



District #4137-07

School Year 2015-2016

World's Best Workforce (WBWF) & Annual Report

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School Information

Contact Information

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Grades/Ages Served

Charter School: Kindergarten through 6th grade
Private Children's House Program: Ages 3-6

Year Opened

Swan River Montessori Charter School opened in 2005.

Mission

The mission of SRMCS is to provide a child-centered environment for self-directed and personalized learning in a small community based public school with an emphasis on the natural environment.

Vision

Swan River Montessori Charter School's vision is to employ an inter-disciplinary approach to education by teaching the whole child (heart, mind, and soul). The Montessori learning environment is designed to foster this whole child approach by meeting the child's inherent needs of self-discovery, creativity, independence, and competence.

Swan River Montessori Charter School will create a kind, respectful environment where each child has a sense of belonging. Learning at Swan River Montessori Charter School involves the student, the student's family, the teachers, and the larger community. Swan River supports family and community participation in each child's education by utilizing and appreciating community resources and the natural world as a learning environment.

Authorizer Information

The authorizing mission of the Audubon Center of the North Woods (ACNW) Charter School Division is to provide superior oversight, evaluation, feedback and strategic support to its authorized schools resulting in increased academic, financial, operational, and environmental education performance of each school.

The authorizing vision of ACNW 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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Director of Charter School Authorizing

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SRMCS and ACNW: A Brief History

The relationship between Swan River Montessori and Audubon Center of the North Woods began in 2004 when the school's sponsorship was made official by the State of Minnesota. During FY16, our second contract term with ACNW ended, thus, the year was largely dedicated to the contract renewal process. We are proud to announce that our third 5-year contract term with Audubon began July 1, 2016 inclusive of new and updated goals in the areas of academics and environmental education.

ACNW has been an integral part of our school since we opened our doors in 2005. They have provided guidance in many areas including school environmental stewardship, board governance, financial oversight, and academic accountability. Our relationship with Audubon is strong and we look forward to many more years partnering with their organization as our authorizer.

Purpose of the Annual Report

This report is prepared annually by the SRMCS administration and approved by its Board of Directors. Its purpose is to tell our story to the Minnesota Department of Education; our Authorizer, Audubon Center of the North Woods; the SRMCS community; and the community at large.

Implementation of Primary & Additional Statutory Purposes

Minnesota Statute 124E.01, sub. 1 (formerly known as 124D.10, sub. 1)

As written in the statute:

“The primary purpose of all charter schools is to improve all pupil learning and all student achievement.”

As Montessorians, we believe that pupil learning is a natural, internally motivated process that is inherent in every child. Simply stated, every child wants to learn. Our job as a Montessori charter school is to provide an appropriate and prepared environment that is conducive to how a child desires to learn and the pace in which it is done. If we follow the child and respect how each absorbs information, student learning becomes enjoyable and inevitable. When student learning is enjoyable and inevitable, student achievement increases as a natural response. Therefore, our teachers spend a large portion of their time ensuring each classroom has a variety of learning materials in each subject area, that these materials are well-maintained, organized, and sequenced correctly, and that each student understands how to use these materials to gain the knowledge s/he is seeking. We also provide the freedom for students to make choices about what materials to use and how long and how often they wish to use them. By giving this type of respect to each child, no matter what his/her learning style and pace is, anyone would see how each rises to the occasion.

The five additional purposes listed in statute are listed below and include our methods of implementation underneath each point.



(1) Increase learning opportunities for all pupils;

a. Being a Montessori school, SRMCS offers a variety of materials in each academic subject as well as a variety of materials for each category within said subject. For example, within the subject area of mathematics, there are four operations – addition, subtraction, multiplication, and division. Not only may a child choose which operation to work with, they also choose from a variety of materials within each operation. Addition alone has anywhere from 5-10 different types of materials to support learning how to add both concretely and abstractly.

b. Outside of the general education classrooms, Swan River also provides additional learning opportunities that perhaps other schools would not or could not provide due to sheer size. Because Swan River can cap its enrollment numbers, we have control over keeping our class sizes smaller. This allows us to provide more 1:1 teaching time, we can easily use the outdoors as a classroom because supervision is more manageable, we have

- assistants in each classroom for additional support (and keeps our student to teacher ratios low), and we are able to provide additional instruction in areas like environmental education consistently and without time/scheduling issues.
- (2) Encourage the use of different and innovative teaching methods;
- a. Our students have three primary freedoms as part of our educational method. First, they have the freedom of movement – students may move throughout the classroom and work in any area of the room as they choose without needing the permission of an adult so long as it is purposeful. Second, they have the ability to choose. This includes what material they wish to use, where to use it, and how long. Finally, they are given the freedom to repeat. People often underestimate this freedom because we tend to think that if we have done something once and done it well, then we do not need to do it anymore. We believe the opposite is true. Encouraging students to repeat solidifies knowledge and solidified knowledge leads to mastery and mastery is our ultimate goal.
- (3) Measure learning outcomes and create different and innovative forms of measuring outcomes;
- a. There are two primary means of measuring progress in a Montessori setting outside of standardized assessments.
 - i. Observation – It is very common for a Montessori teacher to spend a portion of his/her day sitting quietly in the classroom to observe and take notes on students. Specifically, they look for purposeful movement, level of student engagement, potentially struggling students who may need additional support of some kind, and students who are showing mastery of a particular material/topic.
 - ii. Peer Teaching – When a child has mastered a particular topic, it is very common that the teacher may ask that child to teach or support another child who hasn't yet. The idea behind this is simply that if a child has the knowledge to teach another, it not only proves mastery, but builds the self-esteem and level of independence of the child being given that special responsibility.
- (4) Establish new forms of accountability for schools;
- a. Being a small charter school, we have the ability to establish and hold higher accountability standards more closely than perhaps a large district with numerous schools could. Rather than relying primarily on quantitative assessment data, we are able to incorporate a deeper level of accountability. Examples include
 - i. collecting thorough, specific data on student and parent satisfaction;
 - ii. teachers are able to provide detailed, quality evaluations of the school director and vice versa;
 - iii. The school board and its members are more easily accessible to families, teachers, and the community. They know our teaching staff well, including individual strengths and weaknesses; and
 - iv. The relationship between SRMCS and its authorizer, Audubon Center of the North Woods, is a positive, supportive partnership rather than hierarchical system. This type of relationship encourages increased dedication to our school and its



educational method. Our authorizer is yet one more means of holding Swan River accountable for pupil learning.

(5) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

a. One of the foundational differences between traditional districts and charter schools is that a charter is its own district and, therefore, has its own school board. Additionally, the members of the school board include licensed teachers who work for the school. This allows decisions to be made with the direct input and voting rights of the teachers themselves.

Student Enrollment & Demographics

Number of Students Enrolled

Since SRMCS opened its doors in 2005, we have been fully enrolled at every grade level with waiting lists. We have had to do little advertising in the community to promote enrollment as most of our families find us via word-of-mouth. Any time a slot becomes available during the course of the year, we have always been able to fill that slot from the waiting list. In addition, calls continually come in throughout the school year inquiring about enrollment availability. We are very confident this trend will continue.

Below is a chart which provides trending enrollment data by grade level.

	2012-13	2013-2014	2014-2015	2015-2016	2016-2017 (est.)
Kindergarten	24	24	19	24	25
1st Grade	24	23	21	22	26
2nd Grade	29	29	24	25	24
3rd Grade	20	20	28	28	24
4th Grade	22	22	19	27	27
5th Grade	21	21	20	19	25
6th Grade	7	5	15	4	8
Total & Average Daily Membership (ADM)	147	144	146	149	159

Key Demographic Trends

Looking at the data provided below, trends regarding demographics have remained consistent. The City of Monticello is composed largely of Caucasian and Latino families. While there is little we can do about the surrounding racial demographics, it is part of Swan River’s mission to provide a Montessori education free of charge to all families who seek it. Therefore, we make providing any sort of financial assistance a priority. This includes scholarships for field trips, snack programs, and any other school related events. We also promote the Free and Reduced Lunch Program and keep any usage of this program strictly confidential.

Demographic Trends	2012-13	2013-2014	2014-2015	2015-2016	2016-2017 (est.)
Total Enrollment	147	144	146	149	159
Male	68	66	67	62	73
Female	79	78	80	87	86
Special Education	33	35	37	24	30
LEP	0	0	0	0	0
African American	0	0	0	0	3
Latino	8	7	8	5	5
Asian/PI	6	2	4	3	2
American Indian	2	1	3	2	2
White	131	134	131	139	147
F/R Lunch	10	19	14	12	12

Student Attendance, Attrition & Mobility

Attendance

Overall, student attendance at SRMCS is very positive. Since we opened in 2005, we have had very little issue with excessive student tardiness or absenteeism. Our families recognize the importance of being in school consistently, which is reflected by our 95%+ yearly attendance rates.

	2011-12	2012-13	2013-14	2014-2015	2015-2016
Attendance Rate: Overall	96.41%	96.26%	96.37%	95.69%	96.02%

The SRMCS Board of Directors believes that regular attendance is necessary to obtain the maximum benefits of our instructional program and is correlated to successful academic achievement. Consistent attendance is one means by which a student develops responsibility and self-discipline. For this reason, student absence from school should be limited to genuinely unavoidable circumstances. Daily attendance records are filed by the administration.

Attrition

There are three primary reasons that a student may dis-enroll from our program.

1. 5th grade students often choose to attend their local middle school for 6th grade.
2. The family relocates to a residence too far away to commute to Swan River.
3. A student chooses to enroll in his/her home or other school district.

The following table offers statistical insight into student attrition/retention trends at SRMCS.

Reason for Dis-enrollment	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Transferred to Local Middle School for 6 th Grade	10/153 = 6.5%	13/147 = 8.8%	5/144 = 3.4%	5/146 = 3.4%	9/149 = 6.0%
Relocation of Primary Residence	3/153 = 1.9%	4/147 = 2.7%	1/144 = 0.6%	0	0
Transfer to Student's Home District	6/153 = 3.9%	3/147 = 2.0%	1/144 = 0.6%	1/146 = 0.6%	1/149 = .06%
Total % of Students to Dis-Enroll	19/153 = 8.4%	20/147 = 13.5%	7/144 = 4.9%	6/146 = 4.1%	10/149 = 6.7%
Total % of Student Retention	124/143 = 86.7%	130/150 = 86.7%	137/144 = 95.1%	140/146 = 95.8%	139/149 = 93.3%

As detailed, the retention rate of students averages approximately 93.3%. It is our goal each year to educate our families on the benefits of staying at Swan River for 6th grade. However, administration also understands the desire to begin at the local middle school for 6th grade with the child's peers from the Monticello School District that SRMCS resides in. We also expect a small percentage of families to relocate each year. Families who have moved away have often expressed their love and appreciation for our school and their heartbreak for having to leave.

Students who have chosen to transfer to their home school district do so for a variety of reasons. Some include the inability to transport their child/ren to our location, the desire to go to school with the children from their local neighborhoods, or the family simply prefers a traditional-style education over the Montessori approach, which we certainly respect.

Sports Day!



Student Mobility

	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index
2012-2013	147	5	2	7	4.7%
2013-2014	145	1	1	2	1.3%
2014-2015	149	1	4	5	3.3%
2015-2016	149	0	1	1	.06%

	Percentage of Students Enrolled for 95% or More of the School Year
2012-2013	95.3%
2013-2014	98.7%
2014-2015	96.7%
2015-2016	99.94%

Educational Approach and Curriculum

Our Approach to Education

The Montessori Method is a proven alternative to conventional education and has a philosophy unparalleled by other traditional teaching methods. It is primarily based on child development and the understanding that children have an innate desire to learn. We believe that the child is a motivated doer, not simply an empty vessel to be filled with information. Children in our classrooms are active, highly independent learners.

SRMCS is an authentic Montessori School. Our lead teachers are not only licensed by the State of Minnesota, but also hold Montessori certification at the level they teach. We pride ourselves by having a full range of Montessori materials in every classroom to meet the needs of the mixed age groupings.

The classroom communities are enhanced by our mixed-age classrooms. Children are in one classroom for three years. During those three years, they will play different roles. One of the most important roles is the leadership responsibilities given to the third year students. These students become role models and are looked upon to assist the teacher by setting a good example and being helpful to younger students. Student contributions to the classroom community are only one element of Montessori education that builds self-esteem and self-reliance.

In addition to these basic elements of a Montessori school, we do not use extrinsic motivators. Our students are motivated by their desire to learn and their freedom to make choices. This ability to make choices invests the children in their education. It gives them responsibility for their education.

Just as the role of the child in a Montessori classroom is different, so is the role of the teacher. Their role is more that of a director or mentor. The teachers do not teach from textbooks. They present Montessori lessons and prepare their classrooms with hands-on materials and resources that students use to build an understanding of the concepts presented.

Without textbooks, Montessori students rely on multiple sources to research the topics they are studying. The classrooms have their own libraries of nonfiction books about science and social studies topics. Our students also use the local library and the internet for research. Students are shown how to research and find answers to a wide variety of questions. In other words, teachers are not used as a source for answers, but as a source to find information so the student may find the answer to his/her own questions independently.

School Goals & Benchmarks for Instruction and Student Achievement: SMART Goals

Per our contract with Audubon Center of the North Woods, the SRMCS lead teaching staff worked together to create reasonable, yet challenging goals to be met on a yearly basis otherwise known as SMART goals. The majority of these goals are based on targeted growth for both MCA and NWEA student test results. Other components include science and environmental education goals. Some specific examples include:

By Spring 2016, 71% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in reading as measured by annual MCA tests.
By Spring 2016, 65% of students will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math.
By Spring 2016, 68% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.
By Spring of 2016, 100% of students in grades K-6 will participate in Environmental Education classes as offered by Swan River Montessori Charter School staff.

To review these goals in their entirety, please see Attachment 3.

Alignment to State Standards

The Montessori Method does a very good job providing thorough instruction in all subject areas. However, we recognize that our approach may not transparently reflect Minnesota State Standards. To address this issue and as part of our renewal process, all K-6th grade lead teachers met regularly in FY16 to align the Montessori math curriculum/materials to state math standards. The first half of FY17 will be spent aligning reading curriculum to state standards. The second half of FY17 will be designated to science and social studies. Administration is responsible for staying updated on any state standard changes and relaying these updates to all relevant staff members so continued curriculum alignment can take place.



Jaxon, 3rd grade, focuses intently on the Checkerboard, a critical Montessori material used for learning multiplication.

Remediation & Acceleration Practices

Students Needing Additional Support: If a student is flagged for needing additional support beyond what is offered in the general education classroom, their name is brought to the monthly Child Find Team. This team is comprised of the lead classroom teacher, the Special Education staff, the School Director, and the Special Education Director. The purpose of this team is to brainstorm interventions for students who teachers have concerns about. These interventions are done for a minimum of 6-8 weeks. Once complete, the team receives an update on student progress. If progress is made, the teacher is encouraged to continue with the successful interventions being used. If progress is low or absent, the team discusses if additional interventions should be used or if the student should be referred for a special education evaluation.

SRMCS also employs an on-site student specialist to work with students who have been flagged by teachers as needing additional help with reading or math, but do not qualify for special education services. This specialist is fully trained on the Sue Barton Reading System.

Students Requiring Acceleration: In the event that grade acceleration would be appropriate for a student, SRMCS does have a policy in place outlining the steps that must be taken. To view this policy in its entirety, please visit our web site at www.swanrivermontessori.org.

Special Education

SRMCS is fortunate to have excellent staff in the Special Education Department. All students with I.E.P.s (Individualized Education Plans) have their needs met as they would in any other traditional school. However, due to the size and scope of our program, specialized services such as speech, occupational therapy, physical therapy, etc. are contracted externally. Overall, we have been very pleased with the contracted staff who we consider to be part of the SRMCS team.

English Learner Program

Every student enrolling at SRMCS receives a Home Language Questionnaire (HLQ) prior to his/her first day of school. On this form, the parent(s) of the incoming student must identify the primary language spoken in the home environment. Should any other language other than English be indicated, an ELL (English Language Learner) Team meeting would be called inclusive of the school director, the child's general education teacher, one special education teacher, and at least one parent to discuss any potential language-learner needs the child may have. The team would also decide on the need for an additional language assessment and/or an individualized educational program.

If a parent indicates that the primary language spoken at home is English, but school staff believes there are language-learner needs, an ELL Team meeting would be called to discuss next steps that may need to be put in place to support the student.

SRMCS does not currently have any students who are qualified as being ELL and, therefore, does not have an English Learner Program at this time.

School Staff & Our Educational Mission

“The mission of SRMCS is to provide a child-centered environment for self-directed and personalized learning in a small community based public school with an emphasis on the natural environment.”

Every staff member of SRMCS has been meticulously chosen based on the perceived ability to understand and adhere to the Montessori Method of Education. All members are trained (to varying degrees depending on the position) to understand and support the following:

- Allowing and encouraging self-directed decisions, especially regarding work choices.
- Understanding and supporting the idea that learning occurs in numerous ways and in varying styles, both in a classroom and other environments (the home, the outdoors, out in the community).
- Building independence within the child is a priority at all times even if that means witnessing “mistakes.”
- The environment, whatever it may be, belongs to the child, not the adult.
- Our job is not to force, but to guide.
- Respect from the child is earned, not demanded.
- With some minor exceptions, we teach to the individual child, not the group as a whole.

The School Board and the administration understand that the Montessori philosophy is not for everyone. If a staff member finds that this style of education is not conducive to his/her own style, we certainly respect that and understand if the working relationship is severed.

School Calendar & Daily Schedule

School Calendar: SRMCS mirrors its annual school calendar from Monticello School District #882 because our students utilize their bussing services. Therefore, we are closed the same days, hold the same holiday/vacation schedules, and hold all early dismissal days as they do. Our Board of Directors must wait to approve our school calendar until #882’s Board approves theirs. During 2015-2016, there were 173 scheduled instructional days with school starting at 9:10 a.m. and ending at 3:20 p.m. This equals approximately 370 minutes per day and 64,010 minutes per year.



To view the board approved 2015-2016 school calendar, please see Attachment 1.

General Daily Schedule: While there are numerous changes that may take place during any school day due to specials classes (physical education, technology, art, environmental education, etc.), the following is a general student schedule:

7:00 A.M. Extended Care (contracted families only)
9:10 School begins
Work/lessons in the classroom
12:00 Lunch
12:30 Recess
1:00 Work/lessons in the classroom
Specials classes
3:20 Dismissal
3:30 P.M. Extended Care (contracted families only)

Innovative Practices and Implementation

The Montessori Method in and of itself is continuously innovative just in its standard practice. Lessons are tailored to meet the needs of each individual student. There are also numerous materials to teach certain concepts to students. We understand that every student learns differently both in style and in time. Therefore, when giving a student a lesson in addition, for example, the teacher may choose a specific type of addition material based on that student's learning style and ability. Another student may use an entirely different type of addition material. A third student might use both materials. In an authentic Montessori classroom, there may be upwards of 5-10 different types of materials to teach the same concept. If a student's needs are not met within those options, the teacher would look to other classrooms for additional material or will often make material by hand.

Another key component of Montessori and SRMCS is the way in which we follow the child. If a child shows particular interest in a subject, the Solar System being an example, that student may study that topic in an array of different ways. The student could choose to write a research report, create a diorama, create a scale model, put together a poster board, and/or orally present to his/her classmates. The options are endless. We find this means of educating students to be innovative and very effective.

