



**OSHKI
OGIMAAG**

OSHKI OGIMAAG CHARTER SCHOOL

PUBLIC CHARTER SCHOOL DISTRICT #4195

SCHOOL YEAR 2024-2025

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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1. SCHOOL INFORMATION

Contact Information

Oshki Ogimaag Charter School (OOCs)

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Grades Served

Kindergarten - Grade 05

(Chartered to Serve Kindergarten - Grade 06)

Year Opened

2009

Mission and Vision

The mission of Oshki Ogimaag Charter 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.
- Contribute to the wellness of future generations.

Our vision is to guarantee the future of Anishinaabemowin, cultural knowledge, values and history to sustain and empower our elders, family and youth. Upon graduation students will have academic competence, positive leadership skills, and social self-sufficiency.

Collaboration with tribal schools will promote knowledge and respect for indigenous world views and allow for meeting the ever-changing educational and social needs of the Grand Portage Community with new methodologies and innovative technological opportunities.

Parents, students, teachers and administrators will become allies in education promoting student ownership of learning through empowerment and recognition of

diverse learning styles.

Authorizer Information

Osprey Wilds serves as the authorizer of OOCS

Osprey Wilds serves as the authorizer of OOCS, and has since opening in 2009. OOCS and Osprey Wild have a current contract through 2026.

The authorizing mission of Osprey Wilds Environmental Learning Center is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

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2. IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

Oshki Ogimaag Community School's primary purpose is to improve student learning and achievement. The school uses Anishinaabe language and culture, social and emotional supportive strategies, and student projects in all academic areas to provide a culturally rich and engaging environment in which students can thrive academically.

The additional purpose of Oshki Ogimaag Community school is to encourage the use of different and innovative teaching methods. OOCS ensures that all students are provided the opportunity to learn through integration. Teachers will integrate the Anishinaabe language and culture, environmental education and personal development in all academic areas.

Students learn in multi-grade classrooms and interact regularly with local elders and professionals in order to balance the rich history of the community with local culture and skills necessary for future success.

Students are provided with learning materials that are relevant to them, learn problem solving skills through analyzing local issues and learn about professional opportunities within the community.

Social and emotional education are taught by using language, culture and art.

All academic areas, Anishinaabe traditions, stewardship of the land, contributing to the wellness of future generations, and learning about local ecosystems are integrated into environmental learning.

Strong Community collaborations and partnerships provide rich and engaging learning opportunities weekly in the classroom, at school, fieldwork and within the Grand Portage Community. These include work in the Community Gardens with the Grand Portage Agricultural Coordinator and Grand Portage Nutritional Director, Reading with Elders, Reading Buddies, Traditional Drumming Circle, Beadwork and Ribbon Skirt Making, Ricing, Snaring, Sugar Bush, Feasts, Fishing, guest speakers, events, exhibits and sharing in class.

3. STUDENT ENROLLMENT AND DEMOGRAPHICS

Student Enrollment

Oshki Ogimaag Charter School primarily serves students living on and near the Gichi Onigaming (Grand Portage) Reservation. Nevertheless, OOCS disseminates enrollment information throughout Grand Portage and Cook County, using both electronic and conventional media. Postings and notices are made widely accessible on platforms such as the community bulletin boards, tribal newsletters, and social media sites in order to reach targeted groups such as low-income, people of color, students at risk of academic failure, and under-represented populations. Alternative enrollment options include Sawtooth Elementary School (the resident district school in Cook County, Independent School District 166), and Great Expectations School (K-8 charter

school), both located in Grand Marais. Oshki Ogimaag Charter School is the only school within 35 miles of the Grand Portage Reservation. In the 2024-25 school year, 100% of students were Grand Portage residents.

The OOCS Board set a goal to strengthen the partnership between OOCS and Grand Portage Head Start. There used to be a strong connection between the school and Head Start and we aim to re-establish this collaboration. We began this in the spring of 2024, by re-establishing Reading Buddies with Grand Portage Head Start students, increased communication and collaborations with Head Start leaders and staff. In FY25, all four of the eligible kindergarten students from Head Start enrolled at OOCS.

Over the past few years, turbulence at OOCS led to enrollment declines. In the fall of the 2022-2023 school year, OOCS went from offering Kindergarten through 6th grade, to offering Kindergarten through 3rd grade, due to lack of teaching staff. In the 2023-2024 school year, OOCS offered Kindergarten through 4th grade, but 10 students eligible and expected to continue enrollment at OOCS did not return. Eight of the students enrolled at Sawtooth Elementary School and two of the students enrolled at Great Expectations School.

Since 2023, the OOCS Board has addressed the enrollment challenges and worked with a Strategic Planning Consultant to identify areas of strength and weakness of OOCS and make plans for development and growth, focused on concerns brought up by parents and staff. For FY25, enrollment stabilized at 20 students and the school offered instruction in three classrooms from Kindergarten through 5th grade. With increased communication and implementing positive changes to address concerns, we anticipate increased enrollment in future years as the population of incoming kindergarten students grows.

Number of Students Enrolled	2022-23	2023-24	2024-25
Kindergarten	9	4	4
1st Grade	6	7	4
2nd Grade	4	5	7
3rd Grade	7	1	2
4th Grade	N/A	3	1
5th Grade	N/A	N/A	2
Total	26	20	20
Total ADM (Average Daily Membership) for year	25.97	18.19	19.53

Student Demographics

NEED UPDATED SUMMARY STATEMENT HERE

Demographic Trends	2022-23	2023-24	2024-2025
Total Enrollment	26	20	20
Special Education	7	5	5
English Learners	0	0	0
Free/Reduced Priced Lunch	20	9	15
Black, not of Hispanic Origin	2	1	0
Hispanic/Latino	2	0	0
Asian/Pacific Islander	3	5	4
American Indian/Alaskan Native	26	20	21
White, not of Hispanic Origin	0	0	0
Two or more races	5	4	4

4. STUDENT ATTENDANCE, ATTRITION, AND MOBILITY

Student Attendance

Consistent student attendance improved at OOCS in the 2024-2025 school year. Administration communicated to individual families, seeking to improve attendance rates. Other strategies employed included making calls to families in the morning, if their student did not arrive at school on the bus, offering breakfast to tardy students, and communication to families regarding the importance of daily attendance. The OOCS Board and staff are communicating with families directly to seek information regarding what barriers families are facing in having their students at school consistently.

Some factors that can contribute to continued attendance challenges are generational

traumas to Indigenous peoples caused by the colonization of America, resulting in forced relocation, genocide, forced attendance to government boarding schools, and other traumatic events, that have left lasting imprints upon the Community. The rippling effects of these traumas effect health (high rates of suicide, depression, and substance abuse), damage to cultural identity, ongoing financial barriers (which can impact parent/guardian work schedules, including the need to work multiple shifts, and/or night shifts, which can make mornings challenging), and can create distrust of the school system. These factors can result in poor sleep hygiene, stress, anxiety and depression. Our rural location can limit access to resources.

It is our goal to work with families side-by-side, seeking how we can better support their needs and work collaboratively to continue strong daily attendance and through the mission of our school, preserving Anishinaabe language and culture, work to break down barriers that are faced by our students, families and the Community.

	2022-23	2023-24	2024-25
Consistent Attendance Rate	52.9%	52.6%	N/A

Student Attrition

Student retention is an important focus of the OOCS Board and staff. In response to increased student turnover in FY23 and FY24, the OOCS Board, with the support of a Strategic Planning Consultant, spent a great deal of time communicating with past and present families and staff, in order to develop plans for positive change, growth and increased retention rates. These plans are being implemented and changes achieved.

Percentage of students* who were continuously enrolled between October 1 of the 2023-2024 school year and October 1 of the 2024-25 school year.	82%
Percentage of students* who were continuously enrolled between October 1 of the 2023-2023 school year and October 1 of the 2023-24 school year.	75%

Student Mobility

There was a high mobility index in the 2023-2024 school year. Parents and guardians communicated a desire for increased communication, increased retention of high quality educators, and changes to curriculum and delivery of instruction to meet the needs of all students. These concerns began to be addressed in the spring of the 2023-2024 school year including changes to teaching staff and administration, with continued improvements implemented in the 2024-2025 school year. As a result, the percentage of students who were continuously enrolled increased.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2021-22	0	29	1	1	2	7%
2022-23	2	26	0	0	0	0%
2023-24	0	20	0	5	5	25%
2024-25	6	21	0	3	3	18%

5. Educational Approach and Curriculum Key

Pedagogical Approaches and Alignment to Mission

Oshki Ogimaag offers a comprehensive instructional program that integrates rigorous academics, cultural relevance, and social-emotional development. Our core curriculum uses Open-Up Resources for both literacy and mathematics.

Our instructional program extends beyond core academics. All students receive direct Ojibwe language instruction and participate in seasonal cultural teachings tied to the Anishinaabe calendar, embedding Indigenous knowledge and cultural identity development within their academic experience.

We also implement Responsive Classroom practices to promote social-emotional learning and culturally responsive teaching, ensuring that academic rigor is supported by a nurturing, community-centered environment.

