

Swan River Montessori Charter School



Swan River Montessori Charter School #4137-07 World's Best Workforce & Annual Report 2019-2020

Board Approved on 10.29.20

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School Information

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Grades/Ages Served

Charter School: Kindergarten through 6th grade
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

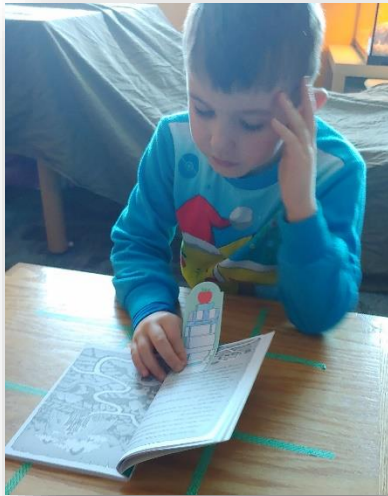
Swan River Montessori Charter School's vision is to employ an inter-disciplinary approach to education by teaching the whole child (heart, mind, and soul). The Montessori learning environment is designed to foster this whole child approach by meeting the child's inherent needs of self-discovery, creativity, 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 Osprey Wilds is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

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



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SRMCS and OW: A Brief History

The relationship between Swan River Montessori and Osprey Wilds began in 2004 when the school's sponsorship was made official by the State of Minnesota. SRMCS is currently up for renewal of our 5-year contract term with Osprey Wilds and as a high performing charter school we have been fast tracked for renewal.

Osprey Wilds 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 Osprey Wilds 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, Osprey Wilds; 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 –

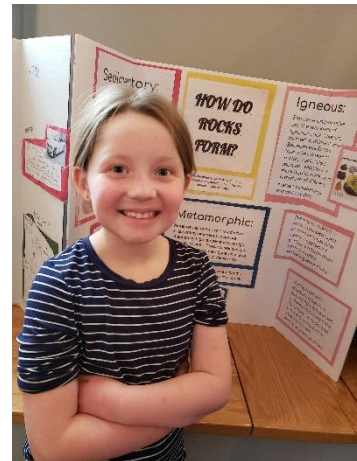
addition, subtraction, multiplication, and division. Not only may a child choose which operation to work with, they also choose from a variety of materials within each operation. Addition alone has anywhere from 5-10 different types of materials to support learning how to add both concretely and abstractly.

- 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 some 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, Osprey Wilds, 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 been fortunate with respect to enrollment as most of our families find us via word-of-mouth.

Below is a chart which provides trending enrollment data by grade level. The drop in enrollment for the 2020-2021 is due to COVID and parents seeking fully in-person 5 days a week options

for their children. We began the 20-21 year under a hybrid model due to the size, space and staffing available at our school. We anticipate enrollment to return to the 158-160 range for the 2021-2022 school year.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 (est.)
Kindergarten	25	27	27	26	30
1st Grade	26	23	25	26	25
2nd Grade	24	28	23	28	24
3rd Grade	24	23	26	22	23
4th Grade	27	24	22	24	15
5th Grade	25	25	24	20	15
6th Grade	8	8	12	14	7
Average Daily Membership (ADM)	159	158	159	160	139

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, school supplies, snack programs, and promotion of the Free and Reduced Lunch Program.

Demographic Trends	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 (est.)
Total Enrollment	159	158	159	160	139
Male	73	78	78	73	61
Female	86	80	81	87	78
Special Education	36	40	38	40	28
LEP	0	0	0	0	0
African American	2	4	3	5	5
Latino	6	2	0	0	0
Asian/PI	3	6	2	6	5
American Indian	2	1	0	0	0
White	146	145	154	149	129
F/R Lunch	16	24	19	27	18

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, which is reflected by our 95%+ yearly attendance rates.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall Student Attendance Rate	96.02%	95.84%	95.65%	96.02%	95.3%

Attrition

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

1. 5th grade students may 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.

Additionally, we experienced a drop in enrollment for the FY21 school year due to the impact of the COVID-19 pandemic. The school districts surrounding Swan River began their school years with in person learning for the elementary levels. Due to many factors including our size (both building space and staffing) the school board opted to begin the year under the hybrid model as it best fit the requirements for health and safety as set forth by the MDH and was one less transition between models for our families. A number of families choose to disenroll from Swan River and enter their resident district schools as 5 day a week in person learning best fit their needs. We are hopeful that enrollment will bounce back once the strict health requirements are no longer necessary.

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

Reason for Dis-enrollment	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Transferred to Local Middle School for 6 th Grade	9/149 = 6.0%	11/159 = 6.9%	16/158 = 10.1%	14/159 = 8.8%	8/159 = 5.0%
Relocation of Primary Residence	0	0	1/158 = .6%	0	2/159 = 1.3%
Transfer to Student's Home District/Another Charter or Private School	1/149 = .06%	2/159 = 1.2%	1/158 = .6%	1/159 = .63%	0

Homeschool					2/159= 1.3%
Total % of Students to Dis-Enroll	10/149 = 6.7%	13/159 = 8.1%	18/158 = 11.4%	15/159 = 9.4%	12/159= 7.5%
Total % of Students Continuously Enrolled Between Oct. 1, 2018 and Oct. 1, 2019	139/149 = 93.3%	146/159 = 91.8%	140/158 = 88.6%	144/159 = 90.6%	147/159= 92.5%
Total % of Students Who Continued Enrollment from Spring 2019 to October 1, 2019	n/a	n/a	142/158 = 89.9%	128/145 = 88.3%**	126/151= 83.4%**

**Data does not include students who graduated from 6th grade.

As detailed above, the retention rate of students averaged approximately 92.5% in FY20. It is our continuous goal to educate our families on the benefits of staying at Swan River for 6th grade. However, SRMCS 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 our school resides in. We also expect a small percentage of families to relocate each year.

Student Mobility

	October 1 ADM	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index	% of Students Enrolled 95%+
2015-2016	149	0	1	1	.06%	99.9%
2016-2017	159	2	2	4	2.5%	97.5%
2017-2018	158	1	2	3	1.8%	98.2%
2018-2019	159	7	6	13	8.1%	91.9%
2019-2020	159	2	3	5	3.1%	96.9%

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.



Two classic characteristics of a Montessori environment is that 1) it contains children whose ages span across three years and 2) retains students in 3-year cycles. Children's House is home to students ages 3 through kindergarten. Elementary Level I, or E-1, includes first through third grade while Elementary Level II, or E-2, is fourth through sixth grade. During the three-year cycle, children play different roles, the greatest being leadership earned by the third-year students (kindergarten, 3rd grade, and 6th grade). 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.

Just as the role of the child in a Montessori classroom is different, so is the role of the teacher. Rather, s/he is more that of a director, guide and 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 *resource to find information* so the student can answer his/her own questions independently.

As stated above, 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.” We live by this mission day after day, year after year all thanks to Dr. Maria Montessori and her philosophy of education.

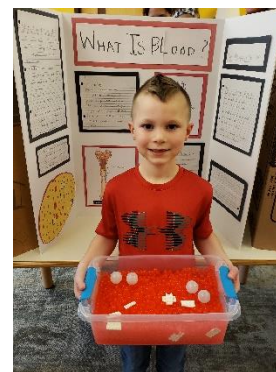
School Goals & Benchmarks for Instruction and Student Achievement

Per our contract with Osprey Wilds, the SRMCS lead teaching staff worked together to create reasonable, yet challenging goals to be met on a yearly basis. The majority of these goals are based on growth and proficiency targets as determined by MCAs, Aims Web and Fountas & Pinnell assessment results. Other components include science and environmental education goals. For more information on these goals, as well as student results, please see the Academic Performance section of this report.

Alignment to State Standards

The Montessori Method does a very good job providing thorough instruction in all subject areas. However, we recognize that our curriculum 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 was spent aligning reading curriculum to state standards. The second half of FY17 was designated to science and social studies. FY18 was dedicated to fine-tuning these documents as appropriate. 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.

It is important to note that while Montessori education meets all Minnesota state standards, the sequencing and timing of teaching the standards may not always align. While MN academic standards are broken down by grade level, Montessori meets all standards over the course of the three-year cycle. The primary differentiation in timing and sequencing is largely due to Montessori's theory of child development. For example, there may be a first grade state standard in reading that is presented in a Montessori environment in second grade because, developmentally, the child is better able to absorb the information at that time. The reverse may also occur and the child receives a presentation earlier than his/her peers in a traditional, public school. This nonalignment does not occur often, but should be made known so there are no educational gaps in any subject area.



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, his/her name is brought to the Child Find Team. This team is comprised of the lead classroom teacher, the special education staff, the Literacy Specialist, the School Director, and, when necessary, the Special Education Director. The purpose of this team is to brainstorm interventions for students that teachers have concerns about. These interventions are done for a minimum of 4-6 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.

Literacy Specialist: SRMCS also employs an on-site literacy specialist to work with students who have been flagged by teachers as needing additional help with reading, but who likely

would not qualify for special education services. This specialist is fully trained on the Sue Barton Reading System. For more information about the Literacy Specialist and the outcomes of her work with students, please see pages 41-42 below.

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 Program) 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.

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 believe 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.

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.

Specifically, the SRMCS Early Childhood Program, part of Children's House, is home to 14-16 full-time students divided between two Montessori classrooms. Beginning in the 2019-2020 school year, the Children's House Program was no longer split into separate preschool and kindergarten groups after lunch. Rather, all students remained in their Montessori classroom all day, every day. This transition to the traditional all day multi-age groupings of a Montessori Children's House program went very well and the students thrived.

A major difficulty to this program was faced when the schools were shut down in March of 2020 due to COVID-19. As most of our families rely on the preschool program as an enriched daycare experience for their children, we were no longer able to provide in person care for their children. The school board voted to not charge the preschool families tuition during the time we were closed, but still provided online content for the families if they should choose to access it. This impacted our budget and carried over into the 2020-2021 school year with the disbanding of the preschool program for the 2020-2021 year. The director and board choose a hybrid model to start the year and anticipated the possibility of needing to switch to full distance learning for all sometime during the 2020-2021 school year and opted to fill open spots in our Children's House program with kindergarten students to make up for lost preschool tuition revenue. Additionally the masking requirements would not apply to our youngest learners but do apply to our kindergarten students creating possible confusion among the children as to why some students are required to wear a mask all day while others are not within the same classroom. It was also a safety concern to have a portion of the students unmasked and mixing together. The school fully intends to open the preschool program back up once the impact of COVID does not threaten our ability to provide care for the preschool students.

Extended Care & Essential Care Programs

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. We offer very flexible scheduling and have often provided emergency care when those situations arise. Our goal in operating this program is to provide our families with 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.

When the schools were mandated to switch to distance learning in March of 2020, they were also required to provide care for children of essential workers during the hours school would normally be in session. We were able to provide this care with staff rotating shifts throughout the week. This was challenging as there was not consistency in expectations and daily schedule for the students. Since we are under a hybrid model for the 2020-2021 school year as of now, we must still provide this care and wanted to improve the care we are offering. A current employee shifted from being a paraprofessional to leading the essential worker care room. An additional employee was hired as an assistant. By having a consistent team of employees working essential care we are able to provide a better-quality program for our students and families than we could in the spring of 2020.

Summer Program

SRMCS does not provide summer programming.

Enrichment/Extra-Curricular Programs

During the 2019-2020 school year, SRMCS had the privilege to continue to offer many of the same amazing after school programs in addition to our Extended Care Program. These programs did not run during the time the school was shut down to in-person learning.



EXTRA-CURRICULAR PROGRAM	OFFERED BY	GRADES SERVED
Lego Club	Ms. Amy Jensen, E1 Teacher	Preschool-6 th Grade
Sewing Club	Ms. Rebecca Brown, Special Education Teacher	Preschool-6 th Grade
Wood Shop	Ms. Barb Paul, Program Paraprofessional	1 st -6 th Grade
Book Club	Ms. Amy Savage, Children’s House Teacher	Preschool-2 nd Grade
STEM Club	Ms. Nicole Perez, E1 Teacher Ms. Lori George, E1 Classroom Assistant	1 st -3 rd Grade

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 Board of Directors 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. During 2019-2020, there were 169 scheduled instructional days with school starting at 9:05 a.m. and ending at 3:20 p.m. These board-approved changes ensured that all MN statutes relating to required instruction were met. By year’s end students received approximately 56,270 minutes of instruction. We continued with our scheduled instructional days through the shut down period in the spring and did not make any changes to the calendar.

To view the board-approved 2019-2020 school calendar, please see Attachment 1. To view the board-approved 2020-2021 school calendar, please see Attachment 2.

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 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.
- 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, degrading, or a-motivational.

Key Successes

- Our Literacy Specialist completed multiple 1:1 screenings for children suspected to have dyslexia. We are proud to be ahead of the curve in our efforts to identify students who might otherwise fall through the cracks during other assessments.
- The student daily attendance rate remained high at 95.3%.
- SRMCS received \$10,000 in Title IV-A dollars. This money was used to further expand our Nature Play Area. The Environmental Education Committee worked hard planning, purchasing and building a variety of designated areas including:
 - a “ninja warrior” ropes course
 - a variety of large motor climbing structures such as a climbing wall, wiggle bridge, log bridge, chin up bars and log balance course
 - the creation of outdoor classroom spaces with stump seating and white boards for lesson use. These areas use spaces surrounding both our buildings and are used daily by the classrooms and teachers.