Other key components of Swan River and the Montessori Method which we believe set us apart from other schools include:

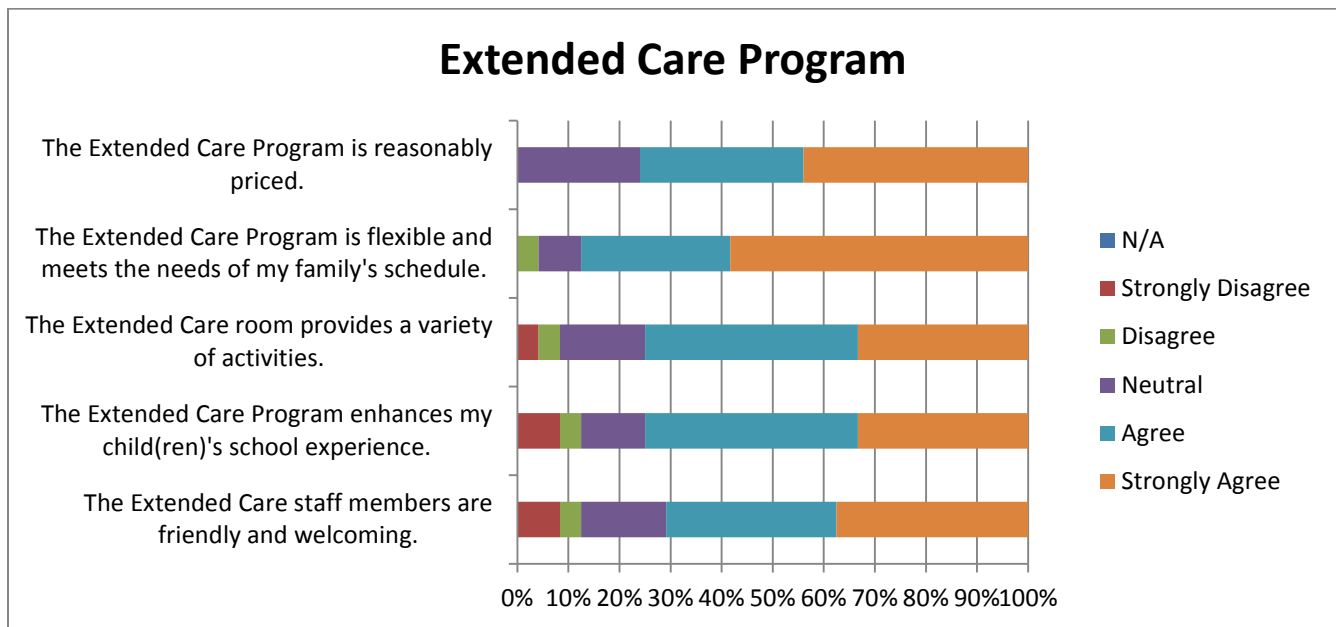
- Classrooms featuring mentoring relationships that are developed and nurtured over several years versus a traditional school where students are with a teacher for a single year and move on.
- There is an emphasis on the social/emotional component as part of our holistic approach (along with cognitive and motor) to child development.
- Montessori provides an “amoeba-like” curriculum that can change its shape to meet the needs of the child, not a system of education that seeks to mold individuals into one unit.

- We utilize a curriculum that features the interrelatedness of subject areas, not just stacks of unrelated facts.
- We use a pace of learning that is individualized, encouraging and accepting, not critical, grading, or a-motivational.

Extended Care Program & Montessori Lite Summer Program

Extended Care Program: Since our doors opened in 2005, SRMCS has operated a Fund 4 Extended Care Program for all enrolled families if needed. This program is open each school day beginning at 7:00 am and closes at 5:30 pm. All service is contracted with individual families based on the needs of that family. We offer very flexible scheduling and have often provided emergency care when those situations arise. This program is staffed by many of our hourly staff members based on the number of children enrolled daily. Our goal in operating this program is not make a profit (we have only raised the cost one time in ten years), but to be a convenient, safe place for children to attend while their parents work. Monticello has a large commuting population driving into the Twin Cities every day which is why this program has sustained high enrollment over the years.

In an ongoing effort to improve our programs at Swan River, families were asked for feedback regarding Extended Care on the family survey in 2016. The responses were as follows:



Montessori Lite Summer Program: After a year off due to the ongoing construction of our second building, SRMCS excitedly brought back the Montessori Lite Summer Program in 2016. As we had done in 2014 and in a continued effort to maintain both the quality and attendance from that year, the staff held numerous meetings to ensure the daily schedule, types of field trips, and, most importantly, the educational component were prioritized and enhanced. Lead Montessori teachers joined the program one day per week to provide new and refresher lessons to our summer students.

As educators, we know research has proven for decades that children tend to lose up to 1/3 of what they learned during the school year over the summer months. Our primary goal with our summer program is to, at minimum, maintain all our students' skills. Needless to say, the response from families was very positive. We had steady summer enrollment, students maintained academic skills, and it was all balanced with fun field trips, weekly themes, and lots of play time!

SUMMER FUN!



A visit to Como Zoo!



A tour of the local Cub Foods bakery!



Wet fun at the splash pad!



Historical Fort Snelling

Early Childhood Program

Swan River Montessori Charter School is a school based on the Montessori philosophy of education developed by Dr. Maria Montessori. Early education is a foundational component to any Montessori school, and as such, the preschool program is an integral part of the school's overall approach to education. In the Montessori model, the preschool children (ages 3 to 5) are combined with the kindergarten students in what is known as the Children's House. Montessorians believe that children at this stage of development are in a "sponge-like" phase of learning. The Montessori environment takes advantage of this unique timeframe by introducing children to what many people believe are concepts far too difficult for this age group to understand. Examples include introduction to phonograms, the Scientific Method, all four math operations, and even highly abstract concepts such as fractions, if the child is ready.

Montessori schools use a spiral curriculum, meaning concepts learned and materials used in the Children's House are expanded upon and revisited as the child continues through his/her academic career. The sooner a child is exposed to the Montessori curriculum, the sooner s/he can absorb key concepts and skills, solidifying a vast base of knowledge for the child to draw upon. Simply stated, our Children's House program is the beginning of the Montessori educational journey, creating an academic foundation which is built on in the years that follow.

Enrichment/Extra-Curricular Programs

During the 2015-16 school year, SRMCS had the privilege to offer five amazing after school programs in addition to our Extended Care Program.



Lego Club: Ms. Amy Jensen, a Swan River E-1 teacher, organized a Lego Club based on her personal passion for engineering. This club met after school most Wednesdays for one hour. All SRMCS students were given the option of registering for one or both sessions offered during the year. Students were given the option to bring Legos from home and also had access to large tubs of Legos that Ms. Amy provided.

Sewing Club: Ms. Rebecca Brown, a Swan River early childhood teacher, formed an after school sewing club open to students kindergarten through 6th grade. Students learned a variety vocabulary and skills to get them well on their way to becoming a sewer. Examples include measuring, rotary cutting, ironing, pinning fabric, hand sewing, and even specific skills such as using a straight stitch and zigzag stitch on a sewing machine independently. By the end of this multi-week class, all students finished their grand projects – sewing their very own pillow and pajama pants! We are proud of the success of this class and Ms. Rebecca already has plans for offering three classes in 2016-17 – introductory, intermediate and advanced.



Woodshop: Ms. Barb, a Swan River early childhood classroom assistant, who is very skilled in woodworking, began an after school woodshop club for students grades 1-6. Their first project was to building their very own personal toolbox for their woodshop tools. Each student was then asked to choose an item from home to “flip” into something extra special. Students used real tools, real terminology, and carpentry instructions throughout these projects.

Book Club: Ms. Julie, our Literacy Specialist, and Ms. Amy, a Swan River kindergarten teacher worked together to form a book club for students age 3 through 3rd grade. There were two primary purposes for this club. The first was to provide our students with additional opportunities to strengthen their love of reading. The second was to use this club as a means to work toward our state’s Reading Well by Third Grade goal.



Key Successes

There have been countless successes in 2015-16 ~ more than could ever be written in an annual report. This list provides some highlights as provided by multiple members of the SRMCS staff.

- Yet another year of very strong attendance!
- All three of our elementary lead teachers who enrolled in the Montessori STEM Program (M-STEM) gained full certification via the College of St. Catherine.
- The new, secondary building officially opened allowing music, art, technology, and environmental education classes to begin, furthering our academic and environmental education goals.
- Every kindergarten student assessed in the spring of 2016 tested at grade reading level or higher via use of the Fountas & Pinnell Reading Program.
- Retention of staff. All members who were extended a contract returned in the fall of 2016.
- Healthy financial standing. Strong cash flow and solid fund balance.
- SRMCS received the greatest amount of monetary donations ever at over \$21,000.00.
- Continued employment of our Literacy Specialist to support identified students requiring additional academic help.
- Continued employment of an Environmental Ed. teacher to work weekly with all K-6 students.
- Strong child/parent satisfaction as reported on the Family and Student Satisfaction Surveys.
- Updated multiple student safety security features including:
 - replacing the lock/keys sets for every door both internally and externally
 - replacing the coded door entry system
 - installing internal and external video surveillance cameras in the new building
- Enhanced the landscaping and planted a butterfly garden in and around the rain garden

Key Challenges & Addressing Those Challenges

Along with all the key successes, every school faces key challenges. The greatest of our challenges are listed below:

- Perhaps our biggest challenge is reporting specific, mandatory data while trying to remain as authentic of a Montessori school as we can. Montessori is not a strong advocate of standardized testing, yet we are required to use them. Our teachers continually struggle with balancing our teaching methods with state requirements.
- Each year we have a handful of students who are enrolled in the Children's House Program (preschool), but do not receive any type of preference for enrollment into the charter school. This leads to many disappointed families who wish to continue with Montessori education but cannot because their child's name did not get pulled in the annual lottery. It is very unfortunate how many wonderful families we lose due to the lottery.

- The third program challenge we face is that many of the skills we teach are difficult to measure. A Montessori education builds independence and self-reliance in children. Our students also develop time management and leadership skills. They are given numerous opportunities to work cooperatively in groups. All of these skills are necessary for success, but may not be reflected in test scores. In an effort to measure these skills, we annually distribute the Student Satisfaction Survey which gives every student the opportunity to provide feedback to teachers and administrators on their school experience. The staff uses the results of this survey to help build a safe, inclusive learning community.



Highlights of Our Strategic Plan

Please see “Academic Performance: Goals & Benchmarks” below. To review the plan in its entirety, please see Attachment 3.

Academic Performance: Goals & Benchmarks

Progress on ACNW Contractual, Academic & WBWF Alignment

Indicator 1: Mission-Related

<p>By Spring of 2016, 95% of students in grades K-6 will participate in the school-developed Student Satisfaction Survey. The purpose of this survey is to allow each child to reflect on his/her attitude toward school, personal investment and involvement in learning, and feelings about his/her relationship with staff and peers.</p>	<p style="text-align: center;">144/149 Students = 97.5% = MET</p>	<p>Every student K-6th grade participated in this survey. Data on this survey is provided on page 44.</p>
<p>By Spring of 2016, 100% of students in grades K-6 will participate in Environmental Education classes as offered by Swan River Montessori Charter School staff.</p>	<p style="text-align: center;">149/149 Students = 100% = MET</p>	<p>Every student K-6 participated in EE classes weekly throughout the school year. Participation was tracked via attendance sheets.</p>

<p>Each year (2013-2016), 95% of students in grades K-6 will participate in the planning, creation, and/or use of the new environmental education land (purchased in Summer 2013 by the SRMCS Building Company) adjacent to the SRMCS school building.</p>	<p style="text-align: center;">148/149 Students = 99.3% = MET</p>	<p><u>Grade & Primary Topic(s):</u> Kindergarten – Life cycles of plants/insects/animals 1st-3rd Grade – Animal biomes and native/natural vegetation around the world 4th-6th Grade – Water and rock cycles, birds and migration patterns, climatic zones</p>
<p>During the 2015-16 school year, 90% of students in grades K-6 will participate in the School Gardens Project. Students will be given ample opportunities to plant, maintain, and harvest various plants.</p>	<p style="text-align: center;">145/149 Students = 97.3% = MET</p>	<p>Every classroom was assigned a raised garden bed to plant and harvest vegetables of their choosing. Once ready, these veggies are prepared (washed, peeled, cut) by students in class and offered as a healthy classroom snack.</p>

Indicator 2: English Language Learners

SRMCS does not have ELL students enrolled at this time. For more information on the process of identifying students with potential language barriers, please see Attachment 5 (Initial Identification of English Language Learners Policy).

Indicator 3: Reading Growth ~ NWEA MAP Assessment



In 2015-16, SRMCS utilized NWEA to track yearly growth for all students 3rd through 6th grade. Testing is done right away in the fall and again in the spring each academic year. Every family receives a progress report showing growth over the course of the year highlighting their child’s strengths and areas for growth. Teachers also utilized this tool to better understand where a student might need additional help. Areas of student mastery are also noted so peer partnerships can be better made in the classroom.

****NOTE:** There were only 4 students enrolled for 6th grade in 2015-16. Data specifically relating to the 6th grade group is not included below. Reporting on any group with less than 10 students could lead to potential identification of an individual student and, therefore, is considered a risk in breaching data privacy laws.

Greenhouse Fun!

By Spring 2016, 65% of students testing in grades 3-6 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in reading.	54/70 = 77.1% = EXCEEDED
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GRADE	NWEA MAP READING: OVERALL PERFORMANCE - SPRING				
	Low % < 21	Low Average % 21-40	Average % 41-60	High Average % 61-80	High % > 80
3rd Grade	2 = 7%	1 = 4%	6 = 22%	12 = 44%	6 = 22%
4th Grade	0 = 0%	4 = 17%	6 = 25%	10 = 42%	4 = 17%
5th Grade	0 = 0%	5 = 26%	3 = 16%	5 = 26%	6 = 32%

GRADE	READING: SPRING RESULTS SUMMARY			
	Total Number of Students	Mean RIT	Norm Grade Level Mean RIT Score	Students AT or ABOVE Norm Grade Level Mean RIT
3rd Grade	27	205.7	198.6	21 = 77.7%
4th Grade	24	212.3	205.9	19 = 79.2%
5th Grade	19	216.9	211.8	14 = 73.7%
OVERALL PERCENTAGE OF MEETING GROWTH TARGETS = 77.1%				

Overall, the results from the MAP reading assessments were very positive. Each grade level scored well above the 2016 goal of 65%. Montessori education is well known for students becoming strong readers as the process for beginning reading fluency and comprehension starts right away in Children’s House at the age of 3.

Indicator 4: Math Growth ~ NWEA MAP Assessment

By Spring 2016, 65% of students will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math.	44/70 = 62.9% = APPROACHING
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GRADE	NWEA MAP MATHEMATICS: OVERALL PERFORMANCE - SPRING				
	Low % < 21	Low Average % 21-40	Average % 41-60	High Average % 61-80	High % > 80
3 rd Grade	1 = 4%	8 = 30%	5 = 19%	5 = 19%	8 = 30%
4 th Grade	3 = 13%	3 = 13%	9 = 38%	6 = 25%	3 = 13%
5 th Grade	0 = 0%	1 = 5%	6 = 32%	7 = 37%	5 = 26%

GRADE	NWEA MAP MATHEMATICS: SPRING SUMMARY			
	Total Number of Students	Mean RIT	Norm Grade Level Mean RIT Score	Students AT or ABOVE Norm Grade Level Mean RIT
3 rd Grade	27	208	203.4	17 = 63.0%
4 th Grade	24	215.3	213.5	13 = 54.2%
5 th Grade	19	229.6	221.4	14 = 73.7%
OVERALL PERCENTAGE OF MEETING GROWTH TARGETS = 62.9%				

With regard to the MAP math assessment results, there were clear signs of struggle, particularly with our group of 4th graders. However, when taking into consideration the MCA III math results of this same group, there seems to be a distinct disparity. At this time, we are unsure as to why this may be, but do plan to monitor both student behavior and attitudes as well as the testing environment with the hope that we will be able to gain some insight.

Indicator 5: Reading Proficiency ~ Minnesota Comprehensive Assessment III (MCA III)

Like all other public schools, Swan River students in grades 3-6 participate in the Minnesota Comprehensive Assessment each spring.

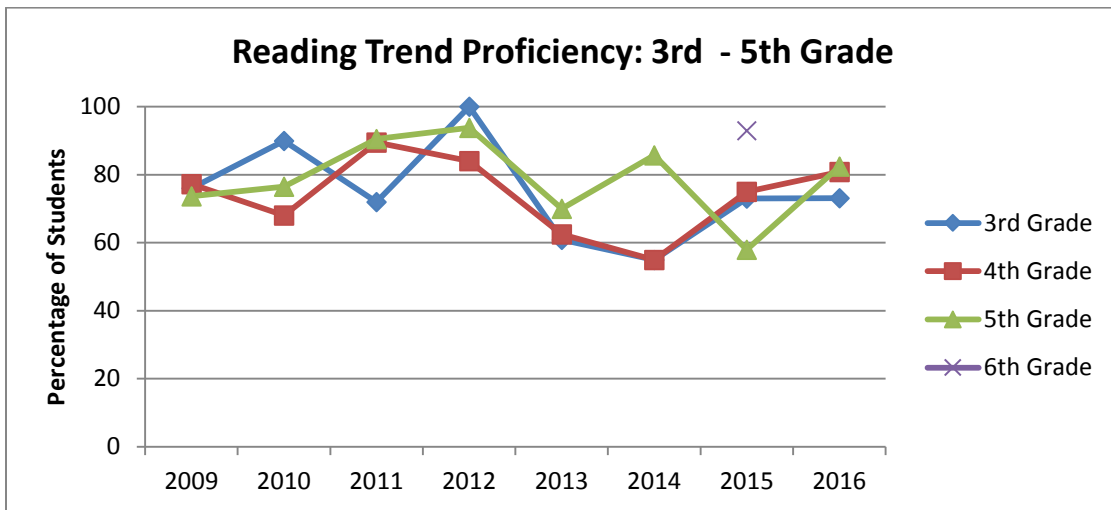
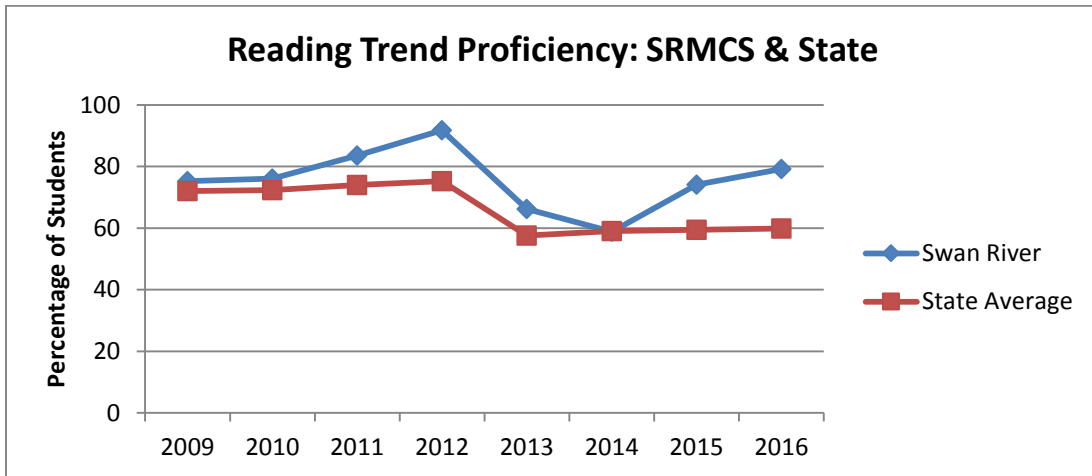


The data below shows the percent of tested students who meet or exceed achievement standards set by State of Minnesota educators. The proficiency trends show results over time for reading. The goal for Minnesota, and specifically SRMCS students, is 100% proficiency in each subject area.

****NOTE:** There were only 4 students enrolled for 6th grade in 2015-16. Data specifically relating to the 6th grade group is not included below. Reporting on any group with less than 10 students could lead to potential identification of an individual student and, therefore, is considered a risk in breaching data privacy laws.

By Spring 2016, 71% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in reading as measured by annual MCA tests.