In combination, these elements provide a curriculum that is both broad—covering all core academic domains with integrated cultural and social-emotional learning—and deep, allowing students to build knowledge systematically across disciplines while staying connected to their cultural identity

Our educators utilize a constructivist approach, as students create meaning and discover knowledge through hands-on learning projects in alignment with our mission to prepare students through hands-on, community-based projects to become lifelong learners that reach their personal and academic potential. Our educators use an integrative pedagogical approach, weaving Anishinaabe language and cultural lessons across disciplines. For example, when going to Sugarbush to tap maple trees; math lessons are integrated as students collect data on how much sap is collected and create comparative diagrams comparing season to season. Science lessons are integrated as students learn which trees are best to tap, drill holes in the trees, and process the sap by heating it to evaporate much of the water to make concentrated maple syrup. In preparation for Sugarbush, students learn Ojibwe words relevant to the process and learn about the cultural history and tradition of Sugarbush from our Ojibwe Language and Culture Instructor. Students write observations and reflections about their Sugarbush experiences. Every step of the process is supported by Elders and other Community members, including the Grand Portage Ojibwe Language and Environmental Education Coordinator, the Grand Portage Community Nutrition Educator, the Grand Portage Agricultural Coordinator, that join our students at Sugarbush and OOCs family members are invited to join us as well.

Beginning in FY26, Oshki Ogimaag will be implementing a new element into its instructional program: instruction will be divided between teachers based on content area specialization rather than grade level. This has always been true for language instruction, but is seen as an important strategy to create a learning environment that more effectively supports its mission goals. The curriculum will continue to use research-based tools and materials to support rigorous academic instruction. However, this change offers an opportunity to more completely institute a program that is rooted in traditional activities, organized around the seasons, and incorporating external resources from the local community. It also supports the desire for enhancing the social/emotional development of students – another strategic goal – through the sharing of all students by all staff members. This change will be supported by intentional, sustained professional development as the curriculum is more fully developed and the program more effectively implemented.

The Instructional Program and Curriculum

Curriculum design is developed through a collaborative team process. Educational products are developed over long and short-term, depending upon theme. These themes provide an integrating context for students to accomplish learning targets and develop academic skills within a culturally responsive framework. Themes are organized seasonally, anchored in Anishinaabe culture and traditions; including Wild Ricing (harvesting steps of knocking, drying, parching, jigging and winnowing), Rabbit snaring (including lessons on tracking animals), Sugarbush (tapping maple trees and processing sap to make maple syrup), and an ongoing Phenology Project.

In literacy, we've implemented Open-Up Resources EL Education K-5, the only MDE-approved comprehensive literacy curriculum. Fully aligned to state standards, EL Education offers a balanced, integrated approach that combines knowledge-building, foundational reading skills, writing, vocabulary, and oral language development. Students engage with high-quality, culturally diverse texts across science, social studies, and literature, supporting both depth of content and breadth of genre. The three-module structure each year allows deep exploration of essential topics, while daily skills blocks ensure systematic phonics and foundational literacy instruction.

In mathematics, Open-Up Resources K-5 Math provides a coherent, problem-based program. The curriculum emphasizes conceptual understanding, procedural skill, and real-world application, guiding students through progressively complex mathematical concepts while ensuring consistent grade-level alignment to Minnesota standards.

OOCS provides daily instruction in Ojibwe language and culture. Projects and lessons integrate social studies, science, writing, math, science and art state standards. At OOCS, we work to integrate Anishinaabe language and cultural lessons across academic disciplines as well as integrate lessons connected to state standards in Ojibwe Language and Culture class work. Developing a positive self identity through learning that is rooted in Anishinaabe language and culture. Environmental learning, lead by our Environmental Education Coordinator, and hands-on, community-based projects, in collaboration with our Community partners are key components to our instructional programming.

Remediation and Acceleration Practices

Remediation and acceleration interventions are determined through a data based, problem-solving, multi-tiered system of support process. A team of our educators meets monthly to evaluate student progress and identify needs, and strategize interventions for support. The approaches are data-driven and the team works collaboratively to

determine necessary programming and identifies how these supports and programs will be staffed. Remediation is provided by identifying a specific skill for intervention, while ensuring students continue to receive grade level, standards-based curriculum. A licensed teacher provides math and reading intervention programs, and works with educators and student support staff to guide and design behavioral interventions. With a very small student population, OOCS educators strive to understand each student's individual needs. Small class sizes and multi-age groupings provide the opportunity for differentiation within the classroom.

In addition to formal assessments such as FastBridge and MCAs, teachers conduct regular formative assessments to guide their instructional practices. To implement accelerated and remedial programming, staff utilize curriculum-based interventions and complementary resources

.

Special Education

OOCS employs a Special Education Coordinator on-site. The Special Education Teacher is a licensed Academic Behavioral Strategist. This licensure allows for the Special Education Teacher to work across multiple disability areas. This licensure allows the Special Education Teacher to evaluate and provide special education services to students who have needs in the mild-to-moderate range of areas of academics, behavior, social/emotional skills, communication and functional performance. The needs that this licensure covers are mild-to-moderate range of the following disabilities: Autism Spectrum Disorder (ASD), Developmental Disabilities (DD/DCD), Emotional Behavioral Disorder (EBD), Specific Learning Disabilities (SLD), and Other Health Disorders (OHD) in K-12 classrooms.

In FY24, OOCS contracted with Indigo Education for Special Education Director services; TinyEye for related service providers in the areas of speech/language and occupational therapy; and an independent contractor as the school psychologist. Students access speech therapy and occupational therapy virtually on the secure TinyEye platform, with an OOCS support staff next to them supporting students as they access their therapies.

OOCS educators meet monthly for Child Find meetings. Child Find meetings are used to identify students displaying unmet needs. These needs include but are not limited to; academic need, behavioral and emotional regulation needs, functional needs, communication needs, and social emotional learning needs. Child Find meetings are used to not only address students who may be struggling to access instruction in the

classroom but also students who may need additional challenges in terms of curriculum and instruction. Child Find meetings are attended by the Director, Special Education Teacher, and each of General Education Teachers (all teachers at OOCS are licensed).

We use tiered systems of support, using the Responsive Classroom Approach, and follow a Positive Behavioral Interventions and Supports (PBIS) model, utilizing research and evidence-based practices to support students at three tiered levels. Tier 01 supports include classroom and schoolwide practices that support all students in all situations (i.e. Responsive Classroom practices: commonly agreed upon schoolwide discipline policy, creation of schoolwide and classroom rules that students are invested in, interactive modeling, logical consequences). Tier 02 supports include additional supports for times when a student needs extra support to remember behavior expectations but does not need the highly individualized interventions of Tier 03 (i.e. Responsive Classroom practices: additional modeling, additional collaborative problem-solving, additional student-student conflict resolution, and problem-solving with parent/guardians). Tier 03 supports are highly individualized interventions for serious, escalating World's Best Workforce & Annual Report Page of Oshki Ogimaag Charter School FY24 14 55 behaviors.

Tier 03 support is an intervention plan designed by the student's General Educational Teacher, a behavioral specialist (i.e. licensed ABS,) and in collaboration with parent/guardians, utilizing elements of Responsive Classroom practices.

If a teacher has moved through the tiers of intervention and a student is not making adequate progress and/or student need is increasing, we meet with parent/ guardians to develop a plan of pre-referral interventions. A specific need or behavior is targeted and one intervention is employed with fidelity over a period of 4-6 weeks, documenting progress. After the 4-6 week period, progress will be evaluated by the team (including parent/guardians), if adequate progress was not made, then a different intervention will be employed for a 4-6 week period, documenting progress. If the student does not make adequate progress after the second interaction, a comprehensive special education evaluation may be recommended to determine eligibility for special education services and supports. Parent/guardians may request an evaluation at any time and/or waive interventions.

OOCS has an inclusive special education model, and special education supports and services are provided in the least restrictive environment. All special education supports and services are provided on-site. Special education students receive individualized instruction based on needs identified in the student's special education

evaluation. Goals in student Individualized Education Programs (IEPs) are based upon grade-level Minnesota state standards. IEPs are developed by an IEP Team comprised of the parent/guardians, General Education Teacher, Special Education Teacher, Director, and related service providers (if applicable). Students receive IEP services 1:1 in the special education meeting room, working virtually with therapists, 1:1 in the special education classroom with the special education teacher, in small group settings in and out of the classroom with the special education teacher, and in the general education classroom. How special education instruction is delivered is based upon the student's need, learning style, and IEP goals.

School Staffing to Meet the Mission of OOCS

In 2024-25, OOCS classrooms included a K-1 classroom, a 2nd grade classroom, and a 3rd - 5th grade classroom., each classroom staffed by a licensed teacher. The K-1 and 2nd grade classrooms were also staffed with a special education paraprofessional.

In the 2024-25 school year, OOCS employed a Licensed Special Education Teacher, on-site., Ms. Tina Gatzke. In addition to providing special education supports and services, the role of this teacher also served to provide additional support to general education students in small group settings in the areas of reading, mathematics and social emotional learning (SEL) skills. As part of her role, Ms. Tina assesses all students in reading and mathematics using easyCBM (Curriculum-Based Measurement) assessments, in Fall, Winter and Spring to monitor progress and to compare to our state assessments, so that we can more precisely identify areas of strength, need and support for students. Ms. Tina works collaboratively with classroom instructors and support staff to meet the individual needs of students. Ms. Tina also provided training to instructional and support staff on the Child Find Process, Tiered Levels of Support, Responsive Classroom approaches Deescalation and Sensory Breaks.

