



Oshki Ogimaag Community School

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

OOCS Board Meeting Minutes

Meeting Date: Wednesday, June 18, 2025

- 1.0 Call Meeting to Order, Roll Call of Board Members, Quorum Declaration:**
 - 1.1 Call to Order:** 4:53pm
 - 1.2 Board Members Present:** Agatha Armstrong, Joanne Czeswik, Tesha Dickenson, Tina Gatzke, John Morrin, Patty Winchell-Dahl, ex-officio Cherie James
Board Members Absent: Kristin Lindenmuth
Community Members Present: Pam Zahn (OOCS Business Manager), Peter James (OOCS Strategic Planning Consultant)
- 2.0 Reading of the Mission Statement by:** Tesha Dickenson
- 3.0 Declaration of Conflict of Interest:** No conflicts declared.
- 4.0 Community Comment:** Ms. Jeana Isaac had her baby on June 11th at 2pm, his name is Easton Carl. Jeana's husband reports Mom and baby are both doing well. Board members reported hearing positive comments regarding OOCS's End of Year Celebration, that it was well enjoyed, students enjoyed fishing, and Community members appreciated seeing OOCS's graduating 5th grader highlighted in the OOCS awards ceremony for his talents, and enjoyed seeing him receive his ribbon shirt from OOCS as a meaningful graduation gift. Discussion that the Board enjoyed the End of Year OOCS newsletter highlights and pictures.
- 5.0 Ms. Gatzke moved to amend the agenda to add Item 8.6, to approve termination of employment for Stella Morrison, LeeAnna Deschampe and Charlene James.** Motion seconded by Mr. Morrin. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
 - 5.1 Ms. Gatzke moved to amend the agenda to add item 7.6a to remove Kristin Lindenmuth as signer for OOCS accounts.** Motion seconded by Ms. Armstrong. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
 - 5.2 Ms. Armstrong moved to approve agenda with amendments.** Motion seconded by Ms. Winchell-Dahl. Motion seconded by Ms. Armstrong. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
- 6.0 Ms. Winchell-Dahl moved to approve minutes from the May 21, 2025 Regular Board Meeting.** Motion seconded by Ms. Czeswik. Motion passed unanimously. (Voting

Oshki Ogimaag Community School Board Meetings are open to all. Oshki Ogimaag Community School greatly values the voices and perspectives of the families and community we serve. The Board will provide up to 15 minutes at the start of each meeting for public comment. The Board Chair may reduce or extend this time period and/or establish time limits on speakers to facilitate OOCS Board business. OOCS is authorized by Osprey Wilds Environmental Learning Center:

<https://ospreywilds.org/charter-school-division/>

aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).

- 7.0 Approval of Business Manger Contract.** Discussion of the differences in the FY26 contract vs. the FY25 contract, including increases to reflect increased workload, including on the audit, taking on MARSS (MN Automated Reporting Student System) reporting, among other items. **Mr. Morrin moved to approve FY26 contract for Business Manager, Pam Zahn.** Motion seconded by Ms. Gatzke. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl)
- 7.1 Discussion and Approval of May Financial Reports.** Discussion of Century Link costs, possible availability for broadband, and discussion of further investigation as to if OOCs can opt for broadband vs. continuing with Century Link. Discussion of Toshiba contract and copier overage costs. Discussion of purchasing versus leasing copier. Discussion of liability insurance costs, Business Manager Zahn is seeking bids with our insurance broker. **Ms. Winchell-Dahl moved to approve May Financial Reports.** Motion seconded by Ms. Gatzke. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
- 7.2 Approval and Discussion of proposed FY26 Budget.** Discussion of Support Personnel, and potential legislative changes to requirements - removing \$20,000.00 of revenue in anticipation of these potential changes. Discussion of loss of Indian Ed funding due to MARSS errors, reducing revenues by \$44,000.00 in the updated draft of the FY26 proposed budget. Discussion of increase in special education support staff for FY26 due to identified student needs. Discussion that at the May Board meeting, there was discussion that the Instructional Materials line item was low, and has been increased from \$2000 to \$5000. Discussion that the proposed budget is based on FY26 enrollment of 20 students. Discussion of reduction of staff and if enough has been budgeted to cover all needs. Discussion that all open positions have been budgeted for, but there is not wiggle room in terms of hours or salaries above what has been budgeted, and that scheduled hours and salaries will need to be monitored closely. Discussion of \$10,000 Donations line item in Local Revenue, and if this projection is too high. Discussion that this number seems reasonable with current projections of what will be coming in for FY26. **Mr. Morrin moved to approve proposed FY26 Budget.** Motion seconded by Ms. Czeswik. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
- 7.3 Ms. Winchell-Dahl moved to approve Audit Engagement Letter.** Motion seconded by Ms. Armstrong. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
- 7.4 Discussion of EdVisions Contract.** Ed-Visions Cooperative will process payroll, manage employee benefits, and offer Human Resource services. Discussion that

