

Oshki Ogimaag Community School

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**FIVE YEAR STRATEGIC PLAN FOR THE:
2010/2011, 2011/2012, 2013/2013, 2014/2015 AND
2015/2016 School Years**

Approved by School Board:

Oshki Ogimaag ~ "New Leaders"

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OUR MISSION

Oshki Ogimaag Community School's mission is to create a K-6 learning environment of excellence based on traditional teachings. Rooted in the Anishinaabe culture and language within a technological setting we will prepare students through hands on, community based projects to become lifelong learners that reach their personal and academic potential; preserve the Anishinaabe language and culture; and contribute to the wellness of future generations.

Introduction:

The Oshki Ogimaag Community School Strategic Plan is a five year plan that provides a framework for education at our school from 2011 through 2016. This plan will address six performance areas:

- Academics and Curriculum
- Recruitment, Staffing, and Human Resources
- Campus and Infrastructure
- Community
- School Culture
- Organizational Success and Financial Security

The Strategic Plan is meant to be incorporated into the everyday management and operations of OPCS. All elements of this plan have been reviewed and approved by the OPCS School Board. A thorough annual review will be conducted by the board appointed planning committee. This planning committee will review the strategic plan, measure progress, and recommend revisions to programming and/or plan accordingly.

Goals and objectives stated in the strategic plan will be a blueprint for school development, based on an internal assessment. Oshki Ogimaag is a new school; therefore there are many growth areas. Goals stated in this strategic plan are used as targets, and the school will not face penalty for not meeting goals and benchmarks.

History and Description

Oshki Ogimaag Community School opened its doors in September 2009 to serve grades K-6. Located in a small, Anishinaabe community on the Grand Portage Reservation Oshki Ogimaag's student population reflects community demographics. A small school community, Oshki Ogimaag has maintained steady enrollment of 34 students, 93% of whom are American Indian.

OPCS is authorized by the Audubon Center of the Northwoods, and has an official charter from the State of Minnesota. In order to help our students achieve academic success, traditional

subject areas are based within three primary emphases: the Anishinaabe language and Grand Portage community, environmental responsibility, and experiential learning opportunities relevant to students' lives. Upon leaving OOCs, students will be able to thrive without losing their identity.

CORE IDEOLOGY – *Learning is a Lifelong Adventure: Live, Thrive, and Survive.*

Oshki Ogimaag Community School values building positive relationships with students, parents, community, the land, and all of creation. We will use the natural setting to educate our children teaching them to care for this environment so that life's essential resources will always be available.

Core Values - Oshki Ogimaag Community School follows the Anishinaabe Seven Teachings:

Respect

As future leaders, OOCs students will leave with respect for themselves, and an understanding of the importance of respecting others. Students will learn to have respect for their bodies through understanding the importance of physical activity and eating healthy foods.

Love

People must love themselves in order to live within the teachings.

Truth

Students will understand that being truthful with one self is the only way to live a life of truthfulness with others.

Humility

Students will understand that there is always more to learn, and all of creation has life lessons to teach. Learning takes place through life's lessons, hard work, and an inquisitive mind.

Honesty

As future leaders, students must be honest with others in order to effectively face challenges.

Courage

Students will leave OOCs with the courage to stand up for themselves and others. When faced with adverse situations, children will be able to stand up for others in the community.

Wisdom

Students will leave with knowledge enabling them to make an impact on the world. Upon leaving OOCs, students will have the confidence within themselves to teach others about the Anishinaabe.

Performance Area 1: Academics and Curriculum

OOCS will be confident that our students are equipped with the academic skills necessary for future success. Traditionally, Anishinaabe people did not need to read and write. The world, however, has changed. Our students will be prepared to walk in this world whilst maintaining identity and integrity.

In addition to math and reading, science and social studies are extremely important academic areas at OOCS. Modern science is absent of spirituality. Therefore, students will receive a holistic science education understanding both scientific and cultural perspectives.

An understanding of the natural world is essential. Through the natural sciences and environmental education, students will understand that as human beings we are intimately tied to the land. Students will understand the interdependence of humans, animals, and the earth through an emphasis on how to survive on what the land provides and understanding human impact. OOCS students must be taken outdoors as much as possible in order to understand this relationship and why the land must be preserved for future generations. Examples of specific activities related to the natural sciences include identifying native plants and their uses, the biology of these plants, and using the natural settings to create utilitarian tools.

