

**Fond du Lac Ojibwe School Board**

**Regular Meeting**

**Thursday June 12, 2025, at 12:00 p.m.**

**Fond du Lac Ojibwe School**

1. Call to Order
2. Roll Call
3. Reading of Mission Statement & Vision
4. Approval of Agenda
5. Approval of Minutes
- Executive Meeting Minutes May 7, 2025
6. Review Ledger
7. New Business:

RA	IPA	I
		X
X		
X		
		X
		X
X		
8. Old Business:

RA	IPA	I
9. Supervisor Reports:
  - i. Tara Dupuis, Superintendent
  - ii. Valerie Tanner, Principal
  - iii. Blake Ludemann, Education Grants and Accountability Manager
  - iv. Michelle Hamski, Interim Special Education Coordinator
  - v. Mace Fonoti, Kitchen
  - vi. Hailey Martin, Wellness Coordinator
  - vii. Ashley Jaakola, School-wide Activities Supervisor
  - viii. Cameron Thompson, Athletic Manager
  - ix. Dawn LaPrairie, Cultural Coordinator
  - x. Barbara Francis, FACE Coordinator
  - xi. Kathy Nelson, Transportation
10. Other
11. Adjourn

**Fond du Lac Ojibwe School  
School Board Report  
Superintendent-Tara Dupuis  
June 12, 2025**

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and the school.

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"Work, study, strive, succeed"

**Travel/Trainings:**

- TNEC

**Accomplishments:**

- Graduation 2025 FACE and High School
- Behavioral Health Collaboration discussion with JoEllyn MNAW
- Tribal Consultation ISD 709
- TEC Meeting Bois Fort
- Online Psychologist interview contract approved RBC
- All staff meeting for position elimination due to budget cut
- Transportation ready to transport for head start families in the fall
- Met with student council regarding no phones allowed next year
- Collaboration with MNAW for school psych
- FACE funding has been granted for 25-26 SY

**Challenges:** This is upcoming but may lead to some challenges for funding July 1 11 am to 1 pm

- Tribal Consultation with BIE regarding Title I part A (improving basic programs operated by LEA )Title I part B (state assessment grants) Title II part A (supporting effective instruction)
- Title IV part A (student support effective instruction) Title IV part B (21<sup>st</sup> century community learning centers) Title V part B subpart I (rural and low income school programs) Title VI part A subpart I(Indian Education Formula Grant) ESEA section 2222 (comprehensive literacy state development program) McKinney Vento Act Program Title VII subtitle B (Education for homeless children and youth)
- The agreement defines the responsibilities of DOI/BIE and DOI/BIE-funded schools for Covered

**Employee updates:**

- Social Studies teacher hired
- Elementary teacher hired

**Fond du Lac Ojibwe School  
School Board Report  
K-12 Principal-Valerie Tanner  
June 12, 2025**

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**Travel/Trainings:**

- 4/27-5/1 -One staff attended the LRP's National Institute of Legal Issues of Education Individuals with Disabilities
- 5/2 -Pipeline to Prison Speakers for all staff
- 5/14- Two staff attend the Computer Science Professional Learning Network at Cherry School
- 5/19 – One staff and one Admin meet with Achieve 3000 (Supplemental Reading program) Consultant
- Professional development continued in reading programs as required by the MN READ Act

**Student Activities:**

- 5/1 – Reading Buddies for k-3 every Thursday
- 5/2 - Pipeline to Prison Speakers for high school students
- 5/5 – Senior breakfast at Perkins
- 5/13 – Gooseberry Falls field trip adjusted to Jay Cook due to air quality (high school students)
- 5/16 – Lester “Jack” Briggs Quiz Bowl at FDLTCC
- 5/16 – Amazing Race Day at Pinehurst Park for high school students
- 5/19 – Music Concert
- 5/20 - 4<sup>th</sup> Annual Modern Band Festival at Anoka-Ramsey Community College for pep band students
- 5/20 – Planetarium field trip for 3<sup>rd</sup> grade students
- 5/21 – Mille lacs Museum field trip for 5<sup>th</sup> grade students
- 5/22 - Lake Superior Zoo field trip for k-6 students
- 5/22 -The Lost 40 field trip for high school students
- 5/28 – Big Sandy Memorial field trip for grades 6-12
- 5/29 – Cooking class with 5<sup>th</sup> grade and SNAP educators
- 5/30 – Senior Graduation Ceremony

**Challenges:**

- Staffing in specific licensure areas
- Substitute teachers

**Employee Updates:**

- Terminate of positions as previously shared with board.

