

JANUARY 2023 Issue



FROM THE TOP

Happy New Year!

It is hard to believe that we are in 2023. We look forward to continuing to serve you in the New Year. I'd like to recognize our dedicated academy board members for their unwavering commitment to the students they serve. January is Board Appreciation Month. We couldn't do what we do without you. Please look for a small token of our appreciation to be delivered by your academy's LSSU field supervising representatives at your next meeting.

As the New Year begins, we celebrate all of the accomplishments of our academies, staff, teachers, and students. We know there will be challenges to the charter school movement in the coming months and we want all of you to know that the LSSU CSO is here to support you. We look forward to continuing our PD opportunities to teachers, staff, and board members. We will also look to increase student visits to the LSSU campus in the spring and summer. If your academy has any interest in coming to the beautiful U.P. for a visit, please contact our office. As always, if the LSSU CSO team or I can be of assistance to you, do not hesitate to reach out to any of us.

Sincerely,

Chris Oshelski
Executive Director

Board Member Appreciation Month

January is Academy Board Member Appreciation Month. This special day was put into place to recognize the outstanding efforts of school board members across the country. Board members are comprised of individuals who dedicate their lives to improving the educational outcomes for students attending their academy. Did we mention that being a board member is a volunteer position? Board members are not paid for their service but rather serve on academy boards because they believe in doing what they can to make a positive difference in the world. Thank you from the bottom of our hearts for serving on the board for an academy authorized by Lake Superior State University. We see you. We appreciate you. Do not hesitate to reach out to any of us on the LSSU Charter Schools Team if we can be of service to you.



DID YOU KNOW

- The Upper Peninsula Hospital for the Insane opened on November 4th, 1895 in Newberry, Michigan. Even with the construction of multiple cottages, the Newberry State Hospital was overcrowded, and in 1944, the State Administrative Board approved a contract for leasing the Fort Brady Station Hospital in Sault Ste. Marie for use as an auxiliary state hospital to relieve overcrowding. Eighteen buildings used by the Army for wards were converted into dormitories to accommodate 400-500 patients. What is now part of the LSSU campus was used for "mild, quiet, self-reliant or convalescent" patients and treatment was limited to recreational and occupational therapy. Fort Brady was placed on inactive status on November 25th, 1944 and became the site of Lake Superior State College in 1966.
- The Fletcher Center, where the CSO is located was once a horse stable while it was an active fort (Fort Brady) before becoming a gymnasium.

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2022-2023
Testing Windows

FALL
September 12-October 7

WINTER
January 9-February 10

SPRING
April 24-June 2

PUBLIC ACT 48

Reminder that you are required under Public Act 48 to report out on progress towards the goal/goals outlined in your plan at your board meeting in February. For those academies that chose to use the authorizer recommended goals of a Student Conditional Growth Percentile of 50 on NWEA's MAP, I will create those reports for you. If you chose other measures, you are responsible for reporting out on those. Please certify in Epicenter that your winter testing is complete as soon as you have closed the window so that I am able to complete your reports in time for your board meeting. This report must also be placed on your academy website. If you have any questions, I can be reached at jhopper@lssu.edu or 906-635-2118. Thank you.

"A man's mind stretched by new ideas may never return to its original dimensions."
-Oliver Wendell Holmes Jr.-

HAPPY NEW YEAR

"What the new year brings to you will depend a great deal on what you bring to the new year."

VERN MCLELLAN

"A New Year...a fresh, clean start. It's like having a big white sheet of paper to draw on."

BILL WATTERSON

"The best is yet to come."

FRANK SINATRA

"I don't know where I'm going from here, but I promise it won't be boring."

DAVID BOWIE

"The bad news is time flies. The good news is you're the pilot."

MICHAEL ALTSHULER

Compliance & Governance Updates

Academy boards should begin discussion on board member (s) who are up for reappointment or new appointment. The LSSU Board of Trustees last meeting before the terms expire will be on May 12, 2023. All board members must be nominated by the Academy board and submit a completed application to their appropriate field representative by **Friday, March 31, 2023**. Background checks, U.S. documentation and interviews will be performed prior to approval by the LSSU Board of Trustees.

BOARD TRAINING

Note: All trainings begin at 6 p.m.