EdVisions does not offer PERA, but they do offer 403b. Discussion that EdVisions becomes the "Employer of Record" for OOCs staff, so OOCs does not file payroll taxes, etc. - this is all done through EdVisions. Discussion that the greatest amount of work will be getting employee files sent to EdVisions, and that all employees will fill out new employee paperwork. Discussion that EdVisions offers a greater amount of services and support for a similar cost of the organization currently contracted with OOCs. **Ms. Czeswik moved to approve EdVisions contract.** Motion seconded by Mr. Morrin. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).

- 7.5 Approval of Health Benefits Offerings.** Discussion of the plans offered by EdVisions. Discussion that historically OOCs has covered 100% of health insurance premiums of individual employees, but over the past year there has been discussion this may not be a financially sustainable practice going forward. Discussion of the various plans offered by EdVisions. The mid-range plan is \$632.50 per individual with a \$4000 deductible in the Essentia network with does not include any of the health services in Cook County, accessing the passport network for this plan increases the price to \$790.62 per individual. Discussion of not offering health benefits to employees. Discussion of OOCs covering \$632.50 and employees can choose to upgrade to a different plan and pay the difference. **Ms. Gatzke moved for OOCs to cover \$632.50 of employee individual health insurance premium, and for employees who are eligible for the school's group health insurance plan but choose not to enroll may receive an annual taxable benefit of \$3,600, in accordance with applicable state and federal laws and subject to required withholdings, acknowledging this benefit is not intended as a substitute for insurance and is not available to employees who enroll in the school's group health plan.** Motion seconded by Ms. Armstrong. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).

- 7.6 Ms. Gatzke moved to remove Vice Chairperson, Kristin Lindenmuth, as a signer to OOCs accounts (including Security State Bank and North Shore Federal Credit Union) so that all current signers can sign new signature cards immediately.** Motion seconded by Ms. Czeswik. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).

- 7.6a All current account signers signed signature cards: Executive Director, Cherie James, Board Chairperson, Tesha Dickenson, Treasurer, John Morrin, and Board Secretary/Assistant Director, Tina Gatzke.**

- 7.7 Discussion and Approval of Special Education Director contract.** Discussion of moving from contracting with Indigo Education to contracting with Sam Zimmerman. Discussion that Sam Zimmerman serves as the Indigenous Education Specialist in the Academic Standards, Instruction and Assessment Division at MDE (Minnesota Department of Education), where he supports

integrating Indigenous contributions, into K-12 instruction and collaborates with educators statewide. Previously Zimmerman served as the Deputy Director of Special Education (overseeing special education across 255 schools and 130,000 students) and contributed to statewide policy through the New York State Department of Education. Zimmerman has Professional Administration credentials that include a District Superintendent License and a Director of Special Education license. Discussion that Zimmerman's time with OPCS cannot overlap with his time at MDE, and he will be available to OPCS primarily on Fridays, unless prior arrangements have been made for special meetings, etc. Zimmerman is a direct descendent of the Grand Portage Band of Lake Superior Chippewa (Ojibwe), and expresses enthusiasm for serving the students of Grand Portage. Beyond K-12 education, Zimmerman is an accomplished Ojibwe artist and author, leading community arts events, reflecting deep cultural engagement. **Ms. Winchell-Dahl moved to approve the Special Education Director contract with Sam Zimmerman.** Motion seconded by Ms. Czeswik. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).