### **Other**

- Working with computer science (CS) grant in partnership with the University of Minnesota “K12 CS Pathways for Rural and Tribal Communities - for CS Champions”
- Continued work with USDA Cooperative Agreement - “Supporting the Use of Traditional Indigenous Foods in the Child Nutrition Plan”
- Continued work with John Hopkins grant and their Native Visions Curriculum (health-based curriculum) development and implementation (3<sup>rd</sup> and 7<sup>th</sup> grade)
- Continual work with Mickelson Consulting on Restorative Practices
- Planning for graduation
- Working with BMH for student resources

**Fond du Lac Ojibwe School  
School Board Report  
Grants & Accountability Manager-Blake Ludemann  
June 12, 2025**

**Travel/Trainings:**

- Various webinars, Microsoft Teams calls with BIE staff, monthly training sessions held by BIE
- AHERA Asbestos Awareness and Designated Person Training June 3<sup>rd</sup>
- Registered for the annual BIE Facility Manager training in July

**School Programs Accomplishments:**

- Hamline University contract finalized; Ojibwe Language Kiosk should be in the school by next school year (25-26SY). Thanks to Julia and Jodie for working on this.
- Working with FDL Accounting and planning to purchase a new school oven with the Farm to School Equipment grant and Blue Cross Blue Shield grant. This should be finalized before school lets out for the year.
- Working with the Min No Aya Win clinic on the MN School-based Health Center grant for \$187,500 over three years. This would fund the opening of a school-based health center offering further health services to our students on site. More details to come.

**Facilities/Operations and Maintenance/Environmental Management System**

**Goals of program:** Protect the health and well-being of students, staff, and visitors to the school. Provide a clean and safe environment for learning and working.

**Accomplishments:**

- School HVAC project will kickoff June 10<sup>th</sup> and has had the schedule adjusted to fit entirely within summer, ending on August 29<sup>th</sup>. This will be an intense schedule to keep to for our contractors, but it will allow for Mace and the kitchen to operate our summer lunch program with minimal interruptions. Thanks to Mace and FDL Construction for their cooperation and help with this project.
- Playground project contract needed revisions for overall price, has now been finalized. We are expecting to break ground in August with construction expected to extend into the school year.
- BIE priority projects for FY2026 are due at the end of July. We are allowed to select three projects for priority funding from the BIE. This year, we will be looking at a few major projects to put into this for priority funding. The first project we are confident we are including is our bus barn foundation project to fix the frost heave issues and stabilize the building.
- Environmental Management Assessment & Performance (EMAP) audit took place on May 13<sup>th</sup>. We had a few findings that will be taken care of over the summer. Primarily cleaning out the science room chemicals, a few oil drums, and updating our AHERA Asbestos documentation to indicate myself as our dedicated Asbestos program contact.

**Employee Updates**

- None

**Challenges**

- Cuts to federal agencies that support tribally ran schools, such as the BIE, have had significant impacts. For example, staffing is at an all-time low at the BIE's facility management

department, with whom I work closely on all facility projects. I have also been informed that unless it poses a safety risk, most facility projects will be going unfunded for the foreseeable future.

**Goals:**

- Continued development and management of school program grants.
- Continued development and management of facility improvement projects.
- Continue improvement with the day-to-day operations, management, and safety of the Ojibwe School.

