
- A-2: The development and management of instructional systems through the application of reinforcement.

- A.3: The systematic observation of the community
- A.4: The preparation of instructional tasks that can be completed by pupils at individual rates.
- A.5: The preparation of contingency contracts and instructional strategies to associate reinforcement with the completion of instructional tasks.
- A.6: Utilization of community members as instructional aides.

B. DATA COMPILATION

During the demonstration project, procedures will be implemented to compile these data:

- B.1: Instructional interaction time: The amount of time that each pupil is observed to interact with instructional materials in the areas of mathematics and reading.
- B.2: Completion of Instructional tasks: The total number of instructional tasks that a pupil completes in the areas of mathematics and reading.
- B.3: Achievement: Achievement test scores in mathematics and reading will be secured at the beginning and near the close of the school year.
- B.4: School Attendance: The number of days pupils attend school will be recorded.
- B.5: Teacher Behavior: Teachers will note and record their behaviors, as related to the instructional program of the school.
- B.6: Affective Behaviors: An assessment will be made of community members, parents, and school children to secure an indication of affective behavior regarding the school, the staff, and the instructional program, as perceived before the demonstration project, during the demonstration project and near the close of the project. This dimension is to offer an assessment of the degree that the schools' instructional program is serving the unique needs of the Pine Point Community.

C. INDIAN HERITAGE DIMENSION:

- 1. History of the Chippewa people and of the American Indian people
- 2. Chippewa language
- 3. Chippewa legends and myths

4. Indian art
5. Indian music
6. Indian culture and value structure
7. Indian organizations
8. Contemporary Indian Affairs

8. EVALUATION

Testing done in late spring

- A. Reading and Mathematics Achievement: By noting achievement test scores, two kinds of comparison can be made:
 1. A comparison of achievement scores between the beginning of the year and the close of the year may suggest gains attributable to the instruction during the project. Treating the scores with specified statistical tests will reveal the statistical significance of individual and mean differences between the beginning and end of the demonstration project.
 2. For those pupils that test scores exist from previous years, a comparison of achievement gains (as expressed in test scores) from year to year reveal differing gains between the previous year the the current year that can be attributed to the instructional strategies used during the project.
- B. Affective Behaviors: Expression from community members parents, and pupils regarding the schools program of instruction assist in the assessment of affective behaviors regarding the project. People are asked to comment on "whether they like the school better" near the close of the project. Increased expressions of "liking school" may be attributed to the differing instructional procedure used during the project.
- C. Attendance Changes: A comparison for each pupil of the number of days present in school during the current year with the number of days present in school during previous years, attendance gains that may exist during the project. These gains may be attributed to the instructional program during the project.
- D. Indian Heritage: The evaluation will consist of noting the amount of instruction in the varying aspects of Indian heritage that is offered to each pupil. Instruction is defined as time addressed to varying content. The beginning point of evaluation, is to note the amount of instruction offered each pupil in each of the content areas associated with the history, traditions, and culture of the Chippewa people.

NEED/JUSTIFICATION

Local Control (Self-Determination)

Pine Point was the second school of its kind in the nation and is the foremost leader in innovative education for Indian children. The concept of community education addresses the theory of self-determination, which has been the emphasis of the '70's for Indian nations. Thus far we have had six (6) years to change a patronizing and paternalistic system which has governed Indian people for a century. More time is needed. The funding procedure needs to be refined to insure a consistent and direct cash flow process.

Population/Enrollment Growth

Reservation and community population has been increasing steadily as families are returning from urban areas since employment and housing opportunities have risen, which represents a complete reversal of the trend of a decade ago. The trend is projected to increase for the several years before it levels off. As families return, school enrollment will grow.

Multi-Use Facility

Community Education is what Pine Point is all about. The new building partially fills some of the needs of the current program. Additional programs we are seeking funds include:

- Adult Education
- Career/Vocational Training
- Early Childhood Programs
- Cultural resource center
- Graphics center
- Computer based education

Some of the above we have now (Adult Ed., Early Childhood) but we want to expand in order to reach our goal of being a Total Education System.

MINIMIZE DROPOUTS

The philosophy of Pine Point is prevention oriented. Crime-prevention; unemployment-prevention; social-failure prevention. In short, we want to prevent a person from a wasted life, from dropping out of society. By involving the community in the education process we are saying we need their help, they are important, they can contribute. For too long, Indian people have felt unimportant, worthless and second class. It will take tremendous dedication, patience and commitment to reverse these feelings. Pine Point is attempting to do exactly that.

