RESOLUTION OF THE GOVERNING BODY OF
THE THREE AFFILIATED TRIBES OF THE
FORT BERTHOLD RESERVATION

WHEREAS, This Nation having accepted the Indian Reorganization Act of June 18, 1934, and the authority under said Act; and

WHEREAS, The Constitution of the Three Affiliated Tribes generally authorizes and empowers the Tribal Business Council to engage in activities on behalf of and in the interest of the welfare and benefit of the Tribes and of the enrolled members thereof; and

WHEREAS, The purpose of the Funding; to establish a technology special program in the White Shield School to assist the students in their homes. The program will help the students and family to come together to raise student academic standards; and

WHEREAS, The White Shield School will assist this project with staffing and facility cost. After one year completion, this program can be used by other schools on the Fort Berthold Reservation; and

WHEREAS, The White Shield School will assist other schools on the Fort Berthold Reservation in getting started with this program. And these schools will also be considered for a similar amount that is awarded to the White Shield School District;

NOW, THEREFORE, BE IT RESOLVED, that the Three Affiliated Tribes Tribal Business Council hereby approves the White Shield proposal in the amount of $57,000.00 from the JTAC FY-2001 Funds.

October 26, 2000

Tribal Business Council

Subject – Arikara Family Literacy Virtual Classroom Project

This Proposal was submitted to the Tribal Chairman on November 19, 1999, and subsequently to that numerous calls from me to the Tribal Chairman's office were made to follow-up on status of this proposal. The purpose of this cover letter is to up date you on the process that was followed in the submission of this proposal. Since the inception of the proposal idea, we maintained periodic contact with the tribal office as to the status of the proposal funding consideration with the tribe. Through Wayne's office we have coordinated the proposals development to date.

Furthermore, Claire Fox is aware of the projects intent, and has been very supportive of the project and has been instrumental in securing funding for the project. The school's financial support directly and indirectly has been substantial. At present, the school pay's for eight analog lines, lan rover hardware & software, desktop computers, eight 56-k modems that will be distributed in the community, maintenance of gateway internet services and personnel costs, etc. etc.

The school has also been very instrumental in the development of the Arikara Language software program, which has been financially absorbed by the White Shield School District as well. The White Shield School is committed to the Arikara Language Project and fully supports this projects development. The schools financial role in this project has been ongoing and its continued development is contingent upon identifying additional financial support. Consequently, this proposal is being presented to the Three Affiliated Tribes for funding consideration.

Your sincere support in approving funding for this project will immensely impact the educational offerings and benefits for all our students residing on the Fort Berthold Indian Reservation. This project will serve as a prototype for other schools to emulate in using technology in a educational environment.

Thank you.

INTRODUCTION:

The use of technology locally and nationally is becoming common place in every school and classroom nationwide. Today school administrators, teachers and parents are being challenged every day by eager-to-learn students who thirst for use of technology in and outside the classroom. Technology is here, and the educational benefits of technology are endless.

Consequently, it seems logical that fusing core subjects such as science, math, reading, and social studies with cultural teachings via the computer will become a necessity in meeting the needs of our students, communities and world of work. With each school on the Fort Berthold Indian Reservation operating a LAN (Local Area Network), we are now able to communicate with one another via the internet, with snail mail becoming a thing of the past.

Therefore, it is our duty and responsibility as educators to develop innovative methods and strategies as to how we can best incorporate technology in our school systems and facilitate learning for the youth, young adults and parents in our community's reservation wide.

BACKGROUND:

Presently, each classroom in our school has at least one access point to the internet, more access points will be made available at the teachers request. We have four computer labs, all accessible to the internet and one mini-lab that will have more than one access point as well. All connections to the LAN and internet are stationary, meaning the teachers, students and parents need to be in the classroom, computer lab and/or staff office to access the LAN and internet.

In addition, we have a computerized Arikara language program, a language software that is loaded onto a desktop computer, that can be interacted with by the students and parents. The software was supported and paid for by the White Shield School District and has become a required course for students who attend the White Shield School. Most of the schools' computer hardware and software is relatively new, but in computer life terms, one must keep in mind that six-months is considered already somewhat aged.

Presently, the majority of the reservation's population here on Fort Berthold can't afford to purchase a computer, maintain those costs associated with a phone and internet connection. In today's world, a phone and internet connection is a necessity, if you want to stay pace with technology and at the same time, meet the technological needs of our students in our school systems.

The White Shield School has tried to bridge that gap, between luxury versus a necessity when it comes to technology. As a creative strategy, the school has given the student's parents its old computers to enhance the usage of technology in the home. Secondly, the school's Title-I Program provided computer training for parents, students, staff, and other community members as well.