It is essential that students learn Indigenous history and contributions to modern society within the MN State Academic Standards for Social Studies. In addition, Anishinaabe language instruction and cultural teachings will reinforce students' identity. Students will leave OOCS proud of their identity, understanding that respecting each other and elders is important in order to live a balanced life.

Modern technology will be emphasized enabling our students to keep up with the world and teaching them to find information. Modern technology must be compared with traditional technology allowing students to discover how the ancient ways have evolved, and what things remain the same. One example is a comparison of the birch bark canoe and an aluminum canoe.

Students will understand the importance of listening to others and observing situations. Instructional methods providing the development of these skills will be used. It is important to understand how people of all cultures view the world so our students can move forward.

Current Situation:

School staff is highly qualified, hardworking, committed, strives to provide a high quality of education at Oshki-Ogimaag, and works well as a team. School staff indicates a need for

increased professional development, and a staff training plan in the area of Anishinaabe language and cultural teachings in order to achieve the school's mission. Teachers and staff must be provided the necessary resources, materials and training to achieve educational goals.

Enrichment opportunities for gifted and talented students to keep them engaged and continuing to grow academically is an established need. Qualified classroom substitutes are limited; the school must work to expand the number of substitutes. Academic programming will benefit from teachers receiving time for preparation during the school day.

Student attendance rates at OOCs are excellent. OOCs will continue to emphasize the importance of school attendance. A small student to teacher ratio is beneficial to students and staff. Small class sizes allow teachers to build relationships with students. Classrooms are currently multi-grade. Providing a high quality education for students in different grade levels with varied achievement levels is a challenge. Staff and board will evaluate grade level groupings annually and make adjustments based on enrollment and student needs.

Two employees guide the Anishinaabe Language instruction. Anishinaabe Language Expert and Specialist work together to develop curriculum, lesson plans, and integrate content into everyday instruction. The Anishinaabe language curriculum will develop and increase in frequency and sophistication.

All school staff received "Responsive Classroom" training prior to SY 2010-11. This has enabled staff to have a common understanding of classroom management. Classroom management remains an area in which the school can improve. Classroom disruptions take away from activities and affect the education of all children.

Math and reading curricula are research based and proven effective. Students will be taught the complexity of life through subject area content enriched with Anishinaabe wisdom.

OOCs will work to bridge the home to school relationship through continually identifying ways to increase parental involvement. Currently, parent/teacher conferences are well attended.

OOCs will build on this to create additional opportunities for parent and teacher communication which will lead to increased student achievement.

Goal: Average proficiency in MCAII Math and MCAII Reading will increase by 20% annually, from the previous year's data.

Objectives

By January 2012 OOCs Board and Director will identify the tools and strategies necessary to provide training and support for teachers and instructional staff to identify student needs and increase skills in individualizing instruction.

Portfolios will be created for each student beginning in SY 2011-2012, and will contain assessment data and documentation of academic growth.

OOCs will hold one parent meeting per year beginning in SY 2012 to provide strategies for at-home learning and to explain standardized testing.

Goal: 85% of students annually will pass the Early Language Learning Oral Assessment using CAL (Center for Applied Linguistics) guidelines at the Novice and Novice Mid Level for Ojibwe Language growth.

Objectives

By June 2012, OOCs will develop a plan to integrate, support, and enhance Anishinaabe language curriculum and programming.

OOCs will develop a cohesive Anishinaabe language curriculum providing K-6 standards, learning objectives and Early Language Learning Oral Assessments for the Ojibwe Language by SY 2015-16.

Lead Teacher, Anishinaabe Language Expert, Anishinaabe Language Specialist, and one board representative will develop a professional development plan to ensure all school staff are receiving Anishinaabe teachings sufficient to understand the cultural basis of our community and curriculum by the end of SY 2011-2012.

Assessment coordinator will work with the Center for Applied Linguistics to develop Ojibwe Language assessments specific to OOCs by SY2013-14.

OOCs will develop a plan for language immersion opportunities by the end of SY 2015-2016.

Goal: OOCs will develop strong and consistent academic protocols, principles, and practices that build seamlessly from kindergarten through sixth grade.

Objectives

By June 2013, staff will develop standards based grade level expectations aligned with implementation, strategies, techniques, instructional materials, and designed programs. These grade level documents will be kept in a curriculum binder.

Develop a transition program for kindergarten and sixth grade students by solidifying relationships with Head Start Program and Grand Marais schools by SY 2012-2013, measured by documented entrance and exit meetings with children, parents, and past/future teachers.