REPORT SUMMARY

1. Approximately 3,800 Chippewa Indians currently reside on the White Earth Indian Reservation in Minnesota. 500 reside in Pine Point.
2. The Reservation contains three Indian predominant elementary schools but high school age Indian youth have to attend near-by Anglo dominated schools. (Park Rapids, Mahnomen, Waubun)
3. Difficulties in adjusting to the Anglo future, values, and life style have caused high school drop-out rates to soar as high as 70%.
4. Because of adjustment difficulties and to a lack of educational programs geared to the special needs of Indian students, the Indian Community requested and received funds to start the Pine Point Experimental School in 1970, which had consolidated with Park Rapids Area School.
5. In 1973, the issue of local control, autonomy for the Pine Point Advisory became a major conflict. It was brought to a head by the state legislature. With major support from Rudy Perpich, then Lieutenant Governor, independent status was granted along with authorization to establish an Experimental School which would operate for four (4) years to expire July 1, 1977. In 1977, an extension was granted to expire July 1, 1981.
6. The Experimental School began it's programming July 1, 1973, facing immediate problems. The transition from the Park Rapids district was difficult because Park Rapids did not assist in establishing an administrative system; the records they transferred to Pine Point were only a handful of documents.
7. The community has sought to provide a full range of educational opportunities for youth and community members alike, including community education.
8. The Indian community has sought programs which will provide Indian people with: 1) an awareness of their culture heritage and 2) sufficient knowledge and capability to adjust to and grow within a non-Indian environment if they so choose.
9. The insertion of the Indian philosophy of life into the educational philosophy of Pine Point has been incorporated to assure that the student is afforded a solid understanding of his/her role in today's tribal society, and is prepared for life's pursuit in the outside world.
10. A 15,000 square foot school addition has been built to house Middle School age students (10 - 13). A relatively high ratio of square footage per student is used in view of
1) its design response to special Indian needs such as higher

teacher/student ratios and cultural/heritage programs. 2) its expanded use for community wide functions. The old building, designed and built by the Bureau of Indian Affairs, severely hampered the effort to develop creative and innovative educational programs even after the Tribal Council provided \$50,000 for renovation.

COMMUNITY

In General, representatives of the community stressed the need for a practical education in order to get along in today's world.

The elderly, traditional reared tribal members want tribal concept made stronger through education. They want social order restored in the tribe; also they have indicated the need to bring back the communal life style.

The parent group encourages community involvement in all aspect. The school board stresses the need for community involvement in school development while the students indicate a need for reinforcing and directing their development of a life philosophy.

The contemporary high school age Indian youth belong to the 3rd and 4th generation of Indian people dating from the day of the "Great Grandfathers". These youth are exhibiting renewed interest in their heritage, but when they turn to their parents and grandparents for information, they are at a disadvantage. The parents and grandparents belong to generations within which various forces including government and mission schools fostered a negative attitude toward the Indian way of life. Fortunately, a philosophy of life that was created over several hundreds of years has not been destroyed in two generations, but it has been severely diluted. As a result, today's tribal value system has weakened.

Most Indian youth find themselves in a state of cross-culture limbo. They do not know their place in the tribal spectrum of life, and also cannot totally relate to the off reservation environment. Previous educational systems have not taught them the tribal language and appreciation of the tribal value system.

The tribal controlled system is based upon a group centered rather than an individual centered concept. Survival of the tribe took precedence over the individual. The tribal control system is a physical example oriented. Heroes were praised so that younger tribal members followed their example. In like manner, wrongdoers were ostracized by the tribe so the youth would not follow his bad example.

CONCLUSION

An educational facility developed and operated with total involvement for the tribal community is the key to a successful program.

The concept of a community school in its ideal sense is in line with and supportive of the tribal concept of life. An educational system which provides excellent basic program in combination with knowledge of the tribal value system prepares Indian students for growth and development in the "outside world", as well as providing him with a strong sense of identity.

the School: program in perspective

The circle is traditional in Native American Culture. The circle symbolizes strength, harmony, and beauty. All elements of a circle are crucial to its entity; none dominate or control; none are ignored or neglected. Pine Point Experimental school epitomizes the circle. Community, children and staff are drawn together contributing to growth and development of all; quality education for Indian children in harmony with the community.

The circle, however, intersects with dominant society. Indian children are able to confidently participate in dominant society because of personal strength derived in the circle at Pine Point school. The supportive environment, consistent with Indian culture and life style, produces a strong, positive self image necessary for Indian children to deal with white society.

High level communication skills equip Indian children for success in further education and career development. Accordingly, competencies in mathematics, reading, language, and communication skills are top priority learning goals at Pine Point. Educational experience shows that children in elementary school grow in achievement in basic skills when regular instruction is systematically provided through basic curriculum. To this end, daily instruction with basal curriculum series in reading, language, and mathematics are part of each child's schooling experience.

Achievement in basic skills provides a means to education and is not a final educational goal. As children develop competencies in basic skills, those competencies are exercised and nurtured through reading and interpretation of Native American Literature and history. Conventional curriculum materials are useful tools to develop decoding and vocabulary skills. Comprehension, critical reading, and creative interpretation, however, are taught and refined from readings in Native American history literature and contemporary Indian writings. Reading skills among smaller children are kindled by reading Native American legends and stories.

Positive self concept and functional abilities in personal creative self expression are goals of parallel importance to basic skills. Creative arts, athletics, and verbal expression provide satisfaction through personal achievement leading subsequently to strong self perception and self confidence. Painting, drawing, sketching, sculpture, and industrial arts provide opportunity for creative expression. Writing for school newspaper and yearbook are opportunities for expression in creative writing. Drama, interview, and video-taping present avenues for oral expression. Indoor and outdoor athletics afford opportunity to achieve excellence through physical dexterity.