79.2% = EXCEEDED



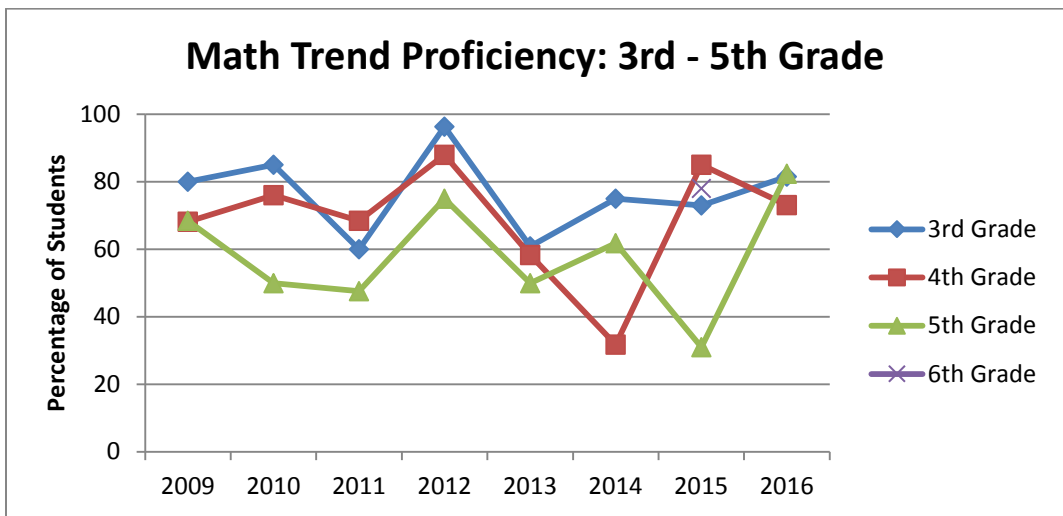
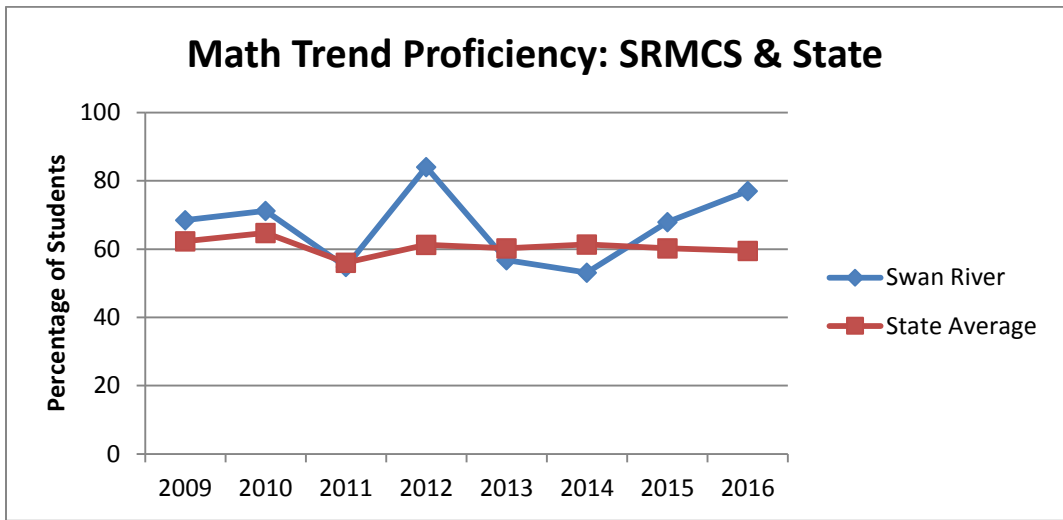
MCA III: Overall, Swan River test scores for reading came in strong especially in comparison with the Minnesota state average. As the graph shows, every grade level increased in proficiency from 2015 to 2016. There were many strategies put into place going into the 2015-16 school year which we strongly believe contributed to this increase. Given the results, these same strategies listed below will also be implemented in school years to come:

1. Daily additional paragraph editing work will be completed by every student on top of all other classroom work.
2. Additional reading homework will be sent home every Monday-Thursday.

3. Increased help offered to students during the day via the Classroom Assistant. Typical duties during the day have been slightly shifted to allow for more 1:1 time with students who need it.
4. Increase the use of adult volunteers to read with students both individually and in small groups.
5. Continue to employ a full-time Literacy Specialist, who is trained in the Sue Barton Reading Program, to work with our “at risk” students individually.

Indicator 6: Math Proficiency ~ Minnesota Comprehensive Assessment III (MCA III)

By Spring 2016, 62% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in math as measured by annual MCA tests.	77.0% = EXCEEDED
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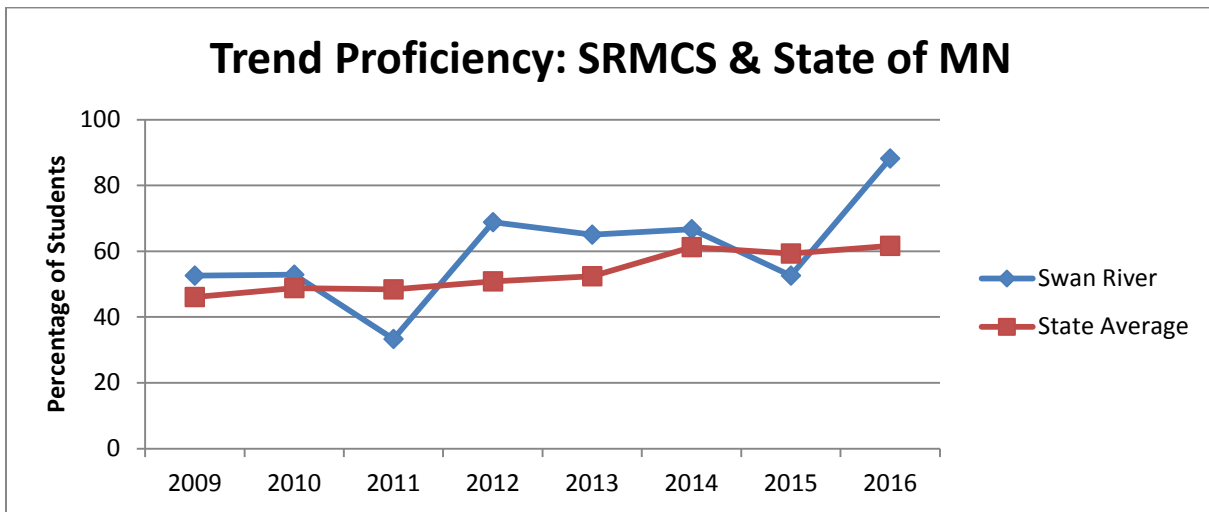


Similar to the MCA reading results, much improvement occurred. Though there was a decline among the 4th grade group from the 2015 score, it should be strongly noted that their proficiency percentage was still 73.1% - 13.6% higher than the state average and 11.1% above our goal for the year. The teaching team still acknowledges room for improvement and, therefore, will continue to implement the following strategies for 2016-17:

1. Daily additional math problems, particularly word problems, are to be completed by every student on top of all other classroom work.
2. Additional math homework will be sent home every Monday-Thursday.
3. Increased use of AIMSweb assessments. In 2014-15 the Math Computation assessment was added to better monitor student progress. This continued in 2015-16.
4. Increased help offered to students during the day via the Classroom Assistant. Typical duties during the day have been slightly shifted to allow for more 1:1 time with students who need it.

Indicator 7: Science Proficiency ~ Minnesota Comprehensive Assessment III (MCA III)

By Spring 2016, 68% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.	88.2% = EXCEEDED
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SRMCS is very proud of our 5th grade MCA science results! As noted on the graph above, our students scored 26.6% above the state average as well as 20.2% above our 2016 goal. Generally, Montessori is very strong in its science curriculum, specifically in physical and earth science, biology, and botany. The majority of our teachers are trained in Montessori S.T.E.M. (Science, Technology, Engineering and Mathematics). Our students have profoundly benefited from this additional teacher training in the classrooms not just regarding test scores, but, more importantly, for hands-on experiences not typically associated with the Montessori Method.

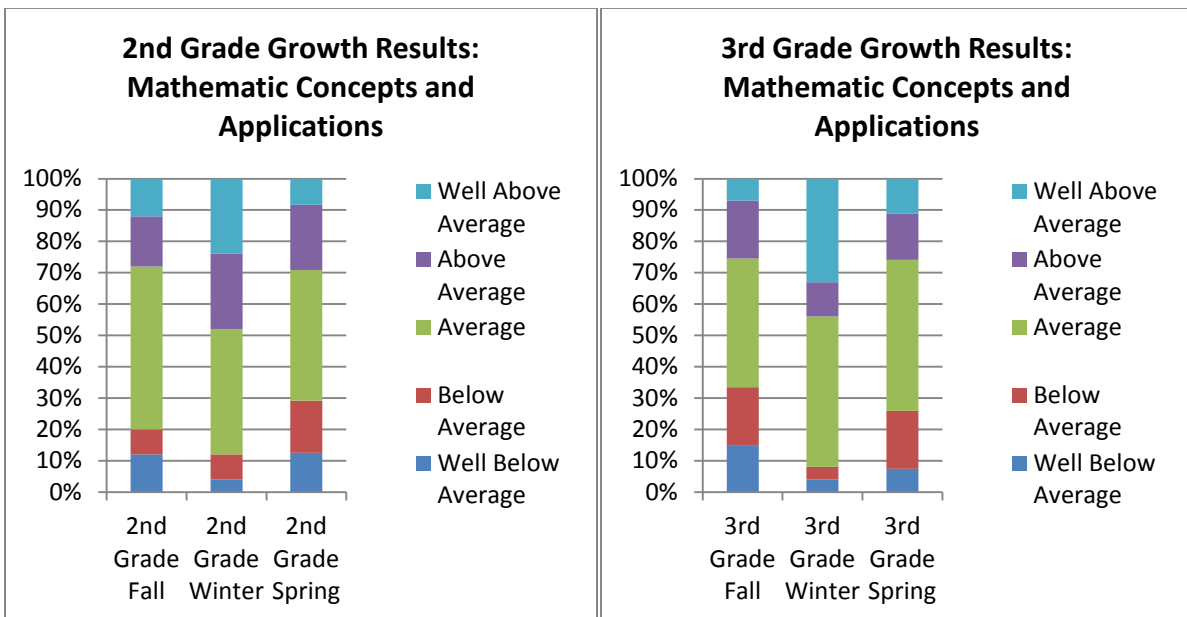


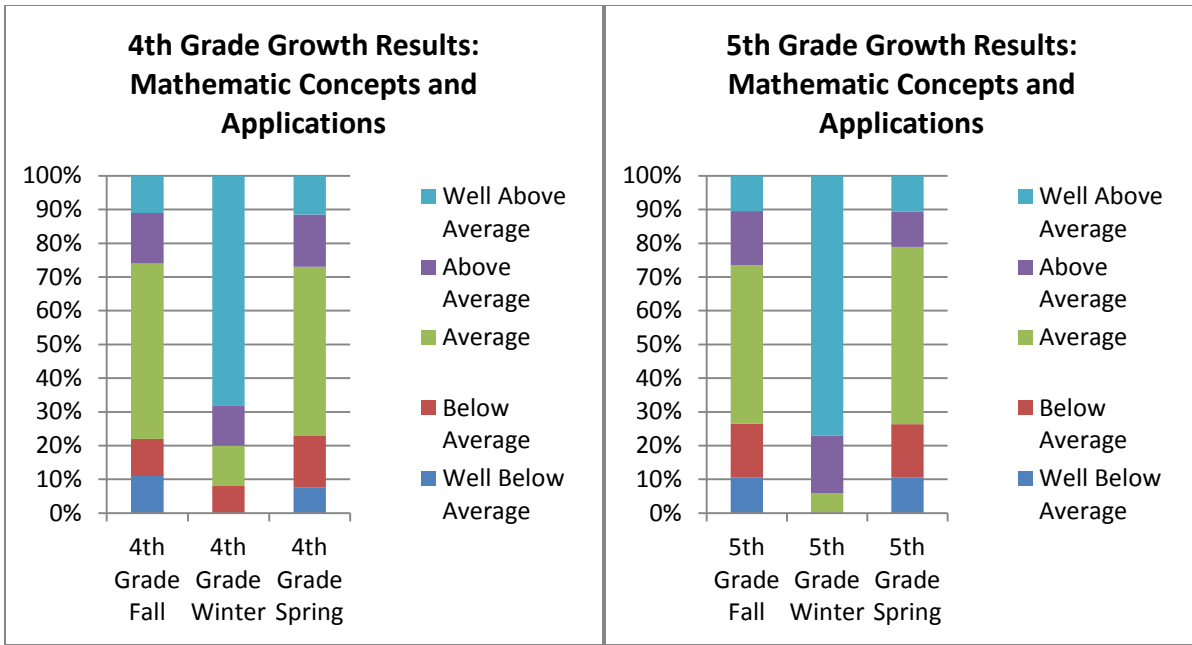
Say CHEEEEEEEEEEEEEEEEEEESE!

Indicator 8: Proficiency in Other Curricular Areas

AIMSweb: Mathematic Concepts and Applications

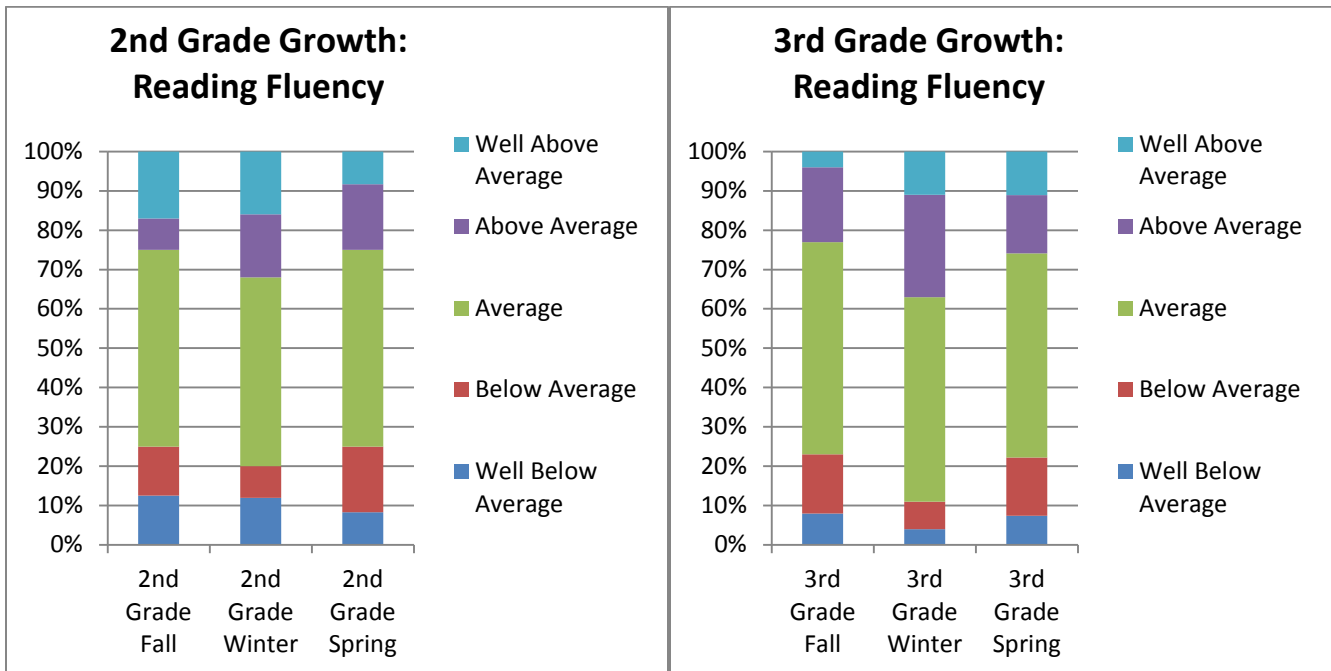
The data provided below provides additional math assessment data in two categories: mathematic concepts and applications as well as mathematical computation. The data is as follows:

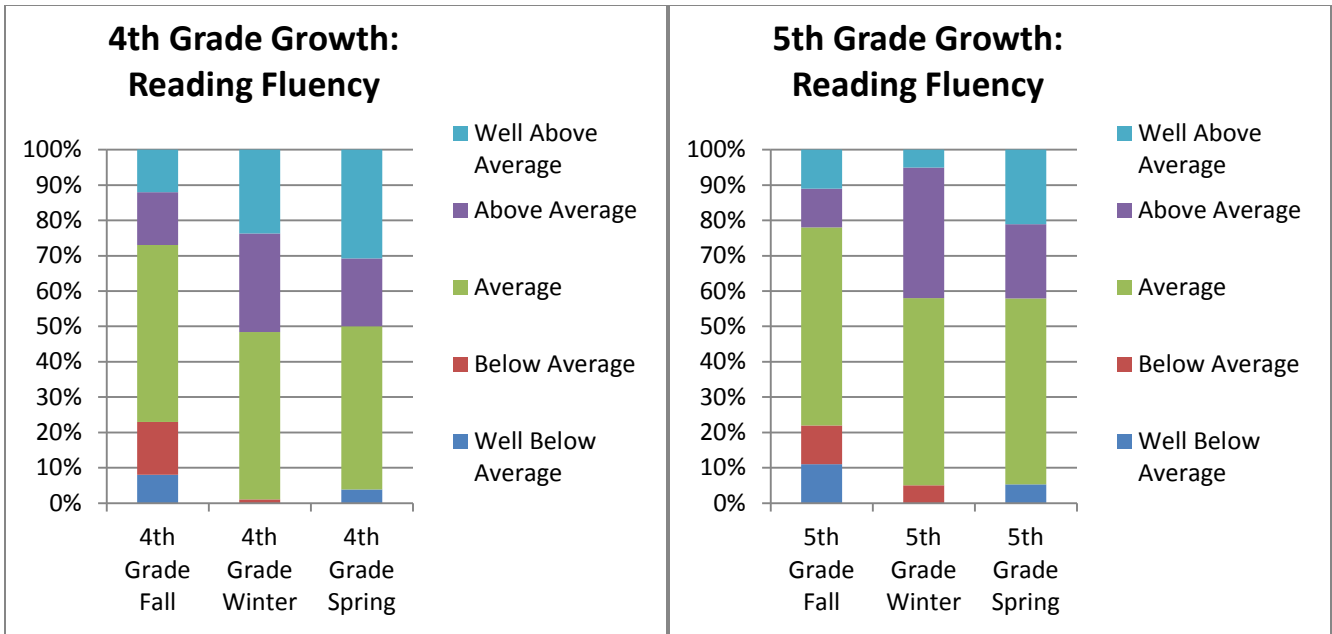




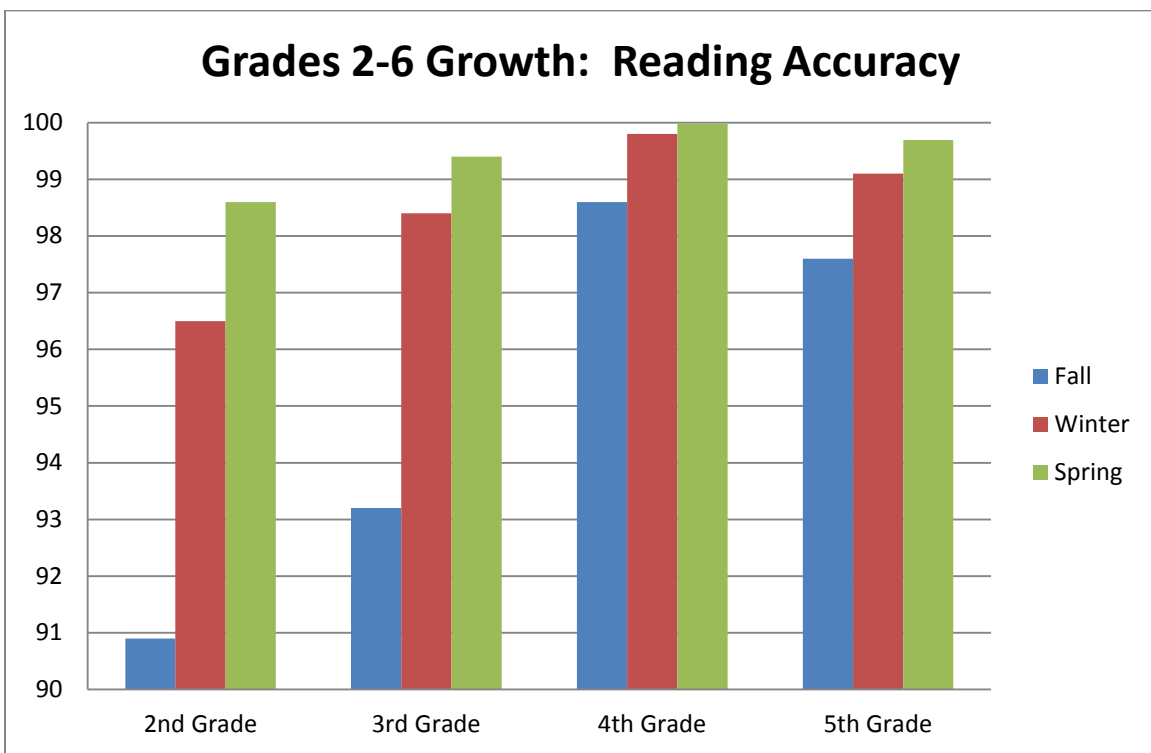
Overall, the AIMSWeb math results are very positive. There were some great gains scores during the winter assessment. Fall and spring scores were very comparable.

