

News from Indian Country

# Demonstration outside Seattle inquest

SEATTLE (AP) – About a dozen Indians and other demonstrators pounded drums and sang outside the King County Courthouse Monday before the start of the inquest into the police shooting of a Native American

wood carver. The Seattle Times reports some wore headbands saying “4 seconds to death.” That is a reference to the time between when Officer Ian Birk ordered John T. Williams

to drop a knife and when Birk fired the fatal shots. Birk saw Williams carrying the knife Aug. 30 and said he fired because Williams didn’t respond to three commands to drop the knife.

Witnesses say Williams did not appear to be a threat. The King County prosecutor will use the inquest findings to determine whether to charge the officer.

# Eagle named Celilo

(AP) – Nearly 600 new names were submitted to the Cascades Raptor Center for an eagle.

The winning name is Celilo, after the fishing village on the Columbia River that was submerged by the construction of The Dalles Dam.

The eagle arrived at the raptor center in Eugene af-

ter a rehabilitation center in South Dakota closed in November.

The eagle was known there by a Lakota word pronounced (wo-whee-jah-kah), Wowicakes. But many people in Eugene were calling the bird “Wowie-cakes,” so it was given a more-dignified name.

# Court dismisses Oneida foreclosure case

WASHINGTON, D.C. (AP) – The U.S. Supreme Court has dismissed a case involving two New York counties that are trying to foreclose on land owned by the Oneida Indian Nation to settle a property tax dispute.

The court agreed in October to hear the case. It centers on the issue of whether tribal immunity from lawsuits prevents Madison and Oneida counties from foreclosing on tribal land. The justices said in an un-

signed opinion Monday that the Oneidas have agreed since to waive their immunity. They said that eliminates the high court’s role in the case. The court instructed the 2nd U.S. Circuit Court of Appeals to

consider other issues raised in the dispute. The case involves about 17,000 acres. The federal government has agreed to put most of the land into trust.

# 2 Vermont tribes may get recognition

NEWPORT, Vt. (AP) – A group organized to set up a process for state recognition of Indian tribes in Vermont is going to ask the Legislature to recognize two Abenaki tribes. The Vermont Commission on Native American Affairs

voted last week to recommend that the Nulhegan Band of the Coosuk Abenaki Nation, based in Brownington, be recognized. The panel is also recommending recognition for the Elnu Abenaki tribe, in Newbury.

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### Leadership Corner

**A Message from Rick Molitor**  
*Superintendent*

Here's wishing you all a happy and healthy new year as we settle in from the holiday break. We begin 2011 with some encouraging progress on individual student test scores and we are proud to watch the efforts of students, teachers and staff making a difference. Our "Read to Succeed" literacy awareness campaign is moving full-steam ahead and we want to thank our parents and families for their support. As part of our literacy efforts, I'd like to ask every JCSD family to talk with their student(s) about what's going on at school with reading.



Ask your child the following questions:

- How are you progressing in reading?
- What do you like best about reading?
- How are your teachers helping you to improve your reading skills?

Remember, literacy is the foundation for success in both school and life. If we focus now, it will open up a world of opportunities and choices for our children in the future. Thanks again for your partnership.

### Helping Students Pick the Right Things to Read

There are several methods for assisting students in selecting "just right" books. For young students try the "Five Finger Test."

1. Find a page in the middle of a book you would like to read.
2. Read the page and hold up 1 finger each time you come to a word you don't know.


If you have 5 fingers up before you come to the end of the page, the book is probably too difficult.

For third through 12th grade students a Lexile score may be used. You can get this from your child's teacher after they take the Oregon State Assessment.

Lexiles are used to rate reading materials like books or magazine articles and to indicate a student's reading ability. The Lexile measure is shown as a number with "L" after it, such as 880L. Higher Lexile measures represent a higher level of reading ability. A Lexile score can range from below 200L for beginning readers to above 1700L for advanced readers.


To assist students in selecting appropriate books, parents should look for a student's Lexile range, or reading comprehension "sweet spot." Generally a reader's recommended Lexile range is 50L above and 100L below their Lexile score. These are the boundaries between the hardest and easiest kinds of reading material.

Once you have your student's Lexile score, you can connect him/her to books that fall within that range. There is a book database at [Lexile.com](http://Lexile.com) that lists books and their Lexiles. And don't be afraid to look at books above and below someone's Lexile range. Just know that a reader might find these books particularly challenging or simple.



*"I want to become a smart reader and learn new vocabulary words and definitions because it's really important!"*

— Andrew, 2nd grade



*"If you want to be a successful person, you need to read more. Books can take you anywhere in the world, you can do anything, with just a little imagination you are there. This year I will read more, so I can be a successful person."*

— Erik, 9th grade

### Do you know how your child is progressing in reading?

It's important for parents and care givers to know their child's reading progress so they can support classroom instruction and help select reading materials that are understandable and still challenging. To determine a student's reading progress we look at many things:

- The difficulty of the materials being read (how many words and how long the sentences are).
- How well a student can read and understand the materials.
- Are they reading accurately?
- Are they reading fluently?
- Do they know what most of the vocabulary words mean?
- Can they recall the main idea(s) and major details of what was read?
- Can they make predictions and inferences?
- Do they ask questions as they read?
- Can they connect what is read with their own lives?

### Calendar

**January**

1/17 No School; Martin Luther King Day

1/24 2-hour Late Start

REMINDER: This is state testing time and it is important for students to be well rested, have a good breakfast to start the day and receive plenty of encouragement to do their best.

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