- 7.8a, 7.8b Ma. Gatzke moved to approve the Speech-Language Pathologist contract and the Occupational Therapist contract through TinyEye.** Motion seconded by Ms. Winchell-Dahl. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).

- 7.9 Ms. Winchell-Dahl moved to approve the School Psychologist contract with Jan Lippitt.** Motion seconded by Ms. Czeswik. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).

8.0 Discussion of Staff Reports.

- 8.1 Discussion of Director's Report.** Discussion of Circle of Voices Community Listening Session. There was feedback that Community was looking for more opportunity to speak vs. listen. Discussion of challenging and changing the false but persistent narrative that OPCS students have lower test scores and attendance than students at other Cook County schools, data was presented reflecting Grand Portage students from OPCS have higher MCA test scores and higher attendance rates than Grand Portage students attending Sawtooth Elementary School. Discussion that OPCS is seeking 1 teacher and 2 special education paraprofessionals for the 25-26 school year. Discussion that Director James will be taking a European vacation June 24-July 08. Discussion of more collaboration with WTIP. Discussion potential places to post job openings.
- 8.2 Discussion of Student Academic Outcomes.** The Board was presented with data on student FastBridge assessment scores for Reading and Math, by classroom, including Fall, Winter and Spring outcomes, showing the percentage of students scoring in the ranges "Low Risk" (generally scores in the 40th percentile and above, indicating students are likely to meet current and end-of-

year grade-level benchmarks with the general core instruction in place), “Some Risk” (generally scores in the 15th to 39th percentile, suggesting the student is somewhat behind grade-level standards and unlikely to meet end-of-year goals unless supplemental support is provided), or “High Risk” (generally scores below the 15th percentile, indicating the student is very unlikely to meet end-of-year expectations without immediate, intensive, and ongoing individualized intervention).

Discussion that Ms. Knollmueller’s K-1 class scores in Reading trended significantly downward from Fall to Winter and Winter to Spring, with 0% of students testing in the High Risk range in the Fall, and by Spring 50% of the students testing in the High Risk range, and discussion that Math scores were stable with 83% of students at Low Risk and 17% at Some Risk for Fall, Winter and Spring. Discussion that in Ms. Lewis’s 2nd grade class, Reading scores stayed stable throughout Fall, Winter and Spring (50% high risk, 50% low risk), discussion that there were students with identified reading disabilities in this group, receiving support and making positive progress but remaining in the high risk category. Discussion that Ms. Lewis’s class Math scores dropped significantly in the Spring, going from 62% of students at Some or High Risk and 38% at Low Risk in Winter, to 87% of students at Some or High Risk and 13% at Low risk in the Spring. Discussion that Ms. Isaac’s class increased reading scores from Fall to Winter, but reading scores dropped from Winter to Spring, and that the same pattern occurred with Math scores, with the class increasing scores from Fall to Winter and scores decreasing from Winter to Spring.

Discussion that FastBridge assessment scores were closely aligned with easyCBM scores and closely aligned with teacher assessment of student progress as noted in Progress Reports and Child Find meetings. Discussion that the literacy curriculum was not fully utilized across classrooms and in order for students to benefit from the curriculum all components must be used comprehensively. Discussion that important factors in terms of classroom management, school wide use of Responsive Classroom can work to improve focus and achievement scores. Discussion that due to staffing, there wasn’t the individualized General Education interventions that were planned on. Discussion of plans to more comprehensively evaluate and support delivery of instruction, including training and coaching. Discussion of changes to model of delivery of instruction. Discussion that during Ojibwe Language and Culture a great deal of progress was observed in student reading and writing.