AIMSWeb: Reading Fluency



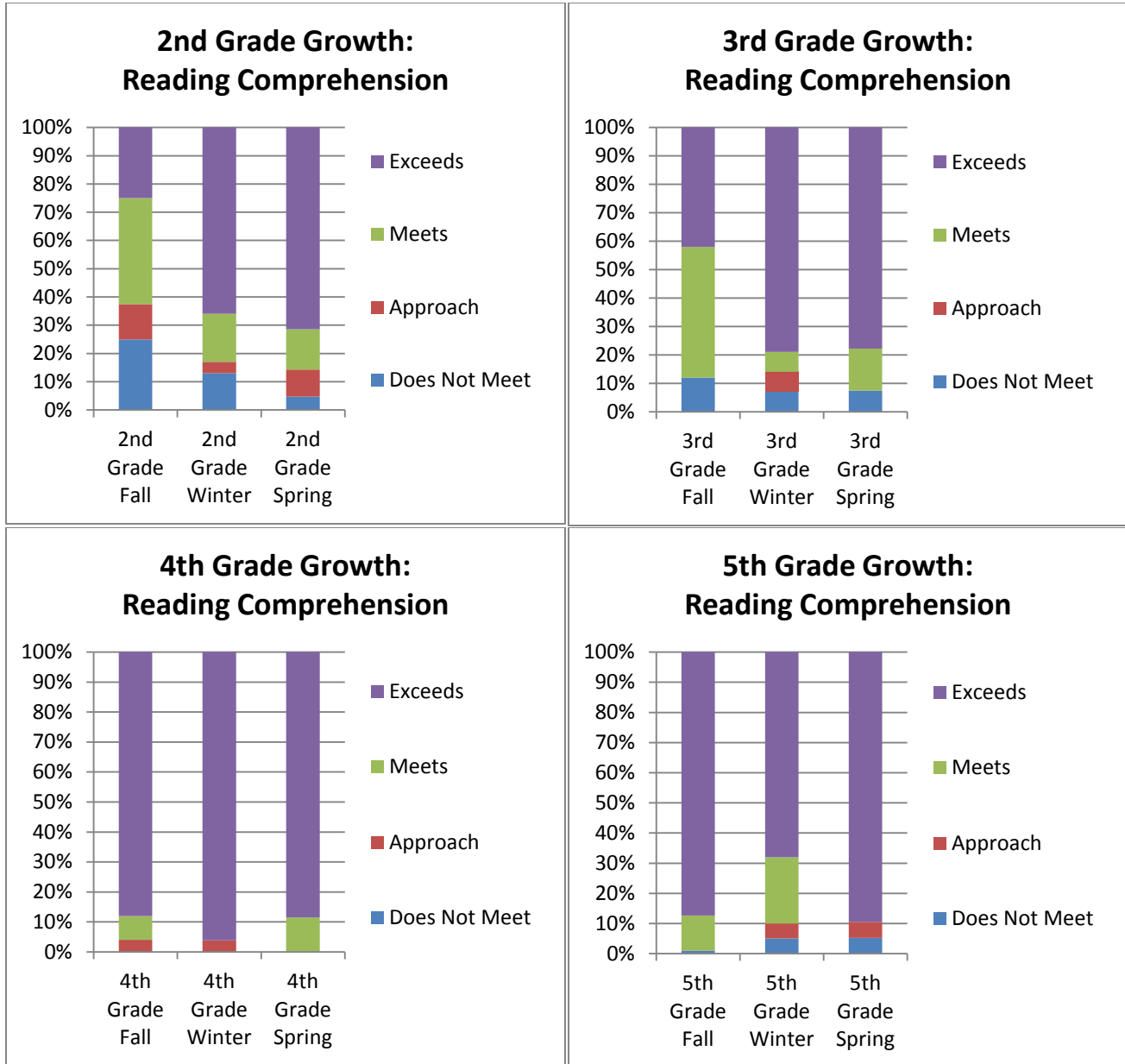


The results of these assessments were also quite positive. While we know that our students are, overall, very good at comprehending what they read, we have noticed in years past there are a number of students who need support with fluency. To become more fluent in reading, one must simply practice, especially out loud. This sparked the idea a couple of years ago of increasing the number of volunteers coming into the classroom to just sit and listen to students read a book of choice. It's been a priceless addition to our classrooms!



Wow! These results are fantastic! Please note that the vertical axis range is 90%-100%. This means all of our 2nd through 6th grade students are reading with a minimum of 98%+ accuracy on average.

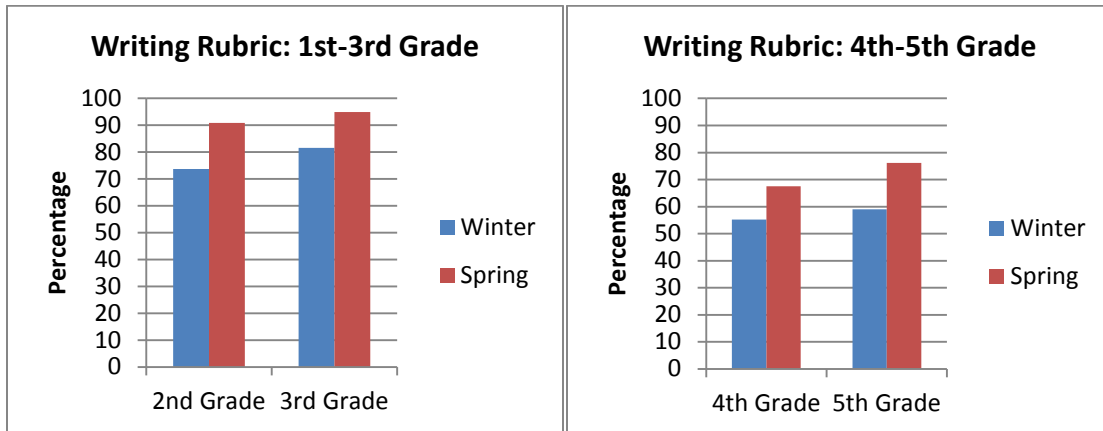
Fountas and Pinnell: Reading Comprehension



Another WOW! As Montessorians, we often see strength in reading skills due to the foundation built at a young age. Our goal is to encourage a love for reading for life. Despite some of the reading fluency results, we know that our students comprehend what they are reading very well and that is what matters in the end.

Teacher-Developed Assessment: Writing

Writing is an essential component of any educational philosophy. Montessori is no different. However, in the past, our teachers typically have assessed writing growth through students' completed work and observation in the classroom. As a staff, we decided one area that we could strengthen as a school is monitoring writing skills more closely. In 2013-14, the lead teachers for each level (E1 & E2) worked together to formulate a writing rubric to better assess skill growth. Some areas include use of ideas, voice, organization, sentence fluency, grammar, punctuation, spelling and overall legibility of handwriting. This tool has been used for multiple years now and is fine-tuned annually. All students in grades 1-6 are assessed both in the winter and spring.



Indicator 9: Post-Secondary Readiness

Being an elementary school, post-secondary education is years away for our students. However, any educator would agree that the foundation for all learning and, therefore, post-secondary readiness begins in the home from birth and continues later with preschool programs and elementary schools. Swan River readies its students by creating a love for learning, by focusing on critical-thinking skills versus just the memorization of facts, and supporting the WHOLE child in his/her educational experience, including social, emotional, and physical growth.

Indicator 10: Federal & State Accountability

MULTIPLE MEASUREMENTS RATING	2015-16	2014-15	2013-14
Proficiency	25.00	20.33	12.54
Weighted Percentage of Subgroups Reaching Targets	100%	81.3%	50.1%
Growth	16.03	16.55	7.55
Average Growth Z-Score	0.1281	0.1863	-0.1906
Achievement Gap Reduction	-	22.17	7.41
Achievement Gap Reduction Score	-	-0.3147	0.3289
TOTAL POINTS	41.03	59.06	63.13
Possible Points	50.00	75	75
Multiple Measurements Rating (MMR) = 82.06		78.75	42.09

FOCUS RATING	2015-16	2014-15	2013-14
Achievement Gap Reduction	-	22.17	7.41
Achievement Gap Reduction Score	-	-0.3147	0.3289
Focused Proficiency	-	25.00	12.50
Weighted Percentage of Subgroups Reaching Targets	-	100%	50.0%
TOTAL POINTS	-	47.17	54.19
Possible Points	-	50	100
Focus Rating (FR) = **N/A		94.34	39.82



Based on the data above, SRMCS made great strides increasing our Multiple Measurements Rating from the previous school year. Our MMR increased by 36.65 points from FY14 to FY15 and then again by an additional 3.31 points in FY16.

** According to the MN Department of Education, Swan River did not have enough students to be eligible for a Focus Rating in FY16.

“On Track for Success” MATH	2012	2013	2014	2015	2016
OVERALL	84.2%	54.2%	48.9%	58.8%	68.1%
High Growth	38.7%	43.8%	25.6%	41.2%	34.1%
Medium Growth	52.3%	33.4%	39.5%	37.3%	38.6%
Low Growth	9.1%	22.9%	34.9%	21.6%	27.3%
“On Track for Success” READING	2012	2013	2014	2015	2016
OVERALL	82.2%	63.2%	46.8%	65.5%	76.8%
High Growth	60%	18.3%	28.8%	42.3%	51.2%
Medium Growth	28.9%	51.0%	25.5%	34.6%	30.2%
Low Growth	11.1%	30.6%	44.7%	23.1%	18.6%

Proficiency Rates in Percentages: MATH						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2012	84.0	61.3	69.8	58.5	24.5	59.6
2013	56.8	60.2	72.5	62.9	29.5	59.4
2014	53.1	61.4	74.4	54.1	42.2	63.3
2015	67.9	60.2	73.6	50.0	48.3	47.9
2016	77.0	59.5	72.8	55.6	46.9	61.5

Proficiency Rates in Percentages: READING						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2012	91.8	75.3	82.8	85.9	52.6	86.0
2013	66.2	57.6	66.1	68.4	43.2	69.2
2014	58.8	59.1	64.2	66.5	56.6	65.6
2015	74.1	59.5	68.1	66.4	65.9	60.5
2016	79.2	59.9	67.5	71.0	58.2	67.2

Proficiency Rates in Percentages: SCIENCE (5th Grade Only)						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2012	68.8	50.8	62.7	58.7	21.7	61.9
2013	65.0	52.4	65.9	63.0	40.9	45.5
2014	66.7	61.2	63.0	59.2	50.0	61.1
2015	52.6	59.3	64.2	58.9	43.5	59.5
2016	88.2	61.6	65.9	61.4	42.3	64.0

Indicator 11: Attendance

By Spring 2016, 50% of all fifth grade students will continue their enrollment for sixth grade at Swan River versus attending the local middle school.	52.6% = MET
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While we were very sad losing a number of our potential 6th grade students for this year, we certainly understand the desire to start a child the first year of middle school versus entering in 7th grade – the primary reason for the decrease in enrollment. In 2015-16, ten of the nineteen students stated s/he will remain enrolled for 6th grade in 2016-17 which is a significant increase from FY16.



The Great Wall of Poetry

Students in Ms. Sharon's class worked for many months studying the mechanics and styles of poetry. These children loved it so much they started a classroom gallery of their very own!

Montessori & Formalized Assessments

To conclude these sections on academic performance, our teaching staff and administration are well aware of the disadvantage of not being hyper focused on testing. Over the years, we have increased the amount of test taking practice. However, we struggle with the need to be able to take a test while remaining as authentic to the Montessori Method, which places little emphasis on testing as it only represents a small piece of what a child truly knows. We recognize that testing has its place in education and in the world and we, of course, want our students to be prepared for those situations. SRMCS will continue to do its best balancing the expectations of the State of Minnesota and the Department of Education with our philosophy of education and our beliefs on assessment, including its relevance to the development of the whole child.

Additional World's Best Workforce Data

Progress toward Closing the Gap

Response to Intervention: In an a continued effort to help all of our students become proficient, a large majority of our staff members (teachers, classroom assistants, and program paraprofessionals) have received training in RTI aka Response to Intervention. RTI is a multi-tier approach to the early identification and support of students with learning needs. Every fall, all SRMCS students 1st-6th grade are screened using both NWEA and AIMSweb assessments. Struggling learners are provided with various types of interventions to accelerate their rate of learning. These services are provided by a number of school personnel including general education teachers, special education teachers, and specialists.

Our staff knows that effective RTI implementation requires high-quality classroom instruction, ongoing assessment, tiered instruction (which is essentially what Montessori is ~ differentiated instruction), targeted interventions, and positive parent involvement.

Literacy Specialist: As part of our RTI implementation, SRMCS employs a part-time Literacy Specialist, Julie Halvorson, to work individually with students who have been “flagged” or deemed “at risk” in a specific academic area, particularly reading. This is determined primarily by teacher observations, AIMSweb and NWEA assessment scores, and via the Child Find Team.

At any given time Ms. Halvorson had 7-8 students on her case load depending on the individual level of need. Specifically in 2015-2016, Ms. Halvorson worked with ten total students over the course of the year who met with her 3-4 times per week for approximately 20-30 minutes. Last spring, of her ten students, four students tested “at grade level” and were able to graduate from the program. Two more students proceeded with a special education evaluation. The remaining four children are still working with her and are making steady improvement.

We believe that this is excellent progress toward closing the gap. Not only did ten students receive additional help, most made incredible gains and are now back, or getting back, on track with same-grade peers without any additional referrals.

Progress toward Ensuring Kindergarten Readiness

Since SRMCS opened its doors in 2005, we have operated a private, fee-based Children’s House program. This program serves preschool students ages 3-6 and has been an integral part of SRMCS. It not only assists in “feeding” charter school enrollment, but it, more importantly, lays a critical foundation for learning with our Montessori students. Simply stated, Children’s House is the beginning of the Montessori journey providing all the initial lessons, which are built on in the years that follow.

According to Montessori child development, children ages 3-6 are in a “sponge-like” phase for learning; children simply absorb information around them unconsciously. Montessorians take advantage of this unique timeframe by introducing children to, what many people believe, are concepts far too difficult for this age group. Examples include introduction to phonograms, the Scientific Method, all four math operations, and even more abstract concepts such as fractions, if the child is ready. With introductions like these, it is obvious why this is beneficial as the child enters Montessori elementary or any other school of the family’s choosing.

Unfortunately, despite a child being enrolled with us for preschool, current charter law enforces a lottery system for enrollment into the charter kindergarten classrooms. There is no guaranteed entrance. This then leads to losing a number of our families after preschool because their child’s name/number was not pulled on lottery day. As sad as it is losing any family who wishes to continue with Montessori and Swan River, our staff can say with confidence that the child has received high-quality instruction that will prepare him/her for kindergarten no matter where that may be.

More specifically, when asked to align the Montessori curriculum with the MN Early Childhood Learning Standards (ECLS) it quickly became clear that our program meets or exceeds every progress indicator cited in each of the developmental areas listed. Below is a table offering a glimpse into ECLS standards versus what SRMCS Children’s House program uses for assessment.

MN EARLY LEARNING STANDARD CATEGORIES	MONTESSORI CURRICULUM AND ASSESSMENT ALIGNMENT EXAMPLES
Social and Emotional Development	Displays self confidence
	Accepts and follows routines
	Shows helpful behavior
	Is able to compromise
	Is a positive role model for peers
	Demonstrates a caring and/or concerned attitude towards others
	Emotional reactions are appropriate to the situation and age of the child
Approaches to Learning	Challenges oneself, Does not give up when challenged
	Stays attentive and respectful during lessons and circle times
	Will seek help when needed
	Takes pride in and completes work carefully
	Concentrates for age appropriate lengths of time
Language and Literacy Development	Is able to follow multi-step directions
	Speech is clear for child’s age

	Capable of retelling a story
	Knows letter sounds, Blends sounds
	Can write own name
Mathematical and Logical Thinking	Recognizes/matches/writes numbers 1-10
	Recognizes/matches/writes numbers 11-19
	Recognizes/matches/writes numbers 20-100
	Recognizes/matches/writes numbers beyond 100
	Can count out loud to 100 correctly
	Understands place value
	Works with operations (+, -, x, /)
Physical and Motor Development	Has energy to perform physical activities for varying amounts of time
	Can sit still and control body movements for an age appropriate amount of time
	Has age appropriate strength
	Has coordinated movements in walking, running, jumping, etc.

In addition, each fall prior to school starting, student transition meetings are held between the former and current teachers. A dialogue is held about the child’s strengths and areas for development, academic abilities, social/emotional growth, relationships with parents, any special needs or accommodations, and anything else deemed important for the new teacher to know. These meetings have proven themselves to be very helpful in the transition of our students into their new classroom environments.

Progress toward “Reading Well by 3rd Grade”

As with all schools, one of our top priorities is to ensure that all children have a strong foundation in reading, particularly by the time they reach upper elementary. As stated throughout this report, SRMCS implements a wide variety of differentiated instruction and support for each child enrolled. The staff is well trained, especially in Response to Intervention (RTI), in identifying areas of strengths and weaknesses as a student ages and develops. We understand that early intervention is key to the long term success for every child.

How do we support our students so they are reading well by 3rd grade?

1. Employment of a Literacy Specialist to work individually with students deemed at risk
2. Providing a classroom assistant in each general education classroom to provide more 1:1 and small group attention.
3. Modifying classroom curriculum and instruction as necessary
4. Regular teacher meetings focusing on instructional improvement
5. Encouraging parent involvement in each child’s progress
6. Consistent use of assessments (NWEA, AIMSweb, and Fountas & Pinnell) to monitor growth
7. Increasing professional knowledge via continuing education opportunities.

National Association of Education

SRMCS is not an active participant.

Be Your Favorite Book Character



The Three
Blind Mice

a.k.a.

Ms. Lori,
Ms. Nicole &



Dr. Who

a.k.a.