Children develop sensitivity and understanding of Native American history and contemporary Native American affairs. National, state and local government are considered with equal attention to tribal and reservation organization. Content for Native American study deals with Native American matters, generally, and Minnesota Chippewa specifically. Consideration of Minnesota history recounts the state's development from the purview of Chippewa people and the emergence of reservation lands. Children examine the unique role of Indian people in American society and become aware of both problems and advantages associated with continuing education and career planning.

Generally, Pine Point Experimental School seeks to provide children with high quality elementary education through basic skills, personal development, and Native American awareness.

the Curriculum: topic summary

Curriculum Topic (R) Required (S) Selective	Age group of Pupils Involved with Curriculum Topic
4.0 NATIVE AMERICAN STUDIES (R)	
4.1 Beading	5-14
4.2 Contemporary Indian Studies	12-14
4.3 Indian Day	5-14
4.4 Native American Drum Group	9-13
4.5 Native American Literature	5-14
4.6 Ojibway Language	5-14
5.0 PHYSICAL EDUCATION (R)	
5.1 Baseball	8-14
5.2 Basketball	5-14
5.3 Boxing	5-14
5.4 Bowling	5-14
5.5 Football	6-14
5.6 Softball	5-14
5.7 Track	5-14
5.8 Organized Play	6-9
5.9 Health	10-11
5.10 Physical Fitness	10-11
6.0 SOCIAL SCIENCE (R)	
6.1 Community	8-9
6.2 Outdoor Education	5-14
6.3 Reservation Organization	8-9
6.4 Tribal Government	8-14
6.5 Minnesota Studies	8-9
6.6 Newspaper	10-11
6.7 Map Study	10-11
7.0 TECHNOLOGY	
7.1 Home Building (S)	10-14
7.2 Industrial Education (S)	5-14
Woodworking	5-14
Crafts	5-14
Copper Tooling	5-14
Silk Screen Paints	8-14
Plastics	8-14
Leather Work	8-14
7.3 Mathematics (R)	5-14
7.4 Natural Science (R)	
Birds	8-14
Man made Environment	10-11
Minerals and Rocks	10-11
Natural Science	6-7
Space	8-9
Weather	5-14
7.5 Photography (S)	10-14
7.6 Adding Machine (S)	5-14
8.0 ENRICHMENT (R)	
8.1 Feature Films	6-14
8.2 Field Trips	6-14
8.3 Reinforcement Procedures	6-14
8.4 Lecture Series	6-14

Curriculum Topic (R) Required (S) Selective	Age group of Pupils Involved with Curriculum Topic	Curriculum Topic (R) Required (S) Selective	Age group of Pupils Involved with Curriculum Topic
1.0 ART		3.0 COMMUNICATIONS	
1.1 Crafts (S)	5-14	3.1 Drama (S)	5-14
1.2 Design (S)	5-14	3.2 Interviewing (S)	5-14
1.3 Drawing (S)	5-14	3.3 Language Arts: (R)	
1.4 Graphics (S)	5-14	(Spelling)	5-11
1.5 Home Economics (S)		(Grammar, Penmanship, Creative Writing)	12-14
1.51 Cooking	5-14	3.4 Newspaper (S)	5-14
1.52 Sewing	5-14	3.5 Reading (Readiness) (R)	3-5
1.6 Music (R)	5-14	Reading (Basic Skills & Literature) (R)	6-14
1.7 Painting (S)	5-14	3.6 School Annual (S)	9-14
1.8 Sculpture (S)	5-14	3.7 Tutoring (S)	8-14
2.0 CAREER (S)		3.8 Typing (S)	5-14
2.1 Store management	5-14	3.9 Video Taping (S)	
2.2 Work Study	8-14	3.10 Value Clarification (R)	8-11

PINE POINT SCHOOL BOARD

The Board of Directors of the Pine Point Experimental School is responsible to the people of the community for initiating, securing funds for and directing whatever educational programs are necessary to attain the goals as described in the School Statement of Philosophy.

The philosophy of the school is to bring about a social change whereby the Indian parents will have control of how their children are educated. The educational approach is geared to provide the best possible education for Indian students and at the same time gearing this educational experience to preserve the Indian values.

The School Board has identified the need for a facility which Indian students identify with as their school. Another element was that the school should be a place where the "Indian way" was kept alive. The Board states that a community school is to develop adult education programs, a tribal education curriculum, cultural and humanities courses. The Board stresses the need for community involvement in planning expanded facilities to assure success especially regarding the community school concept.

STUDENTS

Indian students are searching for a strong personal concept of their role as members of today's tribal society. Previous to the establishing of the Pine Point Experimental School...students were hesitant and unsure.

However, this had changed during the 1970's. Specifically, students who started school in 1970...the year Pine Point Experimental School (Phase I) was initiated...are now 7th graders and are decidedly different in attitudes and abilities toward school from their predecessors who are now 15-18 years old.