- 8.3 Discussion of Family Survey Results.** Discussion that 100% of OOCs families responded that they were “Very Satisfied” or “Satisfied” with the quality of education their child is receiving at OOCs vs. 90% in 2023. 90% of respondents reported that they “Strongly Agree” or “Agree” that OOCs creates a safe and welcoming environment from 60% in 2023. 90% of respondents reported that they “Strongly Agree” or “Agree” that OOCs effectively communicates with families regarding their child’s progress and school events vs. 60% in 2023. 100%

of respondents reported that their child feels a sense of belonging and connection at OOCS. 100% of respondents “Strongly Agree” or “Agree” that their family’s culture, identity, and values are respected and reflected at OOCS. 90% of respondents reported that they “Strongly Agree” or “Agree” that OOCS provides high quality instruction that meets their child’s individual learning needs. 70% of respondents reported that they “Strongly Agree” or “Agree” that support services (such as special education, counseling, or other interventions) are available and meet the needs of students who require them, 30% responded “Neutral-neither disagree or agree.” 100% of respondents answered they “Strongly Agree” or “Agree” that OOCS’s focus on Indigenous culture, language and Community is important to their family and enhances their child’s education. 90% of respondents answered they are “Very Satisfied” or “Satisfied” with their family’s experience at OOCS. 100% of respondents with students eligible for enrollment in the 25-26 school year, responded that they plan to return to OOCS in the fall. Discussion of the positive and improved family feedback from the last survey. Discussion that survey results reflect that families feel positively about instruction and culture at OOCS. Discussion that survey results should be shared in newsletters. Discussion that family responses reflect a high degree of satisfaction with communication from school. Discussion that 71% of families completed the survey.

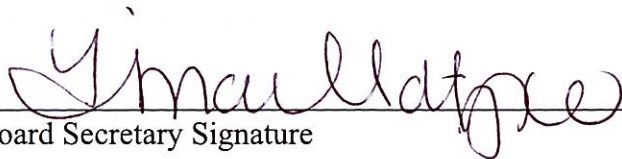
- 8.4 Discussion of Staff Survey Results.** Discussion that 100% of staff found their experience working at OOCS during the 24-25 school year to be “Very Meaningful” or “Somewhat Meaningful.” Discussion that 87.5% of staff responded that they felt “Always Supported” or “Usually Supported” in their professional role, with 1 respondent reporting they felt “Sometimes Supported.” Discussion that 75% of respondents reported that OOCS’s mission and values guided the staff’s work together “Very Well” during the school year, with 1 respondent reporting “Somewhat Well” and 1 respondent reporting “Neutral.” 75% of respondents reported that they found Professional Development opportunities during the school year to be “Good,” or “Excellent,” with 2 respondents reporting “Fair.” 62.5% of respondents reported that communication across the OOCS school community was “Very Clear and Effective,” or “Mostly Clear,” with 1 respondent reporting “Neutral,” 1 respondent reporting “Somewhat Clear,” and 1 respondent reporting, “Very Unclear.” 75% of staff respondents reported that they felt, “Very well-equipped,” or “Adequately equipped” with the tools and resources needed for their roles, with 1 respondent reporting “Neutral,” and 1 respondent reporting “Somewhat lacking.” 75% of respondents reported they “Strongly Agree” or “Agree” that the OOCS school environment supports positive relationships amongst staff and students, 2 respondents responded, “Neutral.” 100% of staff would recommend OOCS as place to work for other educators. Areas to focus on for improvement were identified as communication and professional development, including resources for staff development.