Brianna,
5th Grade



The Mad
Hatter &
Cheshire

Cat

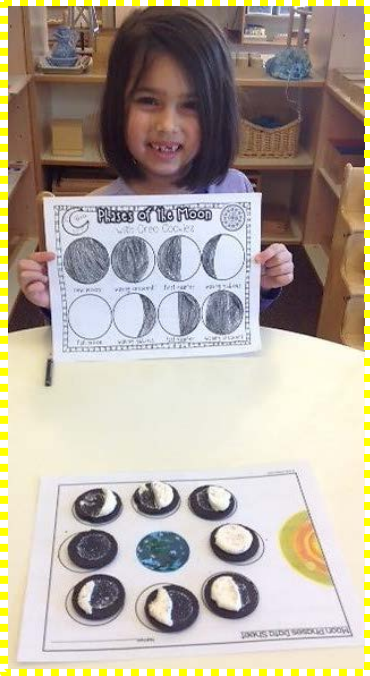
a.k.a.

Educational Effectiveness:

Assessment and Evaluation of Students, Teachers, School Leaders, Curriculum & Instruction

Assessment and Evaluation of Students

Montessori education recognizes that tests represent only a small portion of what a child truly knows. Instead, teachers rely largely on student work and in-class observations to assess his/her students. It is



very common (and encouraged) for a Montessori teacher to take time out of his/her day to sit quietly and observe the classroom community. The purpose of this is to monitor students while they use the materials, taking note if the child is showing mastery and is ready to move forward, needs more time with a particular material, or needs a refresher/repeat lesson.

Observations also allow the teacher to see if movement in the room is purposeful, if partnered students are working well together, if students are making appropriate work choices, and to ensure work time is being used effectively.

As mandated by the State of Minnesota, all students 3rd through 6th grade participate in MCA testing as well as NWEA testing each fall and spring. This was also the second year that we utilized AIMSweb and Fountas & Pinnell to assess for reading comprehension, fluency, computation, and mathematical concepts. This is done three times per year in fall, winter, and spring. Some teachers also utilize the Read Naturally Reading Program to complete more informal progress monitoring.

The School Process to Review & Evaluate the Effectiveness of Instruction & Curriculum

Beyond formal assessments, the staff of SRMCS is very diligent about creating, progressing, and reporting on the growth of the WHOLE child – cognitive, social/emotional, and physical. While we do not use a standard grading system as most traditional schools use, we do complete progress reports multiple times per year. We also meet on an ongoing basis regarding school-wide goals, assessment outcomes, and the strengths/weaknesses of the curriculum and instruction we provide.

The general process to review and evaluate instructional and curriculum effectiveness is as follows:

1. Meeting is called with all lead teaching staff members and administration.
2. An area or skill is isolated for discussion and review.
3. If the curriculum receives positive feedback, we continue its usage.
4. If the curriculum receives poor feedback:
 - a. Discussion is held as to why it was ineffective.
 - b. Curriculum/instructional gaps are identified.
 - c. The group brainstorms alternative options.
 - d. Specific individuals are charged with continued research of selected alternatives.
 - e. Individuals then report their findings to the lead teacher group.
 - f. A decision is made to either begin the new curriculum or if further research must be conducted.
5. A minimum of one follow up meeting is held to determine progress.

Strategies for Improving Instruction, Curriculum & Student Achievement

The Montessori Method: The beauty of a Montessori education is that modification and individualization are a natural occurrence in every child's learning journey. If a child is struggling with a certain concept or skill, there are a number of ways the teacher can modify the material to better suit that child's style of learning. Sometimes just changing the material used in class leads to it "clicking" with the student. In addition, with the child and teacher being together for three full years, the adults understand what a particular child may or may not need to succeed. There is an incredible amount of freedom to alter the curriculum and instruction as necessary to support student achievement in all areas of development.



Professional Development: Ongoing professional development is of utmost importance to Swan River Montessori. We continually encourage staff to seek out continued education and, when deemed appropriate, the school may pay the full or a partial amount to cover attendance costs. Examples include SRMCS paying for:

- Tuition costs for three lead teachers to attend STEM training at the College of St. Catherine. All three graduated with their 18-month Montessori-STEM certification in January 2016.
- Training cost for Julie Halvorson, Literacy Specialist, to attend a week-long training entitled "Consulting and Screening for Dyslexia with Susan Barton."

The SRMCS administration guarantees a minimum of 16 continuing education hours/credits are offered on site throughout the school year. All professional development offered focuses increasing our knowledge and improving our practices. Some of these CEU sessions include:

- Non-Crisis Intervention Training (CPI Training) with Kathleen Brown
- The Zones of Regulation: A Self-Regulation Program for All Students with Jessica Arneson, Occupational Therapist
- NWEA MAP Assessments: How to Use Student Results Data Effectively with Sharolyn Carlson
- Disability Characteristics and Strategies Parts 1 & 2 with Ashley Evans, Designs for Learning

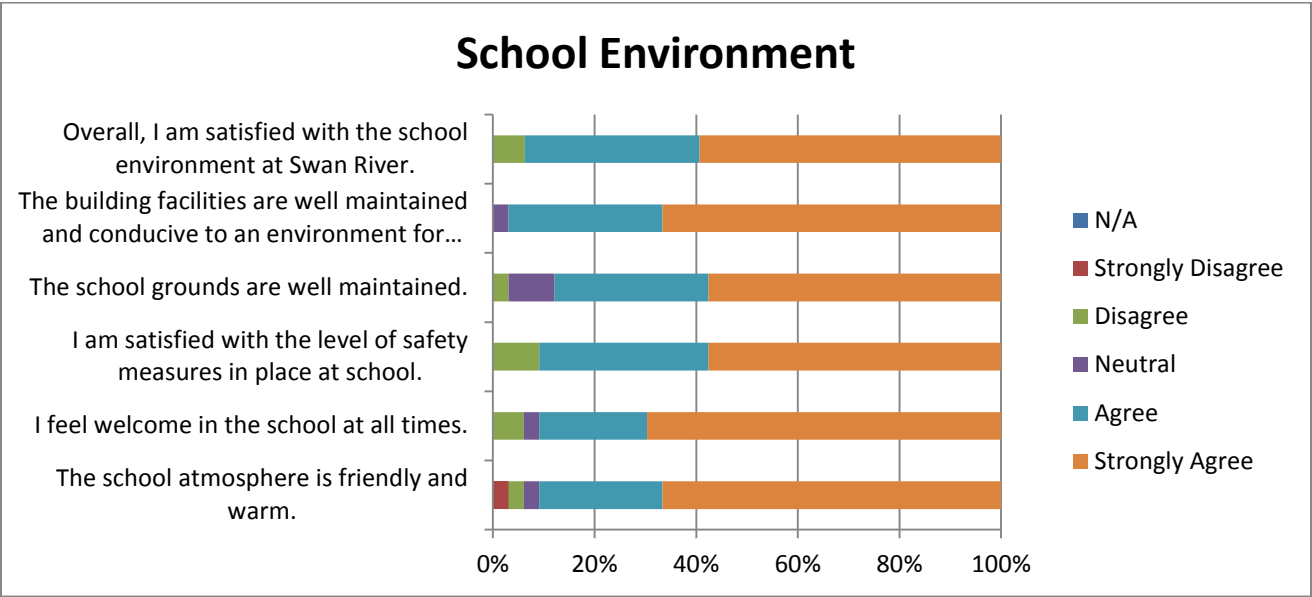
Education Effectiveness Practices

As stated previously, the staff of SRMCS is dedicated to providing a high-quality Montessori education to every student every day. We are always looking to improve our means of instruction while staying as authentic to the Montessori philosophy as we can. There are a number of ways we measure the educational effectiveness on an ongoing basis:

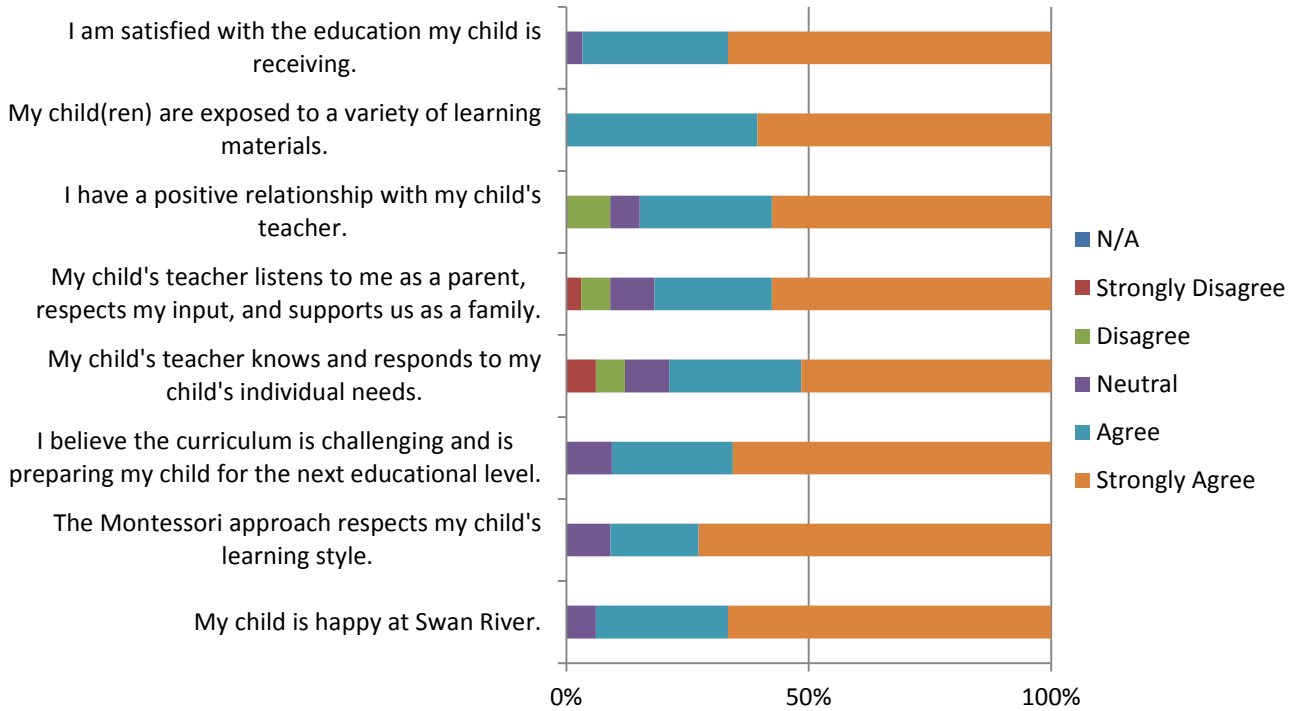
- Regularly held teacher meetings reviewing current curriculum.
- Ongoing research by teachers on potential new types of curriculum to implement.
- Provision of a minimum of 16 continuing education hours for all staff annually.
- Potential monetary support for staff to attend external workshops/conferences/seminars.
- Staying updated on school law, academic standards, and aligning the Montessori sequence of curriculum to those standards.
- Integration of educational technology, when appropriate.
- Annual performance evaluation of all staff members.
- Annual peer observation of all lead teachers.
- Weekly student observations by lead classroom teacher.
- Regular grade level team meetings.
- Expecting high standards of conduct for all students and employees as stated in the Student/Parent Handbook and Employee Handbook.

Parent Satisfaction

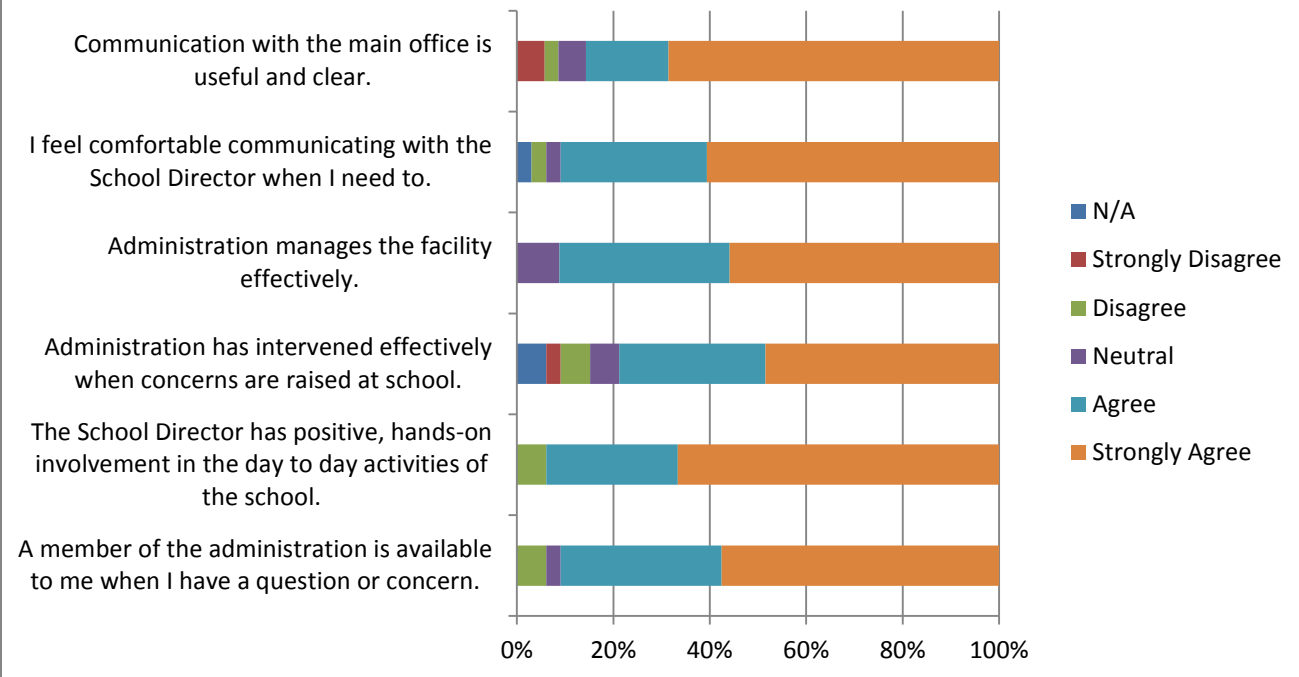
The charts below represent key data points that best represent the level of satisfaction felt by SRMCS families. As you will see, from the number of parents who completed the Family Survey in spring of 2016, high percentages prove a strong sense of overall satisfaction. This can be said not only about Swan River in general, but also specifically relating to such areas as child safety and happiness, administrative effectiveness, and the Montessori approach to education.



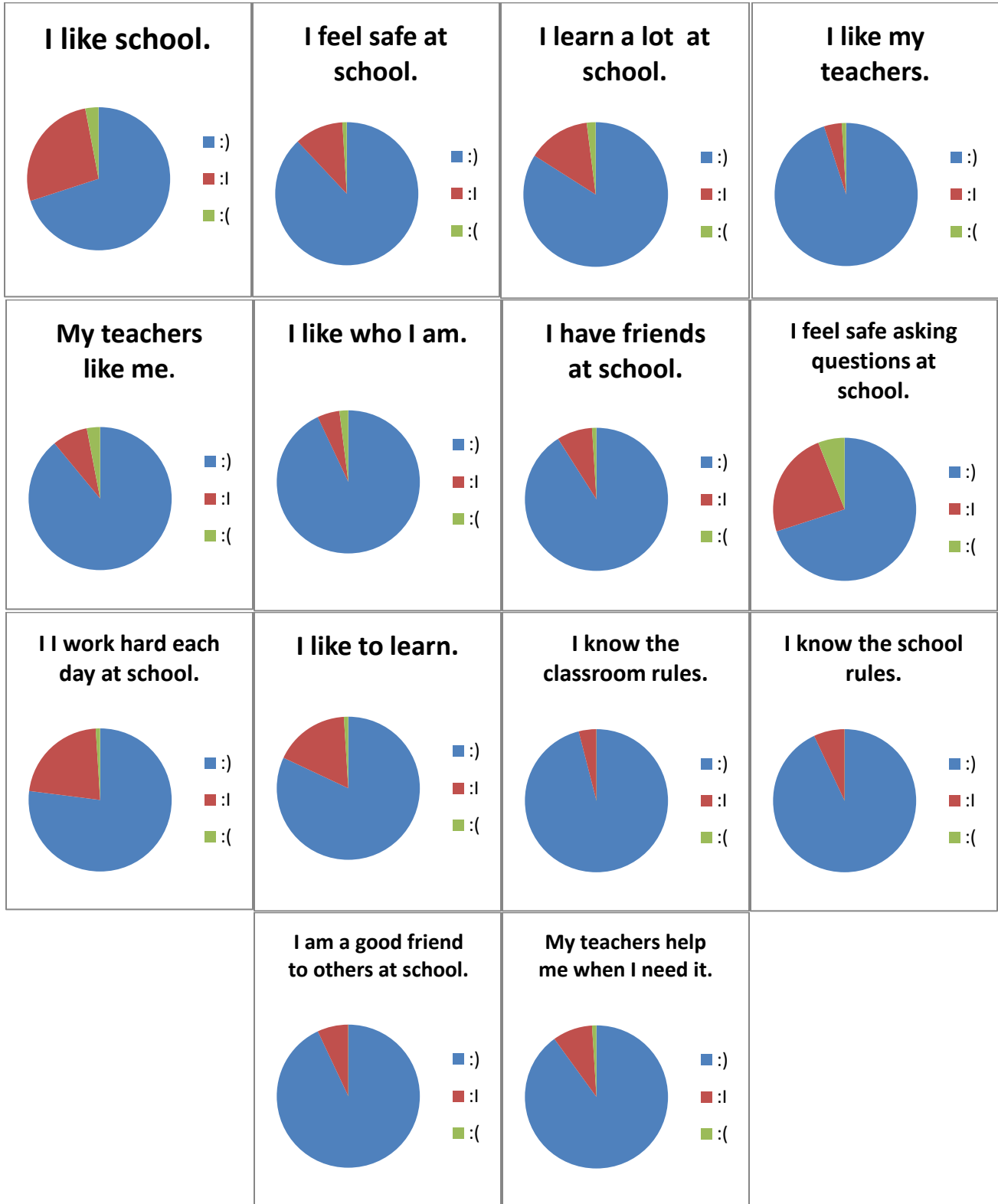
Montessori & the Classroom



Administration & the School Board



Student Survey



Environmental Education

The mission of Swan River Montessori Charter School’s authorizer, the Audubon Center of the North Woods, is to “instill a connection and commitment to the environment in people of all communities through experiential learning.”

As part of our contract with our authorizer, we have agreed to the following environmental education goal:

“Staff, students and parents at Swan River Montessori Charter School will increase their environmental literacy, and develop the knowledge, skills, and attitudes to support a sustainable, healthy environment.”

The Audubon Center of the North Woods 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. Environmental literacy is the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy, natural, and social environment. To meet the above goal, Swan River Montessori Charter School has agreed to provide opportunities to instill a connection and commitment to the environment through experiential learning.

The following are specific indicator areas which outline various activities, events, goals, and accomplishments of SRMCS in FY16:

Indicator Area 1: Curriculum & School Culture

- **Does the school create an environment in which students engage in inquiry, problem solving, decision-making, and action to foster knowledge of environmental sustainability?**
 1. **Environmental Education & STEM Classroom** – In FY16, SRMCS opened a secondary building across the street providing additional classroom space for programs. One of these new classrooms is an EE/STEM lab used by all students for EE, art and technology classes. The exterior grounds have also been landscaped to allow for a rain and butterfly garden.
 2. **General Education Classrooms** - EE is a core component to Montessori education. We do our best to teach and model what Montessori calls "care of the environment" which are lessons including, but nowhere near limited to:
 - a. Plant Care – watering, trimming, dusting, sunning, etc.
 - b. Animal Care – feeding and tending to classroom all pets such as guinea pigs, frogs, birds, snakes, etc.
 - c. Care of the Indoor Environment – sweeping, dusting, washing, organizing, etc.
 - d. Care of the Outdoor Environment – raking, picking up litter, planting, etc.