Goal: OOCS will strengthen and improve experiential learning instruction by increasing project based learning and service projects by 25% each school year from 2011 through 2016.

Objectives

By February 2012 OOCS will formally explore a variety of schedules that would better serve for project-based learning.

Beginning in SY 2010-2011 OOCS will gather input from the community to develop meaningful and community supported service activities.

Performance Area II: Recruitment, Staffing, and Human Resources

Current Situation: Currently, the school does not have a full time director. The business manager has been performing the duties of business manager and Interim Director for a majority of the school's existence. The school has hired three (3) directors, all were intermittent personnel. Maintaining a highly qualified school director has been identified as an immediate priority by staff and board. Hiring and maintaining an experienced school director will provide teachers with guidance and allow the business manager to focus on the school's financial health.

Four certified teachers, four aides, a business manager/interim director, Anishinaabe language expert (10 hours/month), and Anishinaabe Language Specialist (20 hours/week), school cook, and bus driver/maintenance worker comprise the staffing at our school.

School Goals:

Goal: By April 2011 OOCS will hire a highly qualified school director who will continue employment with OOCS.

Objectives

OOCS will develop a written protocol for hiring procedures and a transition contingency plan for employee vacancies by SY 2011-2012.

OOCS will post open positions in a minimum of 10 locations for each vacancy, effective immediately.

Goal: OOCS will implement a professional development plan to support continuous improvement in the school community by SY 2015-16.

Objectives

OOCs Board of Directors will conduct an annual staff assessment ensuring the working environment is positive and conducive to students receiving a high quality education beginning in SY 2012-13.

OOCs Board of Directors will complete an annual performance evaluation of school director.

OOCs Director will complete an annual performance evaluation of all school staff. In the absence of a director, the Board of Directors will designate an individual to complete review by May 1 of each year.

OOCs teachers and staff will identify three areas for individual professional development each year.

Performance Area III: Campus and Infrastructure

Current Situation: OOCs is located in the heart of the Grand Portage Community. A fully functional school building is leased from the Reservation Tribal Council. The school has a lobby area, three large classrooms, library and computer lab, cafeteria, director's office, private rooms for parent meetings, and playground. The school is attached to the community center which provides a gym for physical education and recess, and a swimming pool for swim lessons. Also within the complex includes the Elders Center, providing for multi-generational learning opportunities and a community library which is currently used by the school for reading buddies activities two times per week. Across from OOCs is the historic "Grand Portage School" which provides community continuity and roots our students in the history of our community. Currently this building serves as the Grand Portage Veterans Services Office, and Museum Project which are two active partners at Oshki Ogimaag.

Goal: By SY 2011-2012 OOCs will develop a technology plan with the goals of 1) supporting and documenting project based learning; 2) improving communication; 3) facilitating professional development and training; and 4) driving technology decisions and purchases.

Objective

OOCs will recruit 1-2 community volunteers as technological experts to help develop the technology plan, provide professional development training, and participating in classroom projects by SY 2011-2012.

OOCS will develop a 5 year technology replacement plan including funding considerations by SY 2015.

Goal OOCS will continue to develop its library by acquiring 100 age appropriate books, magazines, videos or reference materials by SY 2015.

Objectives

OOCS will solicit donations and/or allocate funding for library materials to acquire 20 additional resources each year beginning in SY 2011-2012.

OOCS will recruit 2 community volunteers to manage and maintain the school library.

Of all resources acquired, 50% will either be bilingual publications or resources relevant to Anishinaabe culture and American Indigenous history.

Performance Area IV: Community Involvement

OOCS students will understand they are an integral part of the community, and have an important role as children, stewards of the land, and future leaders. OOCS will reach out to the community to get more people involved at OOCS. One strategy to accomplish this is recruiting community members to participate on school committees. OOCS will utilize community resources including programs and services such as the Tribal Human Services agency and Trust Lands. OOCS will work to increasing the school's credibility within the community through communication, transparency, and professional etiquette.

OOCS will work with parents and community to identify venues for volunteerism such as reading, playing educational games, or teaching traditional skills. OOCS will hold an annual volunteer appreciation event.

Current Situation:

OOCS currently has strong partnerships with Tribal, State, and Federal organizations including Grand Portage Trust Lands Department, Health Services, Grand Portage State Park, and Grand Portage National Monument. The Grand Portage Veterans have provided off campus learning opportunities, and the Elderly Nutrition Program has coordinated a "Reading Buddies" program in which community members are read to by students two times per week. Grand Portage Health Services' nutrition educator frequents the school regularly with nutrition based lessons and the school is active in the Tribal SHIP project (Statewide Healthy Initiatives Program). Grand Portage Trust Lands assists with environmental education through regular visits from environmental educator, and natural science field professionals. If fostered, these partnerships

will remain strong and be very beneficial to the students of OPCS in the future. Additional resources within the community must be explored. Individual community members as experts of local knowledge must be identified and utilized.

