



A Looking Glass Into the Community's Future January 2017

## Virtue of the Month: **Assertiveness**

### Dates of Note / Upcoming Events

- January 10: Educational Authority Meeting with the Community – **SRS Gymnasium**. See **Page 2 for Agenda**. TOPIC: Finalizing a First Nation Education Act
- January 10: Early dismissal (2:00 PM)
- January 12: Concerned Parents Meeting with Red Cross at Band Hall – 7:00 PM
- January 16: Under 12 Boys and Girls' Soccer Try-outs for PAGC Prince Albert Indoor Tournament (February): 7:00 - 8:30 PM
- January 17: Under 14 Boys and Girls Soccer Try-outs for PAGC Prince Albert Indoor Tournament (March): 7:00 - 8:30 PM
- January 24 - 26: Pre-Registration Q and A
- January 27: Last day of Semester 1, Block 2
- January 30: Registration for Semester 2 ends
- January 31: First day of Semester 2 classes



### THIS MONTH'S FEATURE ARTICLES

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# **ESSAY: THE NEED FOR PARENTAL RESTRUCTURING OF FIRST NATION EDUCATIONAL TRADITIONS**

**By Ken MacDougall, B.A., B.Ed., M.T.M.**

**High School Mathematics / Science Teacher, Sally Ross School**

I first met Kenneth Charlette when the Saskatchewan Native Theatre Company was being formed in Saskatoon; shortly thereafter, my younger son convinced me to return to university and complete my Master's program in Teaching Mathematics.

You may not see any "connect" between the two occurrences, but upon beginning my research, first in a Montreal inner city school and later while teaching at two First Nations reserves in British Columbia, the various musings and discussions I'd absorbed while being beaten in a game of pool by Kenneth, or having him lay out the foundations of what was to me at the time a "foreign culture" while dining on various Vietnamese delicacies, I soon assimilated the disconnect that now threatens to undermine the success of First Nations' educational institutions, even as they obtain greater autonomy, financing and attention from an often tone-deaf federal government.

When in Montreal, most my students came from immigrant families, with more than half living with only one parent, usually the mother. Gang violence was endemic in the school, as was the presence of drugs. It was also common to have fights break out in the classroom, even when nothing really seemed remiss. In other words, I was viewing a sociological scenario not unlike that troubling many First Nation schools, where poverty and a lack of hope for the future permeate youthful sentiment.

It should be obvious that the touchstone between the failure of certain public schools and those found in stricken First Nation communities is a lack of structural framework within the family itself, and featuring parent-on-parent battles in which repercussions upon offspring are ignored in this battle for "supremacy" in the guidance of the next generation's future pathways. When it comes to school, whether it be attendance, academic performance, or participation in extracurricular activities, both parents should be prepared to find common ground on these matters; unfortunately, it is in these particular areas where parents seem to find grounds to squabble, often using the children as pawns in some emotional power trip to either curry favour with the kids, or "score some points" with the now ex-spouse.

Now, as a parent who went through a breakup during my children's middle school years, I can understand there being parental conflict over custodial issues and support payments, often leading to consequential and problematic issues such as sporadic attendance at school, decreased academic performance, or emotional tension between themselves and their parents, or even fellow students. The annoying aspect here is that "family break-down" is not "unique" to a westernized culture, but First Nations had their own, workable solution to its outbreak: the entire community stepped up and took responsibility for the learning process of its children – or, at least that was the case before some religious fanatic claiming to represent the moral values of Christianity decided in his "infinite wisdom" to create residential schools and beat pagan "values" and custom from the indigenous hordes.

You might note a touch of sarcasm in that last comment, but the damage that attempt at assimilating First Nations peoples into an amorphous European culture is still having its effects upon attempts to educate indigenous youth. Some parents even now believe westernized education offers "no value" to their children, and as such fail to monitor the educational progress of this next generation of their people.