The improved academic performances of the students ages up to 14 years, reflect the philosophy of Pine Point...which is involvement of all community members. Regarding students, they have been involved in the design process of the new building.

Most Chippewa students are not fluent on the Tribal language. The need is apparent for special programs to provide knowledge about the traditional heritage and culture of the Tribe. Some of this knowledge is now gained to varying degrees through family influences and through the Indian community's strong support of the school and community activities. This, however, is only a mere sampling of a comprehensive learning experience.

ACADEMIC PROGRAM

The academic program consists of three component areas - a required

basic core program supplemented by two optional areas of study: cultural/humanities studies and a career education program.

The basic core program emphasizes language arts, reading skills, science, math, physical education, history, contemporary problems, work and study habits, self development. Indian culture is interwoven into the core so that each student will have an understanding of his heritage as well as basic academic skills. Students progress through the basic core at their own rate and are evaluated in terms of meeting performance levels rather than how long they have been in the core.

The career education program includes such topics as journalism, clerical work, photography, printing, auto mechanics, auto body.

The culture/humanities program involves added courses in native studies, human growth and human relations besides those offered in the core program. Topics added include Chippewa language, Chippewa tribal government and culture, art and literature.

Indian culture aspects is interwoven into a fabric of the basic core program by a sensitive teaching academic approach and reinforced with physical graphic imagery in the physical environment where these classes are taught. An example: in the area of math. Problems using example from the historical past could be worked out, such as using the general shape of the round house in volumetric problems.

LANGUAGE ARTS

The symbolic nature in the languages and thought process of Native American people which emerges in life legends, and graphic arts is a major consideration in the communication arts.

Indian students can research the life style of their ancestors and develop multi-meanings or definitive meaning. This approach can be done in creative writing classes.

AMERICAN LITERATURE

This course concentrates on developing basic skills, i.e. composition, grammar, reading and study skills. A year long course for each grade level.

Continues the development of skills emphasized in English, also increased study of literature, which includes Native American Literature. ($\frac{1}{2}$ year, each grade level)

CREATIVE WRITING

Continue development skills emphasized in English and literature

in the context of a writing course on self expression. ($\frac{1}{2}$ year, each grade level)

NEWSPAPER

Responsible for the production of a school and reservation newspaper. Involves in all phases of newspaper production: writing articles, photography, layout and distribution. All ages, a year long course.

ANNUAL

Offered to all students. Responsible for production of a year book. Students gather materials and do layout. A year long course.

NATIVE AMERICAN LITERATURE

Examine orations, legends and poetry; also examination of Native heritage. Students will do work of their own. $\frac{1}{2}$ year course.

RADIO AND BROADCASTING

An introduction to developing a radio station, program planning, broadcasting, etc. A year long course.

LANGUAGE ARTS SKILLS

Concentrate on improved reading comprehensive and analysis. This class publishes a magazine including materials written by students. They also work on developing comprehension. A year long course.

MULTI-MEDIA

Concentration on reading and examining various types of magazine, newspaper, movies. Students will also produce a literary magazine and experiment in film making.

ENGLISH/LITERATURE II

Advanced study of literature evidenced in essay and reports. $\frac{1}{2}$ year course.

SCIENCE DEPARTMENT

ECOLOGY

Dealing with the environment, interrelations of man, animals

and the land. $\frac{1}{2}$ year course.

WILDLIFE

Study of animals (in Pine Point area). Later, animals in other sections of the country. $\frac{1}{2}$ year course.

NATURAL SCIENCE

Study of physical characteristics of earth matter, motion and energy and proper ties of each. $\frac{1}{2}$ year course.

BIOLOGY

Study of life to include a review of ecology, basic biology, re-production and inheritance. A year long course.

EARTH SCIENCE

Study of the earth as a whole; atmosphere, water cycle, landscape, and our relationship to the rest of the universe in time and space. A year long course.

THE MATHEMATICS

"Native American Inputs"

Each Tribe had developed a number system, used as stimulus for Indian students to research the number system.

BASIC MATH

Course designed to develop tools necessary for students to do in the community and preparation for higher math courses. Topics covered: logical and common sense thinking, whole numbers, fractions, decimals, percents, measurements, problem solving and geometric figures. Instructed by individualized packets. A year long course.

SOCIAL STUDIES DEPARTMENT

The Indian attitude toward the family life to the Anglo concept of the family. Show how the tribal family under social, economics, political factors becomes structured in its reaction to these factors.

Realistic study of United States history from the Native American viewpoint.

Show pitfalls of "the system" as well as good points.

CONSTITUTION

Students get a working understanding of the U.S. Constitution; introduction to Minnesota Constitution; and Minnesota Chippewa Tribe. 9 week course.

FAMILY LIVING

Study of individual, family and society values; family life styles. ½ year course.

RESERVATION CIVICS

Emphasis given the various national reservations, and personal situations and how individuals are affected. Topics: reservation economics, rights of Indian people, tribal structure and review land holdings that the Tribe has. A year long course.