- 8.5 Discussion of Community Listening Session Feedback was included in 8.1, Director's report.
- 8.6 **Staffing.** Discussion that OOCS will be seeking paraprofessionals who meet the "Highly Qualified" criteria set by MDE, and/or have experience working with students with special needs and are able to pass the ParaEducator test to meet the High Qualified designation. Discussion that OOCS will not have the Cultural Liaison role as a stand alone role due to funding. Discussion that OOCS is investigating alternative ways to provide meals to students, including catering, that would potentially have a lower impact upon the budget. **Ms. Gatzke moved to approve the termination of employment of LeeAnna Deschampe (Paraprofessional), Charlene James (Cultural Liaison) and Stella Morrison (Nutritional Services Director).** Motion seconded by Mr. Morrin. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
- 9.0 **Approval of the 2025-2026 Board Calendar.** **Ms. Armstrong moved to approve the the 25-26 Board Calendar.** Motion seconded by Ms. Winchell-Dahl. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
- 10.0 **Approval of Admission Policy.** **Ms. Winchell-Dahl moved to approve Admission Policy.** Motion seconded by Mr. Morrin. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).
- 11.0 **Board Evaluation.** Board strengths identified as: Discussion and monitoring of financial performance and enrollment, meeting notices and communication, meeting operations (following agenda, actions taken by the Board clearly articulated, results of votes articulated by Board Chair, etc.) and thorough meeting minutes. Areas of development identified for the Board included: More meaningful discussion regarding student academic outcomes, Board training, meaningful review of school leader performance, discussion and review of Exhibit S, Discussion of creating a calendar with identified areas of focus for each meeting. discussion of book study of Charter School University, discussion of Board members sharing all relevant training certificates with Board Secretary, discussion that an OWL cam and monitor are purchased and set up prior to the September Board meeting. Discussion that the Board needs another Parent or Teacher Board member so that the Board remains a non-majority Board. Discussion of using a Consent Agenda at Board meetings. Discussion that going forward Board packets will be sent a week in advance of the Board meeting and once OWL cam and monitor are purchased Board packets will not be printed out, other than the one for public inspection.
- 12.0 **Director Evaluation.** In accordance with Minnesota Open Meeting Law, the Director and Assistant Director exercised their right to have the annual performance evaluation conducted in open session. The Board proceeded with evaluation in open meeting. Board members and staff completed evaluations on the Director and Assistant Director. Strategic Planning Consultant, Peter James, also met with staff and with Ms. Winchell-Dahl, who led the evaluation process. Ms. Winchell-Dahl summarized areas of development including: Prioritize hiring and retaining staff, increased availability, and

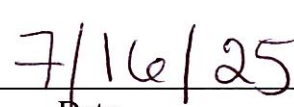
clear, direct communication with staff, increase staff support and training for use of new curriculum, consistency with following through with policy and procedures, ensuring consistent attendance with staff, create a clear definition of duties and responsibilities for Executive Director and Assistant Director that is communicated to staff. Areas of strength of the Assistant Director summarized as outstanding in critical issues, developing policies, and the newsletter. Areas of strength of the Executive Director summarized as communication with the community as the voice and face of the school, cultural instruction and experiences offered to students. Area of strength of the Administrative team included excellent communication with the Board. Professional Development Plan for Executive Director and Assistant Director includes: Clearly defining the two roles and ensuring this is communicated to staff clearly, creating clear systems of communication to staff, and developing a staff retention plan.

- 13.0 Adjournment: Motion to adjourn made by Mr. Morrin at 7:48pm.** Motion seconded by Ms. Armstrong. Motion passed unanimously. (Voting aye: Ms. Armstrong, Ms. Czeswik, Ms. Dickenson, Ms. Gatzke, Mr. Morrin, Ms. Winchell-Dahl).

Board Workshop Training with Peter James, Strategic Planning Consultant, followed the regular Board meeting. Topic: Charter Contract Renewal Process: Board Responsibilities



OOCS Board Secretary Signature



Date