3. **School-Wide Efforts** – Beyond what is done in the individual classrooms, all students and staff work together in school-wide efforts to promote environmental maintenance and sustainability.
 - a. **Composting** - For many years, our school has run a compost for leftover food from lunch and snacks. This is used by all classrooms and is cared for by our older E2 students.
 - b. **School Gardens Project** - Each year, every classroom takes on a part of the school gardens project. Students are given ample opportunities to plant, maintain, and harvest various plants, particularly vegetables, which are then used for cooking projects and eaten as daily snacks.
 - c. **Recycling** - SRMCS are avid recyclers. We have bins in every room in the building which are used daily. E2 students are responsible for emptying these bins at the end of every day.
 - d. **Conservation** – Students and staff continually strive to minimize their carbon footprint by focusing attention on the conservation, particularly of water, electricity, food and the use of plastic.

Indicator Area 2: Exposure to Natural Environments

- **Do students engage in nature-focused outdoor experiences that enhance in-classroom learning?**

The students of SRMCS are fortunate to have ample access to various outdoor environments that enhance their Montessori education. The table below highlights field trips taken to natural environments off site throughout the 2015-2016 school year.

Field Trips to Natural Environments in 2015-2016

LEVEL	DATE	LOCATION	STUDENT EXPERIENCES
Children's House	September 2015	Apple Jack Orchards	Students learned about the pollination process, parts of apples and pumpkins, seasonal changes and how they affect crops.
Children's House	May 2016	Eidem Homestead	Students learned about animals and farming and what life was like decades ago.
Children's House	May 2016	Beck's Greenhouse	Students learned about plant life cycles, elements needed for proper plant growth, general care of plants.
E-1 (1 st -3 rd)	March 2016	Eastman Nature Center	Students learned about various animals and their biomes. Included outdoor hiking, the study of leaves and trees.
E-2 (4 th -6 th)	March/April 2016	Audubon Center of the North Woods	Students participated in bird studies, hiking, tapping maple trees, animal habitats.
Children's House	April 2016	Raptor Center	Students studied birds of prey, natural habitats.

Indicator Areas 3 & 4: Promote Environmental Stewardship & Mission or Community Related Environmental Education Goals

- Do students, faculty, and staff engage in activities that promote environmental stewardship at home and in their community?
- Does the school implement environmental education in projects and programs related to its mission or the community it serves?

As our students learn about the environment, each are encouraged to share their knowledge with others by many means. Our goal is not to advocate on their behalf to the community, but to provide the means so they can become the advocate themselves. In FY16, there were three primary activities that best represent this:



Activity 1: Earth Day Tree Plantings – Annually on Earth Day, SRMCS partners with the City of Monticello to plant tree saplings throughout local communities. To the left, are 4th through 6th grade students who just received their saplings and are ready to get planting!

Activity 2: Say it LOUD & PROUD: Reduce, Reuse, Recycle! – This year our students really wanted to encourage all people to do their part to save the earth. They had the idea of creating posters to display not only at Swan River, but also out in the community as well. This group on the right approached our local community center who allowed posters to be placed on the community bulletin board.



Activity 3: Feed the Pigs – While we have focused on the reduction of food waste for many years, we stepped it up even more in 2016. We realize that no matter how hard we try, the reality is that there is always a certain amount of food, no matter how small, that goes uneaten during the school day. We also know that a portion of this uneaten food is not able to be composted. What do we do to solve this problem? After some brainstorming, a group of students wondered if pigs would be the answer. Pigs eat everything, right? They got in touch with a local farmer and, after working out a process for delivery, made sure that any food that couldn't be composted was given to the farmer's pigs. This was a win-win - we had less food waste and the pigs never went hungry!

Indicator Area 5: Financial and Operational Commitment

- **Does the school have financial, human and organizational resources in place to carry out EE mission match activities?**

SRMCS is extremely committed to environmental education with regard to financial and operational decision-making. Examples include:

- In FY16, we opened a secondary building including a new EE/STEM classroom.
- SRMCS continues to budget for a part time EE teacher.
- Almost all documents/letters/memos/etc. from the main office are sent out electronically. No hard copies are distributed unless absolutely necessary and/or the family requests it.
- The school purchases all materials needed to maintain the outdoor gardens.
- We purchase energy efficient equipment/technology whenever it is possible.
- The school has paid for our EE teacher to attend various webinars, workshops, etc. about environmental education. He also went with the 4-6th graders to ACNW as the EE teacher with the goal to learn more about Audubon and get ideas for lessons/activities.
- School purchased the cold food buffet to offer a greater variety of fruits and vegetables in an effort to reduce food waste.
- School budgets for the students to attend ACNW annually. It also budgets for at least three board members to attend the Leader's Retreat each November.
- The school created an EE Committee. These staff members meet monthly to discuss areas where we can improve our commitment to EE. This is paid time for those staff which the school budgets for.

Indicator Area 6: Science Proficiency

- **Are all students achieving proficiency in science?**

As the data showed previously in this report, our 5th grade students did extremely well on the state-mandated MCA III Science. Though our goal was 68% student proficiency in science, our results far exceeded that with at 88.2% - a difference of 20.2%. While 100% proficiency is the ultimate goal, our students are showing improved trends over time.

Indicator Area 7: Environmental Literacy

- **Have students increased their knowledge about the environment and capacity to foster environmental sustainability?**

- 1. How EE activities have impacted students' environmental literacy.** Due to our extensive focus on educating our students about the environment, we have observed a higher level of understanding about the footprints we are leaving on the earth. From

using cloth napkins instead of paper napkins to running half the classroom lights instead of all of them, our students are exploring ways to sustain our environment as individuals and as a member of the greater community.

2. Future plans to increase environmental literacy.

Swan River is continually looking for ways to increase our understanding of the environment and to decrease the footprint we leave behind for future generations. Our plan is to continue to employ a part-time EE teacher, we will seek additional professional development opportunities from outside sources, and we will continue to plan enriching experiences for our students in the form of field trips and classroom projects. We also plan on partnering the school’s Environmental Education Committee with our Parent/Teacher Organization to take on larger-scale activities such as all-school clean-up days, landscaping, gardening projects, and creating a natural outdoor play space free of man-made structures.



DISECTION DAY!

Governance and Management

Current 2016-2017 SRMCS Board of Directors

Name	Term(s) on Board	Board Position	Email	Phone #	Affiliation
Stacie Woods	03/06-06/14	Board Chair	woods.monticello@yahoo.com	763.2958565	Community Member
Josetta Zetah	07/09-06/15	Co-Treasurer	z2money@yahoo.com	763.295.8500	Parent
Alisha Brandon	12/13-06/17	Member	allieb@swanrivermontessori.org	612.636.1288	Licensed Teacher
William Anderson	08/14-06/15 Bd. Apt.	Secretary	billa@swanrivermontessori.org	763.355.7807	Licensed Teacher
Nicole Perez	07/11-06/14	Member	nicolep@swanrivermontessori.org	763.503.3896	Licensed Teacher
Donald Frink	07/16-06/19	Co-Treasurer	Donald.frink@outlook.com	612.804.8037	Parent
Cathy Augustson	07/16-06/19	Member	caugustson@tds.net	763.295.3764	Community Member

**NOTE: All members listed are unrelated to each other.

2015-2016 SRMCS Board of Directors

Name	Term(s) on Board	Board Position	Email	Phone #	Affiliation
Stacie Woods	03/06-06/14	Board Chair	woods.monticello@yahoo.com	763.2958565	Community Member
Josetta Zetah	07/09-06/15	Treasurer	z2money@yahoo.com	763.295.8500	Parent
Alison Krueger	07/10-06/16	Secretary	ladylibertas@charter.net	763.263.9027	Community Member
Alisha Brandon	12/13-06/17	Member	allieb@swanrivermontessori.org	612.636.1288	Licensed Teacher
William Anderson	08/14-06/15 Bd. Apt.	Member	billa@swanrivermontessori.org	763.355.7807	Licensed Teacher
Nicole Perez	07/11-06/14	Member	nicolep@swanrivermontessori.org	763.503.3896	Licensed Teacher
Beth Metzger	07/13-06/16	Member	bgyllenberg@yahoo.com	612.710.6297	Parent

**NOTE: All members listed are unrelated to each other.

Ex-Officios

Name	Term(s) on Board	Board Position at End of Term	Email	Phone #	Affiliation
Jean McGorry	07/10-06/16	Member	themcgorrys@charter.net	763.263.5015	Licensed Teacher
Jena Ketchum	07/12-06/15	Member	marcusandjena@gmail.com	763.439.3964	Parent
Katie Curtis	02/09-06/13	Secretary	katiec@swanrivermontessori.org	763.443.6212	Licensed Teacher
Barb May	07/10-06/13	Member	bmay@csbsju.edu	763.258.0798	Parent
Nancy Erb	07/11-06/12	Member	minnesotakiddos@gmail.com	763.263.8106	Parent
Jen Schroeder	07/08-06/12	Member	kidletsrus@charter.net	763.670.0639	Parent

**NOTE: All members listed are unrelated to each other.

The Board of Directors: Governance

The SRMCS Board of Directors strives to not only meet, but to exceed standards and expectations of typical school boards. Historically, attendance by members is very high each month and there is an absolute sense of commitment to SRMCS, its goals, and its overall performance. Each board member has maintained the required training each year and is always focused on how they can better serve the Swan River community.

The Board of Directors typically meets the third Thursday of each month, with the exception of July. Board packets are always distributed by the School Director approximately one week prior to the meeting so members have significant time to look over the material. This packet includes the monthly financial statements as provided by our finance manager, student enrollment data, donations received, and any new and old business that is up for discussion or review. Meeting agendas are posted on the doors of the school and placed on the school web site for public viewing. Meeting minutes are also put on the web site once approved by the Board. Approved policies, reports, and other related materials are also placed on the web site for the public to view at any time. All meetings are conducted in accordance with MN Open Meeting Law.

To help ensure effectiveness, the Board created the SRMCS Board Planning and Operations Calendar. This is essentially a “to do” list for each month of the year. Some examples of its contents include: policy review, budget revisions/approval, operational oversight, and contact for services renewal. It is recently updated the fall of 2016. To view this calendar in its entirety, please see Attachment 4.

Board of Directors Training Information

SRMCS is very committed to continuing professional development, including those who are on the Board of Directors. Beginning in 2014, board training has been added as an agenda item 2-3 times per year to ensure all members are up to date with annual training and in compliance with charter school governance law.

Board Member Name	Training Content Area	Training Date	Trainer/Presenter
Stacie Woods	Board Governance	March 17, 2016	Bryan Rossi, Consultant
Alisha Brandon	Board Governance	March 17, 2016	Bryan Rossi, Consultant
William Anderson	Board Governance	March 17, 2016	Bryan Rossi, Consultant
Nicole Perez	Board Governance	March 17, 2016	Bryan Rossi, Consultant
Josetta Zetah	Board Governance	March 17, 2016	Bryan Rossi, Consultant
Beth Metzger	Board Governance	March 17, 2016	Bryan Rossi, Consultant
Alison Krueger	Board Governance	March 17, 2016	Bryan Rossi, Consultant
Katie Curtis	Board Governance	March 17, 2016	Bryan Rossi, Consultant

** Please see Attachment 6 for information on initial training for Board of Directors members.

Management, Staffing Changes & Transitions

There were no administrative staffing changes or transitions in FY2016.

List of Administrators & Qualifications

Name	Title/Position	Primary Responsibilities	Education & Qualifications
Katie Curtis	School Director	Full school oversight of students, parents, staff, financials, reporting, special education, enrollment, curriculum, and overall success of the school.	B.A. in Secondary Education M.A. in Organizational Leadership Graduate Level Early Childhood Montessori Certification
Beth Brockman	Operations Coordinator	Attendance, payroll, insurance, reporting, building maintenance, IT support, supply/materials ordering, inventory.	B.A. in Psychology B.A. in Sociology Certification in Microsoft Windows & Lotus
Barb Zimney	Hot Lunch & Milk Program Coordinator	Food ordering, menu distribution and data entry, free/reduced lunch program oversight, money collection.	High School Diploma

Professional Development Plan and Implementation: School Director

The Board of Directors feels it vital to ensure anyone holding this administrative position is receiving ongoing education in relevant fields. Therefore, the Board of Directors requires the school director to receive a minimum of 125 Continuing Education Credits (CEUs) every five years. S/he is required to provide an annual update to the Board as to what credits have been earned and in what fields. As stated on the SRMCS Board Planning and Operations Calendar this review is done annually in June. Please see Attachment 4.

List of Professional Development in FY16: School Director

Date	Professional Development Title/Topic	Continuing Education Credits Received
9.1.15	Bloodborne Pathogens & Other Crisis Management Procedures	1
9.2.15	The Culture Piece: Positive Schoolwide Climate and Culture with Chris Hagedorn	7
10.19.15	Nonviolent Crisis Intervention Training with Kathleen Brown	6
10.21.15	The Zones of Regulation with Ashlee Fultz, Occ. Therapist	1
11.14.15	Charter Schools Leaders Retreat at ACNW	12
1.18.16	NWEA MAP Assessments: How to Use Student Results Data Effectively with Sharolyn Carlson	2
2.19.16	Data Privacy, Mandated Reporting, RTI, Due Process, and Social/Emotional Assessments Via Designs for Learning	6
3.17.16	Charter Board Governance and Other Topics with Bryan Rossi, Consultant	1
4.16.16	Disability Characteristics and Strategies Part 1 with Ashley Evans, Director of Sp. Ed.	2
5.10.16	ACNW Authorizer Academic Evaluation and Environmental Education Training	3
5.18.16	Disability Characteristics and Strategies Part 2 with Ashley Evans, Director of Sp. Ed.	2
6.21.16	Administrators Workshop: Developing, Supporting and Retaining Healthy Staff via St. Catherine University Advanced Montessori Programs	8
6.24.16	MN Montessori Network Workshop: Wellness in Education via St. Catherine University Advanced Montessori Programs	4

Total CEUs Earned in FY16: 55 Hours

Annual Job Performance Evaluation: School Director

In addition to this development plan, the school director is also evaluated by each member of the Board of Directors annually. To assist them with this task, all employees are given the opportunity to submit a survey on the school director’s performance to the board. Some areas that are evaluated include:

- Students and Their Families
- Staff Members

- Interpersonal Relations, Professional Knowledge, and Work Ethic
- Supervisory Duties
- Administrative Responsibilities
- Other Responsibilities

As part of this thorough evaluation, each member of the board is asked to site at least three areas of strength and three areas for improvement/development. Should something need to be directly addressed, the evaluation does include an area to detail an action plan.

Once evaluations are completed by each member, the data is compiled. The Board of Directors then hold a closed session at a board meeting to review the data and discuss any further action, if necessary.

Copies of the School Director Job Description and Job Performance Evaluation are available upon request from the main office.

Staffing

The tables below contain information for all staff employed by the school or who provided services contractually. All of SRMCS lead teachers have a Minnesota teaching license and are Montessori certified for the grade levels they are teaching. Swan River is very proud that the majority of the non-lead teaching staff holds a Bachelor’s Degree.

2015-2016 Licensed Teaching Staff			
Name	File #	License / Assignment	Comments
Anderson, William	319342	Art (K-6), Tech (2-6), Environmental Ed (K-6)	Also holds a license in Parent Education
Bergquist-Savage, Amy	420388	Kindergarten & EC	
Curtis, Kate	388236	School Director	
Frederiksen, Jessica	468160	Special Education	
Fuller, Amy	434096	PE for K-6	On a limited license for special education
Holder, Daniel	475036	Grades 4-6	Former Montessori Teacher Trainer
Jensen, Amy	390666	Grades 1-3	STEM Certified
Matchinsky, Kristin	321815	Kindergarten & EC	
McGorry, Jean	352642	Music/Band (EC-6)	
Perez, Nicole	398893	Birth to 3 rd Grade	STEM Certified
Schneider, Sharon	283179	Grades 1-3	STEM Certified
Stolp, Aaron	399025	Grades 4-6	STEM Certified

2016-2017 Licensed Teaching Staff - NEW			
Name	File #	License / Assignment	Comments
Figenshau, Heidi	408124	Special Education	Special Education Variance
Halvorson, Julie	489613	Special Education	Community Expert
Alisha Brandon	414937	Grades 4-6	STEM Certified

Licensed Teacher Percentage Turnover Rate:

2015-16 to 2016-17: [non-returning teachers / total teachers x 100] = 0 teachers = **0% Turnover Rate**

2015-16 Other Licensed (non-teaching) Staff		
Name	Assignment	Comments
Evans, Ashley	Special Ed. Director	File #422503
Jaeger, Sue	Speech Pathologist	File #442110
Graf, Shelly	School Counselor	File #443071
Schipper, Debra	ASD Consultant	File #299257

2015-16 Non-Licensed Staff			
Name	Assignment	Returning or Not Returning	Comments
Anderson, Cindy	Classroom Assistant	R	Holds A.A. Degree, B.A. in progress
Blaha, Ashley	Classroom Assistant	R	Holds B.A. Degree
Brockman, Beth	Operations Coordinator	R	Holds B.A. Degree
Brown, Rebecca	EC & Paraprofessional	R	Holds B.A. Degree
Dehmer, Jean	Program Paraprofessional	R	Holds Paraprofessional Certificate
Erb, Nancy	Classroom Assistant	R	Holds B.A. Degree
George, Lori	Program Paraprofessional	R	B.A. in progress
Halvorson, Julie	Literacy Specialist	R	Holds B.A. Degree
Keene, Katie	Classroom Assistant	R	Holds B.A. Degree
Klug, Amy	Program Paraprofessional	R	Holds B.A. Degree
Oslund, Colleen	School Nurse	R	Holds B.A. Degree
Paul, Barb	Classroom Assistant	R	
Quiring, Heidi	Program Paraprofessional	R	
Schroeder, Jen	Classroom Assistant	R	Holds B.A. Degree
Spry, Amanda	Program Paraprofessional	R	
Uecker, Michele	Program Paraprofessional	R	Holds A.A. Degree
Voight, Deb	Custodian	R	
Voight, Steve	Custodian	R	
Zachman, Cindy	Program Paraprofessional	R	
Zimney, Barb	Hot Lunch Coordinator	R	

2016-17 Non-Licensed Staff - NEW		
Name	Assignment	Comments
Boelke, Sonia	Classroom Assistant	Montessori Trained
Burg, Tasha	Program Paraprofessional	

Non-Licensed Staff Members Percentage Turnover Rate:

2015-16 to 2016-17: $[\text{non-returning staff members} / \text{total staff members} \times 100] = 1/20 = \mathbf{5\% \text{ Turnover Rate}}$

Operational Performance

Health and Safety

The health and safety of Swan River’s students and staff is its number one priority. Below is a list of actions SRMCS takes each year to ensure the health and safety of its tenants.

- Each door at SRMCS has a coded security panel. Upon enrollment, each family is given a private code to gain access to the school building any time Monday through Friday from 7 a.m. to 5:30 p.m. Families are asked not to share these codes with anyone not affiliated with Swan River. Any person who does not have a school-issued code must buzz in manually. A member of the office staff will inquire who the person is via the intercom and will meet that person at the door once access is granted. All family codes are disabled over the summer months and any other days that school is not in session.
- Fire inspections are completed by the Fire Marshall as required.
- Students participate in five fire drills, five lock down drills, and two tornado drills annually.
- The sprinkler system and fire extinguishers are inspected annually.
- Appropriate space is given where required – entryways, exits, 18” of open space from the ceiling, maintenance rooms are orderly and locked at all times when students are present.
- Updated immunization forms are required from all students, including preschoolers.
- SRMCS does not employ a full-time school nurse. Therefore, there is a strict medication policy in place. All medication is kept locked in the main office and is distributed only by office personnel. Records are kept of all medication administered during the school day.
- SRMCS is licensed and inspected by the MN Department of Health twice a year. We do have a Certified Food Manager on site during the school day.
- Swan River is located within 15 miles of a nuclear power plant. Therefore, all staff has been trained in evacuation procedures and Potassium Iodide (KI) administration.
- Background checks are required of all staff, board members, and any adult volunteers 18 years of age or older who would have any contact with any student during the school day on or off site. These forms are kept on file in the main office.