**(Continued on Page 4)**

**Education Authority  
Hall Lake Community Meeting  
January 10, 2017**

<b>Chairperson</b>	Larry Ahenakew, Director of Education
<b>Opening Prayer</b>	Elder
<b>Opening Comments</b>	Chief Tammy Cook-Searson
<b>PowerPoint Presentation</b>	Larry Ahenakew, Director of Education Gladys Christiansen, Executive Director Sam Roberts, Councillor - Education Portfolio Monty Verhulst, Education Authority Consultant
<b>Questions &amp; Answers</b>	Participants
<b>11:00 AM</b>	Meeting with Elders, Community Leaders, Councillor and School Board
<b>Noon Lunch</b>	Meal/Meeting with Parents
<b>2:00 pm</b>	Meeting with Staff
<b>Closing Prayer</b>	Elder

**Door Prizes for Parents!**

# REFLECTIONS FROM THE CLASSROOM



Keighley! They grew their turtles to a whopping 21 centimetres!

Before the holiday season, students were assessed in reading and mathematical skills. We will continue in the months ahead to provide the necessary intervention strategies in order to greatly improve your child's comprehension of each. I would very much like to meet with parents individually in order to discuss results of assessments and strategies to increase learning. Please call me at the school to arrange a time that we can meet. I will be happy to provide you with information to assist your child in furthering his/her learning.

## "I Love Turtles – Really" – Grade 2

By Mr. M. Cabral / Ms. C. Gardewine / Ms. N. Halkett

Happy New Year! I hope you all had a wonderful holiday season. The Grade Two class has started the new year with all new units. We will continue with our routine and write journals each morning, as this will strengthen students' understanding of days, months, years, and day to day activities. In Mathematics, we will begin our unit on fractions. Students will have homework to complete each evening in order to provide more practise with this concept. In Science we will extend our previous unit to include exploration of clean air and water. One of our students has been enjoying science so much that he has announced his goal of becoming a scientist! Way to go Skyler Bell! In social studies, we are examining different parts of the globe and we have a new unit planned, one that I am sure you and your child will find very exciting. Once the order of this unit has been determined and discussed with students, you will be provided with an outline.

For Christmas gifts, Ms. Gardewine and I gave the students toy turtles to grow in water. We had a contest set for students to return the turtles on the second day back to school, to be measured and recorded. All students returning their turtles for measurement, were given the opportunity to choose a prize from the treasure chest. The three first place winners were Tiandra Landry, Kaidance Ross, and Angie



## PARENTAL RESTRUCTURING OF OUR EDUCATIONAL EXPECTATIONS (Continued from Page 2)

If you think about it, this concept of “no value” is becoming not only outdated, but potentially dangerous to even the future survival of First Nations cultures. Try to think of this philosophy as being similar to that of a Donald Trump clone believing in the “truth” of every utterance of this false priest. Just remember - when the first European settlers came to America, it was indigenous leaders who proposed learning their culture and trade practices. However, once in Europe, they found themselves ridiculed for their traditional dress – as if men wearing powdered wigs teeming with head lice was a “preferable” dress to furs and skins.

Today’s modern First Nation parent must re-embrace a philosophy wherein the future wellbeing of today’s youth must be integrated into a worldly vision that offers a role to play in that future. Increasingly integrated economies are not only expanding our knowledge, but are redefining lifestyle and career pathways; IF First Nations peoples wish to effectively compete, then our school systems do not necessarily have to utilize westernized teaching models in participating in this evolution, but merely meld them with traditional learning practice.

It is regrettable that the residential school experience so adversely shaped successive generations of adult behaviours. While doing my Master’s research, I found increasing academic reference by indigenous scholars to “fake Elders”, a term meant to describe abusers or predators hiding behind a mask of traditional reverence and community – persons that had over their lifetime failed to honour cultural practice and shown complete contempt for their own traditions. Unfortunately, what this trend predicts is a future creation of the “fake parent”, someone that sees “no value” in not only an educational process, but in the traditional understanding that the child is a gift from the Creator, thus making that child potentially disposable and increasingly vulnerable to the ever-changing whim of the parents and society alike.

Fortunately, most First Nations communities are moving towards a new era of social reconstruction, where traditional approaches to righting the familial structure are being directed towards the persons creating such aberration. No longer is the child being taken from its communal family an option; rather, it is the parent who must change through either counselling, shaming or even banishment. However, these experiments in healing also require adjustment as to

our own perspectives, including how it is time for us to “step up” and greater control of educational process.

True learning does not start with the child merely attending school on a regular and daily basis; children (even teenagers, although they always object to such “control” of their “adult” lives), require structure. This means that the parent should have a time set aside wherein the child can study – and even do homework, and know when it is time for bed, or when to say “No” to certain activities such as watching television or playing with the X-Box until midnight – or paying greater attention to the child’s online presence as they grow older. However, it is the parent’s approach to actual learning taking place in the classroom that will ultimately and finally determine the ability of the child to do well in school.