Within this process, it became apparent to us that we needed to continue to impact computer usage in the home, for the purpose of facilitating continuity of learning between the student, parent and the school. Such is the case, with our Arikara Language Program. The students in school have scheduled Arikara Language classes, and are able to receive language stimulation while in school via the instructor and the Arikara Language software program. However, in order for the students to maximize what they have learned in school, they need constant stimulation in the home, which isn't happening. Keeping in mind, language stimulation is vital to learning any language, just as you or I learned English; incidentally, this type of phenomenon is happening in all subject areas to some extent.

Thus, it is envisioned by using technology, in some manner, shape or form, we will some how enhance stimulation that is necessary to make education more meaningful for our students attending the White Shield School. We hope to achieve this by impacting technology usage in the home through increased access to computer hard and software, as mentioned earlier in this writing.

Simultaneously, through the use of computers in the classroom, an insightful approach evolved and that is, the mobile classroom; basically, a strategy and method of using computers that no longer restricts teachers and students to be the classroom. This is a vast contrast with the present manner of utilizing computers on the Fort Berthold Indian Reservation to date, where students and teachers are forced to remain in a classroom and/or lab setting.

We further assessed the computers given to the student's parents, it was determined that by using older computers, parents and students are constricted to working with mediocre computers and older software. This is important and vital when one considers the need to maintain interest and desire to use technology outside the classroom and in the home. Whereas, the frustration level with technology at the school is minimized because of the newness of hardware and software, and the fun element of utilizing technology is totally maximized for the student's learning capacity. To reiterate, a further factor constricting many parents is the cost associated with computer hardware, software and maintaining an internet connection via a telephone line.

PROPOSAL:

Because of the cited findings made earlier in this writing, we propose to pursue the following ensuing ideas presented herein.

To develop a mobile technology virtual classroom by using wireless-network laptop computers that will be able to communicate with one another, access the internet and connect to a LAN(Local Area Network); which will allow the student, teacher and parent the flexibility to capture the essence of educational opportunities in almost every subject area. With the wireless-network laptop, this can be achieved in any setting, whether it be in or outside the classroom, which makes this idea so beneficial and unique. We anticipate that educational offerings will become more exciting and intriguing to our students and parents; the exchange of learning between the child, parent and school would be facilitated immensely.

The main underlying theme of this mobile virtual classroom is **to enhance and promote family literacy, continuity of language development, promotion of parental involvement in their children's education and create a technological literate home and school environment.**

Teachers, students, parents, and others will become a community of learners through this technological interaction. They will form partnerships with other areas of the reservation, through school-to-school communication and sharing, to become a larger community of technological learners. The resources available to them would include those accessible through the LAN, and internet, accessing resources that are available reservation wide. To create an access point station at the school where students, parents and community members can connect to the school's Local Area Network and in turn, access the internet, and world at large. Presently, many students and parents do not share the luxury of mainstream society, where this opportunity is more readily available.

Access to and sharing of resources can be enhanced by creating partnerships with other segments of the reservation, other elementary and secondary schools on and/or off the reservation, Tribally Controlled Community Colleges and larger colleges, locally and nationally. Such is the case presently, as evidenced by the White Shield School being part of a pilot project called Nature Shift Project centered at the University of North Dakota. One of the major components is the section about "Wounded Hawk" which is the brain-child of one of our local teachers. Wounded Hawk is a Arikara young person who doesn't know anything about his Arikara culture, but has this need to find out who he is and why he feels the way he does about his identity, and while doing so, sees and encounters many interesting things about himself and the Arikara people. The concept of Wounded Hawk is adaptable to any Native or non-Native culture. The ideas and opportunities that can be pursued are endless.

The White Shield School has an invested interest in pursuing this project to its fullest. The cost associated with this project is minimal for the student and parent, although technology for the most part is a luxury item for the majority of our community tribal members residing on the reservation. Secondly, the connection to the internet will be free of charge for the parent, as the link will be provided via White Shield's Local Area Network. In addition, the school provides a community technology liaison service at

White Shield, where the student's parents and community members can access for technological related needs. However, all of which isn't presently available in the majority of our enrolled student's homes, and this is what we want to change! Hopefully, by securing the necessary funding for the equipment presented in this mini-proposal we can see the project materialize.

The activities that can be jointly planned will involve many aspects of technology, culture, and the whole spectrum of school subjects. The program herein will be called a Family Literacy Virtual Classroom Project (FLVCP).

GOALS

The Family Literacy Virtual Classroom has five goals, the goals are as follows:

(1) To develop continuity of learning between the parent and child in all core subjects through the use of technology.

(2) To develop home based technology usage by students, parents, and community others.

(3) To develop a virtual mobile classroom that will facilitate core subject learning for students, parents and teachers.

(4) To develop a internet link between the home, school, community, reservation and World Wide Web.

(5) To develop cultural technology curriculum that embraces the cultural values, customs, and traditions of the Arikara people.