Assessing Your Governance Work
January 17

Governing Over the Unexpected
February 28

Governing Beyond the School
April 19

Annual Meetings– Reminder that it is best practice to schedule Annual Board meetings in May or June. This allows Epicenter tasks and other items to be scheduled based on your board commitments and coordinates with board term expirations of June 30.

Look for additional board professional development resources on our website at <https://www.lssu.edu/charterschools/professionaldevelopment/>

By Jenny Peterman
Reauthorization & Compliance Specialist



iCademy Global More Than A Virtual School Experience

“I like that I can do my favorite hobby without having homework or school in the way. I have my own free time and I can arrange my daily schedule so that I can practice my violin almost any time I want!”, says 8th grade student, Arianna. Exclamations like hers are often heard at iCademy Global, a cyber charter school based in Zeeland and home to students across the State of Michigan. iCademy Global School Director, Tyler Huizenga says, “We are not just about providing a rigorous academic education. We also want to help our students foster their love of learning outside the virtual classroom by encouraging them to explore opportunities right in their local communities.” Arianna is taking music lessons, in person, through Avalon Music Academy of Holland as part of the Community Passport Program at iCademy. The Community Passport Program, first launched last winter to students in grades kindergarten - 12th, is only one of the ways iCademy fosters important in person connections. And seeing close to half of students embrace this amazing opportunity this fall indicates it’s well on its way to becoming a huge success! At the beginning of each semester, iCademy students share music, art or physical education opportunities they might like to learn more about or continue to expand. Perhaps a student belongs to a travel sports team, plays an instrument, rides horses or enjoys martial arts? Enter Jody Voss. Jody is the iCademy Global Community Passport Coordinator and works to set up partnerships with organizations throughout the State of Michigan. In person lessons in a student’s local community are then paired with online content to create an elective course. Successful completion of both online and in person components results in iCademy awarding an elective credit. Throughout Michigan many Community Passport partnerships have been established including Protege Game Studios, Outdoor Discovery Center, Avalon School of the Arts, Rivendell Stables, Championship Martial Arts and over 30 more! As a bonus to families, once a successful partnership is created, iCademy pays for up to \$300 per semester for any student wishing to take lessons or classes with that partner. With student enrollment ever expanding and reaching to all corners of Michigan, it’s exciting to watch the Community Passport partner list continue to grow. iCademy teachers and staff cannot wait to see what the future holds for their students!

Submitted by Leisa Lobbezoo, Enrollment, Communications & Marketing

Concord Academy of Petoskey

It’s December, and Concord Academy Petoskey is bright and cheery. The halls are decorated with lights, trees, snowmen, and nutcrackers. Student art lines the walls, as it always does, and you can hear the band and theater classes rehearsing for their holiday performances. The holiday season really spotlights so much of what makes Concord a special place. As an arts-based academy, we offer students from kindergarten through twelfth grade a range of classes and activities in both studio and performing arts. December is an exciting month because our students get to show off all their hard work at winter performances. This month we have seen performances by high school theater, middle school choir, middle and high school band, and elementary theater. It is amazing to witness what these students have achieved in just a few short months. Being a K-12 school gives us the unique opportunity to bring older and younger kids together. We do this for big events, like performances and holiday feasts, and we also encourage interaction on regular days. Once a month, our students participate in reading buddies, where we pair elementary classes with middle and high school classes to read with each other. This month, instead of reading, the students made ornaments to decorate our holiday tree. Each class made a different style, resulting in a beautiful display of art and community. After having to keep our schools and classrooms separate due to Co-Vid restrictions, we have been thrilled to be able to bring everyone together again. We love our Concord family and are grateful for the opportunity to share some of the things that make us who we are.



Submitted by Laura Wagner, Admin Support/High School Coordinator

BROOKE'S CORNER

I came across a set of song lyrics from the group Chapel Heart the other day that hit me in the feels. "What will make you chase the wind, just to chase it again?" It made me reflect on what makes educators do just that. Folks who get up every day to take on the chaos of the school day, just to do it all over again day after day? Becoming an educator is sacred work. It is a calling. It is a hook-like pull from deep behind the navel that there is just no other place on this beautiful planet that you can feel satisfied, even when you have to repeat the page number 75 times in an class period. That feeling when you make a connection with a student who is struggling, or that kiddo who has battled to master something finally has the lightbulb go off. That feeling is fulfillment of purpose. The answer to the question. The why educators get up and do the hard work day after day. Put simply, educators are built differently. I admit that not all educators are built the same, but as a whole, we are built differently. Seeing other people find success is what fuels our soul. Not all see door-decorating contests as a no holds barred crafting throw down that are the reason Pinterest was created, but all will lose sleep over someone else's child who they know is struggling physically, emotionally, economically, socially, and on and on and on. Thank you dear educators for the hallowed work you do for the students, families, and communities you work with. We see you and we appreciate you.