Changing our attitude towards how we view a child’s education, however, is not the only attitude we must re-evaluate. Parents that come to teacher interviews claiming that their child’s lack of success in one subject area (particularly in mathematics, which I teach) is because they themselves “weren’t very successful” in that subject aren’t helping their child to learn, but are merely enabling them to fail. Thus, there needs to be an increasing recognition by the adult population that learning is a life-long pursuit, and for themselves, perhaps it’s time to “hit the books” again, if for no other reason than to help their struggling child.

I know of precious few teachers that have “difficulty” in accommodating both the learning needs of children and adults alike. Simply put, if you don’t understand your child’s lessons, come and ask a teacher for help or, better still, take the time to sit in on a class to learn. There are myriad reasons for doing this; for the child to read, he or she must be read to, and for culture to be learned, there must be an Elder with wisdom and knowledge in order to impart that history to future generations. In other words, that “next” Elder is you.

Mother Earth has already been ravaged by those who profess to have knowledge, but learned nothing from the lessons of First Nation history. Therefore, if the First Nations educational “experiment” is to succeed, it requires communal strength and a willingness of all to share in the dispensing of knowledge. For that reason alone, we should be establishing a dialogue in which that pathway becomes better paved with our ideas for the future.

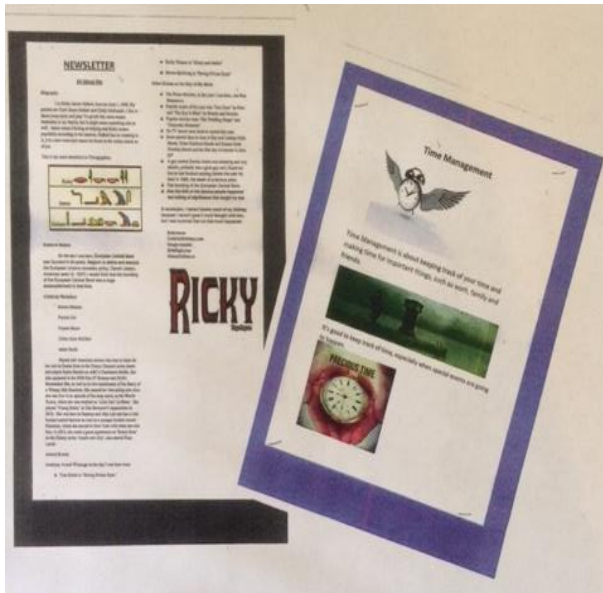
# MORE REFLECTIONS FROM THE CLASSROOM

## LIFE TRANSITIONS 30:

### Reflections on Life's Changes

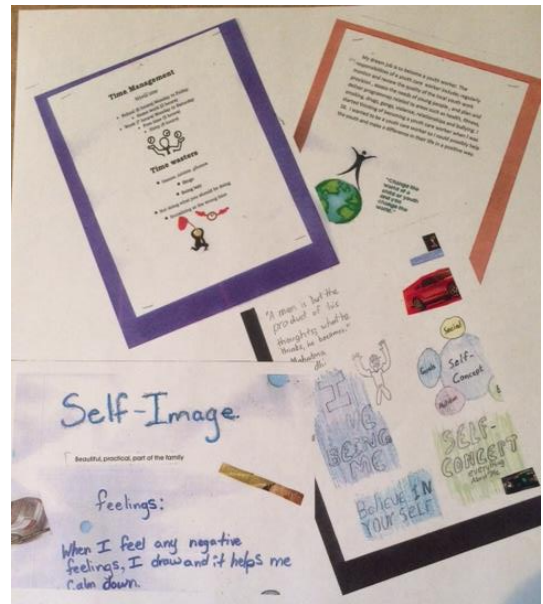
Ms. M. Anderson-Boucher

It's a short time in this class, as the hours zoom by, learning about life and its events, and we make use of a variety of topics and activities.



Students have displayed a few pieces of their completed and assigned work in the classroom, and some of this effort is in turn being displayed on this page.

It has been a very interesting class, with the most important objective of keeping these almost-adult teenagers motivated throughout Block 2.