OOCS employed an Ojibwe Language and Culture Instructor, Ms. Cherie James. Ms. James integrates music, art, reading, social studies and local history of Grand Portage, into her language and culture curricula. Ms. James plans her lessons so that students are learning words relevant to the season and cultural activities they are engaging in. Ms. James teaches Ojibwe by grade level, and each grade receives daily instruction in Ojibwe Language and Culture. Ms. James brings in guest speakers, including Elders, and other Community members to her classroom on a regular basis and partners with Community members to plan cultural experiences and field trips for students. In 2024-25, some of the cultural actives Ms. James coordinated included: Ricing at the

Swamp River, visiting Manidoo Gizhigans (Spirit Little Tree) located on land that is considered sacred to the native Ojibwe people of Grand Portage, students left offerings of asemaa (tobacco) at the site, students went on a tree-identifying hike learning to identify attributes of trees native to Grand Portage, snared rabbits and learned how they are processed, a trip to Grand Portage State Park where students listened to stories about Grand Portage history and sang songs in Ojibwe with an Elder, learned how to use compasses, went birdwatching taking photographs of local birds, visited the High Falls of the Pigeon River, and went to the Sugarbush several times to tap maple trees, collect sap, and process the sap to make maple syrup.



OOCS Calendar and Daily Schedule



Oshki Ogimaag Community School 2024-2025

August							September							October							November						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5					1	2	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30
December							January							February							March						
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7			1	2	3	4								1						1	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28		30	31					
April							May							June													
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT							
				1	2	3					1	2	3	1	2	3	4	5	6	7							
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14							
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21							
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28							
27	28	29	30				25	26	27	28	29	30	31	29	30												

8/26-29	Staff PD/ Workshop
9/2	No School-Labor Day
9/3	1st Day of School
10/14	Indigenous Peoples' Day
10/17-18	No School-Fall Break
10/21	No School-PD Day
11/4	No School-PD Day
11/27-29	No School-Indigenous Peoples' Heritage Break
12/23-1/01	Winter Break
1/17	No School-PD Day
1/20	No School-MLK
2/13	No School-PD Day
2/14	No School
2/17	No School-Presidents' Day
3/10	No School-PD Day
3/21	No School-PD Day
3/24-28	No School-Spring Break
4/21	No School-PD Day
5/26	No School-Memorial Day
5/30	Last Day of School
6/2-5	Staff Workshop/PD

Qtr 1: 41 Days-ends on 11/01
Qtr 2: 42 Days-ends on 01/16
Qtr 3: 39 Days-ends on 03/20
Qtr 4: 43 Days-ends on 05/30
Total Student Days: 165
Total Teacher Days: 180

Above is the 2024-25 OOCS Board Approved school calendar. 165 Instructional Days were scheduled. School hours are 8:00-3:15. Breakfast is 20 minutes, Lunch is 30 minutes, and Recess is 30 minutes each day. In FY25, there were 5.92 Instructional Hours (355 minutes) per day and 976.25 Instructional Hours (58,575 minutes) per school year.

6. Innovative Practices and Implementation

Oshki Ogimaag Charter School (OOCS) was founded because the local Community identified a need to provide the children and families of Grand Portage with a local, high-quality option for education, with an emphasis on Anishinaabe language and culture. OOCS was developed through a grassroots initiative which gained support from the Grand Portage Tribal Government (Reservation Tribal Council) and Community.

The vision for OOCS is for students to receive a comprehensive education while attending a “school without walls,” utilizing the school building for classrooms and Ojibwe homeland as an extended campus. At OOCS, students develop a positive self-identity, immersed in rich cultural experiences, Anishinaabe traditions, and through learning Ojibwe, take part in revitalizing the language within their Community. The “Community” page of Grand Portage Band of Lake Superior Chippewa’s website reads, “The Grand Portage Anishinaabe are strong and resilient. We call this place home. We are still here.” In our work with students, we support them in identifying and developing their own strength and resilience. The physical environment of Grand Portage is a dynamic learning center, teaching students about the natural environment, history and interconnectedness of all people, things and beings.

OOCS’s vision statement reads, “Our vision is to guarantee the future of Anishinaabemowin, cultural knowledge, values and history to sustain and empower our Elders, family and youth. Upon graduation, students will have academic competence, positive leadership skills, and social self-sufficiency.

Collaboration with Tribal schools will promote knowledge and respect for Indigenous world views, and allow for meeting the ever-changing educational and social needs of the Grand Portage Community with new methodologies and innovative technological opportunities.

Families, students, teachers, staff and administration become allies in education, promoting student ownership of learning through empowerment and recognition of diverse learning styles.”

At OOCS, students receive daily instruction in Ojibwe Language and Culture, from a licensed teacher, Ms. Cherie James. Ms. James intentionally plans her lessons to reflect language and activities relevant to the seasons and cultural activities and traditions students are engaged in, as well as current events. Ms. James’s approach allows for immediate real-world application of the lessons and creates space within our school culture where students and staff can communicate using shared language and connect over shared experiences. Ms. James supports educators and all staff in weaving Anishinaabemowin (Ojibwe language) into lessons across disciplines.

Ms. James incorporates hands-on, Community-based projects into each thematic unit, involving trips off-campus exploring the rich physical environment of Grand Portage and engaging Elders and other Community members into each thematic unit, guiding and accompanying classes in trips and activities as well as inviting them into classrooms

to share their knowledge and stories with students. Ms. James intentionally designs curriculum to spark joy in learning Ojibwemowin (the Ojibwe language), fostering a deep connection between students and the language and culture. Nurturing this joy, is akin to planting seeds and as students connect to their language and culture, these seeds blossom and spread, working to preserve and revitalize Anishinaabe language and culture, beginning with one student at a time.

At OOCS, we strive to provide students engaging learning experiences unique to our school, Community and mission. Students and staff begin and end each week with an all school smudging ceremony. An older student with the guidance of one of our Indigenous educators or staff members, prepares the smudge bow (an abalone shell) by placing a pinch of Bashkodejiibik (Sage) in the miigis “abalone” shell, lighting with a match from the bottom and uses an eagle feather or their hands to smudge, first cleansing the hands with smoke and then drawing the smoke over our minds (top of our heads), ears, eyes, mouth, heart, back, hair and whole being (pushing the smoke down the body towards the ground). Smudging can help our students and staff feel calm, safe and grounded, allowing us to let go of negative thoughts, feelings and energy, and is a way in which we connect with one another. We focus on good thoughts and energy, beginning the week in a good way and ending our week in a good way, carrying with us positive thoughts and energy. We also smudge whenever needed, to clear out negative energy or to bring clarity and good thoughts to mind (i.e. a classroom might smudge prior to testing, when some students might feel anxious about assessments). Smudging is always voluntary, students and staff are never pressured to participate.

The teachings at our school are rooted in Anishinaabe language and culture, based on traditional Ojibwe teachings. The lessons of our school year are interconnected with the seasons and what is happening in the world around us.

In Fall, typically mid-September, we begin Ricing. We harvest manoomin (wild rice), Later, we dry the manoomin over a tarp, spreading out the manoomin in a single layer, and removing any debris. Next, students parch the manoomin in a kettle over a fire pit, requiring their physical strength and mental focus, to keep the manoomin moving over the fire. Then, the boys jig (or thrash) the manoomin by dancing upon it, wearing traditional ricing moccasins, easing off the husks. Next, students winnow the manoomin, using birchbark baskets to pass the seed coats to the wind, gently tossing the manoomin in the air to separate the hulls from the grain.

Ms. James coordinated our Ricing activities with Dr. Erik Redix, Grand Portage Ojibwe Language and Environmental Education Coordinator. Students processed the manoomin at the Oshkiogimaag. Ms. James and OOCs educators and support staff, Dr. Redix, and educational staff from the 1854 Treaty Authority. OOCs parent/guardians, and other Community members also joined us.

In preparation for Ricing, Ms. James provided lessons in history, teaching that traditionally ricing is a collective effort, to make sure each family in the Community has enough rice, and to ease the effort with everyone working together. Ms. James also prepares students by providing them vocabulary in Ojibwemowin related to the activities and cultural lessons.



For Indigenous Peoples' Day (IPD) 2024, the Kindergarten through 5th grade classes spent several weeks preparing for the IPD fall harvest feast. In September we harvested the manoomin. In October students harvested tomatoes, beans, cucumbers and other vegetables from our school gardens. We picked apples from the school trees and made apple chips. We harvested herbs and made a variety of traditional teas. Students participated in much of the food preparation.

On October 14th, Oshkiogimaag students, parents and community members came together for a drum ceremony, Indigenous Peoples Day discussion and a feast of authentic Anishinaabe foods and drinks. We had a huge community turnout for the feast. Students and staff prepared lake trout, manoomin, fried bread, apple chips and other garden vegetables. Later that day, students played a game of Lacrosse.

For some Indigenous peoples, this fall harvest/Indigenous Peoples' Day community feast is a significant connection to their heritage and history celebrating Indigenous culture and language, echoing the message of the Grand Portage Band of Lake Superior Chippewa, "The Grand Portage Anishinaabe are strong and resilient. We call this place home; we are still here."