AMERICAN HISTORY

Emphasis on the growth of the American Nation, its government and conflicts with Native Americans. The Indian point of view shall be stressed. A year long course.

PEOPLE OF THE WORLD

Study of cultures in the world. political and economic factors which affect the way the people live. Basic skills such as map reading, graphs and charts shall be stressed. A year long course.

GROUP COUNSELING

Discussion and analysis of problems relative to Indian youth. ½ year course.

NATIVE AMERICAN STUDIES

OJIBWAY I

A general required course for all students. Language will involve basic instruction in simple words and phrases. General overview of topics in History, Geography, Heritage, Government, Home life, Health, Food, Religion, Music, Dances, Herbs, Recreation, Crafts, Design, Philosophy, Folklore, Traditions and Business. ½ year course.

OJIBWAY II

Emphasis: More advanced language skills, History, Geography,

Heritage and Government. ½ year course.

OJIBWAY III

Emphasis: Crafts, Folklore, Literature, Traditions, Philosophy, and Designs. ½ year course.

OJIBWAY IV

Native language spoken only. Emphasis: Religion, Music (Sacred), Dances, Herbs. ½ year course.

FINE ARTS

ART I

Overview of various techniques, materials, emphasizing design and principles. ½ year course.

ART II

Advanced course in pottery, printing, drawing, sculpture. ½ year course.

OJIBWAY DANCE & MUSIC year long

Drum group singing
Native Dancing
- traditional
- hoop dance

MUSIC APPRECIATION

- singing
- instruments

HEALTH, PHYSICAL EDUCATION

The Warrior concept of achieving noteworthy accomplishments can be used as a cultural stimulator in the P.E./Recreation Department. The ritual aspect can be extended to the community by allowing "give-aways", "dances", "songs", etc. to honor students who have achieved high status in one of the physical education requirements.

PHY. ED.

Include soccer, football, volleyball, basketball, tumbling, badminton, and softball. ½ year course.

HEALTH

Personal cleanliness, communicable diseases; the bodily

systems, first aide; Indian medicines; drugs and alcohol
½ year course.

SPORTS

Including archer, swimming, shuffleboard. 1 quarter.

PRACTICAL/CAREER

PHOTOGRAPHY

Use of photography equipment, film processing.

MECHANICS

Show the proper use of tools, repairing items at home, simple maintenance on autos.

TYPING/OFFICE PROCEDURES

Students introduced to basic typing exercises, methods of repro-
dubing materials, i.e. stencils, mimeograph and ditto duplicator.

INDUSTRIAL ARTS

- I. Concentration on woodworking, crafts, plactics, leather work
silk screen.
- II. Homebuilding, graphics, advanced woodworking, welding, fiber
glass.

COMMUNITY, EDUCATION

The school provides the following kinds of service to the community in addition to its elementary school program:

- After-school hours recreation for children and adults
- gym, pool room, game room, arts and crafts
- Site and supplementary assistance to Adult Basic Education program
- Site and organization assistance for a variety of community groups:
 - *Community Council
 - *Reservation Business Committee
 - *County extension service
 - *4-H
 - *Athletic Association
- Topical classes for adults
 - *Income tax preparations
 - *Consumer problems
- Liaison for individuals and local groups to off-reservation agencies:
 - *Welfare
 - *Schools and colleges
 - *Crime commission
 - *BIA
- Cooperation with Reservation Business Committee
 - *Community newspaper
 - *Reservation newspaper
 - *Assistance with local survey
 - *Proposal writing
- Site and staff assistance to reservation boxing program
- Cooperation with Youth Services (a program of delinquency prevention)
 - *Site for special events
 - *Assistance with grants and proposals.
- Supervision of Neighborhood Youth Corps and Concentrated Employment enrollees
- Program development
 - *Youth Services
 - *Early Childhood Education Center
 - *Comprehensive Community Development Plan
 - *Legal representation services
 - *Community Council van service
 - *Assistance with local participation in special vocational education program at Audobun, MN
 - *Time of the Indian magazine (with Minnesota Council for the Arts) Participation in Poets in the Schools program

In short, the school is the major source of organizational skill in the community and the major source of community advocacy to off-reservation agencies and individuals.

RESOURCE CENTERS IN NEW SCHOOL BUILDING

Central Library

Cultural Arts study (Indian lifestyle studies)

Communications/Media Center

Audio visual station
film room
recording studio (soundproof)

Math Lab

Teaching station and study area

Classroom/Lecture/Seminar/Study Areas

(2) Major study areas w/contained classrooms available by use of portable and hidden walls; also private study space, equipped with audio visual central location.

Science Arts Lab

Teaching stations and study area w/storage space

Arts & Crafts Studio and Workshop

w/dark room, photography lab. Area will be divided on a hard and soft concept.

Home Economics/Home Management Lab

W/storage area

Career Exploration/Experimental Lab

W/Business education area and storage area; also w/typing and business machines.