As our class comes to an end, Study Week will arrive soon, and on this note, I want to wish each and every one of them the very best in their upcoming classes.



# THE “I WISH...” DEPARTMENT: *Future Untold Stories of 2017*

## WHAT!!?

### No “Ghost” Re-Make?

By Roger Metcalfe

*Rum-Oar News Corp.*

Some male students at Sally Ross School will be disappointed to learn that Paramount Pictures will not be re-casting any time soon for the soul-eating gremlins depicted in the John Zucker 1990 film, *Ghosts*, nor are they even contemplating a remake of that Oscar-nominated “Best Picture” any time soon.

The picture originally featured super-hunk Patrick Swayze and pretend feminist Demi Moore in starring roles, with Moore being the artistically inclined potter paramour to Swayze, an ethical banker (seriously!) who is murdered by a corrupt and swindling fellow employee, Tony Goldwyn, who not only is supposed to be Swayze’s best friend, but secretly covets Moore for his very own – just like most men in the 1990’s.

In a switch of personality, the film even depicted Whoopi Goldberg, a black woman comedian who only had to play herself as the “medium” connecting the deceased Swayze to his lost love; she, of course, also won the best supporting actress Oscar for her portrayal of that part, a Hollywood “mistake” that would never be repeated, even in the more liberal climate of 2016 personal freedoms.

In the film, gremlins inevitably arise from the cracks in society’s porous sidewalks – a poignant metaphor for the decline of the American system of values (not to mention infrastructural deficiencies and governmental underfunding by

Republicans) - to claim the future souls of those inherently evil. Portrayed in black and faceless in feature, they are also meant to convey a sense of judiciary “fairness” in evaluating the life and times of individuals seeking justice in a predominantly “white” corporate world wherein strict adherence to hard work, honesty and belief in capitalistic principles go unrewarded.



For some reason unbeknownst to mankind, the role as soul-sucking gremlin has always garnered mass appeal to the “wannabe” sect of high school enrolment. Thus, when rumours began circulating in the Trump-leaning media outlets and tabloid magazines that the film remake would feature Canadian heartthrob Ryan Gosling in the Swayze role, Patrick Dempsey (Grey’s Anatomy’s “Dr. McDreamy”) as his nemesis, and Scarlett Johansson as the “medium” between Gosling and his love interest, Halle Berry, the 11-to-15 Y-

chromosome segment of society went ballistic.

Several locations in Saskatchewan had originally been suggested as auditioning sites for the minor part of playing one of the ghouls, including La Ronge and Prince Albert. As a result, unrecognizable males, their faces covered in ski masks or blackened by hoodies that their mothers have tried to get into the wash for months, began regularly appearing in Grade 7 through 11 classes, leaving teachers in a quandary as to who to mark absent or present.

Now that Paramount has scuttled the idea of a film remake, teachers are again looking forward to a classroom where they can actually recognize students by their own names and appearance.

However, in Hall Lake, certain students have been hinting that they may continue to wear the robes and remain faceless, painting a grim picture as to future social upheaval that, if not on the level of 1969’s Woodstock revolution, will evoke a negative reaction from teachers threatened by such contempt for their authority and rules of decorum.

More sensible students have in turn vowed that, should any of their classmates decide to ride this wave of gremlin anonymity, they will start pointedly spraying air freshener in the classrooms – not as a counter-measure of protest, but simply from the fact that some within their brethren still haven’t allowed the hoodies to be washed. Hummm...stay tuned, as this story continues to develop...

# STILL MORE CLASSROOM REFLECTIONS

*Check Out Your Cute Kids Actually Enjoying School:*

**HAPPY NEW YEAR!!! TANSI, HALL LAKE, SIKACHU AND CLAM LAKE BRIDGE**  
From the Grade 4 -5 Class of Mr. I. Natomagan



AND The Grade 6 – 7 Class of Ms. B. Natomagan

**We Wish You All The Very Best in 2017 – 2018**



# ANOTHER “I WISH...” FUTURE TEACHER-FRIENDLY STORY OF 2017

## TEACHERS VICTORIOUS: “No Hats in Class” Now Federal Law on Reserves

By Roger Metcalfe  
*Rum-Oar News Corp.*

In what is now being described as the fastest judgments to ever proceed through Canada’s Supreme Court, First Nations’ teachers are now hailing our nation’s chief justices as becoming the catalysts that will finally stabilize student enrolment, attention and educational achievement in the fields of learning.