Key Challenges & Addressing Those Challenges

By far the greatest challenge of the 2019-2020 school year was responding to the impact of the COVID-19 pandemic and translating our hands-on method of education to an online/digital/virtual space. This topic will be further discussed in the “Distance Learning Plan Description and Reflection on Implementation” section of the annual report.

Academic Performance: Goals & Benchmarks

Progress on OW Contractual, Academic & WBWF Alignment

The following are contracted goals agreed upon between Swan River Montessori Charter School and its authorizer, Osprey Wilds. The purpose of these goals is to ensure that students are making adequate academic progress year after year in the eyes of all constituencies – the SRMCS Board of Directors, the authorizer, and the State of Minnesota. Each is categorized under one of the five World Best Workforce goal areas:

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

5. Graduate from High School [GRAD]: All students graduate from high school. ****Note:** this goal area is not included in this report as SRMCS does not serve students past 6th grade.

Indicator 1: Mission-Related Outcomes

*Due to COVID and a misunderstanding of data collection during distance learning, the data for this area is missing for one classroom of students. Although this data does not show the entire student population, it is important to include the data we did collect for this goal. This score reflects 134 out of 159 enrolled students.

School Goal: <i>Over the period of the contract, students at Swan River Montessori Charter School (SRMCS) will demonstrate growth in four child development categories (normalization, independence, social/emotional wellbeing & community engagement) according to the Montessori Planes of Development as measured by a locally-developed assessment rubric.</i>			
Performance Ratings	OW/SRMCS Mission-Related Goal: In FY20, the aggregate score for all students in grades K-6 will be equal to or greater than 12 points (out of 16) as measured by the locally-developed assessment rubric administered annually in the spring.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate score is equal to or greater than 14 points.		
Meets Target (x1.0)	The aggregate score is equal to or greater than 12 points.	X	13.2*
Approaches Target (x0.5)	The aggregate score is greater than 8 points.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 1 Trend Data			
	Average Score	Total Possible	Number of Students
FY17	12.2	16	159
FY18	12.3	16	155
FY19	12.9	16	159
FY20	13.2	16	134*
FY21			
Average Score = 12.65			

As the results show, students did well and met the goal stated above for the school year. Trends over time show a slight increase, but remain generally equal year after year. Though it remains challenging to quantify such subjective data, our teachers do their very best standardizing student scores. This was particularly challenging while the students

were distance learning as the teachers were not able to directly observe the students. They tried their best to make determinations of the students’ social and emotional growth through their response to social-emotional check-in activities on Seesaw and other interactions with the students such as Google Meets.

Indicator 2: English Language Learners

The school does not have a contractual goal in this indicator area because SRMCS has no English Language Learners currently enrolled.

Indicator 3: Reading Growth- No data is available for these goals as the MCA tests were not administered due to COVID.

School Goal: *Over the period of the contract, students at SRMCS will demonstrate growth in reading as measured by state accountability tests.*

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY20, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate growth z-score is equal to or greater than 0.50		
Meets Target (x1.0)	The aggregate growth z-score is equal to or greater than 0.00.		
Approaches Target (x0.5)	The aggregate growth z-score is greater than -0.50.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY20, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate percentage is at least 60.0%.		
Meets Target (x1.0)	The aggregate percentage is greater than 50.0%.		
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 4: Math Growth- No data is available for these goals as the MCA tests were not administered due to COVID.

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate growth in math as measured by state accountability tests.</i>		
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY20, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Results for 2019-2020:
Exceeds Target (x1.5)	The aggregate growth z-score is equal to or greater than 0.50	
Meets Target (x1.0)	The aggregate growth z-score is equal to or greater than 0.00.	
Approaches Target (x0.5)	The aggregate growth z-score is greater than -0.50.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY20, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.	Results for 2019-2020:
Exceeds Target (x1.5)	The aggregate percentage is at least 60.0%.	
Meets Target (x1.0)	The aggregate percentage is greater than 50.0%.	
Approaches Target (x0.5)	The aggregate percentage is at least 40.0%.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

Indicator 5: Reading Proficiency- No data is available for these goals as the MCA tests were not administered due to COVID.

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate proficiency in reading as measured by state accountability tests and nationally normed assessments.</i>		
Performance Ratings	WBWF Reading Well by 3rd Grade [RG3] Goal 1: In FY20, the school's (SR) aggregate proficiency index score for students in <u>grade 3</u> will increase by at least 3.0 points from the baseline (BL) proficiency index score (FY13-15 baseline – 72.9) OR will be greater than that of the state (MN) for the same grade (3).	Results for 2019-2020:
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state's score.	
Meets Target (x1.0)	The school's aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state's score.	
Approaches Target (x0.5)	The school's aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state's score.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

Performance Ratings	WBWF Reading Well by 3rd Grade [RG3] Goal 2: In FY20, the school's aggregate proficiency index score for students in <u>grade 3</u> will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grade (3).	Results for 2019-2020:
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 4.0 points above the resident district's score.	
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.	
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

No data is available for these goals as assessments were not administered due to COVID.

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY20, the school's aggregate proficiency index score for students in <u>grades 4-6</u> will increase by at least 2.0 points from the baseline proficiency index score (FY13-15 baseline – 79.6) OR will be greater than that of the state for the same grades (4-6).	Results for 2019-2020:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 6.0 points greater than the baseline score OR is at least 6.0 points above the state's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is at least 2.0 points greater than the baseline score OR is greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY20, the school's aggregate proficiency index score for students in <u>grades 4-6</u> will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grades (4-6).	Results for 2019-2020:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 5.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Achievement Gap Closure [AGC] Goal 1: In FY20, the school’s aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (3-6).	Results for 2019-2020:	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 10.0 points above the state’s score.		
Meets Target (x1.0)	The school’s aggregate proficiency index score is greater than the state’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 5.0 points of the state’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Achievement Gap Closure [AGC] Goal 2: In FY20, the school’s aggregate proficiency index score for students in the Special Education subgroup will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same subgroup and the same grades (3-6).	Results for 2019-2020:	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 3.0 points above the resident district’s score.		
Meets Target (x1.0)	The school’s aggregate proficiency index score is within 2.0 points of the resident district’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 6.0 points of the resident district’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 3: In FY20, the aggregate percentage of students in grades 1-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for READING FLUENCY on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.		
Meets Target (x1.0)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above		

	average” or “well above average” performance is at least 25%.		
Approaches Target (x0.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 4: In FY20, the aggregate percentage of students in grades K-6 who meet or exceed grade level reading expectations based on Fountas & Pinnell Instructional Level Expectations for Reading in spring will be at least 80%.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate percentage is at least 90%.		
Meets Target (x1.0)	The aggregate percentage is at least 80%.		
Approaches Target (x0.5)	The aggregate percentage is at least 70%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 6: Math Proficiency- No data is available for these goals as the MCA tests and spring assessments were not administered due to COVID.

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate proficiency in math as measured by state accountability tests and nationally normed assessments.</i>			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY20, the school’s aggregate proficiency index score for students in grades 3-6 will increase by at least 3.0 points from the baseline proficiency index score (FY13-15 baseline – 70.4) OR will be greater than that of the state for the same grades (3-6).	Results for 2019-2020:	
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state’s score.		
Meets Target (x1.0)	The school’s aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state’s score.		
Approaches Target (x0.5)	The school’s aggregate proficiency index score is at least equal to the baseline score OR is within 5.0 points of the state’s score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY20, the school's aggregate proficiency index score for students in grades 3-6 will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grades (3-6).	Results for 2019-2020:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 5.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 8.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Achievement Gap Closure [AGC] Goal 1: In FY20, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades (3-6).	Results for 2019-2020:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 5.0 points of the state's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Achievement Gap Closure [AGC] Goal 2: In FY20, the school's aggregate proficiency index score for students in the Special Education subgroup will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same subgroup and the same grades (3-6).	Results for 2019-2020:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 3.0 points above the resident district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is within 2.0 points of the resident district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 6.0 points of the resident district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 3: In FY20, the aggregate percentage of students in grades 2-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for MATHEMATICAL CONCEPTS AND APPLICATIONS on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.		
Meets Target (x1.0)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 25%.		
Approaches Target (x0.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 4: In FY20, the aggregate percentage of students in grades 1-6 who demonstrate “average,” “above average,” or “well above average” performance based on AIMS Web normed assessment scales for MATHEMATICAL COMPUTATION on the spring assessment will be at least 80% AND the aggregate percentage of students who demonstrate “above average” or “well above average” performance will be at least 25%.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 90% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 40%.		
Meets Target (x1.0)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 80% AND the aggregate percentage of students who demonstrated “above average” or “well above average” performance is at least 25%.		
Approaches Target (x0.5)	The aggregate percentage of students who demonstrated “average,” “above average,” or “well above average” performance is at least 70%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Indicator 7: Science Proficiency & Growth- No data is available for these goals as the MCA tests were not administered due to COVID.

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate proficiency in science as measured by state accountability tests.</i>		
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY20, the school’s aggregate proficiency index score for students in grade 5 will increase by at least 3.0 points from the baseline proficiency index score (FY13-15 baseline – 74.2) OR will be greater than that of the state for the same grade (5).	Results for 2019-2020:
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 8.0 points greater than the baseline score OR is at least 8.0 points above the state’s score.	
Meets Target (x1.0)	The school’s aggregate proficiency index score is at least 3.0 points greater than the baseline score OR is greater than the state’s score.	
Approaches Target (x0.5)	The school’s aggregate proficiency index score at least equal to the baseline score OR is within 5.0 points of the state’s score.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 2: In FY20, the school’s aggregate proficiency index score for students in grade 5 will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grade (5).	Results for 2019-2020:
Exceeds Target (x1.5)	The school’s aggregate proficiency index score is at least 4.0 points above the resident district’s score.	
Meets Target (x1.0)	The school’s aggregate proficiency index score is within 2.0 points of the resident district’s score.	
Approaches Target (x0.5)	The school’s aggregate proficiency index score is within 8.0 points of the resident district’s score.	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	

**Indicator 8a: Proficiency/Growth in Other Curricular Areas or Educational Programs:
Kindergarten Readiness**

School Goal: <i>Over the period of the contract, preschool students enrolled at SRMCS will demonstrate readiness for kindergarten as measured by a locally-developed Kindergarten Readiness Checklist.</i>			
Performance Ratings	WBWF Ready for Kindergarten [R4K] Goal 1: In FY20, the aggregate percentage of students enrolled in preschool and entering kindergarten the next school year who meet or exceed kindergarten readiness standards as measured by the Kindergarten Readiness Checklist assessed annually in the spring will be at least 85%.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.		
Meets Target (x1.0)	The aggregate percentage is at least 85%.	X	93%
Approaches Target (x0.5)	The aggregate percentage is at least 80%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Kindergarten Readiness Standards – Kindergarten Reading Checklist

This was the fourth year that SRMCS used the Kindergarten Readiness Checklist as an official means of assessment. The staff continues to find it both useful and comprehensive. It not only hones in on academic ability but also focuses on executive functioning and life skills which are equally as important. The final data was very positive – almost every student (13 of 14) met or exceeded kindergarten readiness standards per this assessment.

Indicator 8a: Trend Data			
	Total Number of Preschoolers Entering Kindergarten	Numbers of Students Meeting Standards	Percent of Students Meeting Standards
FY17	9	8	89%
FY18	12	12	100%
FY19	10	9	90%
FY20	14	13	93%
FY21			
Aggregate	45	42	93.3%

Indicator 8b: Proficiency/Growth in Other Curricular Areas: Writing

No data is available for these goals as the spring writing assessments were not administered due to COVID.

School Goal: <i>Over the period of the contract, students at SRMCS will demonstrate growth in writing as measured by a locally-developed assessment rubric.</i>			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY20, the aggregate percentage of students in grades 1-6 who increase (or maintain if above 90%) proficiency in writing skills from winter to spring as measured by the locally-developed assessment rubric will be at least 90%.	Results for 2019-2020:	
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.		
Meets Target (x1.0)	The aggregate percentage is at least 90%.		
Approaches Target (x0.5)	The aggregate percentage is at least 80%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

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: Attendance

School Goal: <i>Over the period of the contract, students at SRMCS will attend the school at high rates.</i>			
Performance Ratings	OW/SRMCS Goal: In FY20, the average of the school’s annual attendance rates will be at least 90.0%.	Results for 2019-2020:	
Exceeds Target (x1.5)	The average of the school’s annual attendance rates is at least 95.0%.	X	95.3%
Meets Target (x1.0)	The average of the school’s annual attendance rates is at least 90.0%.		
Approaches Target (x0.5)	The average of the school’s annual attendance rates is at least 85.0%.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

SRMCS has always been fortunate to not only have low turnover with students and staff, but also have excellent attendance rates each year. The population we serve is typically non-transient and while there have been a small number of families struggling with tardiness, overall, students are in school every day. Even during the time the school building was shut down and the students attended virtually, we continued to have excellent attendance. The speaks to the engagement staff, students and parents have with each other in our community.