Administrative/Community Services

Office and Conference
W/Teacher preparation and planning area

Auxiliary Space

Circulation and mechanical room
Lobby (art and craft exhibition and visitor area)
Bathroom, dressing rooms, w/showers
Maintenance office and storage space

Loft Area

Resource center for community projects
Private study chambers
screen and special lighting

Entrance Plaza and Lobby Area

Some structured programs for before and after school activities. This area is the major community exterior place and drop off/pick up area for students.

A variety of seating (for hanging out) and pedestal type objects (sculpture) will be used for displaying community/school artwork.

Gallery Link

The gallery serves three (3) purposes. It is the connection for the existing school building to the new addition; it will be used for students lockers; and it will contain a green house.

There will be additional storage space adjacent to the gallery link housing the portable stage and chairs, etc.

Community Multi-Purpose Commons

The philosophy of Pine Point is to involve all members of the Community; the school should be a place where the "Indian Way" is kept alive, and one which the students can identify.

The Commons area will be utilized for Community activities, e.g. tribal meetings, community dinners, pow-wows, boxing matches, lectures, and stage/theatre events. When the commons is not occupied with community events, it will be used as open class and study areas.

The seating capacity is approximately 450-550, depending on the activity.

The building has a built in sound system for public address and general broadcasting of music, etc.

PINE POINT EXPERIMENTAL SCHOOL

Projected Budget

--FY-80--

ADMINISTRATION

Board Salaries.....	2,500
Board Travel.....	2,000
Other Board Expense.....	500
Publishing.....	500
Fiscal Consulting.....	2,000
Salary of Director.....	12,500
Salary of Bus. Admin.....	8,500
Travel for Admin.....	2,500
Misc. Admin. Expense.....	2,000

TOTAL... 33,000

33,000

INSTRUCTION

Kindergarten Salary.....	4,000
Elem. Teachers Salary.....	105,000
Counselor Salary.....	12,000
Aides Salary.....	36,000
Textbooks.....	5,000
Library Books.....	2,000
A-V Aides and Mat.....	1,000
Film Rental.....	600
Instr. Supplies.....	7,500
Travel for Instr.....	1,000
Field Trips.....	1,000
Consultants.....	1,500
Misc. Instr. Supplies.....	5,000
Magazine & Newspapers.....	600
Reinforcement Mat.....	2,500
Secondary JOM.....	6,500

TOTAL.. 191,500

191,500

OPERATION OF PLANT

Custodians Salary.....	17,500
Fuel.....	22,000
Water & Sewege.....	800
Electricity.....	5,000
Telephone.....	5,000
Gas.....	1,500
Utilities.....	300
Custodial Supplies.....	3,000
Supplies for Vehicles....	500
Supplies for Grounds....	500
Other Sup. & Expen. For Plant Operation.....	3,500

TOTAL.. 59,600

59,600

MAINTENANCE

Upkeep of Grounds.....	1,000
Buildings.....	1,000
Equip. Repair.....	1,000
Other Expen. of Grounds.....	3,000
Other Expen. Repair of Equip. & Buildings.....	2,000

TOTAL...8,000

FIXED CHARGES

PERA.....	6,000
SOCIAL SEC.....	10,000
TRA.....	6,500
PROPERTY INSURANCE.....	20,000
LIABILITY INSURANCE.....	2,000
SURETY BONDS.....	500

TOTAL..44,500

-820.33	Judgements Against School District	
-820.34	Worker's Compensation.....	2,000
-850	Abatements & Other Fixed Charges	
860	Unemployment Insurance.....	2,000
		<hr/> 4,000

-100 STUDENT ACTIVITIES

-1000	Student Activity Salary	
-1001	Student Activity, Other Exp	3,000
		<hr/> 3,000

-1100 COMMUNITY SERVICES

-1110.2	Other Exp. for Recreation	2,000
-1120.1	Civic Activities Salary.....	3,200
-1120.2	Other Exp - Civic Act.....	2,000
		<hr/> 7,200

-1500 TRANSFERS

1-1540.2 Transfers to Other Funds

2. FOOD SERVICE

2-910	Food Services Salary	6,200
2-920	Lunchroom Food Costs	15,000
2-930	Lunchroom Supplies & Exp.....	1,500
2-1230.7	Equip. for Food Services	
		<hr/> 22,700

3. TRANSPORTATION

3-510.2	Busdriver Salary	2,000
3-540	Pupil Trans. Ins.....	1,200
3-560.1	Gas	2,000
3-560.2	Vehicle Maintenance	1,200
3-560.3	Garage Operation	
3-560.9	Misc. Expense for Pupil trans. Oper. & Maint.	
3-570	Snow Removal For Transp.	
3-1230.51	Transp. Buses - Cash	
		<hr/> 6,400

5. CAPITOL OUTLAY

5-830.1	Rent-Land, Bldg, & Equip.....	1,000
	Instructional	
5-830.2	Rent-Land, Bldg, & Equip.....	2,500
	Non-Instructional	
5-1210.3	Improvement to Site.....	
5-1220.3	Remodeling	2,500
5-1230.2	Equip. for Admin.....	1,000
5-1230.3	Equipment for Instruction.....	3,000
501230.6	Equipment for Operation &.....	400
	Maintenance of Plant	
5-1230.9	Equipment - Other	2,000
		12,400