In the Winter, one of our units is on Waabooz (Rabbit) Snaring. We begin by practicing snowshoeing through the woods. Educators, along with Emily Derke, Grand Portage Agricultural Coordinator and Dr. Erik Redix, Grand Portage Ojibwe Language and Environmental Education Coordinator, guide students through the woods scouting for tracks and any signs of waabooz (tracks, scat, feeding patterns on branches). Students make wire snares with Emily Derke and choose a place to hang their snares, looking for the “waabooz highway,” pathways frequently traveled by the waaboozoog (rabbits). After hanging the snares, we check them daily. When we retrieve waaboozoog from our snares, students process them (under the guidance of Emily Derke), breaking the feet and joints, skinning, and washing the meat. Students learn to process the waaboozoog from Emily Derke. Waabooz stew was made by a Grand Portage elder Roger (Hochee) Deschampe. Students ate the stew for lunch. The Waabooz snaring is an example of our methodologies that encompass all components of our mission and incorporate all disciplines of academics. The entire process is hands-on and community-based, involving many Community partners.

Waabooz snaring is rooted in Anishinaabe culture and tradition and students are taught Ojibwemowin relevant to their activities. Waabooz snaring contributes to the wellness of future generations, as the lessons students engage in teach them to care for the Elders and other Community members, by sharing their harvest, and caring for the land, woods and animal life they encounter during snaring. Students read about the history of snaring, write about their experiences, and paint watercolor waabooz. Students write predictions and observations in their Nature Journals, collect and record data, learn tracking skills, make predictions about environmental factors, and learn the nutritional information of waaboozoog. This unit, as all of our cultural units do, incorporates Ojibwe language and culture, reading, writing, mathematics, science, social studies, science, art and environmental education, through methodologies unique to our school, mission and community.



In the Spring (sometimes beginning later winter), we do a unit on the Sugarbush. Students learn how to identify the best trees to tap to collect sap. Students record observations in their Nature Journals, track weather conditions, measure how much sap is collected, and hypothesize factors that can contribute to the quantity and quality of sap collected. At the Sugarbush, students are guided by Ms. James, Ms. Kat (our Lead Paraprofessional) and Dr. Redix and Erik Carlson (Grand Portage Trust Lands). After selecting their trees, students drill holes in the trees, insert a spout, and hang a bucket or bag, used for collection. Trees are checked daily and collected sap is poured into larger containers. Students offer asemaa to thank the trees for sharing the sap with us, to respect the trees, and to take good care of the trees. Then students, along with Dr. Redix, process the sap straining it to remove debris and boil it to make syrup. Family members, Elders and other Community members join us at the Sugarbush. After data collection and sap collection, students play games in the woods and gather in a circle around a campfire for reflection before returning to school.

Ms James teaches students Ojibwe vocabulary words related to the Sugarbush and we read stories reflecting the history and activities we engage in at the Sugarbush. Our students collected over 40 gallons of sap in the 2024-25 Sugarbush season!



Beginning in March 2025, Ms. James along with our Strategic Planning consultant, began leading teachers and support staff in Curriculum Mapping. This involved, taking for example, our Sugarbush Unit curriculum, and educating staff to understand the cultural and Ojibwe language components of the curriculum, creating a plan of collaboration with families, Elders, and other Community members, and working together so that Sugarbush curriculum targeted grade-level MN standards for writing, reading, mathematics, science, social studies and art. We also collaborated on social emotional goals for the curriculum, covering topics such as working collaboratively, following the group plan, keeping one's body in the group, whole body listening, and

strategies for when one is feeling anxious, overwhelmed and/or frustrated. This work continued through FY25 and was expanded to other cultural units.

Ms. James continued working with educators in a PLC (Professional Learning Community) once monthly at our weekly Teacher Meetings. During PLC, educators collaborate on schoolwide thematic units, design curriculum targeting grade-level standards, Ojibwe language and culture goals, and Environmental Education goals. These units, rooted in Anishinaabe language and culture, work to create cohesion across grade-levels and classrooms, model collaboration, continuity of learning, build a greater sense of community within our school, contribute to a positive school culture, provide opportunities for Community involvement and each unit involves hands-on, Community-based projects.

Our Ojibwe Language and Culture program aims to eventually have students graduate from Oshki Ogimaag Charter School speaking proficient (basic) conversational Ojibwemowin. We greet students each morning in Ojibwe, "Boozhoo," means "Hello" or "Welcome!" or "Aaniin!" which is another Ojibwe greeting, the translated meaning is, "I see your light."

As it is in all cultures, a proper introduction is an important aspect of Ojibwe social interaction and our students learn how to do their introductions in Ojibwemowin. This begins with words of greeting (i.e. Boozhoo or Aanin), followed by "My name is [student name]," My clan is [student clan name] ," (or some students may say in Ojibwe that they do not know their clan name or that they do not have a clan). Next, students will say in Ojibwemowin, "Gichi-Onigamiing indaa," (I live in Grand Portage, ending with "Miigwech. Mii iw," (Thank you. That's it).

At the end of the day, as we see the students off at dismissal we say to each other, "Gigaa-waabamin miinawaa" which translates to "I'll see you again." In Ojibwe, there is no word for "good-bye." Gigaa-waabamin miinawaa implies the interconnectedness to all things living and spirit, and that even when physically separated we remain connected.

In addition to daily instruction with Ms. James in Ojibwe Language and Culture, Ojibwemowin and culture are integrated throughout our school day across disciplines. Students learn to count in English and Ojibwe, and have visuals on both Ojibwe and English posted in their classrooms. Educators and support staff use phrases both in English and Ojibwemowin when giving directions and communicating with students, As part of Morning Meeting, students answer the question, "Aaniin ezhi-ayaayan?" (How

are you doing?) and respond in Ojibwemowin. At Calendar Time, during Morning Meeting, students use terms in English and Ojibwemowin. Each morning they check the weather, answering, "Aaniin ezhiwebak agwajiing?" (What's it doing outside?) and respond in Ojibwemowin and English. Around the school, there are words and phrases posted in Ojibwemowin to encourage language acquisition. Students learn to identify local plants, wildlife, and local landmarks in both Ojibwemowin and English.

Many staff attend weekly Ojibwe Language Table sessions held at Oshkiogimaag, with Community members, lead by Dr. Redix, in order to learn and practice their Ojibwemowin skills. Dr. Redix also provides staff with weekly online Quizlets and Rosetta Stone for independent learning and additional practice of Ojibwemowin.

Our Special Education Teacher, Ms. Tina, in her work with Special Education students and supporting General Education students, for social emotional learning (SEL) skills uses the Social Thinking framework for SEL and the Zones of Regulation for emotional regulation curriculum. Ms. Gatzke incorporates the Seven Grandfather Teachings, a set of Anishinaabe values to her SEL work with students. The Seven Grandfather Teachings include; Respect, Courage, Truth, Humility, Wisdom, Honesty and Love.

The nine core concepts of the Social Thinking framework include; Thinking Thoughts and Feeling Feelings (learning to identify emotions), The Group Plan, Thinking With Your Eyes, Body in the Group, Whole Body Listening (listening with the brain and body), Hidden Rules and Expected and Unexpected Behaviors, Smart Guess, Flexible and Stuck Thinking, Size of the Problem, and Sharing an Imagination.

The Zones of Regulation includes identifying emotions and triggers, and identifying strategies and tools to support returning to a calm state when one is ready to learn.

A unique attribute of OOCS, is that with our small class sizes we are able to truly meet each individual student where they are, academically and socially/emotionally, work in small groups and have a much greater capacity for 1:1 work with students. Through assessments and classroom performance, we are able to identify students needing additional supports and Ms. Tina is able to both collaborate with classroom instructors and support staff to develop interventions and work with students 1:1 and in small group settings to provide a higher level of support than can be offered in most educational settings.

Key Challenges and Successes in 2024-2025

Fiscal year 2024-2025 was a year marked by significant transitions, challenges, and growth. Coming off a year of tremendous disruption, the work to get through the school year on a positive trend – academically and organizationally – was intense, as the year brought both expected and unexpected challenges, including the following.

- Low enrollment remained an issue, as the school worked to rebuild trust and credibility with the community and parents. This effort remains fundamental to the school's long-term viability.
- Lacking information continuity from the previous leadership, much of the administrative history and many resources needed to be reconstructed. This made accomplishing tasks much more difficult and affected the timing and quality of some administrative requirements.
- The increased difficulty of completing tasks, combined with a small and inexperienced staff (more than half the employees were in their first year at the school), made committing adequate time to training, planning, and implementation of new curriculum and systems a significant barrier to progress. This was exacerbated by higher than expected rates of absenteeism and the need to provide coverage for necessary functions.
- Turnover in the teaching staff also led to time and task shortfalls. A teacher hired as a long-term substitute resigned and created a vacancy that was covered by reallocating time for the Assistant Director / Special Education teacher, who added classroom responsibilities and subsequently support duties for this role when a brand new teacher filled the vacancy for the final half of the year. Staff retention remained an issue, as three positions required new hires for FY26.
- Hiring qualified personnel is also encumbered by the limitations of nepotism and conflict of interest concerns. In this setting of a small school in a small community combined with an Executive Director who has strong and wide family connections, the hiring, training, supervising, and managing staff effectively creates difficulties and inefficiencies.
- An investigation of staff that followed what turned out to be an unfounded accusation from a community member required a significant amount of time and had a tremendous impact on morale. This ended up being a months-long distraction and undermined initiatives to build community trust.
- With all of these issues, the overarching challenge became maintaining the focus and commitment of time to implementing the overall plan for the year when there were so many urgent demands requiring administrative firefighting.

