



Oshki Ogimaag



OSHKI OGIMAAG CHARTER SCHOOL DISTRICT #4195

SCHOOL YEAR 2021-2022
WORLD'S BEST WORKFORCE & ANNUAL REPORT

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Oshki Ogimaag Community School (OOCs)
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GRADES SERVED

KINDERGARTEN-6TH GRADE

YEAR OPENED

2009

MISSION AND VISION

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

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 worldwide 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 become allies in education promoting student ownership of learning through empowerment and recognition of diverse learning styles

AUTHORIZER INFORMATION

Osprey Wild serves as the authorizer of OOCs and has since opening in 2009. OOCs and Osprey Wild have a current contact through the FY23.

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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Implementation of Primary and Additional Statutory Purposes

The primary purpose of Oshki Ogimaag Charter School is to improve pupil learning and student achievement. The school will utilize 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 Charter to 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 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 integrate environmental stewardship and local knowledge. Strong community partnerships provide opportunities including weekly classroom or field work opportunities, school garden project, and reading with elders/reading buddies program.

Along with innovative teaching methods, OOCS employs innovative assessment in addition to state testing and nationally normed Fastbridge tests. Quarterly exhibitions of learning demonstrate student understanding, engage community, and promote students' ownership in education.

Student Enrollment

STUDENT ENROLLMENT

Oshki Ogimaag School serves students living on and near the Grand Portage Anishinaabe Reservation. Students' other enrollment options are enrolling in ISD #166 (Cook County Schools) in Grand Marais, MN; or Great Expectations Charter School (Grand Marais). Oshki Ogimaag is the only school located within 35 miles of the Grand Portage Reservation. In the 2021-22 school year, 100% of students were Grand Portage residents.

We are working to build a strong partnership with early childhood families. A primary point of outreach will be the notification to parents and families that OOCs provides all services available to students that ISD #166 does, a misconception which takes a targeted strategy to clarify. Focus needs to continue retaining students as they reach upper elementary. Enrollment numbers are significantly affected by the following: Families leaving the community; families tend to send children to school together and as students graduate from the OOCs program, younger siblings go with them, and many students want to participate in extra- curricular activities.

Number of Students Enrolled	2020-21	2021-22	2022-23 (est.)
Kindergarten	9	6	9
1st Grade	7	7	6
2nd Grade	5	8	4
3rd Grade	4	4	7
4th Grade	1	2	N/A
5th Grade	5	1	N/A
6th Grade	4	2	N/A
Total	35	29	26
Total ADM (Average Daily Membership) for year	32.75	29.10	

STUDENT DEMOGRAPHICS

Demographic Trends	2020-21	2021-22	2022-23 (est.)
Total Enrollment	35	30	26
Male	19	17	14
Female	16	13	12
Special Education	15	10	7
Free/Reduced Priced Lunch	27	21	20
Black, not of Hispanic Origin	N/A	1	2
Hispanic/Latino	1	1	0
Asian/Pacific Islander	1	1	3
American Indian/Alaskan Native	33	30	26
White, not of Hispanic Origin	2	0	0
Two or more races	2	3	5

Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Student attendance continues to be a challenge for us, as it is in many schools. We work with individual families to improve their children's attendance; some families are more receptive to our offered help than others. Ways we have tried to help is by offering rides to students if they miss the bus, make calls in the morning if the student does not arrive on the bus, offering breakfast even when they come in late, we give reminders about how important it is to be here every day.

Some reasons for our continued challenge may be parents work schedule, alcohol or drug addiction, parent's trauma in the school system, struggles with parenting skills, self-esteem in parents and/or the student or a combination of many things.

Student attendance during school year 2021-2022 was even more challenging for some of our families. COVID-19 was more prevalent in our community, more students needed to quarantine, isolate and some families kept their students home out of fear of contracting COVID-19. While we worked hard as a school to provide distance learning opportunities for these families, for some families this also had its challenges. When families were not able to follow through with returning homework or contacting their teacher with questions then we had no choice but to count those students absent and those absences added up in a hurry.

	2020-21	2021-22
Average Daily Attendance Rate	29.98	24.72

STUDENT ATTRITION

Percentage of students* who were continuously enrolled between October 1 of the 2020-2021 school year and October 1 of the 2021-22 school year.	92%
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**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

Percentage of students* who continued enrollment in the school from Spring 2021 to October 1, 2022.	90%
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**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

STUDENT MOBILITY

It is common for our families to be mobile and move in and out of our community. We live in a remote area, there are many reasons that people would rather move closer to an urban area. Medical reasons, job opportunities, higher education opportunities, family, shopping and entertainment, etc. It is also common for some students to transfer to or from the area schools. In 2021 we had a student try out a different area school for 2 months and then she transferred back to OOCs, she discovered that she liked OOCs more than she realized.

	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)
2018-19	4	20	4	3	7	35%
2019-20	10	22	1	3	4	18%
2020-21	9	31	7	1	8	26%
2021-22	0	29	1	1	2	7%

*Total mid-year transfers (in and out) divided by number of students on October 1.

Percentage of students who were enrolled for 95% or more of the 2021-22 school year.	97%
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Educational Approach & Curriculum

The ideology of OOCs that learning is a lifelong adventure drives a culturally responsive framework for educating students. OOCs strives to meet the CREDE Standards for effective pedagogy for Indian students which includes:

1. Joint productive activity teacher and student producing together

The teacher designs instructional activities requiring student collaboration to accomplish a joint product. The curriculum design approach at OOCs includes designing theme-based products, which the students will accomplish through the teacher facilitating a final product at the end of each theme. Interdisciplinary standards alignment is accomplished through designing projects which meet grade level academic standards, and documenting which standards are taught. Rubrics to assess proficiency are developed for the projects and determine student proficiency



in all standards. Classrooms are arranged to accommodate students' individual and group needs to work jointly, teachers participate with students in joint productive activity, and students are monitored and supported to collaborate in positive ways.

2. Language and literacy development developing language and literacy across the curriculum

Curricular themes are designed to ensure that students have the opportunity to discuss familiar topics such as home and community. Language development is promoted through modeling, eliciting, restating, clarifying, questioning, and praising students in purposeful conversation and writing. Student language is connected to literacy and content area knowledge through speaking, interact with each other and with the teacher during instructional activities.