GRAND TOTAL

TOTAL....379,900

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RECEIPTS

1-10.82	Interest Income	
1-10.88	Misc. Revenue Local Sources	
1-10.881	Rent-School Facilities	
1-10.885	Abatements & Other Misc. Rev.	
1-30.11	Endowment Fund Apportionment	12,000 (Bi-lingual, \$25,000)
1-30.121	Foundation Program Aid	110,000
1-30.135	Emergency Aid	(Basic Support, \$141,000)
1-30.31	ESEA, PL 89-10 Title I	11,000
1-40.2	Federal Impact Aid PL 81-874	60,000
1-40.3	Johnson O'Malley Program Aid	35,000
1-40.4	Emergency School Aid PL 92-318	
1-70.5	Insurance Recovery	
1-70.7	Sale of Material & Supplies not purchased for resale	

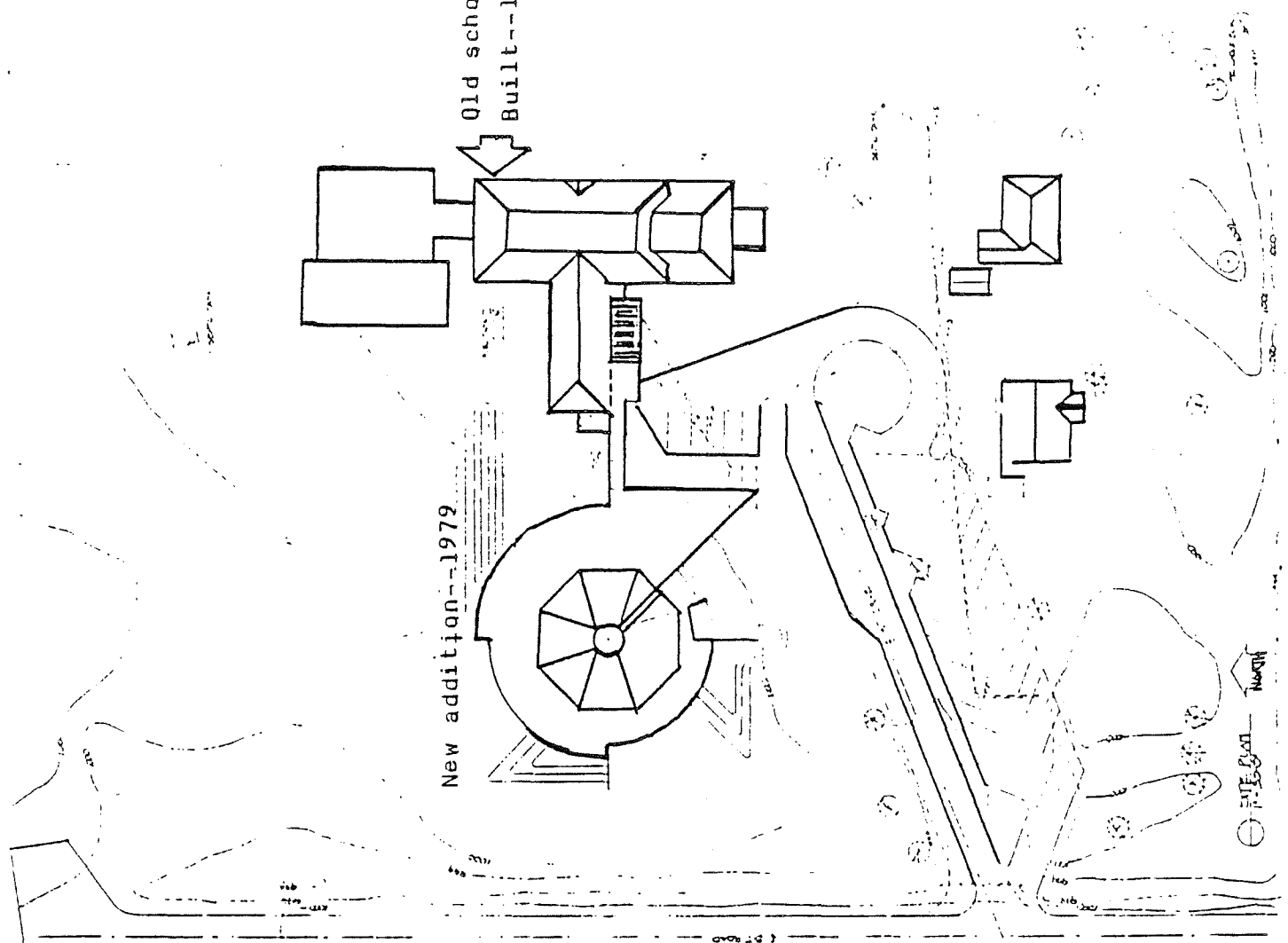
2-10.885	Abatements & Other Misc. Revenue	
2-30.138	State Lunch Program Aid	15,000
2-30.141	Federal Lunch Program & rel. Aids	
2-70.4	Sale of Food	
2-95	Transfer from Other Funds	