Indicator 10: Trend Data	
	Attendance Rate
FY16	96.1%
FY17	95.8%
FY18	95.7%
FY19	96.0%
FY20	95.3%
FY21	
Average	95.8%

Federal & State Accountability: World’s Best Workforce

Due to COVID, spring assessments and the MCAs were not administered and no data was collected for FY20. These charts are still included to give a picture of Swan River’s overall trends.

“On Track for Success” MATH	2017	2018	2019	“On Track for Success” READING	2017	2018	2019
High Growth	51.0%	20.0	12.5	High Growth	36.0%	33.3	23.4
Medium Growth	35.3%	53.3	37.5	Medium Growth	48.0%	42.2	48.9
Low Growth	13.7%	26.7	50	Low Growth	16.0%	24.4	27.7

Proficiency Rates in Percentages: MATH						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2017	76.3	59.2	73.3	47.1	39.3	59.1
2018	72.5	57.7	74.2	51.0	32.0	58.7
2019	55.3	55.5	67.1	52.7	25.2	54.1

Proficiency Rates in Percentages: READING						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2017	75.0	60.6	71.2	71.4	52.4	67.2
2018	76.5	60.4	71.6	68.5	46.1	73.2
2019	65.8	59.7	67.6	74.8	42.6	69.6

Proficiency Rates in Percentages: SCIENCE (5 th Grade Only)						
	Swan River Montessori	State of MN	Local District	World Learners Montessori	New Discoveries Montessori	Bluffview Montessori
2017	81.8	59.8	77.3	CTSTR	CTSTR	43.8
2018	77.3	58.2	77.9	70.4	57.6	63.0
2019	77.3	54.9	70.8	61.3	CTSTR	58.1

Additional World's Best Workforce Data

Progress toward Ensuring Kindergarten Readiness

Kindergarten Readiness Checklist: As part of Swan River's contract renewal process with OW in 2016, new and improved goals were formulated to better monitor student progress, including kindergarten readiness. In an effort to quantify readiness data, a teacher-developed Kindergarten Readiness Checklist was created. Skill categories include social, motor, writing, creative arts & music, math, science, self-help and so forth. The total score is then inputted into a scale determining if a child is exceeding, meeting, approaching, or not meeting kindergarten readiness standards. In addition to this checklist, teacher observation and parent input is also taken into consideration to ensure the decision to enroll in kindergarten is thorough and comprehensive.

Alignment with MN Early Childhood Learning Standards (ECLS): As discussed previously, SRMCS recognizes the importance of state academic standards and has worked hard aligning said standards with Montessori curriculum. This alignment was completed in FY16 and FY17 by our lead Children's House teachers and continues to be monitored in the event that standards evolve over time.

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 trained in Response to Intervention (RTI) that assists in the identification 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 to monitor growth
7. Increasing professional knowledge via professional development opportunities

Closing the Achievement Gap

Response to Intervention: In 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 or Response to Intervention. RTI is a multi-tiered approach to the early identification and support of students with learning needs. Every fall, all SRMCS students kindergarten-6th grade are screened using standardized assessments: Fountas & Pinnell for reading comprehension and Aims Web for reading fluency/accuracy, math concepts/applications, and mathematical computation. Struggling students 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, classroom assistants, and specialists.

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, Aims Web and Fountas & Pinnell assessment scores, and via the Child Find Team.

At any given time, Ms. Halvorson has 7-10 students on her case load depending on the individual level of need. During the 2019-2020 school year, Ms. Halvorson worked with eight students over the course of the year who met with her 4 times per week for approximately 30 minutes. These students showed significant improvement over the course of the year. The table below provides year-end outcomes – the number of students who reached grade-level standards, the number of students who continued enrollment in the program the next year, and how many students were subsequently referred for special education services.

Year	# of Students Enrolled in Literacy Program	# of Students Who Reached Grade-Level Standards & Graduated from the Literacy Program	# of Students Who Remained in Literacy Program the Following Year	# of Students Who Subsequently Received Special Education Services
2014-2015	15	8 of 15 = 53%	5 of 15 = 33%	0%
2015-2016	10	4 of 10 = 40%	4 of 10 = 40%	2 of 10 = 20%
2016-2017	7	0	7 of 7 = 100%	0%
2017-2018	9	3 of 9 = 33%	2 of 9 = 22%	4 of 9 = 45%
2018-2019	7	2 of 7 = 28.5%	3 of 7 = 43%	2 of 7 = 28.5%
2019-2020	8	4 of 8 = 50%	4 of 8 = 50%	0 of 8 = 0%
Total # of Students:	56 over 6 years	21 of 56 = 43%	25 of 56 = 45%	8 of 56 = 14%

As the data above shows, we’ve experienced much success with our CEIS program. In three of

the last six years including the 2019-2020 school year, zero students were subsequently referred for special education. The other three years, 8 students (14%) total were referred. To have 43% of students reach grade-level standards is fantastic and we have very high hopes for the success of the students currently part of this program. We find that the students that receive targeted instruction with Ms. Halvorson typically graduate out of the program after 2 years.

We believe that this is excellent progress toward closing the gap. Not only did multiple 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.

Equitable Teacher Distribution & Access to Diverse Teachers

Equitable Teacher Distribution: One of Swan River's greatest strengths is equal access highly educated, experienced teachers. Not only do all of our teachers hold a valid teaching license in the State of Minnesota, our school requires that each general education teacher be Montessori trained in the level s/he teaches. Depending on the ages/grades of the students being taught, each lead teacher must hold the equivalent Montessori certification - a minimum of 1-2 years of additional coursework beyond what is required for standard teacher licensure. Therefore, every child enrolled at SRMCS will receive a comparable education from a teacher with a Bachelor's Degree, valid licensure, and Montessori certification.

Access to Diverse Teachers: Being a small charter school located in greater Minnesota, access to diverse teachers can be a challenge. However, given the school's student population and the population of the local and surrounding communities, the percentages relating to diversity are quite proportionate. Should the school need to hire new employees, access to diverse teachers is taken into consideration.

Assurance of Public Reporting ~ Equitable Access to Effective & Diverse Teachers

SRMCS assures that data related to equitable access to effective and diverse teachers be shared publicly. This will be done at least annually via:

1. SRMCS' World's Best Workforce & Annual Report – This report is board-approved and submitted to the school's authorizer, Osprey Wilds. Once approved, this report is posted to the school's web site.
2. SRMCS' World's Best Workforce Summary – This annual report is provided to the SRMCS Board of Directors for review. It is submitted directly to the MN Department of Education.
3. Assurance of Public Reporting: Equitable Access to Effective & Diverse Teachers – This document will be revised as necessary by the School Director. It is posted to the school's web site.

Teacher Equity Categories	2019-2020 Data
Total number of licensed teachers employed at SRMCS during the 2019-2020 school year: 15	
Percentage of Experienced Educators (3+ years of experience)	13 of 15 = 86.7%
Percentage of Licensed Educators Teaching in the Area(s) in Which They Are Licensed	13 of 15 = 86.7%
Percentage of Educators with Advanced Degrees (a Master's Degree or more)	6 of 15 = 40%

High Quality Charter School Status

For the purposes of the Federal Charter School Program (CSP) replication/significant expansion grant, the Minnesota Department of Education identifies charter schools that qualify as “High Quality” through its Comprehensive Performance Framework (CPF).

Swan River Montessori Charter School did receive this recognition and was added to the 2019 High-Quality Charter School List for Minnesota. This title equates to being eligible to apply for expansion and replication grant money. Though honored to be added to this distinguished list, SRMCS did not apply for this grant. Rather, the school will remain foundationally unaltered.



Every Student Succeeds Act (ESSA) School Identification

Under ESSA, the Minnesota Department of Education has identified schools that will receive comprehensive supports or additional targeted support beginning in the 2019-20 school year. Swan River Montessori Charter School has *not* been identified as a school requiring additional supports of any kind.

Educational Effectiveness: Assessment and Evaluation

Specific Areas of Need Identified & the Data the Needs Were Based Upon

As Swan River does the majority of our professional development in the spring of each school year, this was impacted by the COVID-19 pandemic and the shutdown of the schools. Additionally, the abrupt change in school leadership in August of 2020 makes it difficult to give a full picture of any specific needs that were identified by the previous director and the data used to determine the needs.

Assessment and Evaluation of Student Academic Progress

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 annually each spring. SRMCS also utilizes Aims Web 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, particularly in special education, also utilize the Read Naturally Reading Program to conduct additional informal progress monitoring.

The spring administration of the MCA and SRMCS assessments was disrupted by COVID. The state suspended the MCA testing for the FY19 school year, but has indicated they will resume for the FY21 school year. SRMCS was unable to bring students to the building for our own assessments and at the time there was not an online/remote option. We resumed our assessments once the FY21 school year began.

The School Process for Disaggregating Data by Student Group

SRMCS uses the following criteria to disaggregate data by group:

- If a student group has 20 or more students, data is collected and reported.
- If a student group has 10-20 students, data is collected, but not necessarily reported beyond SRMCS stakeholders.
- If a group has less than 10 students, data is collected, but not reported in any way beyond the staff of SRMCS.

Per the Department of Education and State of Minnesota, Swan River's only reportable student group is our special education population. There is no other disaggregated group that meets the 20+ student minimum requirement.

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: The SRMCS Board of Directors 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.

SRMCS Professional Development 2019-2020				
Title	Date	Presenter	Attended By	Brief Description
Identifying Student Needs in the Classroom: Focus on Understanding Anxiety and Mindfulness	8.28.19	Amanda Glunz, School Social Worker	All Staff	Staff learned about stress and anxiety and how mindfulness can help.
Montessori Basics For Classroom Support Staff	8.28.19	Lead Classroom Teachers	Support Staff	Lead teachers meet with their classroom support staff to discuss the basic of the Montessori Method and answer questions.
Personal, Work & Community Safety	8.29.19	Sgt. Brian Johnson, Wright Co. Sheriff Dept.	All Staff	Staff learned about personal and school safety including best practices for lockdowns.
Bloodborne Pathogens & School Crisis Management	8.30.19	EMC Insurance	All Staff	Staff learned about bloodborne pathogens and proper use and disposable of PPE
AT in the School: Considerations, IEPs, And More	9.4.19	Molly Mayer, AT Specialist at PACER Center	All Staff	Student learned about assistive technology and how it is used by students.
Special Certificate for those Administrators Who	March 2019	MDE Special Certificate	Lead Teachers	This certificate from the MDE is for the planning and implementation of a distance learning

Transitioned Their Teaching and Learning Environment into an Online Format				platform in March 2019 due to COVID.
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School Director Performance Evaluation: The School Director is evaluated by each member of the Board of Directors annually per the School Director Performance Evaluation Policy. 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. This feedback is taken into consideration when completing their comprehensive evaluation. Board members are also asked to site 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.

Employee Performance Evaluations: Every SRMCS employee is given a formal job performance evaluation, inclusive of at least one classroom observation, annually by the School Director. Once completed, a 1:1 meeting is held, the evaluation and observation are reviewed, and any questions, concerns, strengths, and areas of improvement are discussed. All evaluations are kept in the employee’s file.



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 & Student Satisfaction

In response to the impact COVID-19 had to the 2019-2020 school year and the challenges the school would face planning for the continued impact into the 2020-2021 school year, we opted to not complete our usual parent and student satisfaction survey at the end of the 2019-2020 school year. Instead a survey was sent in August of 2020 asking the parents for feedback on how distance learning went during March-June 2020 and their opinions on various topics that would inform our planning for the 2020-2021 school year. This information was then shared with all school stakeholders and used by the board, school director and staff in making decisions for the upcoming school year.