Submitted by Brooke Maciag

"You cannot get through a single day without having an impact on the world around you. What you do makes a difference. You just have to decide what kind of difference you want to make."

Jane Goodall

2023 BANISHED WORDS

<https://www.lssu.edu/traditions/banishedwords/>

Each year on December 31st, LSSU releases a list of banished words. Over the years, LSSU has received tens of thousands of nominations. The list now includes over 1,000 words. Nominations are received from all over the globe. Words are banished for a variety of reasons, including misuse, overuse, and uselessness.

1. GOAT
2. Inflection point
3. Quiet quitting
4. Gaslighting
5. Moving forward
6. Amazing
7. Does that make sense?
8. Irregardless
9. Absolutely
10. It is what it is



EDUC 624 TEAC 470

WHERE

LSSU CSO & LSSU School of Education are teaming up to offer TWO learning opportunities to staff employed in an academy authorized by Lake Superior State University. Both 3 credit courses are offered in an online format.

WHEN

EDUC 624 and TEAC 470 will both be 6 week courses running from May 15-June 23, 2023

Instructor: Dr. Cathy White

WHY

EDUC 624 Reading Research & Methodologies

This course will examine theories, research, and methods focused on enabling students to become self-regulated readers who effectively use multiple strategies in their reading.

TEAC 470 Trauma-Informed Teaching

This course will examine the impact Adverse Childhood Experiences and sociocultural factors have on learners' academic achievement and behavior. Classroom methods for addressing Social Emotional Learning as well as self-care methods will be addressed.

TO REGISTER

- For more information, email jhopper@lssu.edu
- Courses are capped at 24 students
- First come, first serve registration
- Registration closes on April 1, 2023
- LSSU CSO covers tuition with student paying a \$250 online processing fee per course

Assessment ABC's – by Lynn Methner

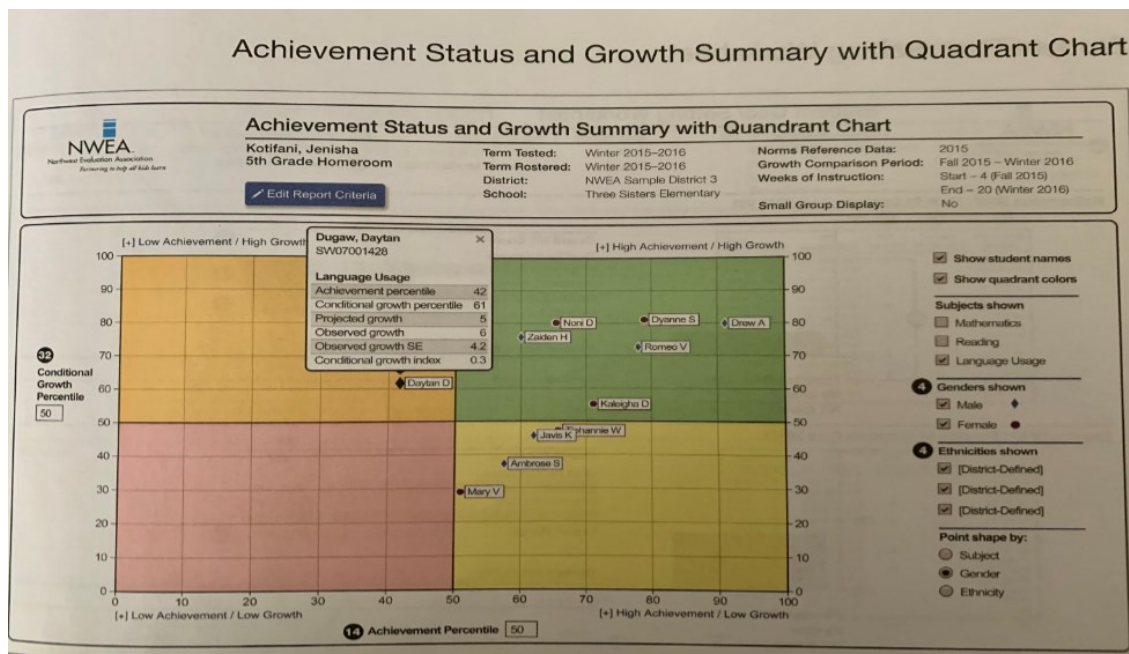
While the purpose of assessment is to gather relevant information about student performance or progress, NWEA MAP reports provide a useful instructional tool for classroom teachers, interventionist and administrators. While the **Class Report and Classroom Breakdown Reports** provide a wealth of information on student achievement and growth, the **Achievement Status and Growth Summary with Quadrant Chart or Quadrant Chart** can be a useful tool for educators when there are more than one test window.