3. Contextualization/making meaning connecting school to students' lives

Instructional activities are designed to be meaningful to students in terms of local community norms and knowledge. Strong partnerships assist with this, as field experience and locals are present in the school regularly to build on the students' prior knowledge. Community based activities are designed jointly with students.

4. Challenging activities/teaching complex thinking

Instructional tasks are designed to advance student understanding to complex levels. For each instructional topic, students see the whole picture as the basis for understanding the parts. When translated into the English language from Anishinaabemowin, Oshki Ogimaag translates to *Future Leaders*, thus our education encompasses facilitating the development of leadership skills. Leadership requires complex thinking; it is important to develop these skills in students to provide them with the skills and confidence needed to be leaders of any community in which they shall live.

5. Instructional conversation teaching through conversation

Classrooms are arranged to accommodate conversation between teacher and a small group of students on a regular and frequent schedule. Learning objectives are made clear. Teachers guide conversation to include students' views, judgements, and rationales, using text evidence and other substantive support. Teachers assess student levels of understanding through careful listening.

6. Choice and initiative: encouraging students' decision making

Students are provided opportunities to organize and direct themselves. Teachers facilitate by providing responsive, instructional conversations while the students are involved in their own pursuits.

7. Modeling and demonstrating: learning through observation

Teachers allow students the opportunity to develop competence before requiring them to present publicly. For example, prior to saying the Ojibwe prayer in full, students are allowed to practice one line at a time over and over until they are comfortable and understand each line before proceeding and speaking it in front of others. The school utilizes many aspects of the Responsive Classroom Framework, in which modeling, and demonstration is an integral component.

Instructional Program, Curriculum, and Staffing

Oshki Ogimaag utilizes a multi-tiered system of supports framework to meet the instructional needs of all students. Effective universal instruction and interventions are provided for all

students, including students with disabilities, who need various levels of supports to meet grade level standards.

Curriculum design is accomplished through a team process. Educational products are developed over one or two quarters, depending upon theme. These themes provide an integrating context for students to accomplish learning targets and develop academic skills within a culturally responsive framework.

Examples of current and past themes or projects include: *Wild ricing (start to finish)*, *Sugarbush*, *Tree Unit*, *Ojibwe Full Moon paintings*, *Cattails*, *Raptors*, *Mammals*, *Winter Survival*, *Boys Drum Group*, *Girls Ribbon Skirt Making*, *Phenology Project*, *A Farmer's Market* and *Yoga*.

Direct instruction in standards-based math and reading skills is provided. Through integrated student projects, skills are applied and explored by using a real-world application. To provide direct instruction in academic content areas, OPCS utilizes curriculum programs balanced with locally developed instructional materials. OPCS utilizes the Daily 5 framework, which builds behaviors of independence and stamina in all academic areas by structuring literacy time such that students develop lifelong habits of reading, writing, and working independently. The CAFÉ system is used to assess, instruct, and monitor student progress in the areas of comprehension, accuracy, fluency, and expanded vocabulary. In the area of writing, the OPCS Mentor Text Library includes resources to help teach writing, as well as the tools necessary to implement skill-based instruction by using mentor texts. To provide writing instruction teachers utilize the workshop framework for instruction and practice in the classroom. This framework breaks down writing time into four areas: a lesson, writing time, student/teacher conferencing, and sharing. Within that framework, "The 6+1 Traits of Writing" approach used. This approach provides a language for applying seven specific attributes of good writing to their work: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. This approach also emphasizes assessment methods to inform instruction and provides resources on how to address specific traits in the instruction time.

Mathematics instruction is provided by using the Everyday Mathematics Curriculum teachers are now following a Daily 3 framework for Math. The following curriculum programs complement field experiences, local experts, and cultural knowledge in order to ensure all standards are met: FOSS Science (Science), Timelinks (McGraw-Hill, Social Studies). TIME for KIDS is being used as a current events news tool. FOSS Science teaches through experimentation and observation and provides many opportunities for reading integration. Timelinks provides core content, leveled books, activities, and technology integration. Teachers use Private Eye Observation, Beetles and Writing in Science to help integrate subjects.

OPCS also provides instruction in Anishinaabe language and infuses cultural topics and priorities within the state academic standards. An emphasis of academic programming is to provide an accurate portrayal of who the Grand Portage Anishinaabeg are, and where we came from. This is largely connected with our environmental education programming, use of community presenters, field trips to important places, and an accurate representation of history.

OOCs welcomed Native American Author, Diane Wilson in November 2021. She has written the following The Seed Keeper, Spirit Car, and Beloved Child. While visiting she read a story one of her colleagues about an Ojibwe girl. She talked to students about being an author and all of the rewarding, hard work it takes to write a book.

OOCs also welcomed Maajiigoneyaash (Dr. Gordon Jourdain) Director of the Waadookaadaading Ojibwe Language Institute. We had two sessions of Traditional Storytelling with him in February of 2022. One was during school hours; one was in the evening for the community. (In the Ojibwe culture, storytelling is an ancient and important art. It's how tales and teachings about the world are passed from generation to generation, from elder storytellers to eager children.)



Remediation and acceleration are determined through a data based, problem solving MTSS school wide process. A data team meets monthly to evaluate student data and determine necessary programs and how it will be staffed. Remediation is provided by identifying a specific skill for intervention, while also ensuring children receive grade level, standards-based curriculum. A licensed teacher provides math and reading intervention programs, and student support staff person helps design behavioral interventions. With a very small student population, OOCs teaching strives to understand each student's individual needs. Small class sizes and multi-age groupings provide the opportunity for differentiation within the classroom.

School Wide Assessment	Calendar	Information Received
FASTbridge Assessment	Fall, Winter, Spring	Math, Reading and Behavior scores. Goal areas of strength and weakness, specific skills mastered and in development.
MCA Testing	Spring	Grades 3-6, Math and Reading; Grade 5 Science; Proficiency and Growth

In addition to formal school assessments, teachers provide and document continual informal assessments during the school day. To implement accelerated and remedial programming, staff utilize curriculum-based interventions and utilize standards-based technology program Learning A-Z online guided reading program which provides skills reports based on comprehension

quizzes of many leveled e-books and IXL an online learning site being used to reinforce math skills.