The two rulings focus themselves upon the rights and privileges of students while attending classes in First Nation schools. Students found their presumed entitlement to wear hats while in class or to text messages to their friends while meaningful instruction took place in the classroom first challenged by teachers at Sally Ross School in Hall Lake, SK. In revolt of such practices regularly occurring and disrupting classes, teachers began confiscating cellular devices and removing hats from males reluctant to show the world that they’d gotten up too late, so couldn’t properly groom their hair to the fashion that would appeal to their female audience.

Students almost immediately objected, eventually going before Chief and Council in order to seek a “cease and desist” order to the practice. However, Council members, citing traditional law as precedent for their *raison d’être*, sided with the teachers in arguing

that a hat, whether of the baseball or golf variety, was in fact poking fun of the traditional depiction of a feather awarded to men for bravery, and therefore making a mockery of both culture and tradition.

Their unanimous statement read, in part, that “Should a young person become of such strong moral character as to merit consideration for an act of bravery, we will be happy to advise school administrators of such honour; this would then entitle said student to wear such head ware or its westernized cultural replacement in class, as the student so desires.”

To the students’ chagrin, Council’s ruling with respect to the usage of cellular devices in class was equally unfavourable; it stated, “In their argument before Council, the aggrieved parties alleged personal ownership of such devices, and as such were immune from confiscation by school officials for the day. However, as ‘ownership’ is a European concept and the usage of such devices in the classroom infringes upon the value to the community to the educational thought provided in classroom, such confiscation by school authorities in fact does conform to traditional law and is therefore allowed, if practiced in a fair and judicious fashion without financial consequence to persons so purchasing said equipment or paraphernalia.”

Now that the students’ appeal to the Supreme Court has received an unfavourable hearing, the schools thus affected have announced their intention to make such policies a matter of record in

administrative manuals, and have advised parents accordingly as to its disciplinary consequence.

In a surprise side effect to this ruling, share prices in both Facebook and Snapchat took a deep tumble on NASDAQ today when it was learned that the court’s ruling could result in as much as a 70% decline in online daytime postings, thus threatening advertising campaigns that targeted hooky-playing and “bored” students.

Facebook stock alone dropped more than 30 percentage points, prompting founder and CEO Mark Zuckerberg to call an emergency meeting of the corporation’s directorship, with corporate lawyers simultaneously filing for Chapter 11 protection under American bankruptcy legislation.

Stay tuned as this story further develops...

### Students: Take Note

The Band Hall is now open after school for various games, including pool and ping-pong.

After-School Events: at House 342B

Tuesdays: Boys’ Support Group

Wednesdays: Cooking/Baking Class

Thursdays: Girls’ Support Group

Please Call Melvor, Kirk or Angie at (306) 425-8075 to make sure the house is open.



# STILL MORE GOOD CLASSROOM STUFF

## HIGH SCHOOL ASSESSMENTS NOW COMPLETE

Ms. C. Gardewine, Literacy Consultant

Wow, 2017 already! I hope you all have a fabulous New Year.

I have been filling in for Mr. MacDonald while he is away on medical leave. It has been a pleasure to work with the high school students and I will miss them dearly once Mr. MacDonald returns this month.

Since I have been with the high school students, I have had the opportunity to assess the reading/reading comprehension and mathematical skills of the Grades 10, 11, and 12 students enrolled in the English courses. I would greatly appreciate the opportunity to speak with parents to discuss the results of these assessments and assist you by providing you with the necessary information regarding your child's education needs. Please call the school to set a time when we can meet as I look forward to speaking with both you and your child.

Thank you for your continued support, and please remember: Attendance is key to academic success.

## ATTENTION: POTENTIAL ADULT LEARNERS

### Do You Want to Complete Grade 12?

Sally Ross School administrative and high school staff are currently interested in knowing how many adult learners living in the community want to finish or upgrade their Grade 12 credits.

The feedback received will in turn be compiled in an effort to determine whether the community can convince an outside organization such as SIIT or Northlands College to establish a program on reserve or, barring lack of funding in future school budgetary allocations, whether the school can itself establish such a program through regular or evening sessions over the complete academic year, utilizing existing high school staff.