In the face of these challenges, the staff was able to make substantial progress toward the school's goals. Some areas of growth and success are listed below.

- Rebuilding strong connections with the Grand Portage community is a major goal and the school held many well-attended community events, including an Indigenous Peoples Day feast, a Holiday Program, a Community Listening session, and an End of the Year celebration.
- In addition to community events, increased communication in the form of newsletters and announcements helped keep the community aware of the activities, programs, and achievements happening at the school. These often worked to reshape the popular narratives regarding the school.
- Prior to the start of the school year, the facility was decluttered, cleaned, and organized to provide an improved environment for working and learning.
- In 2024-25 there was an increased presence of Community collaboration at OOCS. Community partners were in classrooms and also engaging with students off-site in activities. Students participated in hands-on, Community-based projects on a regular basis. We were gratified that so many Community partners expressed feeling welcome at OOCS.
- Some of the newly-hired staff were Grand Portage residents who brought strong cultural knowledge and perspective to the school. As a result, the school had a more Anishinaabe traditional "vibe" that supported our cultural goals.
- Several of the staff members were able to adapt to perform multiple roles and switch assignments on short notice as absenteeism and other factors disrupted the school's staffing plans. This allowed us to be responsive to changes and still meet our commitments to providing student instruction and support.
- Once again, we ended the school year with a ceremony honoring our students, a celebration and Feast at the school, and our annual end-of-year tradition of fishing at the marina. We had 100% family participation, along with many Community members. It was a beautiful celebration, filled with joy!

Plans to Address Challenges and Highlights of the Strategic Plan

- We are working on building enrollment each year by improving our relationship with our local Headstart team and the area families in early childhood programs.
- We continue to address misperceptions about OOCS academics through sharing of current and accurate data on social media, conducting listening sessions with parent and community members, and seeking opportunities to spread the school's mission and results throughout the community.

- To help address employee retention issues, we have adjusted our compensation program to reflect market conditions, increased the focus on on-boarding and staff support, and begun to work with outside partners to address the chronic barriers of housing and transportation.
- We began work to address the organizational sustainability of our operations by reviewing our instructional model, staffing, and use of third party service providers. The goal is to create an efficient and effective approach to help compensate for the low potential enrollment provided by our small community.
- We continued to develop a curriculum map that provides a framework for instructional units based on the historical cultural activities organized around the natural world and seasonal cycles. This framework will help serve as the integrating thematic structure into which teachers can bring standards-based and research-supported curriculum.
- We are moving forward with the implementation of the board's strategic initiatives and developing and updating policies and procedures to both bring the school into compliance where we have gaps and improving the alignment of our systems to support our mission goals.

7. Academic Performance: Goals and Benchmarks

From the standpoint of academic instruction, fiscal 2025 was a year of significant transition. The school acquired new curriculum in both Language Arts and Mathematics, had new teachers, and experienced some instability in staffing that led to inconsistent instructional effectiveness. The result was a mixed story of successes and struggles.

Good progress was made in student engagement and academic growth, yet the school came up short in achieving the levels of proficiency it sought. Improving attendance rates meant more instructional time and increased learning. Generally, students showed growth in reading, math, and science. This is encouraging in relation to the adoption of new curriculum and the engagement of families with the school. It is hoped this will be a strong starting point for future growth.

Shortcomings in student proficiency are due in part to the small number of students and the dramatic impact individual students have on overall and average rates of proficiency. However, there is still room to grow in helping students achieve higher rates of proficiency than were achieved this year. The small number of students also allows us to focus more intentionally on individual needs and this is a hopeful thing.

Indicator 1: Mission Related Outcomes						
Measure 1.1 Performance Data:						
Anishinaabe Listening and Speaking - Basic Ojibwe Language Benchmarks, fall to spring - All students (Meeting enrollment criteria)						
Oshki Ogimaag Charter School	Number of students who demonstrated growth - from basic developmental proficiency stage to intermediate developmental proficiency	Total Number of Students (All Grades)	Percentage of students who demonstrated growth - from basic developmental proficiency stage to intermediate developmental proficiency			
FY23	24	26	92.3%			
FY24	14	15	93.3%			
FY25	16	19	84.2%			
Aggregate	54	60	90.0%			
Measure 1.2 Performance Data:						
Oshki Ogimaag Charter School	Number of students in all grades, who score 75% or higher on school developed rubric designed to evaluate student learning related to cultural awareness, skills and understandings.	Total Number of Students (All Grades)	Percentage of students in all grades, who score 75% or higher on school developed rubric designed to evaluate student learning related to cultural awareness, skills and understandings.			
FY23	25	26	96.2%			
FY24	14	15	93.3%			
FY25	16	19	84.2%			
Aggregate	55	60	91.7%			
Indicator 3: Reading Growth						

Measure 3.1 Performance Data:						
Reading: FAST aReading Assessment – Fall to Spring, All Students (Meeting enrollment criteria, All Grades)						
Oshki Ogimaag Charter School	Number of Students' overall reading assessments that are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk"	Total Number of Student subtests with valid goal data	Percentage of Students' overall reading assessments that are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk"			
FY23	16	26	61.5%			
FY24	2	15	13.3%			
FY25	5	10	50.0%			
Aggregate	23	51	45.1%			
Measure 3.2 Performance Data:						
Reading: North Star Academic Progress -- All Students (Meeting enrollment criteria)						
Oshki Ogimaag Charter School	Count whose reading achievement level improved	Count tested	Percent of Students whose achievement level improved			
FY23						
FY24						
FY25	N/A	N/A				
Aggregate	0	0				

Reading: North Star Academic Progress -- All Students (Meeting enrollment criteria)						
State of Minnesota	Count whose reading achievement level improved	Count tested	Percent of Students whose achievement level improved			
FY23						
FY24						
FY25	54,498	292,110	18.7%			
Aggregate	54498	292110	18.7%			
Measure 3.3 Performance Data:						
Reading: North Star Academic Progress -- All Students (Meeting enrollment criteria)						
Oshki Ogimaag Charter School	Count whose reading achievement level decreased or stayed "does not meet standards"	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased			
FY23						
FY24						
FY25	N/A	N/A				
Aggregate	0	0				
Reading: North Star Academic Progress -- All Students (Meeting enrollment criteria)						
State of Minnesota	Count whose reading achievement level stayed "does not	Count tested	Percent of Students whose achievement level stayed			

	meet" or decreased		"does not meet" or decreased			
FY23						
FY24						
FY25	115,231	292,110	39.4%			
Aggregate	115231	292110	39.4%			
Indicator 4:						
Math Growth						
Measure 4.1 Performance Data:						
Math: FAST aMath Assessment – Fall to Spring, All Students (Meeting enrollment criteria, All Grades)						
Oshki Ogimaag Charter School	Number of Students' overall reading assessments that are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk"	Total Number of Student subtests with valid goal data	Percentage of Students' overall reading assessments that are "Low Risk" on the spring assessment OR from baseline to spring move from "High Risk" to "Some Risk"			
FY23	25	26	96.2%			
FY24	3	15	20.0%			
FY25	15	19	78.9%			
Aggregate	43	60	71.7%			

Measure 4.2 Performance Data:						
Math: North Star Academic Progress -- All Students (Meeting enrollment criteria)						
Oshki Ogimaag Charter School	Count whose reading achievement level improved	Count tested	Percent of Students whose achievement level improved			
FY23						
FY24						
FY25	N/A	N/A				
Aggregate	0	0				
Math: North Star Academic Progress -- All Students (Meeting enrollment criteria)						
State of Minnesota	Count whose reading achievement level improved	Count tested	Percent of Students whose achievement level improved			
FY23						
FY24						
FY25	39,986	290,842	13.7%			
Aggregate	39986	290842	13.7%			
Measure 4.3 Performance Data:						
Math: North Star Academic Progress -- All Students (Meeting enrollment criteria)						
Oshki Ogimaag Charter School	Count whose reading achievement level decreased or stayed "does not meet standards"	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased			

FY23						
FY24						
FY25	N/A	N/A				
Aggregate	0	0				

Math: North Star Academic Progress -- All Students (Meeting enrollment criteria)

State of Minnesota	Count whose reading achievement level stayed "does not meet" or decreased	Count tested	Percent of Students whose achievement level stayed "does not meet" or decreased			
FY23						
FY24						
FY25	128,231	290,842	44.1%			
Aggregate	128231	290842	44.1%			

Indicator 5: Reading Proficiency

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Measures 5.1 Performance Data:

Reading: All State Accountability Tests – All Students (Meeting enrollment criteria, Grades Served Taking MCAs)

Oshki Ogimaag Charter School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY22)						44.4
FY23	1	3	1	2	7	64.3%
FY24	0	1	1	2	4	37.5%
FY25	0	0	2	2	4	25.0%
Aggregate	1	4	4	6	15	46.7%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	6,630	21,858	9,584	21,319	59,391	56.0%
FY24						
FY25						
Aggregate	6,630	21,858	9,584	21,319	59,391	56.0%

Measures 5.2 Performance Data:

Reading: FastBridge aReading – All Students (Meeting Enrollment Criteria, All Grades)