Parents liked or preferred the following about spring 2020 distance learning:

- Flexibility around scheduling (i.e. no synchronous learning)
- Pre-recorded videos
- Self-paced assignments

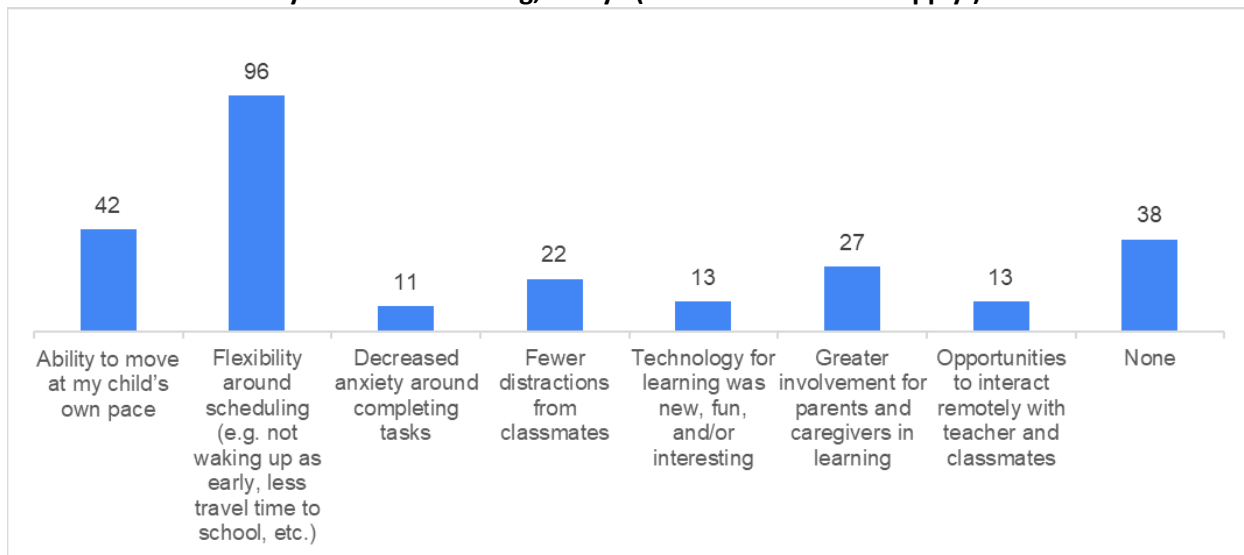
Parents did not like or prefer the following about spring 2020 distance learning:

- Lack of peer interaction
- Child anxiety level about situation
- Technology issues
- Distance learning was not engaging

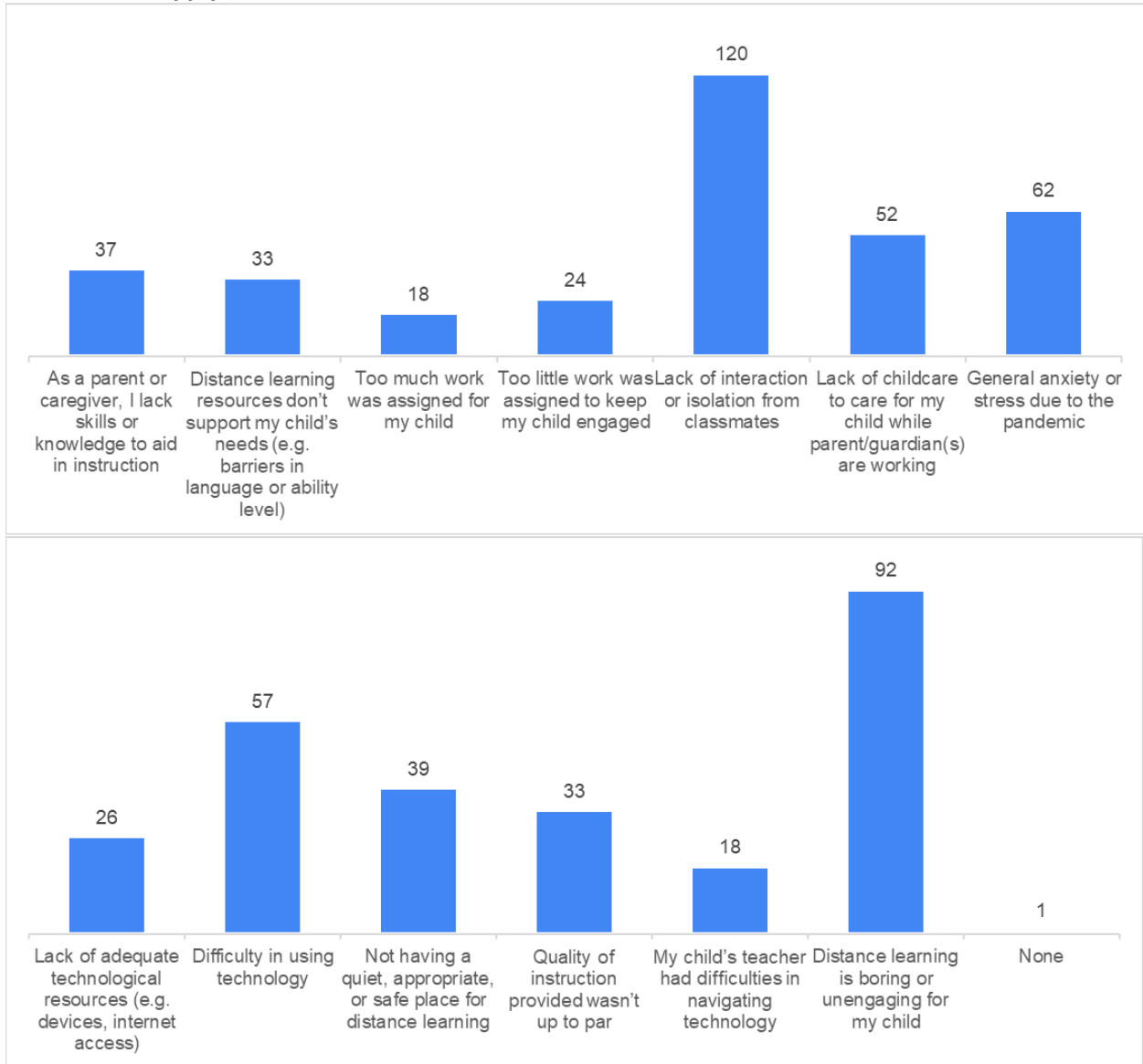
If doing a hybrid model parents wanted:

- Instructional materials sent home
- Pre-recorded lessons
- Emailed instructions
- A schedule that was 2 days a week with the other days distance learning

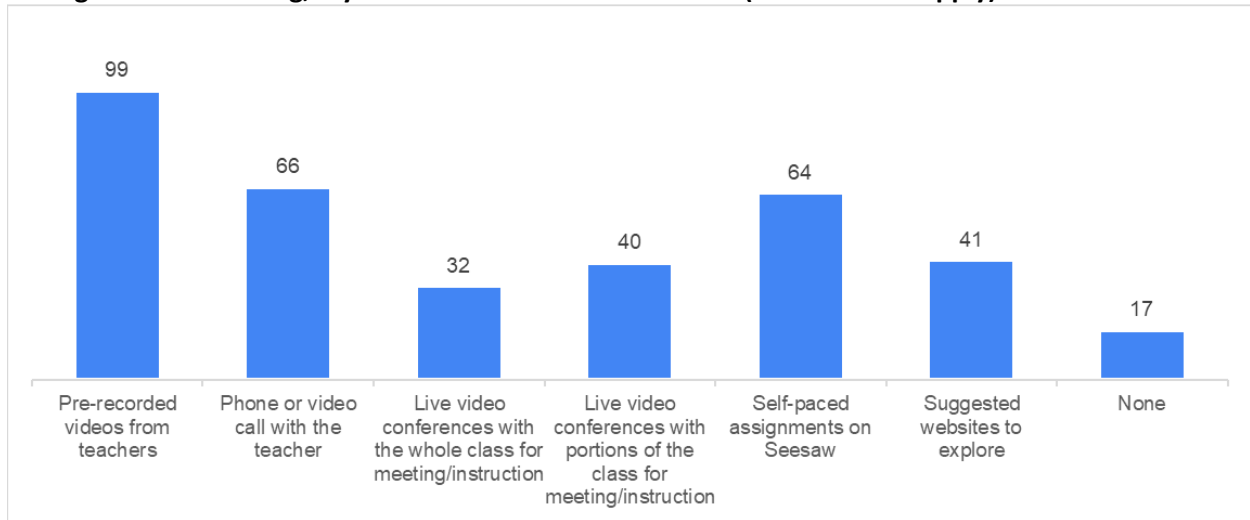
What aspects of distance learning during the state-mandated school closure of Spring 2020 did you find most beneficial to your child’s learning, if any? (Please check all that apply.)



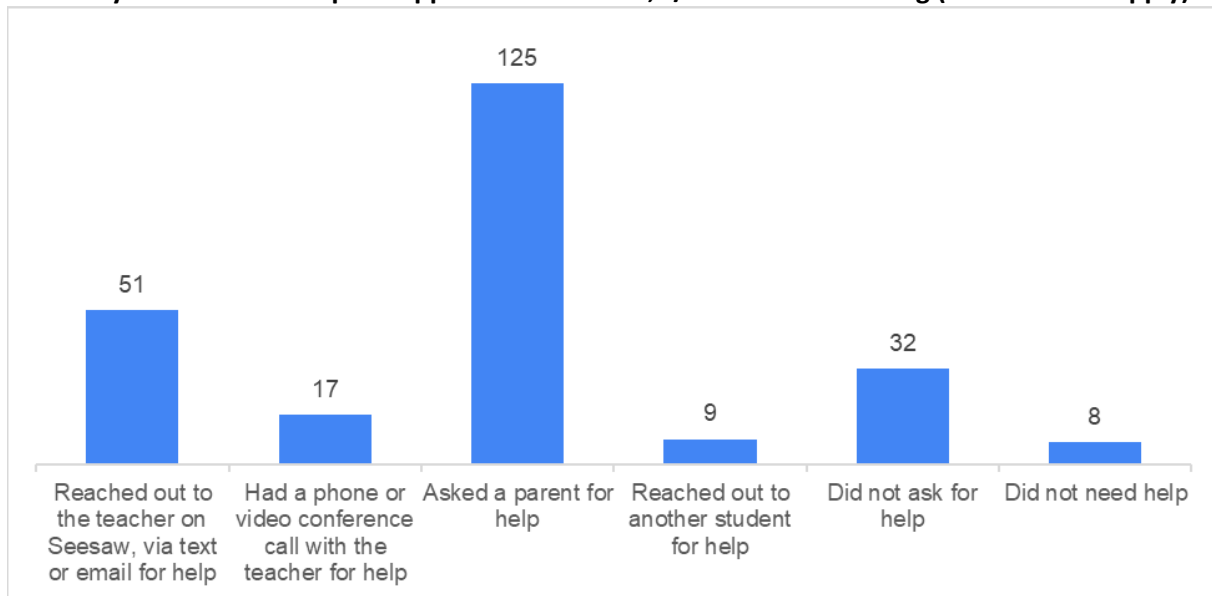
What aspects of distance learning did you find challenging for your child’s learning, if any? (Please check all that apply.)



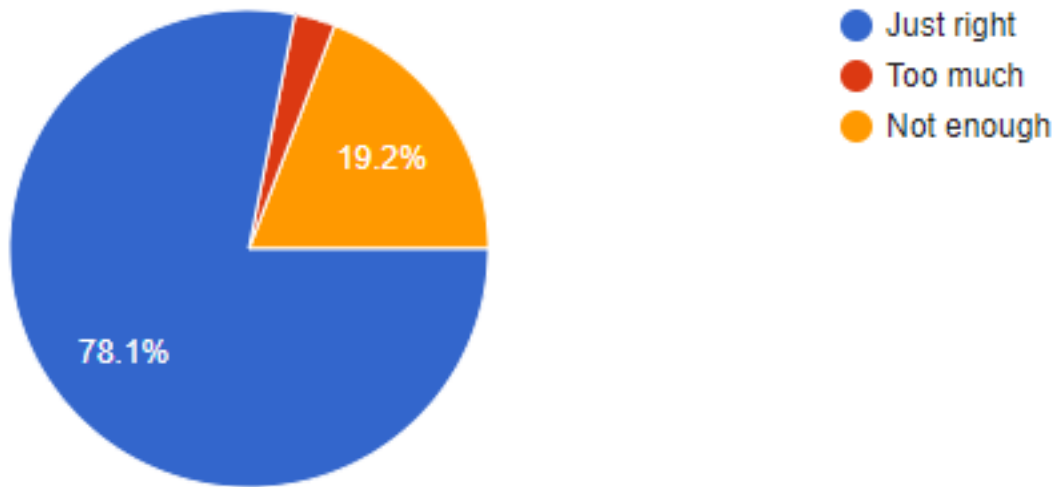
During distance learning, my child seemed to do better with (check all that apply):



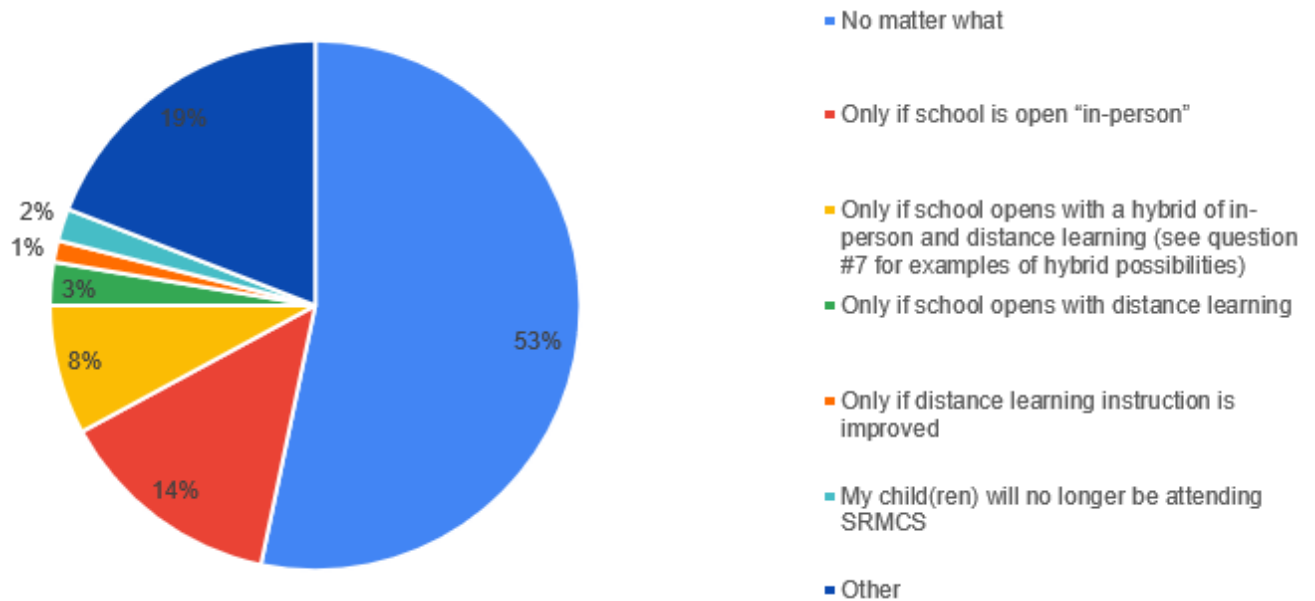
When my child needed help or support with a lesson, s/he did the following (check all that apply):