METHODOLOGY:

The **Family Literacy Virtual Classroom Project** will be designed to utilize mobile classroom techniques and strategies through the use of **wireless laptop computers, smart boards,** and printers. A smart board is a peripheral device that will computer project generate images on to a large screen, pictures downloaded from the internet, scanned pictures and/or graphics. Students will be able to access each others computer via the wireless mode, send and receive graphics, connect to the internet, access wired LAN and work with Global Satellite Positioning devices. Classroom activities that required on-hands experimentation will be possible through the virtual classroom concept. Students and teachers will be able to go outside, collect data, and send and receive findings via the wireless laptop. Students will present their finding via the wireless computer to their fellow students and teachers. Presentations requiring a internet

link can be accessed instantaneously via the wireless laptop and facilitate learning in or outside the classroom.

Presentations for teachers and other staff via **Smart Boards** will allow for mobility by the presenter and exchange of information to and from the Smart Board to attending audience at large. It is further anticipated, that on-site demonstrations to other schools on the reservation school will be made available upon request, and hopefully influence the use of wireless laptops in their school systems as well.

Identified Title VII staff at the White Shield School in cooperation with the Nature Shift Project identified earlier in this writing will coordinate the curriculum content that will be utilized for on-site demonstration at each respective school. Also, through the development of technological cultural curriculum, the Title VII staff will be able to make educational offerings more culturally relevant for the students and parents participating in the project.

The following project equipment and peripherals that are needed to get this project off the ground consist of the following:

Two (2) **Smart Boards** and **Stands**

Fifteen (15) **Wireless-Network Laptop Computers** Laptop-Network Computers will be checked out by the students and their parents, with dual responsibility shared by both, although the financial responsibility will be that of the parents. In addition, students will be able use the laptops outside the classroom, enabling the teacher to change his or her classroom environment to an outdoor setting, allowing the students the mobility needed for field experience learning utilizing technology. The array of ideas are endless!

Training will be provided for teachers and/or appropriate personnel in the utilization of this communication medium.

The Smart Boards are mobile computer boards that project computer images, graphics and/or presentations for illustrative purposes. The smart boards work well with large attending audiences and/or small groups where visual clarity is a must.

ACCOUNTABILITY OF EQUIPMENT

The laptop-network computers will be checked out by the students and their parents, using an established procedure. Each parent and student will be required to complete a computer usage and internet training seminar, provided by appropriate Title VII personnel. In addition, a Computer User Plan (CUP) must be in place and approved by the Title VII project personnel. The plan will identify what the computer will be used for and how long the computer will be needed. This CUP must be signed by the student, teacher, parent and approved by the Title VII personnel. The check out of lap-tops will be monitored by appropriate Title VII personnel. The time frame of check-out will

depend on the length of project to be completed by the student, which will be established by the student, parent and teacher at the initial checkout time of equipment.

All equipment utilized will be under a extended warranty plan, as well as a maintenance agreement. This will be established with the vendor from whom the equipment was initially purchased.

EVALUATION:

Each student will be tracked and assessed for progress, in terms of whether or not the utilization of technology has enhanced their educational performance in a particular subject area.

The students will be assessed to determine whether or not they have become more or less computer and technology literate.

Parents will be assessed to determine whether or not they have become more or less computer and/or technology literate while participating in the Family Literacy Virtual Classroom Project.

The FLVCP will assess whether or not the continuity of education between student, parent and school has improved. This will be measured by analyzing each respective core subject, whether or not there was any significant change in the student's performance; daily, quarterly and annually, as well as alternative assessment based on teachers observations, and in the many test scores that are used to assess student growth.

Also, an assessment will be conducted to determine whether or not the students, parents, and teachers have increased their cultural knowledge base regarding the cultural values, customs and traditions of the Arikara people.

Budget

Dell Inspiron 7500 Notebook (1) $2400.00 (X) 20 = $48,000.00

Wireless PCMCIA Card (1) $258.96 (X) 20 = $5,200.00

Wireless Access Points (2) $1,000.00 (X) 2 = $2,000.00

Wireless Network Training $500.00 (X) 3 days = $1,500.00

Smartboard Projector (1) $3,304.00

Smartboard (1) $1999.00 (X) 2 = $3,998.00

Smartboard Stands (1) $499.00 (X) 2 = $998.00

Total... $65,000.00

CERTIFICATION

I, the undersigned, as Secretary of the Tribal Business Council of the Three Affiliated Tribes of the Fort Berthold Reservation, hereby certify that the Tribal Business Council is composed of 7 members of whom 5 constitute a quorum, __6__ were present at a __Special__ Meeting thereof duly called, noticed, convened, and held on the __26__ day of __October__ , 2000; that the foregoing Resolution was duly adopted at such Meeting by the affirmative vote of __5__ members, __0__ members opposed, __0__ members abstained, __1__ members not voting, and that said Resolution has not been rescinded or amended in any way.

Dated this __26th__ day of __October__ , 2000.

Daylon Spotted Bear
Secretary, Tribal Business Council

ATTEST:

Tex R. Hall
Chairman, Tribal Business Council