- An Emergency Management Plan was developed in cooperation with the Wright County Sheriff's Office and the Department of Homeland Security. A copy of this plan is located in each classroom, the office, and multipurpose space. Staff reviews it annually. Plan procedures include:
 - Fire Emergency and On-Site Building Evacuations
 - Demonstrations/Disturbances
 - Serious Injury/Death/Suicide
 - Hazardous Materials
 - Assaults/Fights
 - Terrorism
 - Severe Weather
 - Building Lockdowns
 - Shooting/Weapons
 - Intruder/Hostage
 - Bomb Threat
 - Nuclear Emergency



Transportation

To ensure the greatest level of safety, all students receive bus safety training within the first few weeks of school. Students in kindergarten through third grade also receive a second training before the end of the school year.

Administration keeps in close contact with Hoglund Transportation throughout each year. Any issues that arise regarding our students and provided transportation are dealt with immediately. Swan River does require that all families complete a Bus Registration Form regardless if bussing is used to and from school regularly. This is so we have information on every student on file with the bus company in case there are changes in transportation and for bussing usage for field trips.

Data Compliance and Reporting

SRMCS prides itself in the prompt submission of any mandated data to the MN Department of Education, the State of MN, our authorizer, and any other external entity we work with. There are staff who are designated for various types of data submissions. Ms. Brockman, Operational Manager, reports MARSS, CliCs, TRA, PERA and ADP Payroll Services. Ms. Curtis, School Director, completes and submits all STAR reports, DAC information, lease aid, the Annual Report, World's Best Workforce Plan and Summaries, and all other data required by external entities.

All web posting requirements from the MDE and ACNW are met.

SRMCS holds all necessary insurance coverage and is in compliance with all applicable laws.

Facilities

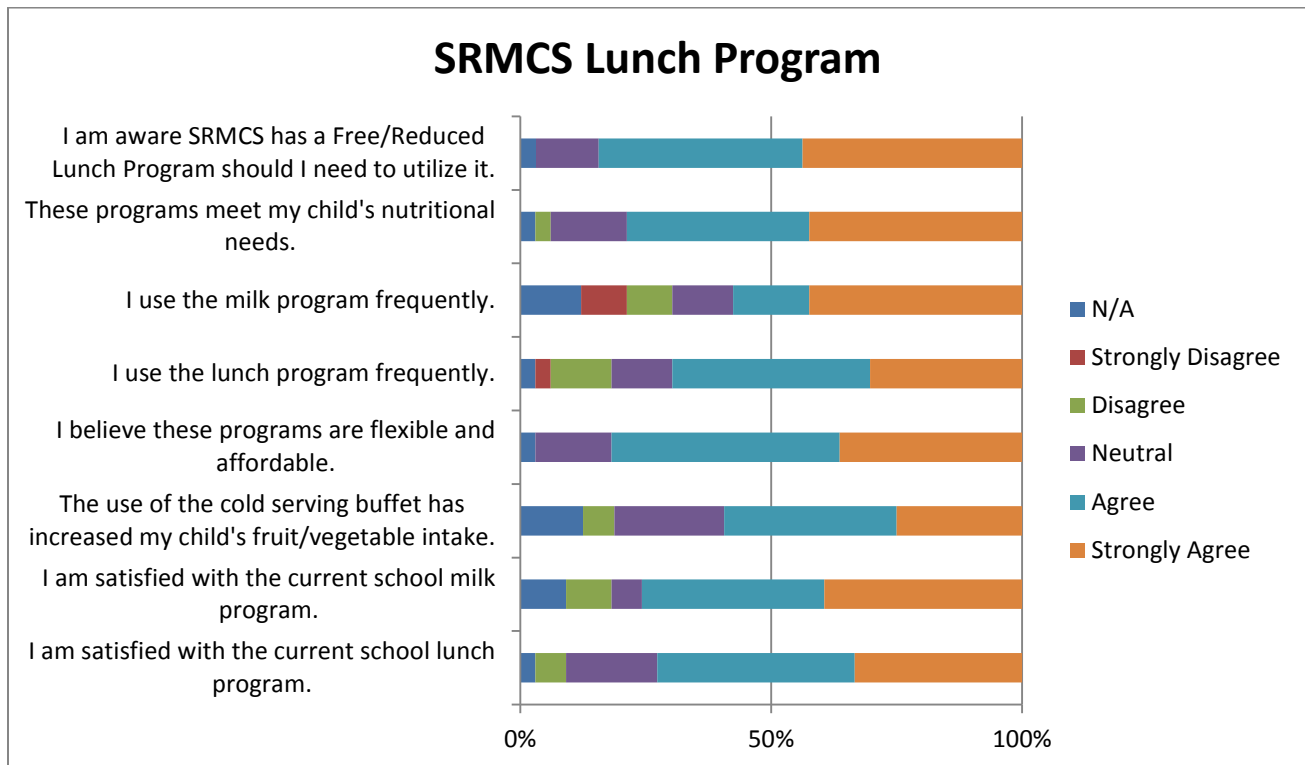
Based on the feedback from students, parents, and faculty, SRMCS provides a very clean and safe environment for students. We hold a viable Certificate of Occupancy and all other building use authorization.

SRMCS employs three, part-time custodians to care for the building and grounds. Staff are welcome to ask the custodial staff to help with small building and cleaning projects. Together, all areas are kept clean, orderly, and up to code.

Food Service Programs

SRMCS contracts with Premier Kitchens, Inc. for our hot lunch program as well as Kurt's Home Delivery for milk. All food and nutrition guidelines are followed, including policies and procedures mandated by the MN Department of Health who completes on-site inspections two times per school year.

Historically, our Fund 2 Lunch Program has always financially sustained itself and is used frequently by most of our families. When surveyed, the following are the responses received from parents and students:



Student Admissions and Enrollment

As a charter school, SRMCS has limited capacity to enroll students and follows enrollment procedures very closely. At this time, we have two kindergarten classrooms that are home to 24 students, three E-1 classrooms (first through third grade) which house approximately 72 students, and two E-2 classrooms (fourth through sixth grade) which have approximately 48 students each year. The goal is to have 24 students per class.

Each year, the 24 kindergarten positions are filled beginning with students who have sibling preference as well as children of lead teachers. All remaining positions are filled via public lottery. Once enrolled, a student is guaranteed an enrollment slot each subsequent year unless that family chooses to dis-enroll.

Openings that occur during the school year are filled from the waiting list that is created during each lottery. Because enrollment applications are only valid for one year, any openings that occur outside of the school year are filled via sibling/teacher child preference and then the lottery. Since we have three age groups in each of our classrooms, the grade level make-up of the class is considered when filling empty spots.

To view the Charter School Enrollment Application as well as our SRMCS Application and Enrollment Procedures Policy which details our enrollment process, please visit our web site at www.swanrivermontessori.org.

Due Process and Privacy Rights of Students

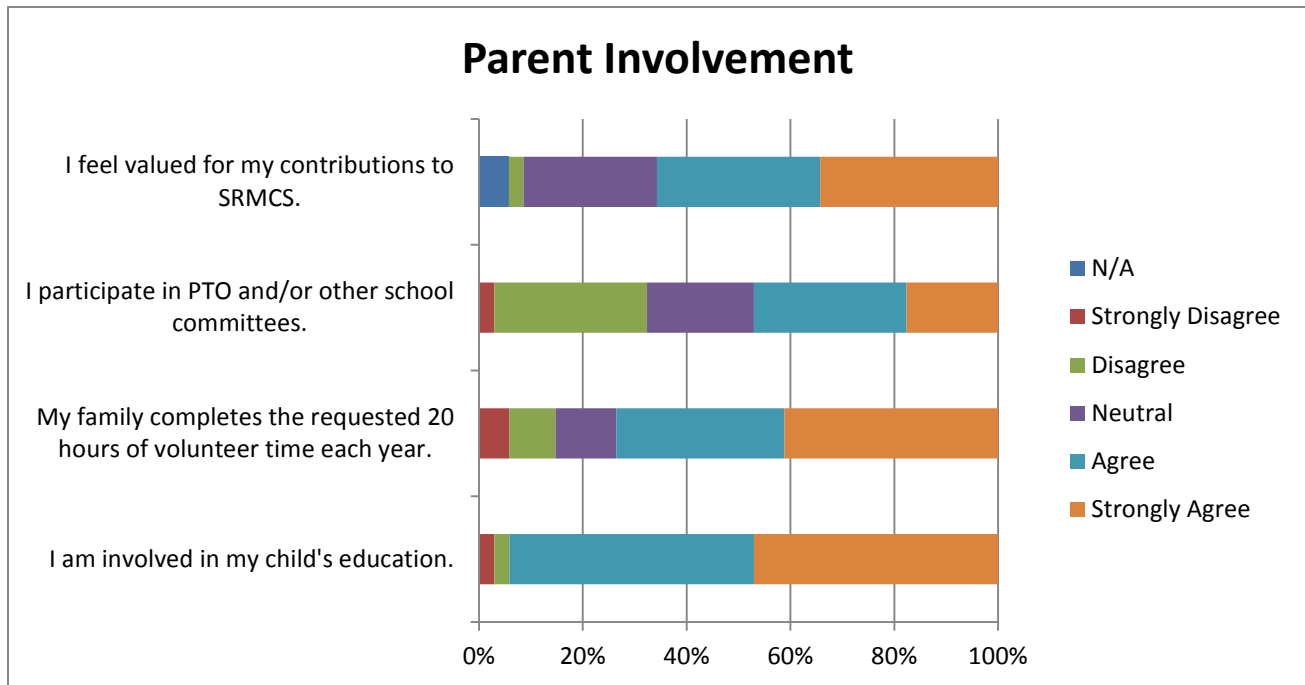
To ensure that all due process and data privacy rights of students are met, the SRMCS Board of Directors has approved the following policies:

- Equal Education Opportunity Policy – SRMCS provides equal educational opportunity to all students and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for students with disabilities.
- Religion and Religious Expression Policies – This policy states that SRMCS shall neither promote nor disparage any religious belief or non-belief. Inclusion of religious music, art, drama, and literature are allowed provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination. To the extent possible, special school events shall be conducted at times which are not likely to conflict with observance of religious holidays.
- Protection and Privacy of Pupil Records – SRMCS recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

To view these policies in their entirety, please visit our web site at www.swanrivermontessori.org. All policies are reviewed bi-annually by the SRMCS Board of Directors.

Parent & Community Engagement

As part of student enrollment at Swan River, we strongly encourage every family to contribute a minimum of 20 hours of volunteer time each school year. We find that being a small charter school, our resources are a bit more limited at times especially when compared to large school districts. This means that parent and community engagement is crucial to our ongoing success. We are very fortunate to have the support that we do. Our PTO has excellent monthly attendance, we receive quick responses when a donation is requested, and we never have to ask twice for classroom and field trip volunteers. When surveyed about their own involvement, parents responded with the following:



Student Discipline

Respect for others and respect for self are two areas that, as Montessorians, we take very seriously. As part of the Montessori curriculum, our classrooms spend a lot of time on Peace Education. This includes providing lessons on conflict resolution, peer mediation, problem solving as well as others. We do not assume children immediately understand how to work in a group setting nor do we assume children have the ability to “work things out” with others without initial guidance from a role modeling adult. Our primary focus is to build a strong sense of community within our classrooms and in the school as a whole. The first weeks of school are largely dedicated to these grace and courtesy lessons.

However, we also understand that sometimes conflict resolution or peer mediation may not be enough and greater lengths need to be taken to help our students understand appropriate behavior. Therefore, SRMCS implements the Discipline Rubric when there are violations that exceed typical in-class reprimands. This rubric was created by the Discipline Committee which included numerous teachers, support staff, parents, and a Professor of Education from St. Cloud State University. The rubric has been included as it is printed in the SRMCS Parent Handbook.

SWAN RIVER MONTESSORI CHARTER SCHOOL DISCIPLINE RUBRIC

The charts on the following page list a number of typical school behaviors and describe the ways we have agreed upon to respond to these behaviors at school. In many ways the major categories listed on the next page happen every day in classrooms. It is a fairly common occurrence for some children to not follow directions, to jostle or push one another, to use inappropriate language or to bring something inappropriate (but not necessarily dangerous) to school. Our teachers use a wide range of approaches to respond to such occurrences depending on the needs of the individual child and the specific behavior(s).

For example, a teacher might respond to a student not following directions by making eye contact, standing closer to the student, moving the student to a different seat, talking with the student (immediately or at a later time), restricting some privileges, etc. Using his/her professional judgment about what might work best for the individual child, the classroom teacher will try to help the child learn to behave in ways which will help promote the student's own learning and will enhance the learning environment for everyone in the classroom.

The consequences listed on the next page happen only after the classroom teacher has exhausted all internal classroom remedies, has determined that the behavior represents a serious concern, and the behavior rises to the level of offense as described in the "Behavior Infractions" column of the chart. As you can see, for each level of offense we have listed a number of possible consequences. The flexibility of having a number of possible responses to student behaviors will allow us to choose the response that, in our best judgment, will help each individual child learn appropriate behavior.

Possible Consequences When a Behavior Infraction Occurs:

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> • Note home • Phone call home • Office notification • Temporary move to office • Temporary move to another classroom • Loss of 1 recess • Stop/Think form • 1 Lunch detention 	<ul style="list-style-type: none"> • Mandatory: <ul style="list-style-type: none"> ○ Office notification ○ Home contact • Parent Conference • Office visit • Observation by another teacher • Loss of 1+ recesses • 1+ Lunch detentions • Restitution 	<ul style="list-style-type: none"> • Mandatory: <ul style="list-style-type: none"> ○ Office Visit ○ Home contact ○ Parent Conference • Behavior Contract • Referral to Student Assistance Team • Restitution • In-School Suspension • Out-School Suspension 	<ul style="list-style-type: none"> • Mandatory: <ul style="list-style-type: none"> ○ Office Visit ○ Home contact ○ Parent Conference • Restitution • Student sent home immediately • In-School Suspension • Out-School Suspension • Police notification 	<p>When necessary, expulsion deemed may be pursued within the guidelines of the Pupil Fair Dismissal Act of 1974, as amended.</p>

DISCIPLINE RUBRIC

BEHAVIOR INFRACTION	1st Offense	2nd Offense	3rd Offense
FOLLOW DIRECTIONS Refusal to comply with adult request or school rules, defiance or rude behavior toward staff.	Level 1	Level 2	Level 3
BE READY TO LISTEN AND LEARN Significantly disrupts teaching and learning.	Level 1	Level 2	Level 3
USE SCHOOL APPROPRIATE LANGUAGE Vulgarity, profanity, name calling, disrespectful comments and/or gestures.	Level 1	Level 2	Level 3
KEEP HANDS, FEET AND OBJECTS TO YOURSELF Pushing, poking, slapping, shoving, grabbing, spitting, throwing objects and/or any other unwelcome contact.	Level 1	Level 2	Level 3
RESPECT PROPERTY Misuse/abuse of personal or school property.	Level 1	Level 2	Level 3
INAPPROPRIATE OBJECTS	Level 1	Level 2	Level 3
SEVERE BEHAVIOR INFRACTIONS (Incident Reports filed for all offenses)	1st Offense	2nd Offense	3rd Offense
FIGHTING/ASSAULT Physical aggression with intent to harm.	Level 3	Level 4	Level 5
SEVERE DEFIANCE Refusal to comply with adult request resulting in unsafe circumstances.	Level 3	Level 4	Level 5
HARASSMENT/THREATS Any act of harassment, including sexual, racial, religious harassment, repeated unwelcome teasing, bullying or threats.	Level 3	Level 4	Level 5
DESTRUCTION/THEFT/VANDALISM	Level 3	Level 4	Level 5
WEAPONS	Level 4 or 5	Level 5	

Background Checks of Employees, Board Members & Volunteers

All adults 18 years of age and older must complete a background check in order to interact with students for any reason during the school day. This includes field trips, classroom celebrations, and general volunteering on school grounds. Employment is always contingent on background check results as is being a member of the Board of Directors. Employees and board members are re-checked every other year while all volunteers are every three years. This is the same cycle that the surrounding school districts use as well. This check is very thorough as it includes local, state, and national registries.

Hiring Practices

Any time there is an employment position to be filled at SRMCS, hiring procedures are as follows:

1. Vacant position is identified.
2. Advertisements are placed to the public. Historically, we have utilized the Minnesota Work Force Center and EdPost via St. Cloud State University. A closing date for applications is given.
3. Application acceptance window closes.
4. Resumes and cover letters are reviewed by relevant personnel.
5. Office staff member notifies candidates and schedules interviews.
6. The standardized interview questions are distributed to all members of the Hiring Committee prior to the interview.
7. Interviews are conducted.
8. Secondary interviews are conducted, if necessary.
9. Committee decides on the best candidate to fill the position.
10. The School Director extends the offer to the candidate.
11. Assuming the candidate accepts the position, the School Director then notifies the Board of Directors at the upcoming board meeting. Members vote to approve the hire.

Dismissal of an Employee

Swan River Montessori Charter School is an At-Will Employer. This means that any employee of SRMCS can be terminated at any time for any reason, with or without cause or notice, by the employee or by the school. However, the Board of Directors and the School Director wish for every employee to be happy and successful. Therefore, prior to any formal dismissal of an employee, the following steps would typically be taken:

1. The School Director would hold a private meeting with the employee to discuss the issue/concern at hand that is jeopardizing employment.
2. During this meeting, an action plan would be created stating what specific steps must be taken to rectify the issue. A specific timeline would accompany this action plan.
3. After the timeline has passed, the School Director and the employee would have a follow up meeting to discuss progress. If the Director is satisfied with the changes the employee has made, employment will continue and documentation will remain in

the employee's file. If the Director is not satisfied and the expectations of the action plan have not been met, the Director will either 1) modify the plan and give a new timeline or 2) move forward with dismissal.

4. If dismissal occurs, the Board of Directors is notified.

SRMCS does have an Employee Grievance Policy for any employee who feels they need to pursue such action. This policy can be found on our web site at www.swanrivermontessori.org.

Employee Job Performance Evaluations

Every SRMCS employee is given a formal job performance evaluation annually. Paraprofessionals are evaluated by the lead Special Education teachers, classroom assistants are evaluated by their lead classroom teacher, and lead classroom teachers are evaluated by the school director. Evaluations include, but are not limited to, the following areas:



The Sandwich Project

These 3rd graders have formed an assembly line putting together ham and cheese sandwiches for the local food shelf.

- Job/Professional Knowledge
- Work Ethic
- Interpersonal Relations
- Children
- Classroom Environment
- Parents/Guardians
- Other Responsibilities

Each evaluation is accompanied by a sit down meeting where the evaluation is reviewed and any questions, concerns, strengths, and areas of improvement are discussed. All evaluations are kept in the employee's file.

Beyond this annual evaluation process, the School Director also observes frequently in each classroom, including art, music, physical education and technology classes. All observation notes are shared with the staff member(s) being observed. These observations are not just a tool to monitor the staff, but, more importantly, to strengthen relationships, make sure the classroom environments are properly prepared, and to ensure everything is running smoothly.

Finances

The information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2016.

For questions regarding school finances and for complete financials for 2015-16 and/or an organizational budget for 2016-17, please contact:

Katie Curtis, School Director, Swan River Montessori Charter School
 Address: 500 Maple Street
 Monticello MN 55362
 Phone: 763-271-7926
 Email: katiec.swanriver@tds.net

Sandy Schmidt of Sandmark LLC provides accounting services for Swan River Montessori Charter School, including monthly financials, bank reconciliations, annual budgets and budget revisions, use of SERVS via the Minnesota Department of Education, completion of the school’s 990 tax form, and assistance with the auditing process.