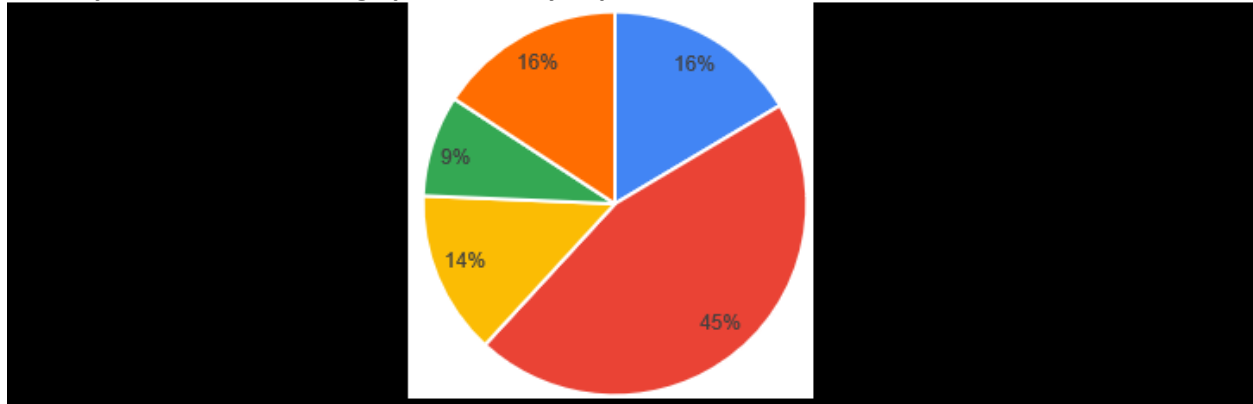
The communication I received from the school during distance learning was:



In fall 2020, my child will be attending SRMCS:

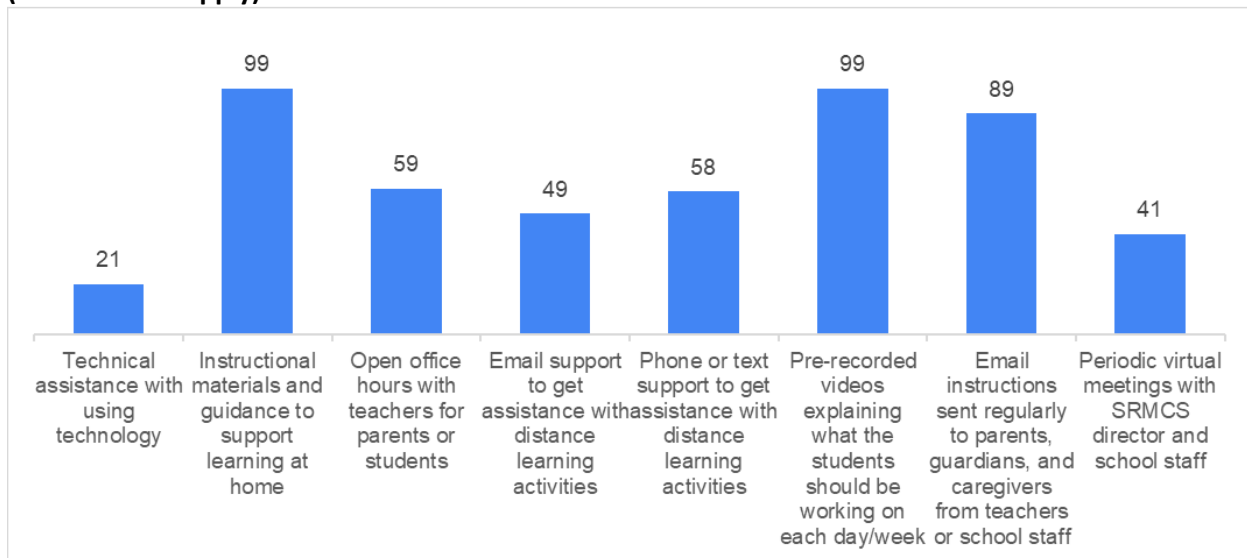


If there is a hybrid option (i.e. a blend of in-person and distance learning) for the upcoming 2020-21 school year, which scheduling option would you prefer?

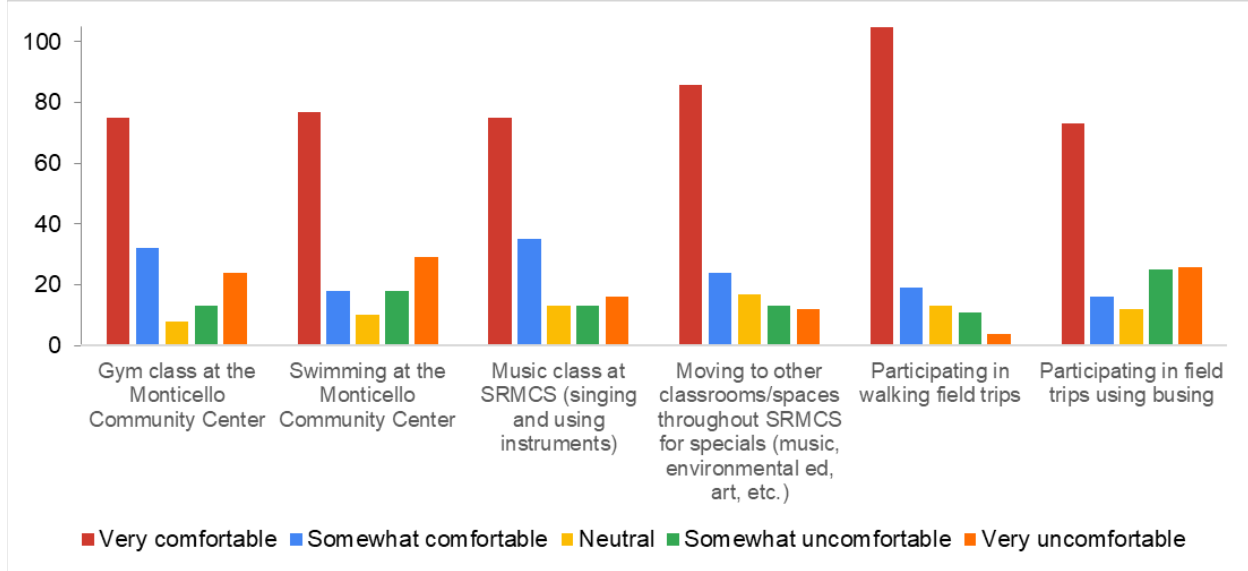


- In-person/distance learning combination alternating during the DAY (e.g. in-person instruction in the morning, distance learning in the afternoon OR the reverse: distance learning in the morning and in-person instruction in the afternoon)
- In-person/distance learning schedule alternating during the WEEK (e.g. in-person instruction on Monday and Tuesday, distance learning on Wednesday, Thursday and Friday or a similar schedule)
- In-person/distance learning schedule alternating during the MONTH (e.g. in-person instruction one week, distance in the second week or a similar schedule)
- I have no preference
- Other

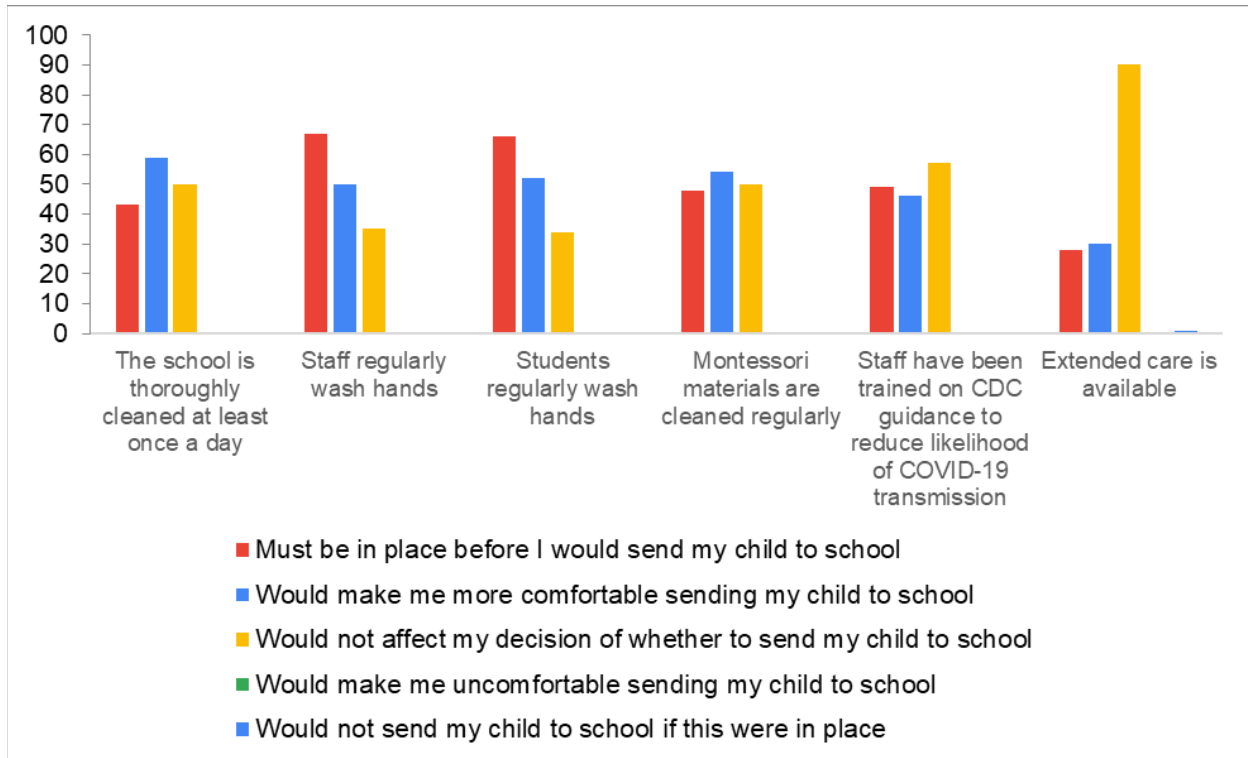
If a distance learning or hybrid option (i.e. a blend of in-person and distance learning) is required for the upcoming 2020-21 school year, how can SRMCS best support parents, guardians, and caregivers? (check all that apply):