Oshki Ogimaag Charter School	Number of students in all grades, with a fall and spring assessment, achieving "Low Risk" or higher on the spring FastBridge aReading	Total number of students	Percentage of students in all grades, with a fall and spring assessment, achieving "Low Risk" or higher on the spring FastBridge aReading			
FY23	15	26	57.7%			
FY24	2	15	13.3%			
FY25	5	10	50.0%			
Aggregate	22	51	43.1%			

Indicator 6: Math Proficiency

Measures 6.1 Performance Data:						

Math: All State Accountability Tests – All Students (Enrolled October 1, Grades Served Taking MCAs)

Oshki Ogimaag Charter School	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
Baseline (FY22)						11.1
FY23	6	0	0	1	7	85.7%
FY24	1	1	0	1	3	66.7%
FY25	0	0	0	4	4	0.0%
Aggregate	7	1	0	6	14	57.1%

State of Minnesota	Exceeds	Meets	Partially Meets	Does Not Meet	Total	Proficiency Index
FY23	13,974	21,471	10,789	13,107	59,341	68.8%
FY24						
FY25						
Aggregate	13,974	21,471	10,789	13,107	59,341	68.8%

Measures 6.2 Performance Data:
Reading: FastBridge aMath – All Students (Meeting Enrollment Criteria, All Grades)

Oshki Ogimaag Charter School	Number of students in all grades, with a fall and spring assessment, achieving "Low Risk" or higher on the spring FastBridge aMath	Total number of students	Percentage of students in all grades, with a fall and spring assessment, achieving "Low Risk" or higher on the spring FastBridge aMath			
FY23	24	26	92.3%			

FY24	3	15	20.0%			
FY25	15	15	100.0%			
Aggregate	42	56	75.0%			

Indicator 7: Science Proficiency

Measure 7.1 Performance Data:

Science: Teacher Records, fall to spring - All students (Meeting Enrollment Criteria, All Grades Served)

Oshki Ogimaag Charter School	Number of students in all grades served who improved in their ability to record observations using “I notice,” “It reminds me of,” and “I wonder” statements (or other appropriate methods for students K-1)	Total Number of Students K-6	Percentage of students in all grades served who improved in their ability to record observations using “I notice,” “It reminds me of,” and “I wonder” statements (or other appropriate methods for students K-1)	
FY23	24	26	92.3%	
FY24	15	15	100.0%	
FY25	16	19	84.2%	
Aggregate	55	60	91.7%	

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Measure 8.1 Performance Data:

Social Emotional Skills: School Developed Rubric - All students (Meeting Enrollment Criteria, All Grades Served)

Oshki Ogimaag Charter School	Number of students in all grades showing proficiency on a school-developed Social-Emotional Learning rubric by the end of the year	Total number of students	Percentage of students in all grades showing proficiency on a school-developed Social-Emotional Learning rubric by the end of the year			
FY24	N/A	15				
FY25	18	19				
Aggregate	0	34				

Indicator 10: Attendance

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Measure 10.1 Performance Data:

Student Engagement: School Developed Rubric - All students (Meeting Enrollment Criteria, All Grades Served)

Oshki Ogimaag Charter School	Number of students in all grades engaged in the classroom	Total number of students	Percentage of students in all grades engaged in the classroom			
FY24	N/A	15				
FY25	N/A	19				
Aggregate	0	34				

Measure 10.2 Performance Data:

Attendance: Consistent Attendance Rate

Oshki Ogimaag Charter School	Count Consistently Attending	Total	Annual Consistent Attendance Rate			
Baseline (FY18, 19, and 22)			48.3%			
FY23	9	17	52.9%			
FY24	10	19	52.6%			
FY25	10	18	55.6%			
Average	29	54	53.7%			

Federal and State Accountability

Minnesota Comprehensive Achievement and Civic Readiness Goals and Results

All Students Ready for School

Goal	Result
All kindergarten students will show growth in reading proficiency as measured by the Fastbridge areading assessment.	None of the students showed growth in this area in FY25.

Close the Achievement Gap(s) Between Student Groups

Goal	Result

With just 20 students, nearly all from the same ethnic and socio-economic categories, there is not a way to divide enrollment to create valid goals or metrics.	N/A – No goal in this area.
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All Students Ready for Career and College

Goal	Result
The percentage of eligible students at Oshki Ogimaag achieving the level of reading proficiency on the MCA assessment will be higher than that of the American Indian students enrolled at the resident district .	The level of reading proficiency at Oshki Ogimaag did not exceed that of American Indian students at the resident district (0% versus 22/7%).

All Students Graduate

Goal	Result
N/A: Oshki Ogimaag does not serve high school students.	N/A: Oshki Ogimaag does not serve high school students.

All Students Prepared to be Lifelong Learners

Goal	Result
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At least 75% of all students will score at least 75% on a site-developed assessment designed to evaluate student learning related to cultural awareness, skills and understandings necessary to build the social/emotional capacity for future learning.	In FY25, 84.2% of students achieved at least 75% on this assessment.
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eHigh-Quality Charter School Status: OOCS is not currently receiving any grant funding through the Federal Charter School Program (CSP). OOCS does not currently meet criteria to be designated a “High-Quality Charter School,” through the Minnesota Department of Education’s Comprehensive Performance Framework. OOCS has no current plans to expand or replicate.

ESSA Identification: OOCS has not been identified as a targeted school needing additional support under ESSA.

Additional Academic Data: In addition to FastBridge Assessments, all students are administered easyCBM (Curriculum-Based Measurement) Reading and Math assessments in Fall, Winter and Spring.

In the 2024-25 school year, 6 students were receiving general education interventions, involving additional small group time and 1:1 time for reading. 3 out of the 4 students increased their reading fluency by one grade level over the course of the school year with interventions.

In the Spring 2025, OOCS had 6 students in special education. Five of the six students receiving special education services and supports had academic goals in the area of Reading. We are obligated to meet contractual goals and report data on standardized assessments. We work to support students to perform to their greatest ability and provide calming environments with the least amount of distraction in order to set students up for success.

We also see that progress can be best observed, even if not always as easily quantified, by daily work and a student's abilities are often best viewed authentically in their daily classroom activities versus standardized assessments. At OOCS, we continue to work to reduce testing anxiety, increase stamina, increase supports as needed, increase communication to families, in order for assessments to more accurately and authentically reflect student progress and ability.

8. Education Effectiveness Practices

After completion of Fall, Winter and Spring, FastBridge and easyCBM Reading and Math assessments, OOCS's team of educators meets to reflect upon individual student outcomes. We compare scores of the two assessments, and in conjunction with discussion of progress in the classroom, we identify which students are in need of additional supports, in order to meet their grade-level standards.

Additional support may come from the classroom teacher providing additional small group and/or 1:1 time, paraprofessional support to repeat instruction and practice skills with students, and/or support from our Interventionist, working in small groups and/ or providing 1:1 support.

We also dialogue with educators on how our curriculum is reflecting current state standards and use teacher feedback, data from student assessments scores, and data from student classroom performance to assess the effectiveness of our curricula.

As we review student data, we disaggregate the data by various student groups, including race, gender, and socioeconomic status. We use the disaggregated data to assess educational effectiveness for each group, and to ensure equitable outcomes for each Oshki Ogimaag student.

Teacher professional development in Fiscal 2025 focused on implementation of new curricula and support for struggling students. With new programs in both Language Arts and Mathematics, a significant amount of time was spent introducing and supporting practices that were new to teachers. Helping them use the materials effectively for student learning was part of professional development workshop days and on-going teacher meetings during the school year.

LICENSED STAFF PROFILE	Licensed Educators (% of total)	3+ Years' Experience (% of total)	Working in Area of Licensure (% of total)	Advanced Degrees (% of total)	Racially/ Ethnically Diverse (% of total)
Teachers	100	100, then 80	80	40	20
Admin Staff	0	0	N/A	100	50

9. Q Comp Annual Report - N/A

10. Student and Parent Satisfaction

OOCS Student Satisfaction Survey Results -

1. I feel safe at school. Y/(Yes, Always)- 9 (50%) S/Sometimes-9 (50%) N/No, Not yet
2. Teacher and staff at my school care about me. Y-10 (56%) S- 6 (33%) N- 2(11%)
3. I like coming to school most days. Y- 4 (22%) S-12 (67%) N- 2 (11%)
4. I have friends at school. Y-14 (78%) S-3 (17%) N-1 (5%)
5. I learn about things that are interesting to me at school. Y-8 (44%) S- 7(39%) N-3 (17%)
6. Adults at school listen to me and treat me with respect. Y- 9 (50%) S- 8 (44%) N- 1(6%)
7. I get help when I need it at school. Y- 9 (50%) S-8 (44%) N-1(6%)
8. I feel proud of my school. Y-9 (50%) S- 6 (33%) N-3 (17%)
9. My school includes and respects all cultures and people. Y- 13 (72%) S-4 (22%) N- 1 (6%)
10. I feel like I belong at my school. Y- 6 (34%) S- 8 (44%) N-4 (22%)
11. I learn about Ojibwe language and culture in a way that helps me understand and respect it. Y- 16 (89%) S- 2 (11%) N-0
12. My school helps me feel connected to my community, my identity and who I am becoming. Y- 14 (78%) S- 3 (17%) N-1 (5%)

While several opportunities existed throughout the school year for parents to provide feedback on the school's educational program and the changes being implemented, no formal survey of parent satisfaction was completed during FY25. This will be addressed in FY26.