FY16 Financial Overview by Fund

FY16 Finances	Fund 1	Fund 2	Fund 4	Building Co.
Total Revenues	1,688,426	54,616	158,225	195,749
Total Expenditures	1,753,743	54,534	187,527	245,870
Net Income	(65,317)	82	(29,302)	(50,121)
Total Fund Balance	477,647	4,266	178,102	51,091

Revenues

The original FY16 budget was based on 149 ADM. The breakdown by grade grouping is as follows:

	<u>BUDGET</u>
Kindergarten:	19
1-3:	74
4-6:	56

Fund 1: Swan River’s key sources of revenue include general education aid, charter school lease aid, and special education aid. Other secondary sources include federal special education aid, interest earned, literacy incentive aid, and donations.

Fund 2: It should be noted that the Food Services fund was self-sustaining, i.e. it did not have to receive supplemental funding from General Fund 1. According to our auditor from Clifton Larson Allen, Dennis Hoogeveen, the vast majority of schools must supplement their food service fund. However, due to responsible fiscal management no loss was experienced in FY16.

Fund 4: Revenues for Fund 4 Community Service Fund come from two primary sources – tuition from the private, fee-based Children’s House Program and contracted service fees from the Extended Care Program. This revenue is paid to the school directly from families who have child(ren) enrolled in either or both of these programs.

Expenses

There are two primary expense sources. The first source are the standard expenses such as staff salaries/benefits, supplies/materials (instructional and non-instructional), general operations, purchased services, and equipment/furniture. The second large source was from the construction and completion of our new, secondary building – 503 Maple Street. The Board of Directors voted on all major expenses including such things as the telephone/paging system, furniture, and so forth. These were all planned, sustainable costs with the understanding that the school’s fund balance would show a loss for FY16.

Designated Funds & Long Range Planning

Due to the sizable fund balance, the Board of Directors voted on spending a portion of SRMCS’ designated funds. Items purchased included additional laptops for student use, CPR/First Aid training for all employees, professional development for staff, STEM training for three lead teachers at the College of St. Catherine, 150 new chairs and storage carts for our Gathering Space (church area), Board of Director’s training, as well as additional classroom materials and supplies. The total of these purchases was \$47,587. Additional funds will be spent moving into FY16 to outfit our new, secondary building on items such as tables, chairs, shelving, cleaning supplies, etc.

Finally, knowing that items such as furniture, materials, carpet, books, etc. will need to be replaced over time, the Board of Directors has been working with Sandy Schmidt to create a long range plan for future expenses. As of June 30, 2016 the following amounts are designated:

DESIGNATED FUNDS	
Fund 1	Fund 4
181,041	178,102
TOTAL DESIGNATED FUNDS = \$359,143	

Net Income and Fund Balance

As listed above, after all revenues and expenses are taken into consideration, the SRMCS fund balance continues to remain positive at \$711,106, including the Building Company balance of \$51,091. Historically, Swan River has always held a very healthy fund balance. Cash flow continues to be strong. Our Board of Directors is very fiscally responsible and reviews the monthly budget reports provided by Sandy Schmidt of Sandmark Services, LLC at every meeting. The Treasurer on the Board, Ms. Joretta Zetah, is a Certified Public Accountant and is very knowledgeable in financial matters.

TOTAL BALANCE ALL FUNDS = \$711,106.00

World’s Best Workforce Annual Budget

While there is no specific line item in our annual budget referring to the World’s Best Workforce, there are significant funds being used to promote WBWF initiatives e.g. Reading Well by Third Grade, closing the achievement gap, and kindergarten readiness. The primary expenditures are as follows:

Person/Programs for WBWF	Function	Budget Amount
Julie Halvorson	Literacy Specialist – Assisting children by ensuring students are reading well by the end of the 3 rd grade year.	Part-Time Salary in FY16 = \$22,398 (\$3,506 is Federally Funded via CEIS Dollars)
AIMS Web & Fountas and Pinnell Assessments	Allows teachers to better track progress over the course of the school year.	\$1,025 in FY16
Professional Development of Teachers & Non-Licensed Staff Member	To increase knowledge and understanding regarding students of various ability levels, particularly those students with increased needs.	\$2,500 in FY16

Future Plans

Expansion Plans

While Swan River Montessori is at full capacity and there have been requests from various families, there are no plans to expand our site with regard to adding more general education classrooms for current or upper grade levels. We feel our small size is a large part of our success as a school. We have a wonderful sense of community and we feel growing too big would adversely affect that feeling. Therefore, we currently have no intentions of expanding in size or grade level.

Facility Changes in FY16

- The SRMCS Building Company completed the construction of a secondary education building now home to music/band, EE/STEM and special education offices for related service providers.
- Interior and exterior security cameras were added to the secondary building.

Program Changes in FY16

- SRMCS opened a Special Education Federal Settings 2 & 3 classroom for our students with exceptionally high needs. This room also services as a resource room for students on IEPs that may need a quiet work space away from the general education classroom setting.

Technology Updates in FY16

- A \$6,000 grant was received by the Bame Foundation to purchase two Smartboards for the new building. One will be placed in the music room while the other will go in the EE/STEM lab.

Attachment 1: SRMCS Board Approved Calendar for 2015-2016

SRMCS 2015-2016

August '15						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '15						
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20	21	22	23	24	25	26
27	28	29	30			

October '15						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '15						
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22	23	24	25	26	27	28
29	30					

December '15						
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20	21	22	23	24	25	26
27	28	29	30	31		

January '16						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '16						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March '16						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '16						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '16						
Su	M	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June '16						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July '16						
Su	M	Tu	W	Th	F	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Teacher Workshop
 No School
 Comp Day/no school
 Early Dis. (12:20)

Attachment 2: SRMCS Board Approved Calendar for 2016-2017

SRMCS 2016-2017

August '16							September '16							October '16						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

November '16							December '16							January '17						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5					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	31				

February '17							March '17							April '17						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

May '17							June '17							July '17						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

Tchr Work/no school
 No School
 Comp Day/no school
 Early Dismissal (12:

SMART Goals 2013-2016

Swan River Montessori Charter School

Monticello, Minnesota

Authorizer: Audubon of the North Woods

1. Academic Proficiency as Measured by Minnesota Statewide Assessments

- MCA/GRAD Reading
- MCA/GRAD Math

a. MCA Reading Proficiency Goal

By 2016, 71% of all students in grades 3-6 enrolled by October 1 will achieve proficiency as measured by annual MCA tests in Reading. This represents an increase of 1-2% annually from the school's 2013 baseline proficiency rate of 66.2%.

Year By Year Breakdown

By 2014, 67% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in reading as measured by annual MCA tests.

By 2015, 69% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in reading as measured by annual MCA tests.

By 2016, 71% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in reading as measured by annual MCA tests.

b. MCA Math Proficiency Goal

By 2016, 65% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in math as measured by annual MCA tests. This represents an increase of 1-2% annually from the school's baseline proficiency rate of 56.8%.

Year By Year Breakdown

By 2014, 58% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in math as measured by annual MCA tests.

By 2015, 60% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in math as measured by annual MCA tests.

By 2016, 62% of all students in grades 3-6 enrolled by October 1 will achieve proficiency in math as measured by annual MCA tests.

c. MCA Science Proficiency Goal

By 2016, 68% of all students grades 3-6 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests. This represents an increase of 1% annually from the school's 2013 baseline proficiency of 65%.

Year By Year Breakdown

By 2014, 66% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.

By 2015, 67% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.

By 2016, 68% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.

2. Academic Growth

a. Reading Growth

55% of students testing in grades 3-6 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in reading for the school year 2013-2014.

60% of students testing in grades 3-6 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in reading for the school year 2014-2015.

65% of students testing in grades 3-6 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in reading for the school year 2015-2016.

b. Math Growth

55% of students testing in grades 3-6 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math for the school year 2013-2014.

60% of students testing in grades 3-6 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math for the school year 2014-2015.

65% of students testing in grades 3-6 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math for the school year 2015-2016.

3. Mission Related: Student Satisfaction Survey

By spring of 2014, 2015, and 2016, 95% of students in grades K-6 will participate in the school-developed Student Satisfaction Survey. The purpose of this survey is to allow each child to reflect on his/her attitude toward school, personal investment and involvement in learning, and feelings about his/her relationship with staff and peers.

4. Academic-Related: Student Attendance

By spring of 2014, 2015, and 2016, 50% of all fifth grade students will continue their enrollment for sixth grade at Swan River versus attending the local middle school.

Environmental SMART Goals 2013-2016

Swan River Montessori Charter School

Monticello, Minnesota

Authorizer: Audubon of the North Woods

Indicator Area 1: EE-Based Curriculum Components

1. By spring of 2014, 2015, and 2016, 100% of students in grades K-6 will participate in Environmental Education classes as offered by Swan River Montessori Charter School staff.
2. Each year (2013-16), 95% of students in grades K-6 will participate in the planning, creation, and/or use of the new environmental education land (purchased in Summer 2013 by the SRMCS Building Company) adjacent to the SRMCS school building. This includes, but is not limited to, such activities as:
 - a. studying native vegetation
 - b. birds/migration patterns
 - c. animal habitats
 - d. life cycles of plants and animals
 - e. effects of temperature on various landscapes
 - f. playing in a natural outdoor environment

Indicator Area 2: Field Trips to Natural Areas

1. All students who participate in Environmental Education at SRMCS will take part in the process of making our new land purchase a state park. We will work with all government officials necessary to complete this process.

Indicator Area 3: Promote Environmental Stewardship

1. Students will participate annually in cleaning up the SRMCS outdoor environment including, but not limited to, the school grounds, the Environmental Education area, and other neighboring areas throughout the school year as needed.

Indicator Area 4: Elective EE Trend Areas

EE-Trained Teachers or Experts

1. SRMCS has added an Environmental Education teacher to our staff roster who will meet with all students grades K-5 on a weekly or bi-weekly basis.
2. All lead teachers and classroom assistants will receive training from the Jeffers Foundation entitled, “The Outdoor Classroom.” The goal of this workshop is to provide “opportunities for students to gain knowledge and obtain skills in a natural environment. Instructors will allow students to learn by taking a hands-on approach to learning in an outdoor setting.”

Food Program

1. All of the SRMCS classrooms participate in composting leftover foods from lunch and/or snacks. Younger students learn appropriate composting etiquette from the older E-2 students annually. The compost is located just north of the school building.
2. During the fall and spring of 2013-2016, 90% of students in grades K-6 will participate in the School Gardens Project. Students will be given ample opportunities to plant, maintain, and harvest various plants. In addition, students will study plant life cycles, weather impact, and other factors relating to the needs of the natural environment.

Waste Reduction

1. SRMCS prides itself in its efforts to reduce, reuse, and especially recycle. Every room in our building is equipped with recycling bins for easy use. E-2 students are responsible for properly disposing all recyclable materials.

Indicator Area 7: Science Proficiency

By 2016, 68% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests. This represents an increase of 1% annually from the school's 2013 baseline proficiency rate of 65%

Year By Year Breakdown

By 2014, 66% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.

By 2015, 67% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.

By 2016, 68% of all students in grade 5 enrolled by October 1 will achieve proficiency in science as measured by annual MCA tests.

Indicator Area 8: Environmental Literacy

1. Staff, students and parents at Swan River Montessori Charter School will increase their environmental literacy and develop the knowledge, skills, and attitudes to support a sustainable, healthy environment.

Attachment 4: SRMCS Board Planning and Operations Even/Odd Fiscal Calendars

Even Fiscal Years

August	Annual Designations: Depository, Electronic Funds Transfer, Communication Pledge of Allegiance Policy ACNW Contract Review Approve any updates to Employee and/or Parent Handbooks Annual Board Training
September	Approve and Submit Annual Report to MDE, Authorizer World’s Best Workforce Plan Meal Policy Equal Educational Opportunity Policy Purchasing Policy
October	Statement of Assurances Whistleblowers Policy Religious Expressions Policy
November	WBWF Summary Revise budget & publish on website Chemical Use & Abuse Policy Family & Medical Leave Policy Drug-Free Workplace/Drug-Free School Policy Submit evaluation for School Finance Award Annual Board Training, in needed
December	Approve final audit must be sent to MDE Approve the Request for Proposals for school auditor Review Articles of Incorporation Review Board of Director’s Bylaws Acceleration Policy
January	Crisis Management Policy Search of Student Lockers/Desks/Personal Possessions/Student’s Person Policy Student Discipline Policy Mid-Year Student Enrollment Policy
February	Approve school calendar for next year Approve student transportation Confirm auditor contract Employee Right to Know – Exposure to Hazardous Materials Policy Internet Acceptable Use & Safety Policy
March	Review all assumptions and preliminary numbers for upcoming budget year Review all staffing and supply needs Review all bid procedures

Review all corrective action plans from past audit, if any
Disposal of Equipment & Materials Policy
Student Medication Policy
School Weapons Policy
Annual Board Training, if necessary
Approve having a summer program

April Contract Review of Special Education Director
Student Sex Non-Discrimination Policy
Wellness Policy
Hazing Prohibition Policy

May Revise budget
Confirm personnel needs and hiring procedures
Confirm enrollment projections
Submit lease aid application to the state
Submit Title grants as required or needed
Submit Food and Nutrition grant as needed
Student/Employee with Sexually Transmitted Infections & Diseases & Certain
Other Communicable Diseases & Infectious Conditions Policy
Out-of-State Travel by Board Members Policy

June Swearing in of Newly Elected Board Members
Approve preliminary budget for coming fiscal year
Building board appointments
Set Dates/Times for Upcoming Fiscal Year Board Meetings
Identify Officials with Authority
Approve insurance coverage
Director's Development Plan review
Director's Employment Contract
Review Lunch Prices
Use of Peace Officers & Crisis Teams to Remove Students with IEPs from School
Grounds
Reading Well By 3rd Grade Plan

Odd Fiscal Years

August	Annual Designations: Depository, Electronic Funds Transfers, Communication Approve any updates to Employee and/or Parent Handbooks Annual Board Training Peanut Policy ACNW Contract Review
September	Approve and Submit Annual Report to MDE, Authorizer Distribution of Information to Families Policy Fundraising Policy
October	Statement of Assurances World's Best Workforce Plan Tobacco-Free Environment Policy Family & Medical Leave Policy
November	Revise budget & publish on website WBWF Summary Annual Board Training Use & Rental of School Facilities Policy Caseload for Special Education Policy Submit evaluation for School Finance Award
December	Approve final audit must be sent to MDE Approve the Request for Proposals for school auditor Review Articles of Incorporation Review Board of Director's Bylaws Religion Policy Protection & Privacy of Pupil Records Policy
January	Attendance Policy Equal Employment Policy Disability Non-Discrimination Policy
February	Approve school calendar for next year Approve student transportation Confirm auditor contract Fixed Assets Policy Nepotism Policy
March	Review all assumptions and preliminary numbers for upcoming budget year Review all staffing and supply needs Review all bid procedures Review all corrective action plans from past audit, if any Approval of Summer Program

- April**
- Hiring of Special Education Director
 - Extended Care & Summer Camp Enrollment for Children of SRMCS Staff Members
 - Conflict of Interest Policy
 - Radiological Emergency Plan (REP) for Schools: Potassium Iodide (KI) Distribution
- May**
- Revise budget
 - Confirm personnel needs and hiring procedures
 - Confirm enrollment projections
 - Submit lease aid application to the state
 - Submit Title grants as required or needed
 - Submit Food and Nutrition grant as needed
- June**
- Swearing in of Newly Appointed Board Members
 - Set Dates/Times for Upcoming Fiscal Year Board Meetings
 - Approve preliminary budget for coming fiscal year
 - Building board appointments
 - Approve insurance coverage
 - Director's Development Plan review
 - Director's Employment Contract
 - Review lunch prices
 - Identify Official with Authority
 - Reading Well by 3rd Grade Plan
 - Annual Board Training

Attachment 5: Policy Regarding the Identification of English Language Learner Students

Adopted: October 25, 2016

Initial Identification of English Language Learners (ELL Students)

DEFINITION OF ENGLISH LEARNER ACCORDING TO MINNESOTA STATE STATUTE

"English Language Learner" (ELL) means a pupil in kindergarten through grade 12 who meets the following requirements:

- (1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
- (2) the pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.

An initial identification procedure is used with all students enrolling in Swan River Montessori Charter School #4137-07. The steps to identify (ELL) students for language instruction are as follows:

STEP ONE: PRELIMINARY IDENTIFICATION PROCEDURES

Home Language Questionnaire. A Home Language Questionnaire (HLQ) is a district-developed tool given to all students upon initial enrollment. This questionnaire is designed to identify students who may not be proficient in English and may require further evaluation. Criteria for identification may include students:

- who communicate in a language other than English; or
- whose families use a primary language other than English in the home; or
- who use a language other than English in daily non-school surroundings.

Note: Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as an English Language Learner (ELL). The preliminary evaluation conducted in step two below determines the students who should be referred for placement in a language instruction educational program.

Teacher and/or Parent Recommendations. A teacher and/or parent may request ELL instruction should the student demonstrate a need for English Learner services to gain skills in listening, speaking, reading, or writing academic English, the language needed for success in school. Requests for ELL instruction must be made directly to the student's primary general education teacher as well as to the School Director. Upon receiving the request, an ELL Team meeting will be held to determine appropriate next steps to meet the student's instructional needs. The ELL Team determining qualification for ELL instruction will include the School Director, the student's primary general education teacher, a special education teacher, and at least one of the student's parents.

STEP TWO: ENGLISH LANGUAGE LEARNER (ELL) TEAM REVIEW OF ACADEMIC HISTORY

As part of the ELL Team meeting, the student's academic history will be thoroughly assessed including:

- Academic records from within or outside the United States
- Course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language acquisition
- Information on everyday classroom performance

An academic assessment may be administered to support educator judgment (e.g., locally-developed, commercially available assessments, and/or reading inventories).

STEP THREE: SCREENER EVALUTION FOR INSTRUCTIONAL PLACEMENT

Students with limited English language skills who have recently arrived in the United States, or are newly enrolled at Swan River Montessori Charter School and are potential ELLs according to preliminary identification procedures, will be formally screened to help determine whether or not the student is in need of a language instruction educational program. The WIDA-ACCESS Placement Test (W-APT) is Minnesota's initial English language screening assessment. Once received, the W-APT score is used to determine the student's initial English language proficiency (ELP) level.

Once the ELP level is determined, the ELL Team will develop appropriate educational instruction based on the student's individualized needs. The ELL Team will meet periodically or as deemed necessary to monitor the student's educational progress.

PARENTAL RIGHTS

Parents have the right to decline English learner services for their child at any time upon the school receiving signed written notification.

Attachment 6: Board of Directors: Initial Training Information

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Stacie Woods	03/2006	12/2006 MACS	12/2006 MACS	Unknown
Josetta Zetah	07/2009	Unknown	Unknown	Unknown
Alisha Brandon	11/2013	12/12/2013 Bryan Rossi	03/13/2014 Bryan Rossi	03/13/2014 Bryan Rossi
Alison Krueger	07/2010	Summer 2010 School Business Solutions	Summer 2010 School Business Solutions	Summer 2010 School Business Solutions
Nicole Perez	07/2011	04/21/2012 School Business Solutions	04/21/2012 School Business Solutions	03/13/2014 Bryan Rossi
Beth Metzger	07/2013	12/12/2013 Bryan Rossi	03/13/2014 Bryan Rossi	10/26/2013 MSBA
William Anderson	08/2014	04/23/2015 Shane Weinand	04/23/2015 Shane Weinand	10/20/2014 MACS
Cathy Augustson	07/2016	N/A	N/A	N/A
Donald Frink	07/2016	N/A	N/A	N/A