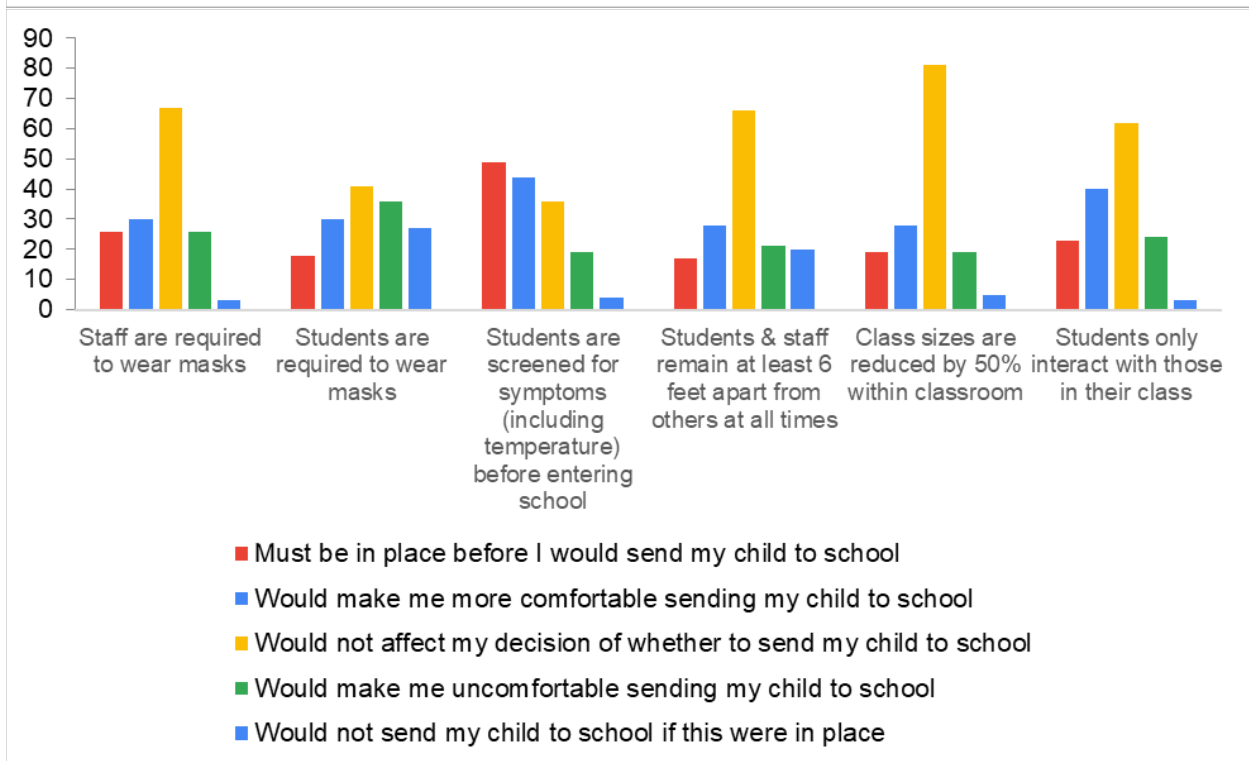
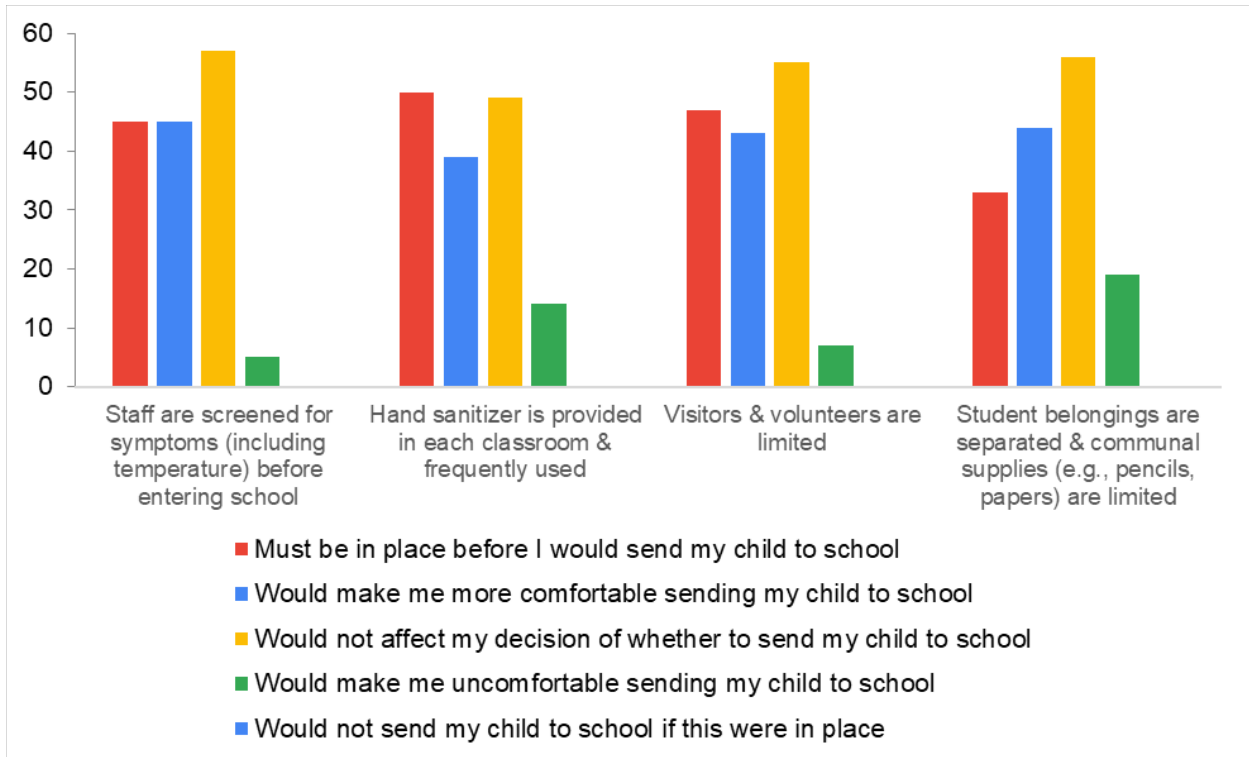


For the upcoming 2020-21 school year, how comfortable would you be with your child participating in the following activities:



Across the country, schools are considering different precautions that would allow students and staff to return to school buildings safely. Given what we know currently about the COVID-19 pandemic, for each of the following please indicate how this precaution would affect your willingness to send your child to school.





Environmental Education Implementation & Evaluation Plan

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

The Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

As part of our contract with our authorizer, Osprey Wilds, 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.”

Our Approach to Environmental Education

Environmental education is a core component in Montessori education. Though called “care of the environment” in Montessori terminology, its essence is very similar. Over the years, SRMCS has worked diligently trying to improve our EE efforts, particularly focusing on the choices we make every day and how those choices impact our world over time. After much reflection, and conducive to what Montessori philosophy states, we have found that student engagement, or “buy in,” is by far the most significant factor when encouraging children to make a true commitment to living in balance with the Earth. This is a momentous responsibility requiring long-term dedication.

Therefore, the following are the primary principles adopted and practiced by SRMCS promoting student engagement with the intent of instilling a life-long commitment to living in harmony with the environment:

1. Use of local surroundings. Our staff ensures that students are exposed to the outdoor environment frequently during the school day making learning immediate and meaningful. Looking at nature from a window or in a picture is not nearly as affective as physically being surrounded by it.
2. Provision of hands-on experiences. Students are encouraged as much as possible to use scientific tools such as binoculars, magnifying glasses, and journals to observe and manipulate nature up close and first-hand.

3. Implementation of cross-subject instruction. Environmental education goes far beyond the single subject of science. Montessori education does a wonderful job integrating EE/science topics across many subject areas, particularly in language/writing, history, cultural studies, and art. This is done all the time in our classrooms.
4. Focusing on topics based on real-time events and issues. We have found that our students are far more likely to actively engage when an issue is affecting the world here and now. The younger students often struggle with understanding abstract timelines so providing information in real-time has equated to greater interest.

The Environmental Literacy of Our Students: Data Collection & Analyzation

Per our 5-year contract with OW, Swan River is required to submit annually in August an environmental education plan specifying goals relating to each of the five areas of environmental literacy - awareness, knowledge, attitude, skills, and action. Our Environmental Education teacher works collaboratively with staff throughout the year to implement specific activities and then collect relevant data based on said goals. Upon conclusion of the school year, all data is compiled, analyzed, and reported to OW and the Board of Directors. OW then formally evaluates the school's progress on each literacy category sharing the results with school administration and the Board of Directors. Over the summer months, the School Director meets with the EE teacher to create a new plan for the new school year and the cycle repeats itself. This plan has been very effective in upholding our commitment to environmental education as well as keeping SRMCS accountable for meeting its objectives each year.

Environmental Education Successes & Challenges of the School Year

Successes:

- The creation of an EE plan in conjunction with OW that helps stay on course improving our overall EE efforts. Specifically, this plan ensure that we are executing and tracking specific EE literacy data with students.
- Making progress on our natural playground initiative getting our students back to playing with nature using pure imagination.
- A school board that continues to support the employment of an EE teacher.
- Staff who believes in the importance of EE and models this daily for our students.
- Involving our parents as volunteers to further our EE efforts.
- Receiving donations from our families and the PTO to support EE efforts.
- Having an active EE committee that meets at least monthly to keep the school progressing with EE goals.

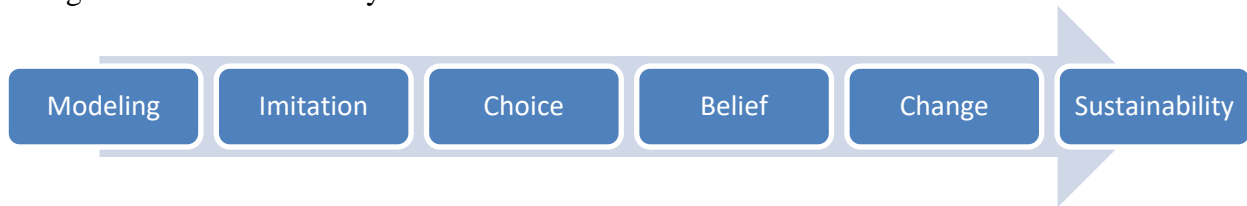
Challenges:

- Finding ways to educate/train our staff to further our EE efforts that are affordable and accessible. Inviting speakers to come onsite is ideal so all staff can participate, but these opportunities are very limited.
- Trying to be innovative on a continuing basis.

Application of Environmental Education Values & Strategies

Environmental education is far greater than students participating in activities outdoors. While it has taken some time, our staff has come to realize that to make a true impact on our students and on the earth, we must go back to our roots. Montessori education teaches to the whole child – body, mind and spirit. Environmental education should be no different in that it, too, requires a holistic approach. Given the age of our students (3 through 12) it is largely the responsibility of adults to guide the child with moral and ethical development. It is during this stage that children are beginning to develop reasoning skills and formulate belief systems.

Knowing this, we must take advantage of this window by providing positive influence and by modeling appropriate behavior/choices each and every day. Children typically follow the lead of the adults they are surrounded by. If the adults recycle, the children will recycle. If the adults turn off the water while adding soap to our hands, the children will turn the water off. If adults spontaneously pick up litter, they will, too. This modeling leads to imitation. Imitation leads to formation of choice. Choice leads to moral and ethical belief. Belief leads to true change. True change leads to sustainability of the environment.



Governance and Management

2019-2020 SRMCS Board of Directors

MEMBER NAME	BOARD POSITION	AFFILIATION	DATE ELECTED	DATE SEATED	TERM END DATE	PHONE NUMBER	EMAIL ADDRESS
Amy Jensen	Chair	Teacher	05/2017	07/2017	06/2020	763-271-7926	amyj@swanrivermontessori.org
Donald Frink	Treasurer	Community Member	05/2016	07/2016	06/2019	612-804-8037	Donald.frink@outlook.com
William Anderson	Secretary	Teacher	05/2018	07/2018	06/2021	763-355-7807	Billa@swanrivermontessori.org
Amy Savage	Member	Teacher	05/2017	07/2017	06/2020	612-919-3452	amys@swanrivermontessori.org
Julie Halvorson	Member	Teacher	05/2019	07/2019	06/2022	763-271-7926	julieh@swanrivermontessori.org
Franco Fanucci	Member	Parent	05/2018	07/2018	06/2021	612-616-2326	Franco.d.fanucci@loram.com
Katie Curtis	Ex-Officio	School Leader	-	-	-	763-271-7926	Katiec@swanrivermontessori.org

**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. Meetings are typically held the third Wednesday of each month, with the exception of July. Board packets are distributed by the School Director approximately one week prior to each meeting. These packets include 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 posted to the web site once approved by the Board. Approved policies, reports, and other related materials are also placed on the web site for the general public.

Board of Directors Training Information: Initial

Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
William Anderson	08/2014	04/23/2015 Shane Weinand	04/23/2015 Shane Weinand	10/20/2014 MACS
Julie Halvorson	07/2019	11/16/19 Academic Performance Scenario with Nalani McCutcheon, ACNW	11/16/19 Director Evaluation Scenario with Dan Jett of Trim Tab Consulting	11/16/19 What Boards Need to Know about Charter School Finance With Mike Pocrnich, The Anton Group
Donald Frink	07/2016	11/12/16 Effective Board Leadership with Bruce Miles, Big River Group	04/09/2018 Charter School Employment Law via Charter Source Online Training	11/12/16 Charter School Basics with David Greenberg, OW
Amy Savage	07/2017	11/11/17 Effective Board Governance: Trends, Observations, and Opportunities with Dan Jett, Trim Tab Consulting & David Greenburg, OW	6/27/18 Charter School Employment Law Via Charter Source Online Training	11/11/17 Evaluating Your School's Financial Health with David Greenburg, OW
Amy Jensen	07/2017	11/11/17 Effective Board Governance: Trends, Observations, and Opportunities with Dan Jett, Trim Tab Consulting & David Greenburg, OW	2/21/2018 Data Practices 101: Overview for Charter School Leaders with Kathryn Olson, Data Practices Compliance Official, MDE	11/11/17 Evaluating Your School's Financial Health with David Greenburg, OW
Franco Fanucci	Appointed as Interim 10/2017 Formal Appointment 05/2018	5/31/2018 Board Member Basics – Roles & Responsibilities via Charter Source Online Training	2/21/2018 Data Practices 101: Overview for Charter School Leaders with Kathryn Olson, Data Practices Compliance Official, MDE	3/19/19 Board Boot Camp Via United Way

Board of Directors Training Information: Annual

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 #1: OW Leaders Retreat Attended?	Training #2: Charter Source - Online Board Member Training	Other
Amy Jensen	<p>Director Evaluation Scenario with Dan Jett of Trim Tab Consulting</p> <p>Teacher Evaluation Scenario with Liz Vaught, MDE</p> <p>What Boards Need to Know about Charter School Finance With Mike Pocrnich, The Anton Group</p>		
Amy Savage	<p>Teacher Evaluation Scenario with Liz Vaught, MDE</p> <p>Academic Performance Scenario with Nalani McCutcheon, ACNW</p> <p>What Boards Need to Know about Charter School Finance With Mike Pocrnich, The Anton Group</p>		
Franco Fanucci	NO	<p>6/17/2020 Board Chat: Communicating & Managing Amid Crisis via Charter Source Online Training</p>	
William Anderson	NO	<p>1/7/2020 Revisoning Overhead Understanding Cash Flow Financial Info and Your Board Intro to Policy Governance 1 & 2 via Nonprofitready.org</p> <p>1/8/2020 Board Governance – What’s Your Strategy? The Effective Board Chair Understanding Reserves via Nonprofitready.org</p>	
Julie Halvorson	<p>Director Evaluation Scenario with Dan Jett of Trim Tab Consulting</p> <p>Academic Performance Scenario with Nalani McCutcheon, ACNW</p> <p>What Boards Need to Know about Charter School Finance With Mike Pocrnich, The Anton Group</p>		
Donald Frink	<p>Director Evaluation Scenario with Dan Jett of Trim Tab Consulting</p> <p>Board Self-Evaluation with Erin Anderson, ACNW</p> <p>What Boards Need to Know about Charter School Finance With Mike Pocrnich, The Anton Group</p>	Donald Frink	

Management, Staffing Changes & Transitions

There were no administrative changes in 2019-2020.