11. Environmental Education

The mission of Oshki Ogimaag Charter School's authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate people who engage in creating healthy outcomes for individuals, communities, and the Earth.

The overarching goal of environmental education is an environmentally literate community. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

OOCS assesses environmental literacy through the metrics in alignment with our Environmental Educational goals with our authorizer and in alignment with state grade-level standards. At OOCS, we have developed our Environmental Education program to be locally relevant and connected to the mission and vision of OOCS.

Environmental education at OOCS is deeply connected to our mission of preserving Anishinaabe language and culture, contributing to the wellness of future generations, and preparing students through hands-on community-based projects to be lifelong learners that reach their academic and personal potential. Students are instructed in Ojibwemowin words related to our environmental education projects and are taught the cultural traditions and connections of the activities we engage in. Our environmental education program is anchored in preserving and bettering our local environment, and educates students to be stewards of the land, with a focus on how this impact the wellness of current and future generations.

Weekly, the whole school engages in Forest Friday, led by our Environmental Education Coordinator. Students make predictions on our Phenology Board, and later compare their predictions to their scientific observations in the field. The data is

documented in our Phenology Book, which has been an ongoing multiyear project that we've been engaging in for more than 6 years. Students venture to local forests for hikes in the woods, along streams, along the shores of Gichigami (Lake Superior), local gardens and greenhouses including the local deep-winter greenhouse. Our location is rich with beautiful, natural environments to explore. In our environmental education programming, OOCS collaborates with many Community members, including Elders, the Grand Portage Ojibwe Language and Environmental Education Coordinator, local naturalists, Grand Portage Agricultural Coordinator, Grand Portage Community Nutrition Educator, and many other local leaders, artists and other Community Members. Students engage with local Community members nearly every day at OOCS.

Just as we integrate environmental education across disciplines, all of our environmental education projects integrate Ojibwe Language and Culture, reading, writing, mathematics, science, social studies, art, social emotional learning and physical education.

12. Governance and Management

OOCS is governed by a Board of Directors elected in accordance with policies and procedures outlined in OOCS's bylaws and consistent with statutory requirements. Board membership is open to unrelated parties and the OOCS Board must consist of a minimum of five and not more than nine Directors. Directors are elected for 3 year terms. Appointed Directors are seated until the next Board election. The Board is composed of at least one licensed teacher employed at OOCS, at least one parent or guardian of a student enrolled at OOCS, and at least one interested community member, who is not employed by the school and does not have a child enrolled at the school.

While recruitment and retention of board members remains difficult (due to a small pool of both parents and educators, as well as nepotism/conflict-of-interest concerns) the board has been able to reduce board turnover and add new parent members to maintain its numbers. All board members have completed mandated training prior to being seated, and participated in supplemental training related to Open Meeting Law as required by the authorizer. Additional training has been provided on an ad-hoc

basis, but an initiative to establish a regular program of board training has been started.

Board engagement is evidenced by an improvement in consistent attendance at board meetings throughout this term, with every board member having attended more than 80% of scheduled meetings and workshops. The addition of resources for an online attendance system is being developed to provide additional capabilities for members going forward.

The Board of Directors has oversight and governs on matters related to OOCS, including but not limited to, budgeting, curriculum, and operating procedures. Effectiveness of the Board is measured by indicators including Board evaluations from OOCS's authorizer, ongoing training of the Board, active participation of Board members, adopting of required policies, Board self-evaluations and evaluation of school administrators.

The OOCS Board reviews and discusses student academic performance, in relation to OOCS's academic goals. The Board reviews and discusses progress related to OOCS's Environmental Education goals and Environmental Literacy Plan. The Board monitors, reviews and discusses the OOCS's financial performance, including current enrollment in relation to budgeted enrollment. The Board engages in ongoing training and meaningful discourse and reflection of training in order to continue to develop, in order to best support OOCS in honoring its mission and meeting its contractual goals.

The board completed a self-evaluation in June, 2025 to assess areas of strength and development needs. Areas of focus include plans for additional training, supporting the administration, community outreach, and recruitment. Steps to achieve improvement include development of a board work calendar that includes training, oversight, and mandated topics.

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Patty Winchell-Dahl	Chair	Community Member	12/2021	01/2022	12/2024	pwinchell dahl@oshkio gimaag.org
John Morrin	Member	Community Member	12/2021	01/2022	12/2024	jmorrin@ oshkiogimaag .org

Joanne Czeswik	Member	Community Member	Appointed 08/2023	08/2023	12/2023	jvczeswik@oshkiogimaag.org
Agatha Armstrong	Member	Community Member	Appointed 09/2023	09/2023	12/2023	aarmstrong @oshkiogi maag.org
Tina Gatzke	Secretary	Teacher	Appointed 03/2024	03/2024	12/2024	tgatzke@oshkiogimaa g.org
Jean Van Dyne	Member	Teacher	Appointed 03/2024	03/2024	Resigned 05/2025	jvandyne@oshkiogima ag.org
Cherie James	Ex-Officio	School Leader	***	***	***	cjames@oshkiogimaa g.org
Tesha Dickenson	Member	Parent	01/2025	01/2025	06/2028	tdickenson@oshkiogi maag.org
Krysten Flett	Member	Parent	Appointed 09/2023	09/2023	Resigned 08, 2024	

Two board resignations occurred during FY25, Ms. Van Dyne due to family commitments and Ms. Flett because she no longer qualified as a parent member once her student transferred to a different school.

Initial Board Training

Board Member Name	Original Date Seated	Boad's Role & Responsibilities	Employment Policies & Practices	Financial Management
Patty Winchell-Dahl	01/2019	6/1/2019 Eugene Piccolo MACS; 2/7/23 Osprey Wilds online	6/1/2019 Eugene Piccolo MACS; 2/7/23 Osprey Wilds online	6/1/2019 Eugene Piccolo MACS; 2/7/23 Osprey Wilds online
John Morrin	2010	5/22/10 K. Klandeud MSBA; 1/20/18 Eugene Piccolo MACS	5/22/10 K. Klandeud MSBA; 1/20/18 Eugene Piccolo MACS	5/22/10 K. Klandeud MSBA; 1/20/18 Eugene Piccolo MACS
Joanne Czeswik	08/2023	09/2023 Osprey Wilds online	09/2023 Osprey Wilds online	09/2023 Osprey Wilds online
Agatha Armstrong	09/2023	02/06/2024 Osprey Wilds Online	02/07/2024 Osprey Wilds Online	02/08/2024 Osprey Wilds Online
Tina Gatzke	03/2024	07/10/2024 Osprey Wilds Online	07/03/2024 Osprey Wilds Online	06/20/2024 Osprey Wilds Online

Jeana Van Dyne	03/2024	05/11/2023 Osprey Wilds Online	05/13/2023 Osprey Wilds Online	05/15/2023 Osprey Wilds Online
Cherie James	03/2024			
Tesha Dickenson	January, 2025	January, 2025	January, 2025	January, 2025
Krysten Lindenmuth	9/18/24	January, 2025	January, 2025	January, 2025

Annual Board Training for FY25

Board Member Name	July 17, 2024 Open Mtg Law & Data Practices Act	February 19, 2025 Open Meeting Law	March 19, 2025 Board Communication
Patty Winchell-Dahl	Yes	Yes	Yes
John Morrin	No	Yes	Yes
Joanne Czeswik	Yes	Yes	Yes
Agatha Armstrong	Yes	Yes	Yes
Tina Gatzke	Yes	Yes	Yes
Jeana Van Dyne	Yes	Yes	Yes
Cherie James	Yes	Yes	Yes
Kristen Flett	Yes	N/A	N/A
Tesha Dickenson	N/A	Yes	Yes
Krysten Lindenmuth	N/A	N/A	Yes

Management

The OOCS Board of Directors operates under policy governance. It employs the Executive Director; the Director will carry out the leadership responsibilities in alignment with board policy and direction.

The school also employs an Assistant Director who supports the Executive Director with financial management and to ensure tasks and duties are completed. The Assistant works with the Business Manager to prepare some monthly documents for the board meeting.

There is an evaluation process in place, and the Executive Director and Assistant Director both participated during FY25, with the results shared as part of a regular board meeting. Development goals have been established for each administrator.

List of Executive Director Qualifications

Cherie James was appointed the Interim Director of OOCS March 20, 2024 and named Executive Director in FY25. Director James grew up in Grand Portage and is an enrolled Grand Portage Band Member. Director James earned her Bachelor's from St. Scholastica. Director James taught at American Indian Magnet her first year of teaching and taught History at Harding High School in St. Paul, MN for 30 years, prior to returning to her home in Grand Portage. In her teaching roles, Director James served as the American Indian Options Coordinator for 6 years, she served as the Social Studies Department Chair multiple times, and taught International Baccalaureate History for the last 12 years of her time at Harding. Director James is the Ojibwe Language and Culture Instructor at OOCS, and joined the OOCS Team, the 2022-2023 school year. Director James works with other Community leaders on committees, working to preserve Anishinaabe language and culture. It is a personal goal of Director James to normalize Ojibwemowin in the Community and for OOCS students to eventually be fluent Ojibwe speakers.