OOCs started the SY with a returning Special Education teacher, unfortunately in November she moved, and we needed to contract with TeleTeachers for an online Special Education Teacher. OOCs also contracts with Indigo Education for SPED Director services; Tiny Eye for service providers in the areas of speech/language and occupational therapy; and an independent school psychologist. Due to COVID-19 the SpED Director did not make on site visits, she was available for IEP meetings, to meet with the other contracted specialists and to meet as other issues would come up. The speech and OT therapist meet with students via skype and are also available through skype for parent meetings.

OOCs staff meets monthly as needed for child find and data meetings. Those in attendance are the director, and licensed teachers. Interventions are established for students in six-week cycles and documented. If students receiving intervention continue to stagnate or regress, then an evaluation for special education services is recommended. OOCs strives to eliminate all potential barriers to a child's learning prior to special education.

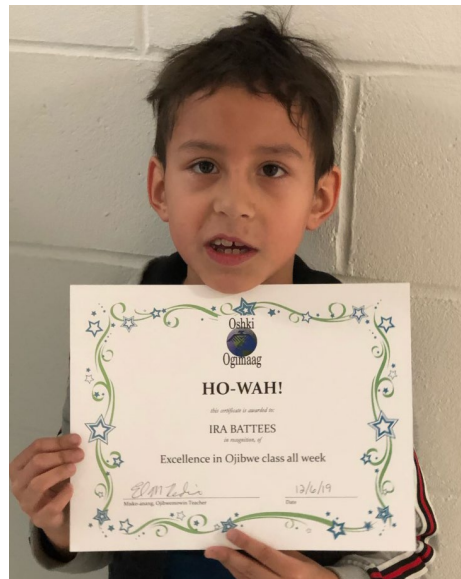
OOCs has an inclusive special education model following the least restrictive environment. All services are provided on site, we work with many third-party agencies and service providers to meet students' needs. All students receive individualized instruction in standards-based goal areas determined by the IEP team. The special education teacher also provides services to students in the classroom in areas of reading and math (when possible). Paraprofessionals support the work in the classroom.

In 2019 Erik Martin Redix, Ph.d. (Misko-anang) joined our staff as the Anishinaabe Language Director. He brings with him skill and knowledge of the Anishinaabe Language and also the culture.

The language is taught daily to all students by grade level. As students are ready to learn to read and write some of the language, Misko-anang patiently walks the students through that process. The students are learning to ask questions to their peers and answer their peers using the Anishinaabe language, teaching them to listen and speak so they can have a conversation, not just say commands. Currently the rest of our staff have varying levels of speaking the Ojibwe language, all are encouraged to learn the language as they can. We are infusing the language into the culture so that it becomes natural to use.

Misko-anang started a language table in the fall of 2019 inviting any community members to participate in weekly evening sessions. There was a minimum of 10 adults that attended each week through the winter until covid-19 forced us to shut down. Fall 2020 and 2021 our Language Table was virtual; Monday evenings adults could participate through zoom typically there were 8-12 participants.

Paraprofessionals and support staff have instructional experience, community/cultural



knowledge, and are essential in building family and community partnerships and promoting student motivation. Having a high number of Anishinaabe staff members within the building is important due to our high percentage of Anishinaabe children. This provides positive, professional role models for children as they develop.

Oshki Ogimaag does not have an English Learner program due to having no ELL students

Oshki Ogimaag Charter School
2021-2022 School Calendar

August 23-27 Classroom and Sped Teachers In Service
August 30-September 2 All -Staff In Service
September 2 OPEN HOUSE
Sept 3-6 NO SCHOOL
Sept 7 First Day of School
Oct 8 NO SCHOOL All -Staff In Service
Oct 21-22 NO SCHOOL MEA
Nov 4 End of Qtr 1
Nov 5 NO SCHOOL All -Staff In Service
Nov 24-26 NO SCHOOL Holiday Break
Dec 20-31 NO SCHOOL Winter Break

Jan 17 NO SCHOOL MLK Day
Jan 21 End of Qtr 2
Feb 18 NO SCHOOL All Staff In Service
Feb 21 NO SCHOOL President's Day
March 24 End of Qtr 3
March 25 NO SCHOOL All Staff In Service
March 28-April 1 NO SCHOOL Spring Break
April 15 NO SCHOOL Good Friday
May 6 NO SCHOOL All Staff In Service
May 27 Last Day of School for Students
May 30 NO SCHOOL Memorial Day
May 31-June 3 NO SCHOOL Staff In Service
Total student days: 160 Total staff days: 178/173

School Calendar

The calendar scheduled 160 student days. School hours were 8:00 am -3:15 pm. Breakfast is 20 minutes, Lunch is 30 minutes and Recess is 30 minutes each day, allowing 345 instructional minutes per day. 2021-2022 there were 55,200 instructional minutes.

Innovative Practices & Implementation

Staff strategically design and select activities and strategies that align with the school's mission. One way in which we

work to accomplish this is by developing and maintaining strong community partnerships. These partnerships not only benefit our facilities, infrastructure, and operations, but also our academic programming.

One challenge for 2021-2022 was covid-19 and trying to maintain many of these partnerships. As part of our covid-19 plan we had a very limited amount of 'outsiders' that were allowed to come into our building and we did not take many field trips, so maintaining community partnerships was very difficult. We could have provided more presentations by zoom, however for young students that have short attention spans that is also not ideal so that was not a great option either.

A key successful partnership was teaming up with Wolf Ridge Learning Center. Students in Grades 4-6 met often with Wolf Ridge staff member David at Wabaa, Grand Portage National Monument and in our community to learn hands on, about a large array of EE activities. Students were able to learn about small mammals and frogs, fish, weather, and trees.