3-10.885	Abatements & Other Misc. Revenue	
3-30.1321	Transp. Aid, Excluding Bus Depre- ciation Aid	10,000

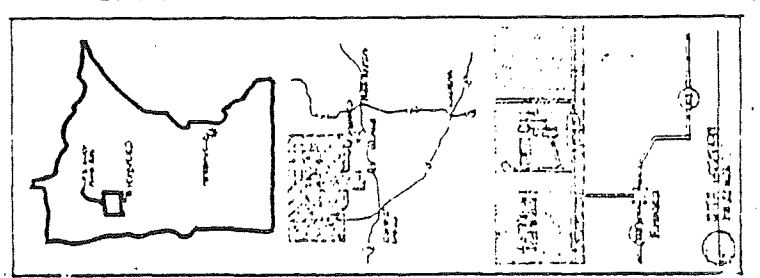
253,000

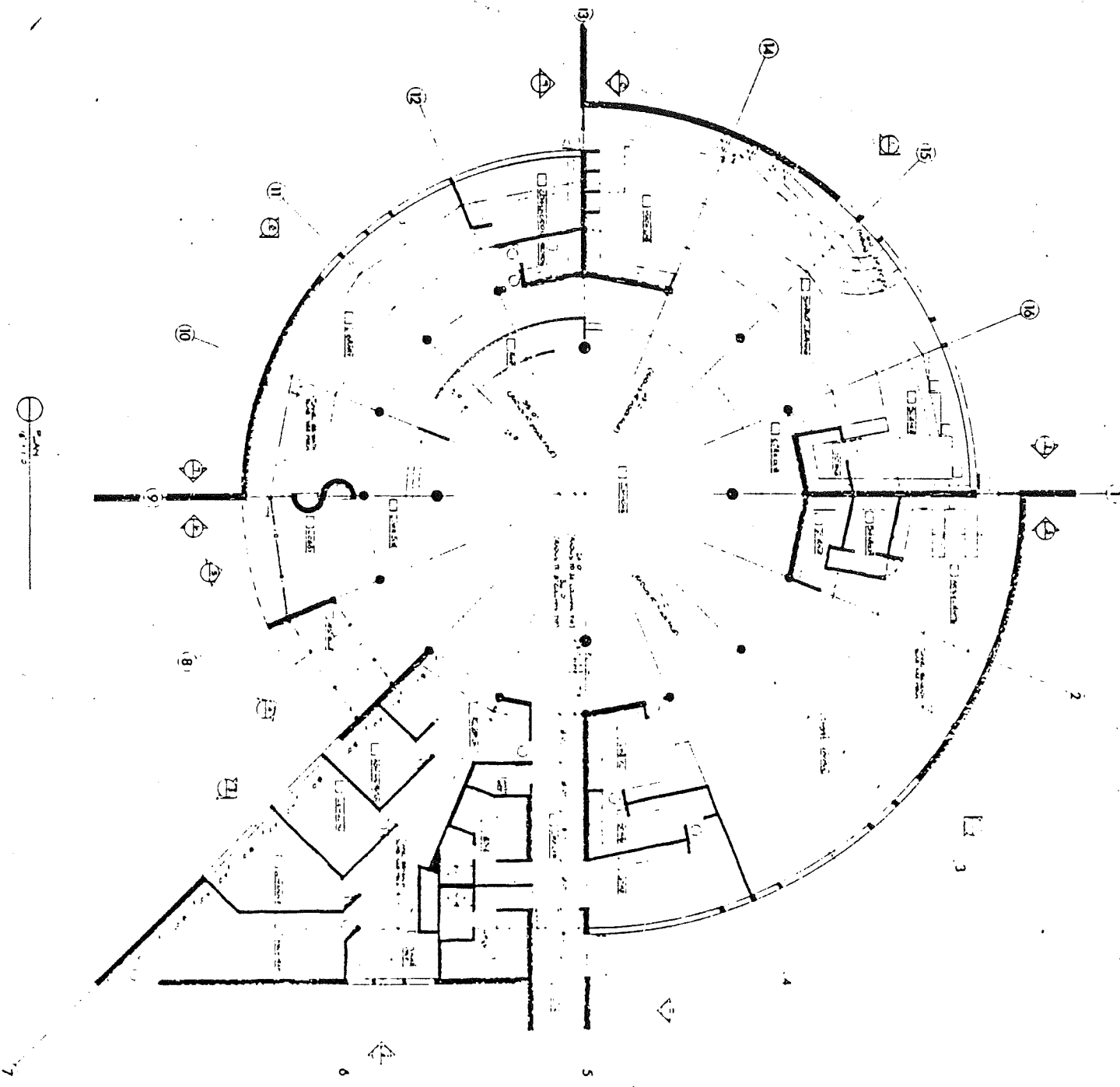
Old school
Built--1938

New addition--1979



WATER TOWER
NORTH





the Pine Point
experimental school

NO.	DATE