Professional Development Goals Areas of Focus for 2024-2025

Improve relations with Grand Portage parents, community and community partners

Expand the Anishinaabe mission and vision within the school and community

Staff development:

- Expand cultural competency amongst staff
- Gauge and begin developing staff in unit and lesson planning
- Gain better understanding of Charter School governance and function
- Train and understand Minnesota Department of Education (MDE) requirements and compliance
- Training on budget, finance, grants and compliance

Activities Completed/Progress/Results During 2024-2025

Greatly improved community/parent relations by increasing planning mission aligned school events: (Indigenous Peoples Day feast, a Holiday Program, a Community Listening session, and an End of the Year celebration). Resulting in parents and community partners expressing they felt “more welcome”, and “comfortable” in partnering with Oshkiogimaag.

Are events were more focused on our mission than previous years e.g. holiday program songs were in Ojibwemowin and the performance was based on a traditional Anishinaabe story. In addition we resurrected Indigenous Peoples Day celebration and organized it as a community event where everyone was invited.

Completed required Osprey/Charter school trainings

Completed multiple MDE trainings; Nutrition Program, ESEA Grant training, Impact AID training, Rural Energy for America Program, American Indian AID grant

Due to the significant challenges of moving into this new role and the volume of trainings necessary to accomplish the corresponding tasks, Ms. James was not able to complete the 25 hours of continuing education required of school administrators without an administrative license. This will be a priority for FY26.

Professional Development Goals Areas of Focus for 2025-2026

With turnover in some key roles and the implementation of a new instructional model, the staff will be focusing on curriculum development, Responsive Classroom practices, and team building. Weekly staff meetings will be divided between all-staff sessions

and teacher-only sessions rotated through curriculum development/implementation, child find activities, and mission/vision alignment.

Date of School Leader Evaluation

The school leaders were evaluated in April, 2025, with the results reported in the board minutes from April 16, 2025.

13. Staffing

The approach to staffing at OOCs is to find staff who are dedicated to the mission and vision of the school and feel invested in the students of OOCs. Long-term consistency is a goal that has been historically difficult for the school to manage.

Licensed Teaching Staff for 2024-2025

Name	File Folder #	License and Assignment	2025-2026 Status*	Comments/ Clarifications
Christina Gatzke	1000002	License: K-12, Special Education: Academic and Behavioral Strategist Assignment: K-5 Special Education	R	
Cherie James	343592	License: 7-12 Social Studies Assignment: Ojibwe Language and Culture K-4	R	Community Expert in Ojibwe Language
Jeana Van Dyne	493449	License: K-6 Elementary Education Assignment: Grades 3-5	R	
Kelsey Knollmueller	1001540	License: K-6 Elementary Education Assignment:	NR	

		Grades K-1		
Clara Lewis	1039723	License: K-6 Elementary Ed, 5-8 Mathematics Assignment: Grade 2	NR	
Timothy Pratt	351652	License: 1-6 Elementary Ed Assignment: Grade 2	NR	Employed as a long-term sub, Mr. Pratt left in October, 2024.

* R = Returning, NR = Not Returning

Teacher Retention

Historically, there has been a high turnover of teachers at OOCS. The remote location can present challenges for attracting long term staff, as well as the lack of affordable and available housing.

Percentage of Licensed Teachers from 2024-2025 not returning in 2025-2026 = 40%.
(Two of the five full-time, licensed teachers did not return.)

Other License (non-teaching) Staff for 2024-2025

Name	License and Assignment	2025-2026 Status*	Comments/ Clarifications
Noreen Foster	License:380968 - Director of Special Education & Early Childhood Special Education Assignment: Special Education Director	NR	Contracted through Indigo Education
Melanie Garland	License:1025767, Pre K-12 License and Assignment: Speech Language Pathologist	R	Contracted through TinyEye Therapy Services
Jan Lippitt	License:413046, Pre-K-12 License & Assignment: School Psychologist	R	Independent Contractor
Vicky Tranquada	Occupational Therapist	R	Contracted through

Name	License and Assignment	2025-2026 Status*	Comments/ Clarifications
Noreen Foster	License:380968 - Director of Special Education & Early Childhood Special Education Assignment: Special Education Director	NR	Contracted through Indigo Education
Melanie Garland	License:1025767, Pre K-12 License and Assignment: Speech Language Pathologist	R	Contracted through TinyEye Therapy Services
Jan Lippitt	License:413046, Pre-K-12 License & Assignment: School Psychologist	R	Independent Contractor
			TinyEye Therapy Services

* R = Returning, NR = Not Returning

Non-Licensed Staff for 2024-2025

Name	Assignment	2025-2026 Status*	Comments
Larry Deschampe	Transportation Director	R	
Kathryn Sherer	Paraprofessional	R	
Terrance Lightfeather	Custodian	R	
Charlene James	Cultural Liaison/Para	NR	
Stella Morrison	Nutritional Services	NR	
LeAnna Deschampe	Paraprofessional	NR	

* R = Returning, NR = Not Returning

14. Operational Performance

OOCS provides an environment and facilities in which all necessary services are provided in a safe and responsive manner.

Health and safety at the school is provided through a partnership with Grand Portage Health Services and Safety Office. Through Grand Portage Health Services we receive services from registered nurses for vision and hearing screenings, immunization support, free flu shots for staff, school health concerns (including lice checks), and dental services two times per year through the Oral Health Task Force in Cook County.

Fire drills, tornado drills and lock down drills are conducted per state statute in collaboration with the Grand Portage Community Center. Fire extinguisher and alarm inspections are conducted according to the required schedules. OOCS uses the ARMER radio system, used by county officials. This significantly supports student and staff safety.

OOCS provides transportation to all students living within the boundaries of the Grand Portage Reservation, our school bus owned by the school. For students living outside of the reservation, we are able to contract with Arrowhead Transit Authority to provide transportation. OOCS has one licensed bus driver and access to substitute drivers. The bus driver is a Director of Transportation and also has administrative responsibilities including developing a bus route, scheduling maintenance, completed compliance trainings and ensuring inspections are completed.

OOCS leases a facility from the Grand Portage Reservation Tribal Council within the Grand Portage Community Center. This provides us with access to a full-size gym, equipment (volleyball nets, basketball court and equipment, floor hockey equipment, parachutes, etc.), and a swimming pool. OOCS maintains authority over the playground during school hours, and after school the Community Center provides management. OOCS has three large classrooms, kitchen/cafeteria, a sensory room, Ojibwe classroom, special education/intervention classroom, a conference room, a special education meeting room, and offices. We have a small kitchen for staff use, and that students use for projects. Our facility includes a greenhouse, school gardens, and parking area. Plowing service, lawn service, and on-call maintenance are provided by the maintenance department at the Grand Portage Community Center. The school also serves as a Red Cross certified emergency shelter. Some school staff members

have been trained in ensuring the site is open and managed during this type of emergency.

OOCS provides breakfast, lunch and a snack to all students daily. We are a part of the Community Eligibility Provision (CEP) and the Fresh Fruits and Vegetables Program (FFVP). The Nutritional Services Director works to ensure that vegetables harvested from the school garden are integrated into the food program.

School newsletters aim to keep families engaged in school activities and our educational program. With more consistent and more supportive family communication, we are starting to see increased engagement.

All open jobs at the school are posted locally, regionally, on the school website. The administration screens the applications and invites the most highly qualified applicants for interviews. The candidate is offered a job pending Board approval, and the Board has the option of approving the hire at the next regularly scheduled Board meeting. Jobs are not posted for fewer than (7) days before a letter of inquiry is due. State and federal background checks are conducted on all school staff, Board members and volunteers. School staff members having lived in Canada are also subject to a Canadian background check.

15. Finances

For questions regarding school finances and for complete financials for 2023-24 and/or an organizational budget for 2024-25, contact:

Name: Pamela Zahn

Position: Business Manager

Phone: 651-335-9260

Email: pzahn@oshkiogimaaag.org

cmERDC provides accounting services for Oshki Ogimaag Charter School.
www.cmERDC.org 320-202-0992

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2025

FY25 Finances	Fund 1	Fund 2
Total Revenues	\$646,158	\$74,858*
Total Expenditures	\$833,858*	\$74,858
Net Income	(\$187,700)	\$0.00
Total Fund Balance	\$684,984	\$1,338

* Amounts include a transfer of \$43,840 from Fund 1 to Fund 2 to cover shortfall.

Overview

OOCS has had a very stable budget with a healthy fund balance for several years and this continues. In 24-25, the general fund balance decreased by \$187,700 because of additional operating costs, primarily in payroll and food services.

Revenues

Funding for OOCS was received from state aid, and federal grants, Impact Aid and some generous donations and grants all helped immensely as we continue to experience rising costs of items and labor costs.

Expenses

Most of our expenses come from salaries and benefits. The food service has a deficit every year and receives funding from the general fund.

Net Surplus or Deficit and Fund Balance

OOCS continues to have a healthy fund balance, OOCS does not have any loans or lines of credit.

World's Best Workforce Annual Budget

Oshki Ogimaag adequately prioritizes funding for Professional Development, staffing and programs aligned to our World's Best Workforce Goals (WBWF) and Osprey Wilds goals, we have not developed a separate WBWF budget.

Future Plans

There are no current plans to expand our current building or to move.