So what does this mean instructionally? The **Quadrant Chart** allows educators to compare student achievement and growth over a period of time. In the example listed below, the “Growth Comparison Period” compares the Fall to Winter test results. This report analyzes the results from both test windows and makes it easy for educators to visually see where students fall based on achievement and growth over time. This helps educators monitor student growth and achievement, the effectiveness of interventions and make necessary adjustments.

By using the filters to the right, educators can choose which subjects are shown, gender, ethnicities, etc. In this example, we can see the 5th grade male and female students rostered to Jenisha Kotifani's homeroom. The **Quadrant Chart** plots student achievement and growth status on a graph using ten percentile point increments. The report displays student results in four quadrants: Low Achievement/Low Growth, Low Achievement/ High Growth, High Achievement/High Growth and High Achievement/ Low Growth.

The **Quadrant Chart** can be especially useful since we often focus on achievement and our efforts on our lowest students. While that is important, this report helps monitor individual student growth and progress for all students. For the students in the top, left quadrant (Low Achievement, High Growth) we know we need to continue current interventions. For the students in the top, right quadrant (High Achievement, High Growth) we know we are meeting students' needs as demonstrated by both growth and achievement. For students in the bottom, right quadrant (High Achievement, Low Growth) we need to identify why our high achieving students are not making growth. It is often easy to overlook this category of students since they are proficient, but may not making growth. For students in the bottom, left quadrant (Low Achievement, Low Growth) we need to put intervention in place since these students are not responding. From a Response to Intervention approach, one may want to look at the intensity or frequency of interventions.

While the **Quadrant Chart** can be a useful tool for educators, it can also serve as a great resource when conferencing with students and parents. By using the filter to the right, one can unselect “show student names” to generate a report without student names. Educators can then have conversations with students and parents regarding where they think they fall on this chart, then showing them where their data point falls on the continuum. This can lead to rich conversations, identifying reasons for performance and planning for student success.



The International I-500



The annual I-500 snowmobile race was the brainchild of a local Sault Ste. Marie, MI businessmen who in 1967 while discussing the Indianapolis 500, wondered if a sled could race for 500 miles. After some brainstorming and planning, the International I-500 snowmobile race playfully known as Nascar on ice was born. After planning logistics, the race committee and city officials decided the best location for the race was an old creek bed that had been used during WWII as an ammunitions dump for Fort Brady. The first race took place that following February 8th , 1968. Competitors from all over North America have descended on Sault Ste. Marie, MI the first weekend of February to participate in one of the longest and largest snowmobile races in the world. The event draws crowds of up to 20,000 in person spectators attend each year as well as thousands more fans who tune in to listen or watch the race virtually as fields of drivers and teams vie for the title of champion. At speeds of over 100 miles per hour on a one mile track for 100 laps through all sorts of weather, the 600 cc racing motors can be heard throughout much of the town. Over the years the race rules and technology, drivers, machines, and safety requirements have changed with the times. During the first race on February 8, 1969, 47 teams competed. Teams were required to have a lead driver and three back up drivers and were required to switch drivers every 50 laps. Laps were counted and hand recorded by volunteers, and took 13 hours and 42 minutes to complete. Today, teams are not required to have a backup driver but most tend to compete with 2 or more drivers per sled. There are no required switching of the drivers and in fact, John Wicht III was the first and last driver to complete the entire race on his own (a feat he went on to complete a total of 4 times.) Laps are electronically counted by using wireless transponders attached to the sled and races generally take around 8 hours to complete. To date, there has only been one driver to complete all 500 laps as a sole driver, John Wicht III. Not only did Mr. Wicht pilot all 500 laps on his own, and WIN, he went on to do the same thing three more times. In addition to the big event on Saturday, the week is full of festivities that surround the race including qualifying for the main event including a Skate the Track night, Miss I-500 pageant, Kitty Cat and 120 (mini snowmobiles) races, an antique snowmobile show and parade, corn hole tournament, and other shorter races throughout the week. Here's the link for more information.