Anishinaabe language is engrained within the school day. For example, the school building itself is labeled. Students greet one another in morning meeting in Anishinaabemowin. As well as saying good-bye at the end of the day in Anishinaabemowin. While students are learning things what day, month, and year it is they are learning those concepts in both English and Ojibwe which requires high level thinking skills. Students are learning to identify local wildlife, trees, plants, and landmarks in subject areas. Students at OOCS are learning to also identify these things in the Anishinaabe language. When students collected their sap from taps, at a local Sugar Bush, they heard Grand Portage traditional stories from an elder about the Sugar Bush.



School staff have been trained in implementing a school garden program. This program includes starting seeds and taking care of them under grow lights, maintaining garden plots on site, and a greenhouse. Students have been actively involved in planning, planting, and harvesting the garden. They are also learning a lot of science while doing so. Likewise, students maintain journals and measure plant growth. More importantly, OOCS students know where food comes from and will have the lifelong skills of knowing how to grow healthy food for their family.

The OOCS teaching staff continue to do a remarkable work in the area of language arts instruction, teachers attended the Daily Café weeklong training, continue to implement ideas and suggestions from the Daily Five and since being at the training have a more through grasp of implementing it. Teachers have also been trained in The Orton-Gillingham training and are implementing many of those strategies in their reading program in the 2021-22 school year.

All staff members participated in the Responsive Classroom training before the 2017-2018 school year. When used consistently throughout the school it is very effective and students are able to understand and remember expectations. Teachers also have a better understanding about morning meeting and some games to play. We continue to use the Responsive Classroom methodology throughout the school day.

We have been able to update our technology structure so that currently all students have access to a Chromebook or computer while at school. In the event of having to go to online learning we have enough devices for all students to take a Chromebook home to use. Another technological feature we had in 2021-22 was programming in grades 4-6. The students

were able to learn how to do some simple computer programming. They built some items out of Lego's. like a Ferris Wheel or a Car. Then they would program it to move. After several weeks of learning they took their knowledge to teach students in grades K-1 and showed those students how to make items and to do some simple programming. The students then were able to go show others in the building what they made and how it would move.

With a small team, turnover is a challenge. Considering a limited hiring pool, we are fortunate to have a hard working, talented, and committed staff. Staffing continues to be a difficult task. An emphasis on retaining teaching staff and providing development opportunities is essential. In addition, ensuring that all work is documented and integrated into the school culture is important in ensuring that with each person who comes in, the students gain from that individual's work and knowledge. With everyone that enters our doors we are granted an additional area of expertise.

The Special Education Team has been working hard to ensure that our practices are procedural, legal, and effective. The Special Education Program at OOCs has made significant gains, and we have an increasing number of students meeting annual goals and making significant growth academically.

Stamina, independence, and vocabulary have been identified as three areas where students struggle in taking state accountability tests. In addition to formative instructional programs, increasing math and reading instructional time, and providing students with increased practice and exposure to this type of evaluation, staff will use the Daily 5 to increase these skills. To providing a framework for instruction, this framework has the potential to support increased testing skills.

Academic Performance: Goals & Benchmarks

OOCs faced some challenges over the past few years with COVID-19, slipping student attendance and some teacher turnover. These have affected student test scores. Administration and staff are working to provide ways to design new supports to maximize student growth and achievement.

World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
- **Graduate from High School [GRAD]:** All students graduate from high school.

Indicator 1: Mission Related Outcomes

Goal: Over the period of the contract, students at Oshki Ogimaag Charter School (OOCs) will demonstrate Anishinaabe language and culture skills.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness

Key Measures & Results for this Goal:

Measure 1.1 – From FY18 to FY22, the aggregate percentage of students who attend OOCs will demonstrate growth on their Anishinaabe language oral communication skills - from basic developmental proficiency stage to intermediate developmental proficiency in the areas of listening and speaking from fall to spring- as measured by the Ontario Ministry of Education's First Nations Language Benchmarks will be at least 75%.

Oshki Ogimaag Charter School	Number of students who demonstrated growth on their Anishinaabe language oral communication skills - from basic developmental proficiency stage to intermediate developmental proficiency in the areas of listening and speaking from fall to spring- as measured by the Ontario Ministry of Education's First Nations Language Benchmarks	Total Number of Students (Grades K-6)	Percentage of students who demonstrated growth on their Anishinaabe language oral communication skills - from basic developmental proficiency stage to intermediate developmental proficiency in the areas of listening and speaking from fall to spring- as measured by the Ontario Ministry of Education's First Nations Language Benchmarks
FY18	20	20	100%
FY19	17	17	100%
FY20	21	21	100%
FY21	24	28	86%
FY22	27	28	96%

Measure 1.2 – Each year FY19 to FY22, all students will participate in cultural activities, learn cultural practices, and listen to traditional stories to gain cultural awareness, skills and understandings. Students will demonstrate learning of cultural traditions through demonstration, reflections, art, oral presentations and writing assignments that document their learning in these areas. Student learning will be evaluated based on a rubric to be developed no later than fall 2018. In aggregate from FY19-FY22, the aggregate percentage of students in grades K-6, who score 75% or higher on the rubric which is completed throughout the year and each spring will be at least 75%.

	Number of students K-6 students that were accessed Spring	Number of students K-6 that <u>meets</u> target in Cultural Knowledge	Number of students K-6 that <u>exceeds</u> target in Cultural Knowledge	Percentage of Students that were able to demonstrate Knowledge and Cultural Awareness
FY19	17	5	12	100%
FY20	(Not measured due to Covid-19)			
FY21	28	14	14	100%
FY22	28	16	12	100%

Indicator 2: English Language Learners

OOCs does not have a contractual goal in this indicator area as it does not serve any English learners currently.

Indicator 3: Reading Growth

Goal: Over the period of the contract, students at OOCs will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

WBWF Goal Areas Addressed by this Goal: All Students in Third Grade Achieving Grade-Level Literacy, Career and College Readiness

Key Measures & Results for this Goal:

Measure 3.4 From FY21 to FY22, the aggregate average growth percentile from fall start scores of students in grades K-6 enrolled in OOCs for both the fall and spring FAST aReading will be greater than 50%.