**Fond du Lac Ojibwe School  
School Board Report  
Interim Special Education Coordinator- Michelle Hamski  
June 12, 2025**

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**Travel/Trainings:**

- Met with Special Education Case Managers to share important information from LRP National Institute
- Ongoing Special Education Teachers and Paraprofessionals participating in and completing the READ Act Trainings
- Ongoing Special Education Staff completing Direct Step Trainings that cover topics in Special Education

**Accomplishments:**

- Met with Arlene Davis (BIE) to discuss Part B Application for Special Education Funding for 2025-2026 School Year and received confirmation of how much Special Education Funds the Ojibwe School received for the 2024-2025 school year
- Fond du Lac Ojibwe School Special Education Policy and Procedural Manual review completed and compared to BIE Manual, plan for additional updates pending meeting with Superintendent and/or Principal
- Fond du Lac Ojibwe School Missed Services Policy Draft was created from BIE recommendations and reviewed with Superintendent and Principal-changes/additions in progress
- All Special Education paperwork following BIE Desk Audit is accounted for and/or is on track to be completed before the end of the 24-25 School Year
- Parents are continuing to complete BIE Parent Surveys

**Student Updates:**

- Total Students Receiving Service: 38
  - DD: 1
  - SLD: 19
  - EBD: 8
  - OHI: 4
  - S/L: 6
  - ISEP: 23/38

**Employee Updates:**

- Special Education Coordinator Position was posted
- 4 Paraprofessional Positions were cut
- Speech Language Pathologist was cut to 0.5 FTE

**Challenges:**

- Not being consulted in special education staff cuts so information that could have been helpful in the process was not even considered
- Special Education Funds do not match what is being reported to Ojibwe School by accounting
- Many of the budget cuts for 2025-2026 school year ended up being special education staff
- Continuing to find areas in the Special Education Program that need updating
- Reviewing the budget
- Needing to make changes to IEPs
- Not having a psychologist to complete IQ testing
- Getting positions posted to be filled

**Goals:**

- Better collaboration and communication between special education teachers, paraprofessionals, and classroom teachers to ensure that all the special education needs of each individual student are being met
- Retain qualified special education teachers and paraprofessionals
- Hire/Contract with psychologist
- Being consistent and maintaining high standards within the Special Education Team



**Fond du Lac Ojibwe School  
School Board  
Kitchen Supervisor-Mace Fonoti  
June 12, 2025**

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**Accomplishments:**

- May 30<sup>th</sup> OJS Cooks prepared a feast for the graduating seniors, their families, and guests utilizing foods that promote indigenous food sovereignty purchasing foods directly from indigenous producers and local businesses.
- Planning and preparing for canoe races
- Coordinating with Natural Resources to source out more treaty foods available to the Ojibwe School, School Nutrition Program.
- Parent Advisory Group had lunch at the Ojibwe School Cafeteria
- Utilizing equipment purchased by Blue Cross Blue Shield the OJS Food Service Team loaded up propane grills and catered for OJS grades 6-12 at a picnic area on Big Sandy Lake. Fresh hamburgers, hotdogs, and bison steak were all on the menu along with fruit and vegetable trays.

**Challenges:**

- One full-time staff with outstanding annual evaluations demoted to part time limiting skill range in the kitchen for cooks.
- On call staff not able to meet the kitchen obligations on a regular basis
- Preparing for annual HSD and IHS inspections.
- Trying to figure out what the best way to maneuver the current school lunch menu without another skilled cook.

**Goals Within the Department**

- To continue to maintain a smooth-running and effective School Nutrition Program and Summer Lunch Program
- To continue to provide all meals within the MDE & USDA Guidelines
- Continue to keep the cafeteria safe for students and staff to congregate within the E.O.C. Guidelines
- To resource and incorporate more indigenous and local foods into the OS menu. To include and introduce meats locally raised and indigenous to area like venison, moose, rabbit, fish, and buffalo.
- To continue to network with all staff and available resources within and outside of the community to provide the best meal experience at the Ojibwe School
- To add signage through the use of technology to the cafeteria for students and staff to consistently be informed about, support programs, available resources, kitchen partnerships, menus, etc.
- Obtain more funding for kitchen staff trainings, equipment, and local foods

**Fond du Lac Ojibwe School  
School Board  
Cultural Coordinator-Dawn LaPrairie  
June 12, 2025**

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Travel/Trainings: None

Accomplishments: It has been a busy month with end of the year field trips.