OPCS Board of Directors will help facilitate community and staff interaction by organizing activities that will invite the community into the school. Examples include open houses, dinners, and involving the community through fundraisers. OPCS will increase its visibility in the community through events coordinated by school staff including field trips and student presentations.

OPCS will increase transparency through regularly updating the school website. Creating a link to the school's website from the Grand Portage Reservation's website will show that the school is an essential part of the Grand Portage community. Local media must be utilized to advertise board meetings and publish minutes. OPCS will notify the Cook County News Herald, WTIP Radio, and the Moccasin Telegraph of board meetings. The school board secretary will submit approved minutes to the Moccasin Telegraph for publication. OPCS will also submit board member profiles and contact information for publication in the Moccasin Telegraph to increase communication with the community.

School Goals and Objectives:

Goal: Increase community ownership in OPCS measured by a 75% increase of community involvement by the end of SY 2016, measured by attendance at school events, volunteerism, and expanded partnerships.

Objective

Improve external communication through website development and regular newsletter distribution by the end of SY 2011.

Work with community partners to revitalize the "Grand Portage Thunderbirds" basketball teams and cheerleading squad by SY 2012.

Goal: Increase community education opportunities by adding one (1) community education activity each school year, by SY 2015 Oshki Ogimaag will hold five (5) community education activities during the school year.

Objective

OOCS will utilize community volunteers and partners to provide community education activities.

Attendance at community education activities will increase by 35% per year, using SY 2011-2012 attendance as a baseline measurement.

Performance Area V: School Culture

OOCS school culture will nurture the physical, mental, emotional and spiritual health that contributes to overall well-being. Students at OOCS will have school and community pride, pride in who they are, and where they come from.

Current Situation:

According to teacher reports and parent surveys children feel safe at school, feel accepted in the school environment, and have a sense of pride in their school. School board, staff, and parents will work together to address concerns such as bullying, increasing parent involvement, and other issues that arise. OOCS currently holds "Parent Forums" to address such issues and collaboratively problem solve.

Goal: School values will be intimately engrained within the school culture, and recognized by staff and students.

Objectives

OOCS Board of Directors will create a teacher/student protocol developed through a joint meeting with all board and staff to be held in the summer of 2011.

OOCS Board of Directors will provide guidance to school staff through a general statement of purpose regarding student and teacher relationships where classroom management expectations are derived from traditional Anishinaabe teachings by SY 2012-13.

OOCS teachers will receive two in-service trainings per year based upon Anishinaabe values.

Goal: OOCS will hire a school counselor by SY 2014 providing students with a qualified professional able to provide guidance and support to students in a safe place within the school.

Objective

Finance committee will explore funding opportunities for school guidance program beginning in SY 2011-2012.

OOCs will build upon current partnership with Grand Portage Human Services to provide emotional and mental health supportive services until a school counselor can be hired. Services will emphasize skills to better cope with situations and process anger.

Performance Area VI: Organizational Success and Financial Security

Current Situation:

Organizational success is dependent upon building a strong board of directors, and maintaining financial health. Although financial resources are limited, Oshki Ogimaag has managed to maintain operational health by avoiding statutory operating debt. OOCs must continually search for ways to reduce expenses, stretch resources, and spend money more efficiently. Communication regarding finances must be clear and transparent between staff, board, and community. Spending decisions will align with school values. Examples include utilizing recycled and natural materials rather than making purchases for school projects.

Staff and board communication must improve so that all parties within the school work together in a common direction to achieve goals. School teachers will submit monthly teacher reports to the board of directors. OOCs will hold quarterly board/staff forums providing an opportunity for the board to receive input from school staff.

All board members have been trained as required by state statute. Board elections will take place in SY 2010-2011 and SY 2011-2012 enabling OOCs to fulfill the state mandate that all members of the Board of Directors will be elected members by the completion of the third operational year. All incoming board members will complete required training prior to the first board meeting of the school year.

Board committees must be active. Essential committees include a finance committee, recruitment committee, fundraising committee, and strategic planning committee. Other committees may be developed as needed. Essential committees will meet monthly.