Measure 3.5 From FY21 to FY22 in aggregate, greater than 50% of students in grades K-6 enrolled in OOCs for both the fall and spring FAST aReading will have a growth percentile from fall start score of greater than 50%.

Regarding the assessment results for 3.4, we were unable to use the scores from the FY22 Kindergarten students. Out of 20 students, two students enrolled in FY 21 and 22 scored greater than 50% in aReading in FASTbridge Assessment in both FY 21 and FY 22. Several students scored 50% in one or the other.

Measure 3.5 of the 22 students assessed ten had a Monthly School Growth %ile of 50% or higher from Fall to Winter, ten from Winter to Spring.

Indicator 4: Math Growth

Goal: Over the period of the contract, students at OOCS will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness

Key Measures & Results for this Goal:

Measure 4.4 From FY21 to FY22, the average growth percentile from fall start scores of students in grades K-6 enrolled in OOCS for both the fall and spring FAST aMath will be greater than 50%.

Measure 4.5 From FY21 to FY22, greater than 50% of students in grades K-6 enrolled in OOCS for both the fall and spring FAST aMath will have a growth percentile from fall start score of greater than 50%.

Regarding the assessment results for 4.4, we were unable to use the scores from the FY22 Kindergarten students. Out of 20 students, five students enrolled in FY 21 and 22 scored greater than 50% in aMath in FASTbridge Assessment in both FY 21 and FY 22. Several students scored 50% in one or the other.

Measure 4.5 of the 22 students assessed eight had a Monthly School Growth %ile of 50% or higher from Fall to Winter, eleven from Winter to Spring.

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at OOCS will demonstrate proficiency in reading as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness, Reading Well by 3rd Grade

Key Measures & Results for this Goal:

Measure 5.2 From FY18 to FY19 and FY21 to FY22, the aggregate percentage of students in grades K-6 that will achieve grade level proficiency (Average or above) as measured by the spring NWEA assessment as reported on the NWEA "Class Report" will be at least 50%. (FY20 is excluded due to impacts from Covid-19 and distance learning.)

OOCS used the FASTbridge assessment in FY22. 8 students were assessed in grades 3-6, 4 scored at grade level or above in reading, OOCS met the goal for measure 5.2.

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at OOCS will demonstrate proficiency in math as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness

Key Measures & Results for this Goal:

Measure 6.2 From FY18 to FY19 and FY21 to FY22, the aggregate percentage of students in grades K-6 that will achieve grade level proficiency (Average or above) as measured by the spring NWEA assessment as reported on the NWEA "Class Report" will be at least 50%. (FY20 is excluded due to impacts from Covid-19 and distance learning.)

OOCS used the FASTbridge assessment in FY22. 8 students were assessed in grades 3-6, 5 scored at grade level or above in math, OOCS met the goal for measure 6.2.

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at OOCS will demonstrate proficiency and growth in science as measured by student nature journals and scientific notebooks.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness

Key Measures & Results for this Goal:

Measure 7.1 From FY19, FY21, and FY22, 80% of the students in grades K-6 will improve 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). They will use this format in their journaling at least 10 times during each year and demonstrate improvement in terms of the number of observations and the level of detail of the observations from fall to spring as measured by teacher records. (FY20 is excluded due to impacts from Covid-19 and distance learning.)

All students in grades K-6 kept scientific journals. They record the date, time and weather in most instances and then start a statement with I notice, or I wonder. All students that attended OOCS fall to spring had more than 10 journal entries in their Jeffers Journals. 86% of the students made improvements throughout the year in their ability to be able record their observations. These improvements included more detail, legibility and length.

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

Goal: Over the period of the contract, OOCS will increase the number of children who are

screened between their third birthday and the start of kindergarten.

WBWF Goal Areas Addressed by this Goal: Ready for Kindergarten, Career and College Readiness

Key Measures & Results for this Goal:

Measure 8.1 From fall 2018 to fall 2022, the aggregate percentage of Kindergarten students entering the school who have completed an Early Childhood Screening will be 100%.

Measure 8.2 From FY19, FY21, and FY22, the aggregate percentage of students in grades K-6 who will increase proficiency in writing skills (or maintain if at proficiency) from fall to spring as measured by the locally developed assessment rubric will be at least 75%.

The number of kindergarten students that entered school fall 2022 that completed the Early Childhood Screening was 6 out of 7. The 7th student did not due to her parent not wanting her to, he signed the exemption.

The aggregate percentage of students that increased proficiency in writing skills for FY 22 was 79%.

Indicator 9: Post Secondary Readiness

OOCS does not have a contractual goal in this indicator area as it does not serve high school students.

Indicator 10: Attendance

Goal: Over the period of the contract, students at OOCS will attend the school at high rates.

WBWF Goal Areas Addressed by this Goal: Career and College Readiness

Key Measures & Results for this Goal:

Measure 10.1 –From FY18 to FY22, the average of the school’s annual attendance rates will be at least 92.5%.

Oshki Ogimaag Charter School	Annual Attendance Rate
FY18	87%
FY19	88%
FY20	
FY21	93.83%
FY22	85.86%
Average	89%

Measure 10.2 – From FY18 to FY22, 80% of students will have an attendance rate of 90% or better on average.

Oshki Ogimaag Charter School	Percentage of students with an attendance rate of 90% or better
FY18	50%
FY19	59%
FY20	
FY21	80%
FY22	36%
Average	56%

Federal and State Accountability

. **World's Best Workforce:** OOCS continues to work on our WBWF goals, we continue to make some progress despite attendance struggles due to the pandemic or other family excuses. We work with students to encourage reading every night at home with a grown up, we work 1:1 with students at school, we monitor progress, we work to target where they need additional support so we can offer it.

Most students attend Head Start before starting Kindergarten and some are ready for Kindergarten when they come to us.

We often have a large population of special education students. Those students are not going to be at grade level. Are they going to make progress? Yes, but may not be at grade-level and we should not expect them to be.

High Quality Charter School Status:

OOCS is not a current CSP school or considered in the 'high quality' through the Minnesota Department of Education Comprehensive Performance Framework.

ESSA Identification

OOCS has not been identified as a targeted school needing additional supports under ESSA.