It is widely anticipated that federal funding could be attained if adult students are 25 years of age or older, are prepared to demonstrate that they won't require

subsidization of income, have the ability to arrange responsible daycare for their children during classroom times, whether classes are during the day or the evening, be addiction free, and be willing to submit to CPIC and vulnerability checks through the local RCMP office in La Ronge.

Adults wishing to take part in this survey and be considered for the program should contact Mr. Johnny Bear, Guidance Counsellor at Sally Ross School to arrange for an interview with both himself and a member of the high school teaching team, to take place during school hours from January 18<sup>th</sup> to the 23<sup>rd</sup>.

## COACHING CERTIFICATION: WHO NEEDS IT? Sports Coaching Programs Now Available

As a result of increased demand by students for extra-curricular activities, the Sally Ross School wants to make certain that there exists a complement of adult volunteers in the community prepared to step forward to not only coach our youth, but have received both practical instruction in coaching various sports and understand the theoretical and ethical standards underlying such a commitment to youth.

Volunteers must also understand that approval to take such courses can only be given if the individual is prepared to undergo a CPIC and vulnerability sector check through the local RCMP office in La Ronge.

Whether you have coached in the past or wish to start such activity in the near future, Saskatchewan Sport can, with prior arrangement, have instructors provide such training on site in Hall Lake on weekends.

As added incentive to take such offerings, all such course offerings qualify as credits in various university programs, should you decide to pursue a PhysEd degree at university or recreational program through Saskatchewan Polytechnic.

Should you be interested in receiving such training, please contact the school at (306) 425-5041, and leave your name and telephone number with Rebecca for either Ken or Blair. Include the sport you would like to coach in the message. We WILL return your call.

## THE SPORTS PAGE: KIDS' ACTIVITIES AT A GLANCE

### BASKETBALL:

#### The First Nation Women's Experience

Unless you're a serious "jock", you won't have the faintest idea as to who the woman on the right is; this young lady is now a "pro" playing in the WNBA, and believe this: she makes more in a year than does the Prime Minister of Canada.

Mind you, no one female at Sally Ross School has thought of taking up the playing of basketball at a professional level – yet, but that picture was sufficient enough incentive with its "bad-ass" insinuation to prompt some ten junior girls to come out and play for the school's first junior basketball program.

So far, the girls have competed in one tournament in La Ronge. They didn't win any games – yet, but two of our players, Ilesha Smith and Dani Gardewine did actually catch the eye of opposing coaches – and that's a pretty good start to our inaugural season of play. There's also an increasing enthusiasm growing at the elementary school level, and that is also encouraging to future growth potential.

Oh, and by the way, the young lady's name is Shoni Schimmel, of the Umatilla reserve in Mission, Oregon.

#### COACHES WANTED: PLEASE APPLY

Sally Ross School is currently looking for volunteers to assist in coaching upcoming soccer tournaments, as well as track and field, archery, volleyball, basketball and badminton.

If you are interested, please phone the school at (306) 425-5041, and leave your name with Rebecca for Ken or Blair. We DO return calls.



#### Do Your Kids Need New Running Shoes... Or Other Reasonably Priced Sports Shoes?

As a courtesy to our school purchasing new equipment and uniforms, **Source for Sports** in Prince Albert has offered students the opportunity to purchase proper basketball shoes and soccer cleats at a considerable discount, making their prices of name brand higher end apparel worth the investment.

Parents and students are welcome to see what merchandise is being offered by coming to school the evenings of January 16<sup>th</sup> and 17<sup>th</sup> at 6:30 PM, just before soccer team try-outs are held.

All orders will have to be prepaid, and will be forwarded to Prince Albert on the 20<sup>th</sup>.

Students who make the school teams may also be ordering school jackets and warm-up gear later in the season. It is also expected that **Source for Sports** will again offer this courtesy to our school, and for that we thank them for this consideration.

GYM SCHEDULE					
Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4:30 PM	Basketball Practice	Basketball Practice	Basketball Practice	Basketball Practice	Kids' Soccer
4:30 – 6:00 PM	Kids' Gym & Badminton	Kids' Kickball	Kids' Gym & Badminton	Kids' Dodgeball	Archery – 14 and Up
7:00 – 9:00 PM	Volleyball – 15 and Up	Floor Hockey	Volleyball	Floor Hockey	Basketball