<https://i-500.com/>

Submitted by Brooke Maciag

FINANCE CORNER

Jan. 31
2nd Quarter
Budget Resolution

Feb. 13
2nd Quarter Financial
Statement

Mar. 30
Financial Audit Letter of
Engagement

Money grows
on the tree of
persistence.

Japanese Proverb

MAPSA Symposium

The LSSU Charter School team attended the Michigan Association of Public School Academies Fall Symposium at the Troy Marriott on December 7th and 8th, 2022. Did I mention that the conference was IN PERSON?! It was wonderful to catch up with old friends, connect with new colleagues, attend quality sessions, and enjoy the reception. One of the highlights for me was to not only enjoy the wisdom of the keynote speaker, Dr. Jody Carrington, but to also meet her. Eeek! Carrington spoke on the importance of reconnection.



Another highlight was to finally meet Kayla Campbell and Bernita Bradley face-to-face. I am fortunate to be a co-host with Campbell, Bradley, and MAPSA President Dan Quisenberry for the podcast, "Disruption Junction." If you haven't yet had the chance to check out our podcasts, they can be accessed here <https://www.buzzsprout.com/1945300>.



Why not give one a listen? I am honored to be included in the podcast with such a great group of individuals. I get to do what I love, promote our charter school movement through thought provoking conversation.

Submitted by Julie Buchholtz



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PHILOSOPHY

We believe in authorizing through the lens of an educator, realizing students are more than academic performance or financial incentives. True authorizing takes into account the whole child, whole academy, and whole community while recognizing the importance of increased performance and sustainability.

MISSION

To ensure quality oversight and support to our authorized charter academies resulting in students who are prepared for the next phase of life whether it be attending college, joining the military, or entering the work force.

VISION

We envision an educational system in Michigan that provides families with diverse educational opportunities that allow each child to flourish and find his/her place in the global community.

TERIYAKI CHICKEN CASSEROLE- BROOKE MACIAG

- 3/4 CUP LOW SODIUM SOY SAUCE
- 1/2 CUP WATER
- 1/4 CUP BROWN SUGAR
- 1/2 TSP GROUND GINGER
- 1/2 TSP MINCED GARLIC
- 2 TABLESPOONS CORN STARCH + 2 TABLESPOONS WATER
- 1 POUND BONELESS, SKINLESS CHICKEN BREASTS
- 1 BAG STIR FRY VEGETABLES
- 3 CUPS COOKED RICE



INSTRUCTIONS

1. PREHEAT THE OVEN TO 350 AND SPRAY A 9 X 13 PAN WITH COOKING SPRAY.
2. COMBINE SOY SAUCE, 1/2 CUP WATER, BROWN SUGAR, GINGER, AND GARLIC IN A SMALL SAUCEPAN AND COVER. BRING TO A BOIL OVER MEDIUM HEAT. REMOVE LID AND COOK FOR ONE MINUTE ONCE BOILING.
3. MEANWHILE, STIR TOGETHER THE CORN STARCH AND 2 TABLESPOONS OF WATER IN A SEPARATE DISH UNTIL SMOOTH. ONCE SAUCE IS BOILING, ADD MIXTURE TO THE SAUCEPAN AND STIR TO COMBINE. COOK UNTIL THE SAUCE STARTS TO THICKEN THEN REMOVE FROM HEAT.
4. PLACE THE CHICKEN BREASTS IN THE PREPARED PAN. PLACE VEGGIES AROUND THE CHICKEN BREASTS. POUR ONE CUP OF SAUCE OVER THE TOP. COVER PAN WITH FOIL AND BAKE FOR 30 MIN. REMOVE FROM OVEN AND SHRED CHICKEN. ADD COOKED RICE AND REMAINING SAUCE, TOSS. COOK 10 MORE MINUTES..