**Kindergarten-Children's Museum Duluth**

MN Standard 0.1.3.2.1 Identify characteristics of works in media arts form a variety of cultures, including American Indian tribes.

K History Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.

K.4.21.1 Use a variety of words to reference time in past, present and future. Identify the beginning, middle and end of diverse historical stories.

**1<sup>st</sup> Grade- Alpaca Farm**

MN. Standard 0.1.3.2.1 Identify characteristics of works in media arts form a variety of cultures, including American Indian tribes.

1 Geography 15. Human Systems : Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to a global scale. 1.3.15.1 Describe patterns of movement of particular people, goods or ideas within and between different communities and countries.

1 History 18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

1.4.18.1 Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.

**2<sup>nd</sup> Grade Aquarium Duluth, MN**

2 History 18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

**3<sup>rd</sup> Grade – UMD Planetarium**

t3 History 18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

#### **4<sup>th</sup> Grade Snake River Trading Post Mora, Mn.**

Mn. Standard Describe the Describe the cultural and historical traditions of visual artworks including contributions of Minnesota American Indians.

#### **5<sup>th</sup> Grade Mille Lacs Museum**

Mn. Standard Describe the Describe the cultural and historical traditions of visual artworks including contributions of Minnesota American Indians.

4 History 18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

Identify at least three Indigenous nations in North America. Describe social structures, political systems and economic activities of at least one Indigenous nation.

#### **6<sup>th</sup> – 11<sup>th</sup> Grade Sandy Lake Memorial McGregor, MN**

Mn. Standard Describe the Describe the cultural and historical traditions of visual artworks including contributions of Minnesota American Indians.

6 History 18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

Ethnic Studies Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with other to engage in activities that could further rights and dignity of all.

6.5.23.1 Identify and explain how discrimination based on race, gender, economic, ableism, and social group identity affects the history, health, growth, and/or current experiences of residents of Minnesota.

#### **7<sup>th</sup>-High School The Lost 40**

6 History 18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

Environmental and Science of trees.

#### **Jiimaan Races June 3 K-12**

Challenges: None

Employee updates: None

Other: none

**Fond du Lac Ojibwe School  
School Board  
FACE Coordinator-Barb Francis  
June 12, 2025**

**Travel/Trainings:**

- No travel this month

**Accomplishments:**

- FACE Family Circle -May FACE family circle was well attended by our families for our Bingo and Planting night. Pizza was ordered and prizes for the winners were given out.
- FACE Graduation: We had five preschoolers graduate from our program and are moving on to kindergarten. Three Adult Ed Senior students also graduated.
- Adult Education Senior Mylia Morrison was awarded a \$10,000 scholarship. 😊
- Adult Ed is scheduled to take her Language Arts portion of her test on June 9,2025.
- We ordered from Community Printers our FACE merchandise which includes a banner, tablecloth, and lanyards to distribute within the community with a direct link back to our FACE Program.
- We have 5 potential students for our preschool program already signed up for next fall.

**Challenges:**

- FACE vehicles need to be sold and replaced with one instead of the 3 we have.

**Employment Updates:**

- Immersion Preschool Teacher position was not renewed due to budget cuts.

**Goals within Department:**

- Continue to recruit new families and get the word out.
- FACE Parent Educators will have a table at the Community Baby Shower in June.
- FACE will also have a table at the Health Fair.

**Fond du Lac Ojibwe School  
School Board  
Transportation Supervisor-Kathy Nelson  
June 12, 2025**

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**Travel/Trainings:**

- Drivers will be completing training online to get ready for our refresher course at the Precision driving Center in St Cloud on June 16th.

**Accomplishments:**

- The Transportation Department has driven close to 10,000 miles for the afterschool programs this year and well over 65,000 miles for the school year using over 11,000 gallons of fuel.

**Challenges:**

- We are working on busing for Head Start for the 2025-26 school year and continuing to maintain the routes of the Ojibwe school.

**Employee updates:**

- We are still looking for full and part-time drivers to join our team and will be posting for the positions in July to get them completely on board by the start of the school year.

**Goals within Department:**

- Serving the community throughout the summer by driving for programs that arise, while being safe and having fun!