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
Jessica Frederiksen	Special Education Coordinator	Provides oversight of the school's special education program, trains/mentors paraprofessionals, schedules/leads CST/CFT/IEP meetings, ensures full compliance with all state/federal regulations and required paperwork.	B.S. in Community Psychology M.S. in Special Education Special Ed. licenses in Learning Disabilities (LD), Autism Spectrum Disorders (ASD) & Emotional Behavioral Disorders (ASD)

Professional Development Plan & 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. This review is done annually in June.

Professional Development Plan & Implementation: Special Education Coordinator

Mirroring the School Director, the Special Education Coordinator must earn 125 CEUs every five years. This position is required to provide an annual update to the School Director as to what credits have been earned and in what fields. This review is done annually in May.

Professional Development Goals for 2019-2020: School Director & Special Ed. Coordinator

Generally speaking, the School Director should receive approximately 25 continuing education hours per year keeping on track for re-licensure every five years. However, there are going to be years where more are earned than others. In FY20, the School Director received 33 hours of continuing education. This is in addition to the 34 hours earned in FY18 and 23.25 hours earned in FY17. In FY20, the Special Education Coordinator received 20 hours of continuing

education. This is in addition to the 30.25 hours earned in FY19. Arguably the area of greatest development continues to be under the umbrella of special education law as well as federal education accountability platforms like the World’s Best Workforce and the Every Student Succeeds Act. Given that these requirements are often fluid, ongoing professional development is critical to remain in compliance with state and federal mandates.

List of Professional Development in FY20: School Director

Date	Professional Development Title/Topic	Continuing Education Credits Received
8/28/19	Identifying Student Needs in the Classroom: Focus on Understanding Anxiety and Mindfulness, Amanda Glunz, School Social Worker	1
8/29/19	Personal, Work & Community Safety, Sgt. Brian Johnson, Wright County Sheriff’s Office	1
8/30/19	Bloodborne Pathogens & School Crisis Management, EMC Insurance	1
11/10/19	OW Leaders Retreat	10
04/06/20	Special Certificate for those Administrators Who Transitioned Their Teaching and Learning Environments Into An Online Format	20

Total CEUs Earned in FY20: 33 Hours

List of Professional Development in FY20: Special Education Coordinator

Date	Professional Development Title/Topic	Continuing Education Credits Received
8/28/19	Identifying Student Needs in the Classroom: Focus on Understanding Anxiety and Mindfulness, Amanda Glunz, School Social Worker	1
8/29/19	Personal, Work & Community Safety, Sgt. Brian Johnson, Wright County Sheriff’s Office	1
8/30/19	Bloodborne Pathogens & School Crisis Management, EMC Insurance	1
11/04/19	AT in the Schools: Considerations, IEPs, and More	2
04/06/20	Special Certificate for those Administrators Who Transitioned Their Teaching and Learning Environments Into An Online Format	20

Total CEUs Earned in FY19: 25 Hours

Professional Development Goals for 2020-2021: School Director & Special Ed. Coordinator

As is the case for all licensed staff, the School Director and Special Education Coordinator will continue to earn continuing education credits to stay on track per licensure renewal requirements. In FY21, specific areas of development will include meeting the needs of students during a

pandemic, CPR/First Aide (if possible to do), school director training for the new director, and the annual OW Leaders Retreat.

Staffing 2019-2020 & 2020-2021

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 each are teaching. Swan River is very proud that the majority of the non-lead teaching staff holds a Bachelor's Degree.

2019-2020 Licensed Teaching Staff				
Name	File #	License / Assignment	2019-20 Status*	Comments
Anderson, William	319342	Art (K-6), Tech (2-6), Environmental Ed (K-6)	R	Dual Licensed
Bergquist-Savage, Amy	420388	Kindergarten & EC	R	
Blaha, Ashley	995558	Grades 4-6	R	
Brown, Rebecca	450617	Special Education	R	Special Education Variance
Curtis, Kate	388236	School Director	N	M.A.
Frederiksen, Jessica	468160	Special Education	R	M.A.
Fuller, Amy	434096	PE for K-6 & Special Education	R	Dual Licensed
Halvorson, Julie	489613	Special Education	R	Community Expert
Holder, Daniel	475036	Grades 4-6	N	Former Montessori Trainer, M.A.
Jensen, Amy	390666	Grades 1-3	R	STEM Certified, M.A.
McGorry, Jean	352642	Music/Band (EC-6)	R	
Melo, Heidi	408124	Special Education	R	Special Education Variance
Perez, Nicole	398893	Birth to 3 rd Grade	R	STEM Certified, M.A.
Schneider, Sharon	283179	Grades 1-3	R	STEM Certified
Snyder, Shanny	517327	Kindergarten & EC	R	

*R = Returning, N = Not returning

2019-2020 Teacher Professional Development Activities

Please see the table on page 40.

Licensed Teacher Percentage Turnover Rates:

	Total Number of Licensed Teachers	Teachers Not Returning	Turnover Rate
2014-2015	13	1	7.6%
2015-2016	12	0	0%
2016-2017	15	2	13.3%
2017-2018	15	1	6.7%
2018-2019	15	0	0%
2019-2020	15	2	13.3%

2019-2020 Other Licensed (Non-Teaching) Staff				
Name	File #	License / Assignment	2020-21 Status*	Comments
Evans, Ashley	422503	Special Ed. Director	N	
Hanna, Cheri	197080	ASD Specialist	R	
Mugaas, Anne	502209	Speech Pathologist	R	
Glunz, Amanda	490107	Social Worker	R	
Recker, Dylan	486884	Classroom Assistant	R	Gr. 5-12 Social Studies License

*R = Returning, N = Not returning

2019-2020 Non-Licensed Staff			
Name	Assignment	2020-21 Status*	Comments
Bad Heart Bull, Molly	Program Paraprofessional	R	
Bauer, Brittney	Program Paraprofessional	R	
Brockman, Beth	Operations Coordinator	R	B.A. Degree
Burg, Tasha	Classroom Assistant	R	M.A. Degree
Dehmer, Jean	Program Paraprofessional	R	Paraprofessional Cert.
Eggert, Louise	Program Paraprofessional	R	
Erb, Nancy Leland	Classroom Assistant	R	B.A. Degree
George, Lori	Classroom Assistant	R	B.A. Degree
Krueger, Peter	Program Paraprofessional	N	B.A. Degree
Melo, Paul	Custodian	R	
Oslund, Colleen	School Nurse	R	B.A. Degree
Paul, Barb	Program Paraprofessional	R	
Rasmussen, Melanie	Classroom Assistant	R	B.A. Degree
Romani, Deanna	Classroom Assistant	R	
Schroeder, Jen	Designated Substitute Teacher	R	B.A. Degree
Stewart, Kristina	Classroom Assistant	R	B.S. Degree
Swanson, Stefanie	Program Paraprofessional	R	
Voight, Deb	Custodian	R	
Voight, Steve	Custodian	R	
Weems, Heather	Classroom Assistant/Paraprofessional	R	
Zachman, Cindy	Program Paraprofessional	R	
Zimney, Barb	Hot Lunch Coordinator	R	

*R = Returning, N = Not returning

Non-Licensed Staff Members Percentage Turnover Rates:

	Total Number of Non-Licensed Staff	Non-Licensed Staff Not Returning	Turnover Rate
2014-2015	18	1	5.5%
2015-2016	20	1	5.0%
2016-2017	22	1	4.5%
2017-2018	22	2	9.0%
2018-2019	22	4	18.2%
2019-2020	22	1	4.5%

2020-2021 Licensed Teaching Staff			
Name	File #	License / Assignment	Comments
Anderson, William	319342	Art (K-6), Tech (2-6), Environmental Ed (K-6)	Dual Licensed
Bergquist-Savage, Amy	420388	Kindergarten & EC	
Blaha, Ashley	995558	Grades 4-6	
Brown, Rebecca	450617	Special Education	Special Education Variance
Frederiksen, Jessica	468160	Special Education	M.A.
Fuller, Amy	434096	PE for K-6 & Special Education	Dual Licensed
George, Lori	516911	Grades 1-3	Short Call Sub License
Halvorson, Julie	489613	Special Education	Community Expert
Jensen, Amy	390666	School Director	STEM Certified, M.A.
Leland, Nancy	1005611	Grades 4-6	Tier 2 License
McGorry, Jean	352642	Music/Band (EC-6)	
Melo, Heidi	408124	Special Education	Special Education Variance
Perez, Nicole	398893	Birth to 3 rd Grade	STEM Certified, M.A.
Schneider, Sharon	283179	Grades 1-3	STEM Certified
Snyder, Shanny	517327	Kindergarten & EC	

2020-2021 Other Licensed (Non-Teaching) Staff			
Name	File #	License / Assignment	Comments
Burg, Tasha	511607	Classroom Assistant	Short Call Sub License
Hanna, Cheri	197080	ASD Specialist	
Krippner, Paula	286623	Special Education Director	
Glunz, Amanda	490107	Social Worker	
Mugaas, Anne	502209	Speech Pathologist	
Recker, Dylan	486884	Classroom Assistant	Gr. 5-12, Social Studies License
Stewart, Kristina	517337	Classroom Assistant	Short Call Sub License

2020-2021 Non-Licensed Staff		
Name	Assignment	Comments
Bad Heart Bull, Molly	Essential Worker Care Coordinator	New position due to COVID
Bauer, Brittney	Classroom Assistant, Substitute	
Brockman, Beth	Operations Coordinator	B.A.
Dehmer, Jean	Program Paraprofessional	Paraprofessional Cert.
Eggert, Louise	Program Paraprofessional	A.A.
Lyndorff, Cathy	Essential Worker Care Assistant	New position due to COVID
Melo, Paul	Custodian	
Monahan, Cindy	Classroom Assistant	
Oslund, Colleen	School Nurse	B.A.
Paul, Barb	Program Paraprofessional	
Rasmussen, Melanie	Classroom Assistant	B.A.
Romani, Deanna	Classroom Assistant	
Schroeder, Jen	Designated Substitute Teacher	B.A.
Swanson, Stefanie	Program Paraprofessional	
Voight, Deb	Custodian	
Voight, Steve	Custodian	
Weems, Heather	Program Paraprofessional	
Zachman, Cindy	Program Paraprofessional	
Zimney, Barb	Hot Lunch Coordinator	

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 on all scheduled school days 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 one tornado drill 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 volunteers 18+ years old 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.

Transportation

Administration keeps in close contact with Hogle Transportation throughout each year. Any issues that arise regarding our students and provided transportation are dealt with immediately. To ensure the greatest level of safety, all students, including preschoolers, receive bus safety training within the first few weeks of school.

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 OW are met.

Facilities

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 Van'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.

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/about-us/school-policies/.

Parent & Community Engagement

As part of student enrollment at Swan River, we 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, 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.

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 Montessori Network, 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 designated 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.

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 state and national registries.

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 Osprey Wilds no later than December 31, 2020.

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, please contact:



Name: Amy Jensen
 Position: School Director
 Address: Swan River Montessori Charter School
 500 Maple Street
 Monticello MN 55362
 Phone: 763-271-7926
 Email: amyj@swanrivermontessori.org

Dawn Jenkins of The Anton Group (TAG) provided financial accounting services for Swan River Montessori Charter School in FY20. This included monthly financials, bank reconciliations, annual budgets and budget revisions, use of SERVS and SEDRA via the Minnesota Department of Education, completion of the school's 990 tax forms, and assistance with the auditing process. ADP provided all payroll services for the school.

FY20 Financial Overview by Fund

FY20 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	2,090,070	40,957	111,929
Total Expenditures	2,044,431	41,504	121,024
Net Income	45,639	-547	-9,095
Total Fund Balance	515,133	12,199	96,741

As detailed above, one of the three fund balances were positive while the Food Service Fund 2 and the Community Service Fund 4, experienced a loss in revenue. When combined, the total net gain was \$35,995 for FY20. The fund 2 and fund 4 loss was largely due to the school moving into distance learning on March 16th, 2020. The school decided to discontinue the food service program at that time and had to close down the Early Childhood and Extended Care programs.

Revenues by Fund

General Fund 1: The general fund includes the primary operations of the school in providing educational services to its students from kindergarten through grade 6. Approximately 99% of the general fund operational revenue is controlled by a complex set of state funding formulas and is largely enrollment-driven.