Educational Effectiveness: Assessment & Evaluation

The Director does several informal observations as well as a formal observation of staff. We meet and make goals, discuss professional development, and talk about challenges and successes in the classroom. We are currently working to obtain some more meaningful professional development opportunities to help them in the classroom. They are also encouraged to seek out some opportunities on their own to help their own individual needs of professional development.

Moving forward in 2022 we will be having a .5 Interventionist in math and reading work those students that show the most need according to easyCBM scores as well as FASTbridge scores and teacher recommendations. We will also have a volunteer whose expertise is in this area spend time with students and demonstrating to teachers some ways to help engage young readers. Lastly, the classroom paraprofessionals will be working 1:1 with some of the students to help improve their self-esteem, focus and their ability.

	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%	100%	40%	40%
Admin Staff	0	100%			0

Student & Parent Satisfaction



Each Spring OPCS creates a survey to gather information from parents to see how they feel

about their student's school: the staff, safety, educational aspect, and overall feeling of the environment. In March 2022 six families responded after several weeks of opportunities and several reminders. The full report is shared with the Board and staff. The graph above shows a sampling from the responses. It helps start the conversation for some future programming and professional development for staff and the Board.

harvesting some giizhik (cedar!)

Environmental Education

The mission of Oshki Ogimaag Charter School 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 citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. 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.



At OPCS, students are provided with meaningful opportunities to explore their local ecosystem through integrated, standards-based projects and field experiences. By exploring the community in which we live, students are better able to make connections between what they read and learn within the classroom to the natural environment that surrounds them. As part of our Outdoor Education students in grades 4-6 worked with a staff member from Wolf Ridge, students spent time exploring, observing, journaling, and learning at a place in the Wilderness known as Wabaan (*Wabaan is an Anishinabe (Ojibwa) word meaning it is tomorrow. It signifies commitment to a holistic program of teaching and learning that acknowledges the impacts of colonialism and draws on the wisdom of ancestral teachings and contemporary leaders to put Indigenous futures into Indigenous hands.*) Some activities were better presented at the Grand Portage National Monument, so the class was able to have their class at the Monument. Other grades also walked to the National Monument or "The Pines" or other places of interest to have journaling time or learn about the environment or take advantage of outdoor learning as well.

OPCS students were able to take advantage of Virtual Programs presented by Osprey Wilds- An Animal Program with a Raptor Emphasis. Students enjoyed learning about raptors. Also, Ask a Naturalist. This was especially nice because even if it wasn't covid we would not be able to participate in a fieldtrip that would involve these types of teachings due to our location, students really enjoyed the Raptors.

OOCS students enjoyed an afternoon presentation from CLIMB Theatre about Aquatic Invasive Species (AIS). First the two performers taught us about AIS through the performance, then they included the students by playing games and through other activities. By adding humor and hands on experience it was a fun experience.

Educators from the 1854 Treaty Authority offer a lot of information and knowledge to our students, staff, and community through hands on activities, conversations, mini fieldtrips, etc. Marne Kaeske is the Cultural Preservation Specialist that offers Education and Outreach. She has shown the students



about snaring rabbits and then how to tan the furs. She has brought a variety of animal furs and told stories about the different animals to teach the students about those animals. She has brought a bag of cedar and taught the students about cedar.

Governance & Management

Includes Annual Board Training & Administrator Professional Development Report(s)

BOARD OF DIRECTORS

The Board of Directors at Oshki Ogimaag Charter School is a group of volunteers. 2021-2022 the board consisted of seven members that were elected for 3-year terms. Members include one licensed teacher employed by the school; at least one parents/guardians of enrolled students not employed by the school and at least one community members not employed by the school. All incoming board members receive an initial school board training and participate in ongoing training and professional development. Yastrianne (Yanne), Travis and Carmen all attended all or most of Osprey Wilds training in August 2021.



Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Patty Winchell Dahl	Chair	Community Member	12/2021	1/2022	12/2024	pwinchelldahl@yahoo.com
Yastrianne Spry	Vice Chair	Parent	12/2019	1/2020	12/2022	Yanne.spry@gmail.com
Erik Redix	Secretary	Teacher	12/2021	1/2022	12/2024	redix@oshkiogimaag.org
John Morrin	Member	Community Member	12/2021	1/2022	12/2024	jmorrin@grandportage.com
Daniel Deschampe	Member	Parent	12/2021	1/2022	12/2024	d.deschampe@oshkiogimaag.org
Travis Novitsky	Member	Community Member	12/2019	1/2020	12/2022	tnovitsky@oshkiogimaag.org
Carol Cleveland	Member	Community member	12/2019	1/2020	12/2022	ccleveland@grandportage.com
Carmen Keyport	Ex-Officio	School Leader	***	***	***	director@oshkiogimaag.org

Initial Training

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
John Morrin	2010	5/22/2010 K. Klandeud MN School Board Assoc 1/20/2018 Eugene Piccolo MAC Piccolo MAC	5/22/2010 K. Klandeud MN School Board Assoc 1/20/2018 Eugene Piccolo MAC	5/22/2010 K. Klandeud MN School Board Assoc 1/20/2018 Eugene Piccolo MAC
Daniel Deschampe	1/2022	2/8/2022 Osprey Wilds online	2/8/2022 Osprey Wilds online	2/8/2022 Osprey Wilds online
Erik Redix	1/2019	6/1/2019 Eugene Piccolo MACS	6/1/2019 Eugene Piccolo MACS	10/31/2019 Eugene Piccolo MACS Online
Travis Novitsky	1/2020	6/16/2020 MN Charterboard.com	6/16/2020 MN Charterboard.com	6/16/2020 MN Charterboard.com
Patty Winchell-Dahl	1/2019	6/1/2019 Eugene Piccolo MACS	6/1/2019 Eugene Piccolo MACS	1/2020 Eugene Piccolo MACS Online
Yastrianne Spry	1/2020	7/5/2020 MNCharterboard.com	7/5/2020 MNCharterboard.com	10/26/2020 MNCharterboard.com
Carol Cleveland	1/2020	10/5/2020 MN Charterboard.com	6/25/2020 MN Charterboard.com	7/28/2020 MN Charterboard.com

Annual Training FY22 Charter School Board University

	John Morrin	Patty Winchel l-Dahl	Erik Redix	Carol Cleveland	Travis Novitsky	Yastrianne Spry	Daniel Deschampe
Training #1: Chapter 18 Strategic Planning 2-16-2022	YES	YES	NO	YES	YES	YES	YES
Training #2: Chapter 19 The 12 Characteristi cs of School Executives 4-20-2022	YES	YES	YES	YES	YES	YES	NO
Training #3: Chapter 20 The Board/Execu tive Relationship 6-22-2022	YES	YES	NO	YES	YES	YES	YES

MANAGEMENT

OOCS Board of Directors operates under policy governance. It employs the Executive Director, and the Director will carry out the Leadership responsibilities in alignment with policy and direction.