OOCs will have an active finance committee that meets regularly, established by SY 2011 and continuing through SY 2015. The finance committee will assist with develop budget, approve purchases exceeding \$5,000, keep abreast of current state funding levels, and provide spending and reduction recommendations based on available resources and priorities identified in the strategic plan . Finance committee will report directly to the board of directors.

As this plan is written, school funding is in flux and difficult to predict. Therefore, the finance committee structure has been developed within the strategic plan to allow for continual adjustment and modification ensuring responsible financial oversight.

OOCS will seek to increase student enrollment, but will maintain small class sizes. OOCS Board of Directors will set a class size policy. This policy will be reviewed annually based on staffing levels ensuring an advantageous student/teacher ratio. Recruitment efforts will be targeted in the Grand Portage community and will involve early childhood programs.

Goal: Develop and implement student recruitment plan by SY 2012.

Objectives

Recruitment committee will be established by the end of SY 2010-2011 and will include representation from board, parents, staff, and will include a staff member from Grand Portage Head Start.

Goal: Develop a transition plan for incoming and outgoing board members by May 2011.

Objectives

Board members will review by-laws and establish an election process by April 2011.

Current board will provide an annual training session for incoming board members beginning in August 2011.

Goal: OOCS will increase outside funding by 15% each year from SY 2011-2012 through SY 2015.

Objectives:

OOCS will hold four fundraisers per school year beginning in SY 2011-2012.

OOCS will submit two applications for outside funding (grants) either independently or as a partner per year beginning in SY 2011-2012.

OOCS will establish an active fundraising committee consisting of staff, board, parents, and community by the end of SY 2011.

Implementation

The Strategic Planning Committee will be responsible for implementation oversight. An action plan (Appendix 1) will be developed for each goal and subsequent objectives by the committee. Committee membership will consist of board members, staff, parents, and/or community members. Those responsible for carrying out objectives will report to quarterly to the school board and staff. The Board of Directors will approve the strategic plan annually.

MINNESOTA DEPARTMENT OF EDUCATION
FOOD & NUTRITION SERVICE
POLICY / PROCEDURE

Name: Claim Submission for all Federal and State Child Nutrition Programs
Approved by: Debrah Firkus, Debra Lukkonen and Jeanette Johnson-Reed,
 Supervisors of Food and Nutrition Service
Approval Date: January 2011

Policy Statement of Purpose:

The purpose of this policy and procedure is to ensure the regulatory requirements for submission of claims is met for sponsors of child nutrition programs as well as Minnesota Department of Education.

Reference/Sources for Authority: 7 CFR 210.8 for School Nutrition, 215.10, 220.11, 225.9 Special Milk and School Breakfast and 226.10 for Child and Adult Care food program.

Procedure:

Step	Description	Responsible
1.	Sponsors of Federal and State Child Nutrition Programs must have an approved application in Minnesota's on-line system, Cyber-Linked interactive Child Nutrition System (CLiCS) for both a sponsoring organization and a site location prior to submitting a claim for reimbursement of meals served.	Sponsor to submit application and MDE/FNS to approve application and meal types based on criteria.
2.	Each child nutrition program requires a separate claim form to be submitted through CLiCS. Monthly claim forms become available in CLiCS for each calendar month beginning the first day of the subsequent month. If the form is not completed within 60 days, the form for that month will no longer be available.	Sponsor
3.	A submitted monthly claim is one in which all CLiCS error messages are resolved. For late claim submissions refer to the link: <u>Late Claims and Adjustments</u>	MDE/FNS
4.	Refer to the CLiCS quick step instruction guide for navigation of the claim form. Select this link for the <u>Quick Step instruction guide for claims</u>	Sponsor
5.	All original monthly claims must be submitted in CLiCS within 60 days of the last day of the claim month. A schedule of 60-day deadlines is available on the MDE website. Select the following link for the <u>Claim Reimbursement Due Dates.</u>	Sponsor

6. Adjustments to any original claim received and paid on time by MDE may be revised in CLICS within 90 days of the last day of the claim month. Sponsor
7. Any claim adjustment received after the 60-day deadline for original claims will be reviewed by MDE for valid adjustments. This review by MDE may cause a payment delay until any claim issues are resolved. MDE/FNS
8. MDE makes bi-monthly payments for any submitted claims for child nutrition program reimbursements. Payments are made based on a schedule. Select this link for the [Reimbursement Processing Dates Schedule](#) MDE/FNS
9. Please contact MDE/FNS with any questions or concerns about your claim for reimbursement. Sponsor