Swan River's key sources of revenue include general education aid, charter school lease aid, and special education aid. The FY20 budget was based on 159 ADM (student Average Daily Membership), the final ADM was 158 so General education aid was below budget by a small amount. Other secondary sources include federal special education aid, interest earned, literacy incentive aid, and donations.

Food Service 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, a minimal loss was experienced in FY20. This is the first time this has happened in all the years Swan River has been operational and was a direct result of COVID 19.

Community Service Fund 4: Revenues for Fund 4 Community Service Fund come from two primary sources – tuition from the 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

As is the case with most organizations, the greatest expenses are employee compensation and benefits. Other large-scale, general expenses include the provision of educational services, supplies/materials, and facilities maintenance. SRMCS tracks all expenses carefully and revise the budget accordingly no less than once, typically twice, per school year. The majority of budget amendments occur due to:

- Implementing specially funded projects
- Legislation passes subsequent to budget adoption
- Changes in employment agreements
- Changes in enrollment
- Increases in appropriations for significant unbudgeted costs (for SRMCS, unexpected special education costs have caused budget deficits in previous years)

Expenses Related to COVID

The school did not experience very many extra expenditures due to COVID during FY20. The greatest impact COVID had during FY20 was on the revenue we lost from our preschool program tuition and extended care fees. This impacted our community education fund.

The school expects to see a larger increase in expenses related to COVID for the FY21 school year. The director is working closely with Dawn Jenkins and the school board to monitor our budget monthly and adjust as needed.

Expenditures	COVID-19 Related Costs/Loss
Supplies/Equipment/Curriculum or Technology	Approx.. \$1,000 for Seesaw
Revenue Loss	
Preschool & Extended Care Revenue Loss	-\$41,200

Net Income and Fund Balance

The total fund balance is the single best measure of overall financial health. Thus, SRMCS is very proud of its year-end positive balance of \$624,073. 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 Dawn Jenkins of The Anton Group (TAG) at every meeting. The Treasurer of the Board, Mr. Donald Frink, is also very knowledgeable and has extensive experience with non-profit accounting/finances.

TOTAL BALANCE of ALL FUNDS = \$624,073

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/Program for WBWF	Function	Budget Amount in FY20
Julie Halvorson	Literacy Specialist – Meets with students 1:1 who have been flagged as being below grade level standards in reading.	\$47,003 (\$11,821 funded through federal CEIS grant)
AIMS Web and Fountas & Pinnell Assessments	Progress monitoring for all students.	\$1,956
Professional Development of Teachers & Non-Licensed Staff Members	To increase knowledge and understanding regarding students of various ability levels, particularly those students with increased needs.	\$2,746

Strategic Planning for the Future

Expansion Plans

While Swan River Montessori is at full capacity and despite the numerous requests from families to expand into higher grade levels, there are no plans to expand our site. Specifically, SRMCS will not increase the number of classrooms for the grade levels currently we serve nor for grades 7 and beyond). 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: Long Range Planning

Knowing that items such as furniture, materials, 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, included potential changes to our facilities. One of our greatest goals with regard to planning for the future is the construction of physical education facilities. Currently, SRMCS holds a lease with the Monticello Community Center for use of its gym, pool, and climbing wall. Per this lease, Swan River is obligated to purchase student memberships at full price. This lease costs Swan River upwards of \$70,000+ annually.

Rather than pay this money out, we wish to build a space that is large enough to hold P.E. classes as well as host school events like music performances, graduation, and so forth. Our lease

expires in 2025 and the construction cost would likely pay for itself within a few short years. Though we have just over five years to wait, we wish to use this time wisely to plan and financially prepare for this project. Both the Board of Directors and the Building Company Board have heard this proposal and are eager to see this come to fruition. We are hoping the impact of COVID to our long-term financial status will not derail the possibility of building such a space.

Program Changes

The most major program changes for Swan River were related to the impact of COVID-19. As discussed throughout this report, we had to abruptly change the fundamental way we teach when we were ordered to switch to distance learning in the spring of 2020. Please see the section on distance learning below for more detail on the changes that were made in FY20 to continue providing an education at a distance and how they informed our planning for FY21.

As discussed earlier in the report we also opted to disband our preschool program to lessen the impact of loss of preschool tuition revenue if the school were to switch to full distance learning during the FY21 school year. The school fully intends to open the preschool program back up once the impact of COVID does not threaten our ability to provide care for the preschool students.

Technology Updates

Although the Montessori method of education does not utilize a lot of technology, there is a need for the students to build their computer literacy skills and complete assessments online. Our collection of Thinkpad laptops were starting to show their age. As we use them for assessments such as AIMS and the MCAs as well as during technology class, the school allocated money to begin purchasing new Chromebooks. Due to COVID there was an even more increased need for new technology both for the students to use at home during distance learning and the teachers. In the spring of 2020 the school purchased a license for Zoom and Seesaw for Schools to be used during distance learning. Moving into the 2020-2021 school year, the school purchased additional Chromebooks for student use and document cameras for all the teachers. A school license for Screencastify was also purchased.

Distance Learning Plan Description and Reflection on Implementation

The greatest challenge our school faced in the 2019-2020 school year was the one faced by all schools- How do we translate what we do in person to distance learning?

Challenge: Hands-on to Online

Translating the hands on, student centered Montessori approach to a distance learning model was a huge challenge. As discussed earlier in this report, the Montessori approach is driven by the use of physical materials which are concrete representations of abstract concepts. Every lesson in the Montessori curriculum has a material that the child can manipulate and learn from following the lesson. With only a few days to prepare and push out to parents a plan for distance learning, we had to problem solve how to teach our students from afar and maintain our Montessori roots.

We choose to use Seesaw as the distance learning platform as it seemed it was the most user friendly for students and staff. Most of the teacher staff had the learn how to use the platform in a matter of days to create online content for the students. A few of our teachers had experience with Seesaw using it in the way it was originally intended to be used by classrooms- an online platform for students to document their learning and share it with connected adults (parents). Seesaw was not typically used to create online learning content to be the sole form of learning, but to supplement what was being done in the classroom. Our teachers, like so many around the world, started to use it to create lessons for students while they were remotely learning.

Challenge: The Role of the Teacher

As the Montessori method places more emphasis on hands-on learning using tangible materials, moving to virtual learning only was a huge struggle for the teachers. We felt like we had to abandon the Montessori method in response to the abrupt change in delivery of instruction. This issue was the driving force behind the changes we made to distance learning plans moving into the 2020-2021 school year. We vowed that if remote learning needed to happen in any way or form, we would take back the role of the teacher and try to be as Montessori as possible.

During distance learning in the spring, the parents had to become the teachers and facilitate their students' learning. This was a shift that was challenging for all parents across the world. As Montessori teachers we felt a great sense of loss of our own purpose. A Montessori teacher is viewed as facilitator of learning, directing students to engage with materials and offering support/guidance based on observations of the students. This was nearly impossible to do under our spring 2020 learning plan. We knew we had to rethink how we would deliver distance learning when faced with it again.

Challenge: Improving Our Plans

To help us with planning for FY21, the school sent out a survey in August of 2020 asking parents their opinions about various aspects of distance learning and scenarios for the coming school year. Please see page 41 for more detail of their responses.

Also during August of 2020, a committee was formed of teachers to research and evaluate online learning platforms to see if others would better fit the needs of our school, students, parents, teachers and the Montessori method of learning. After looking at many options, the committee determined that Seesaw remained the best option for most of the functions we wanted from an online platform. The company was making changes and updates to the functionality of the platform to better fit online learning and many Montessori teachers were creating Montessori materials and lessons which they shared with others through Facebook groups. The committee also took the feedback from parents that they wanted a very clear and concise “to do” list of weekly assignments. The committee explored Google Classroom and Google Websites. They opted to create a Google Site for each level (kindergarten, E1 and E2) to use as the platform to push out weekly at home learning for the students as it seemed more user friendly for all levels. .

During the time the committee was formulating these plans, the director and school board opted to begin the year with hybrid learning. Once the teachers knew this, they also started thinking about how they would work towards having students on screens less (something the parents indicated they wanted too). The teams decided to use Seesaw minimally, and instead create pre-recorded lessons posted to the Google Site and paper packets of follow up work to go along with the lessons. For the students choosing the hybrid option, the teachers looked at the Montessori curriculum to determine which lessons would be best taught in person and which could translate more easily to a pre-recorded lesson to be done at home. The teams of leads also worked to collaborate on how to break up the workload. They knew they would have to do 2 full time jobs under the hybrid model: in person teacher and distance learning teacher. So far this has been the greatest stress of all. Given our small size there is simply not enough staff or budget to hire teachers to teach the students choosing full distance learning nor support the teachers as they make content for the all the students on their distance learning days and plan for in-person days with the hybrid model students.

A Success: More Montessori Moving Forward

It is hard to think of successes when things are not at all like normal. Reflecting on the challenges of the spring of 2020 drove us to find better ways to be truer to the Montessori method under conditions that are not in line with the core of our philosophy. Although not ideal, the hybrid method is allowing us to continue with our Montessori curriculum and give the children exposure to the materials even if it is only 2 days a week. For their distance learning days (and those of our full distance learning students), the innovations of other Montessorians on Seesaw and the web allow us to give them virtual Montessori materials to use. The teachers and support staff have made many homemade versions of Montessori materials for the students to use at home. The teachers are working so hard each week to create content for the students that stays true to our desire to take back the role of the teacher and move away from screen time as much as possible. Our teachers have had to learn new technology, new methods of delivery and

be more flexible in their Montessori teaching than ever before in any of their careers. The same goes for the staff throughout the building. They rose to the challenge of providing a safe, caring, and enriched learning environment for the students we serve. Together we got through the spring of 2020 and together we will tackle the 2020-2021 school year as well.

Attachment 1: SRMCS Board Approved Calendar for 2019-2020

Swan River Montessori Charter School District 4137

SRMCS 2019-2020							Breaks/Events																																
August '19		September '19		October '19		August																																	
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		
				1	2	3	1	2	3	4	5	6	7	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
4	5	6	7	8	9	10	8	9	10	11	12	13	14	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
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	27	28	29	30	31														
25	26	27	28	29	30	31	29	30						27	28	29	30	31																					
November '19							December '19							January '20							September																		
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	17th - 21st No School																		
					1	2	1	2	3	4	5	6	7				1	2	3	4	November																		
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	1st - No School																		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	27th - 29th - Thanksgiving Break																		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	December																		
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23rd - Jan 1 Winter Break																			
February '20							March '20							April '20							October																		
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	17th - 21st No School																		
						1	1	2	3	4	5	6	7				1	2	3	4	November																		
2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11	1st - No School																		
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18	27th - 29th - Thanksgiving Break																		
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25	December																		
23	24	25	26	27	28	29	29	30	31					26	27	28	29	30	31	23rd - Jan 1 Winter Break																			
May '20							June '20							July '20							January																		
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	1st - No School																		
					1	2		1	2	3	4	5	6				1	2	3	4	17th & 20th No School																		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	February																		
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	14th & 17th No School																		
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	March																		
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30			20th - 27th Spring Break																		
31																					April																		
Teacher Workshop/no school							No School							Early Dismissal (12:20)							April																		
																					10th & 13th No School																		
																					May																		
																					25th Memorial Day																		
																					June																		
																					4th last day of school																		

Attachment 2: SRMCS Board Approved Calendar for 2020-2021

Swan River Montessori Charter School District 4137
School starts at 9:05 am!

SRMCS 2020-2021																		Breaks/Events						
August '20						September '20						October '20						September	Sept	19				
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	7th Labor Day	Oct	20	
						1			1	2	3	4	5					1	2	3	8th First Day of School	Nov	17	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10		Dec.	16	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	October	Jan.	18	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	15th & 16 No School	Feb.	17	
23	24	25	26	27	28	29	27	28	29	30			25	26	27	28	29	30	31	November	March	18		
30	31																			9th No School	April	20		
November '20						December '20						January '21						23rd & 24th Early Dismissal	May	20				
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	25th - 27th Thanksgiving Break	June	3	
1	2	3	4	5	6	7			1	2	3	4	5						1	2		Total	168	
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	December	Workshop	8	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	23rd - Jan 1 Winter Break			
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	January			
29	30						27	28	29	30	31		24	25	26	27	28	29	30	1st - No School				
													31							21st & 22nd No School	Board Approved			
February '21						March '21						April '21						February	28-Feb-20					
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	11th - 15th No School	Updated 10/7/20		
	1	2	3	4	5	6			1	2	3	4	5	6					1	2	3		Color Key	
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10	March	Teacher Workshop		
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17	8th - 12th Spring Break	No School		
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	April	No School		
28							28	29	30	31			25	26	27	28	29	30	1st Early Dismissal					
May '21						June '21						July '21						2nd - 5th No School	Full Day Conferences					
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	31st Memorial Day	No School		
						1			1	2	3	4	5					1	2	3	May	Early Dismissal		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	31st Memorial Day	12:20		
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	June			
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	3rd Last Day of School	Distance Learning		
23	24	25	26	27	28	29	27	28	29	30			25	26	27	28	29	30	31		For all students			
30	31																							