There is an evaluation process in place, and it will be followed moving forward. Goals have been set by the Director yearly as is noted in this report and other reports.

The Executive Director has an Assistant that helps make sure duties are completed and tasks are followed through with and to assist with financial managing. The Assistant prepares monthly financial documents for the board meeting.

LIST OF ADMINISTRATORS/QUALIFICATIONS

Carmen Keyport has served as the Director since March 2017. Prior to being Executive Director, Carmen was the Business Manager and periodically served as Interim Director at OOCS for 6

years; she was responsible for finances, HR, oversaw transportation and food service area and assisted students and staff when needed. She continues to support the mission of OOCs and work with the community to develop partnerships to help students succeed, she still manages the finances and school compliance as well as serving on the board as an ex-officio member. Before moving to Grand Portage, Carmen had over 17 years of experience working in early childhood and 5 years of experience in a variety of financial positions- this includes being a lead teller at a bank and financial officer for a Supported Living Services for Adults with Disabilities Company.

PROFESSIONAL DEVELOPMENT PLAN FOR: Carmen Keyport, Executive Director

Professional Development Goals/Areas of Focus for 2021-22: Childhood Mental Illness and Depression.

Other areas of focus were Leadership and to continue to stay updated on the state's programs: STARS, MARSS, ED-Fi, UFARS, Special Education, Indian Education, etc.

Activities Completed/Progress/Results for 2021-22:

Director Keyport attended as many leadership webinars as possible in the 2021-2022 SY, provided by UWS online. She also attended the Charter School Leadership Conference presented by Volunteers of America.

Director Keyport attended the virtual training- Navigating Positive Identity Development & Cultural Diversity with Young Learners, presented by Dr. Anton Treuer. A webinar presentation by AICHO Bagosendan: Suicide Prevention in Indian Country Panel.

The Director participated in Ed-Fi and SMART goal training, webinars for Title II funding and others presented by MDE.

Professional Development Goals/Areas of Focus for 2022-23:

Areas of focus will be Leadership and public speaking, Childhood Mental Health, and Depression.

Staffing

We believe in hiring staff that are going to be dedicated to our school and believe in our mission and vision. We try to hire staff with experience in the position in which we are hiring.

2021-22 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2022-23 Status*	Comments
Jeana Van Dyne	493449	Grade K-1	R	

Jaye Clearwater-Day	285814	Grades 2-3	R	
Erin Lange	416804	Special Education Teacher	Moved Nov 1, 2022	
Erik Redix	1002943	Anishinaabe Language Director	NR	
Mindy Jacobsen		Grades 4-6	NR	

* R = Returning, NR = Not Returning

2021-22 Teacher Professional Development Activities:

The teachers that are returning for 22-23 retook the Responsive Classroom course during the summer. They will be helping the rest of the staff learn and understand from the training so it can be used schoolwide. Many have had this training, but a refresher is needed so we can learn new techniques and reminders.

Other trainings staff attended were: Suicide Prevention, Bureau of Education and Research “Catching Up Students Who Have Fallen Behind in Third Grade”, Osprey Wilds EE workshop, and Kindergarten Conference presented by Kindergarten Teachers for Kindergarten Teachers a Bureau of Education and Research Workshop. Several staff are CPI certified.

The Special Ed teacher took many courses focusing on teaching executive functioning skills, teaching the science of reading, how to choose the current curriculum for pull out services that match/mirror the curriculum used in the classroom, documentation, and implementation of recovery services and first aid and CPR.

All-Staff In-Service workshops consisted of staff attending the “Ojibwe Language in the Classroom” Zoom presentation by UW-Milwaukee Professor Margaret Noodin and Mike Zimmerman of the Indian Community School in Milwaukee.

Teacher Retention:

We are in a remote area of Minnesota, and it is difficult to retain teachers for more than a few years. For 2021-2022 we began the school year fully staffed with three licensed classroom teachers, a licensed special education teacher and a licensed Ojibwe language teacher. The Special Ed teacher moved from the area shortly after the school year began and we needed to contract with TeleTeachers for an online Special Ed teacher for the remainder of the school year. We are actively looking for ways to retain our current teachers and attract another by offering more competitive pay. We are also looking at ways to restructure classes to see if that would make it easier for teachers- along with a better environment for students. Possible we could create a ‘grow your own’ position through helping a paraprofessional become a teacher, or by attracting student teachers to come to Grand Portage.

Percentage of Licensed Teachers from 2021-22 not returning in 2022-23 (non-returning teachers/total teachers from 2021-22 x 100)	50%
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2021-22 Other Licensed (non-teaching) Staff			
Name	License and Assignment	22.23 Status *	Comments
Noreen Foster	380968 Director of Special Education	R	Employed by Indigo Education
Jan Lippitt	413046 School Psychologist	R	Independent Contractor
Danielle Young	Occupational Therapist	NR	Employed by Tiny Eye, Danielle is not returning; we are still contracting with Tiny Eye
Gina M. Mcurry Gilreath	Speech/Language Pathologist	NR	Employed by Tiny Eye, Gina is not returning; we are still contracting with Tiny Eye
Jeanie DeCelle	Special Ed Consultation Deaf/Hard of Hearing	NR	Student Jeanie worked with not returning
Susan Hooper	DAPE	NR	Student Susan worked with not returning, Susan also is retiring
Lorena Balderas	Special Ed Teacher	NR	Employed by TeleTeachers, we hired an In Person Teacher.

* R = Returning, NR = Not Returning

2021-22 Non-Licensed Staff			
Name	Assignment	2022-23 Status*	Comments
Katherine Sherer	Paraprofessional	R	
Leslie Olson	Home/School Liaison	NR	Employed for 2 months of 21.22 SY

* R = Returning, NR = Not Returning

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 the Health Services we receive services from registered nurses for vision and hearing screenings, immunization support, free flu shots for staff, school side 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 within state statute in collaboration with the Grand Portage Community Center. Fire extinguisher and alarm inspections are conducted according to the appropriate schedule.

OOCS is involved with the ARMOR radio system along with the rest of the county. This significantly supports student and staff safety.

OOCS provides transportation to all students living within the boundaries of the Grand Portage Reservation with a 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 one substitute driver. The bus driver also has administrative responsibilities including developing a bus route, scheduling maintenance, scheduling, 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, multi-purpose area and offices. We have a small kitchen that students use for projects. Our facility includes a greenhouse, school garden plot, 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 opened and managed during this type of emergency.

OOCS provides a breakfast and lunch option to all students and staff daily. We are a part of the Community Eligibility Provision (CEP). In 2020-21 we served breakfast and lunch under the Summer Food Service Program (SFSP) a USDA child nutrition program administered by Minnesota Department of Education. The cook continues to do an excellent job cooking and serving the children. She works hard to ensure that vegetables harvested from the school garden are integrated into the food program.

OOCS has provided the Indian Education staff member with a specific duty to help engage parents and families. This includes communication via telephone, school website improvements, and gathering information on how to better communicate with families. Newsletters aim to keep parents engaged in the educational process of their children. It continues to be a challenge to get many of the parents to be active in their students' education. We continue to offer opportunities and hope parents/guardians will take advantage of the opportunities.

All open jobs at the school are posted locally, regionally, and on the school website. A hiring committee is appointed by the school director. This committee recommends who to hire. The director screens the applications and invites the most highly qualified applicants for an

interview. 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. All staff, board members, and volunteers are required to have an annual background check. State and federal background checks are conducted on all school staff. School staff members having lived in Canada are also subject to a Canadian background check. Alcohol and drug testing is also conducted before a new hire is allowed to start in our facility. It is our utmost responsibility as an organization to ensure that all adults working with children are safe individuals.

Community Partners

OOCs is committed to collaboration with community. This is a core component of our ideology and supports our educational programming. Some of these partners are listed below:

Grand Portage Trust Lands: Reservation experts in biology, fish and wildlife, water quality, air quality, resource management, and natural resources work closely with teaching staff to provide hands on, and field based environmental education experiences weekly throughout the school year.

The Grand Portage Reservation's IT department supports technology infrastructure development and maintenance. Bound to confidentiality, this team provides tech support, procurement

Grand Portage Human Services: Provides mandated reporters training at no charge, emergency mental health services, and access to all programs available through their organization.

Grand Portage Health Service: Provides health related services, a nutrition educator, funding for staff training in wellness areas, school garden development and support, and family classes. Provides Blood borne Pathogen Training as well as being available for staff questions throughout the year.

Cook County Emergency Management is actively involved in our school. The Department facilitates inspections, provides recommendations, and helps support implementation of safety improvements. Provides training for ARMOR radio system and emergency preparedness. The Department has been important in advocating for school safety needs.



North House Folk School has partnered with us for many activities. Students were able to learn about the history of logging in Cook County. They made a small wooden boat in this class and interacted with students from Great Expectations Charter School and Birch Grove Charter School.

Other years we have learned how to make baskets by weaving and by using birchbark, learned how to make artwork with porcupine quills (Indian quillwork), and made snowshoes for our school.



Finances

For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2022-23, contact:

Name: Carmen Keyport

Position: Director

Contact info: 218-475-2112

director@oshkiogimaag.org

Sue Anderson or Jamie Smith

cmERDC Financial Officers

(320) 202-0992

sue@erdc.k12.mn.us

jsmith@erdc.k12.mn.us

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, 2022.

Unaudited financials are as follows:

FY22 Finances	Fund 1	Fund 2
Total Revenues	\$784,345	\$50,345
Total Expenditures	\$664,807	\$50,345
Net Income	\$119,538	0
Total Fund Balance	\$674,177.33	0

Overview

OOCS has had a very stable budget with a healthy fund balance for several years. We budget very conservatively and adjust our enrollment compared to our actual enrollment. CARES Grants helped OOCS with extra expenses during the pandemic as did grant funding towards Ojibwe Language Director.

Revenues

Funding for OOCS was received from state aid, and federal aid and grants. CARES grants (GEER, ESSER) and COVID-19 testing grants along with Title IV are sets of funding that we typically do not receive but helped immensely. Impact Aid funding is another source of funding that OOCS

receives that has a great impact on our budget. The general fund also receives some additional funding from personal donations, and small grants.

Expenses

Most of our expenses come from Instruction, salaries, and benefits.

The food service has a deficit every year and needs to receive funding from the general fund.

Net Surplus or Deficit and Fund Balance

OOCS continues to be strong financially, 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

Currently, OOCS does not plan to expand building or grades. There may be some restructuring of grades in the very near future.

Safe Learning Plan Description and Reflection on Implementation



As we began the 2021-22 school year, we kept many plans in place from 2020-2021 regarding cleaning protocols, mask wearing, social distancing, etc. to keep our staff and students safe. It was important to us to keep as many students in-person as possible. Distance Learning was very difficult for some of our families, students, and staff. It was stressful for them to have synchronous learning; they were not able to follow through with asynchronous learning. Some families were very successful, and students and parents worked wonderfully together and were able to get all their work done and returned, that however, was the minority of our students.

The writer does feel that OOCS had a very good plan in place for if OOCS needed to go to all Distance Learning in 2021-22 we had Chromebooks for all. We were trained in Google Classroom. All students had access to internet connections. Passwords and other logistics were set. We are grateful we did not need to be 100% Distance Learners in 2021-2022.

