



**Swan River Montessori Charter School #4137-07
World's Best Workforce & Annual Report
2020-2021**

Board Approved on 10.26.21
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School Information

Contact 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.

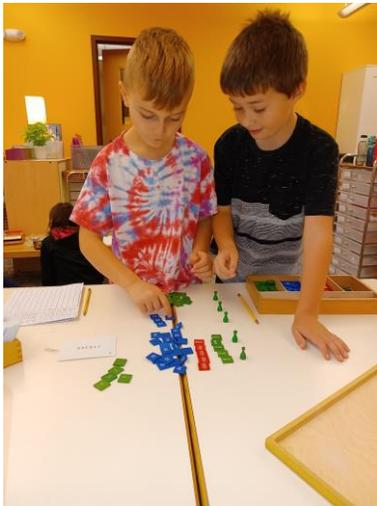
Swan River Montessori Charter School will create a kind, respectful environment where each child has a sense of belonging. Learning at Swan River Montessori Charter School involves the student, the student's family, the teachers, and the larger community. Swan River supports family and community participation 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. During the 2020-2021 school year, SRMCS renewed its charter with OW for another 5 year term.

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. We are proud to be one of OW top charter schools.

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

- (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.

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 or small group teaching time. We can also easily use the outdoors as a classroom because supervision is more manageable. Additionally, classroom assistants help keep our student to teacher ratios low and allow us to provide additional instruction in areas in which students need extra support or are of particular interest. 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

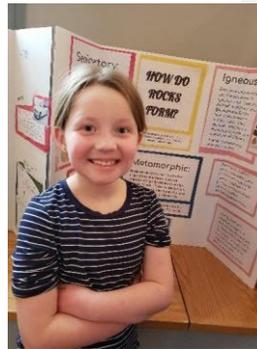
about what materials to use and how long and how often they wish to use them. By giving this type of respect to each child, no matter what his/her learning style and pace is, anyone would see how each rises to the occasion.

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

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 school year was 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. The impact of the pandemic on our enrollment has continued into the current school year. Although our average daily enrollment increased from FY21, we are still not at our pre-pandemic average. The school will continue to seek ways to increase enrollment for FY23 by increasing our visibility in the community (parades, events, advertisements), social media engagement and word of mouth from our current families.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022 (est.)
Kindergarten	27	27	26	30	22
1st Grade	23	25	26	25	31
2nd Grade	28	23	28	24	28
3rd Grade	23	26	22	23	23
4th Grade	24	22	24	15	25
5th Grade	25	24	20	15	13
6th Grade	8	12	14	7	0
Average Daily Membership (ADM)	158	159	160	139	142

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	2021-2022 (est.)
Total Enrollment	159	158	159	160	139	136
Male	73	78	78	73	61	61
Female	86	80	81	87	78	75
Special Education	36	40	38	40	28	36
LEP	0	0	0	0	0	0
African American	2	4	3	5	5	6
Latino	6	2	0	0	0	1
Asian/PI	3	6	2	6	5	5
American Indian	2	1	0	0	0	0
White	146	145	154	149	129	124

F/R Lunch	16	24	19	27	18	20
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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	2020-2021
Overall Student Attendance Rate	96.02%	95.84%	95.65%	96.02%	95.3%	97%

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.

The COVID-19 pandemic continues to affect our overall enrollment for FY22. Many families chose to continue homeschooling due to the uncertainty of what the school year may bring. Masking - either for or against- was an issue for some families that left. We began FY22 with in person learning 5 days a week with masking recommended but not required. Distance learning was not offered as an option.

Staffing changes this year may have also affected the retention of our 6th grade students for FY22. Both of our upper elementary teachers choose not to return to the school. The new lead teachers are not unknown to our families, but the staffing change may have prompted our 6th grade parents to choose to shift to middle school earlier than if the teachers were more familiar to their students. We are working hard to support our two new lead teachers to create a stable upper Montessori program and retain more of our 6th grade students.

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	2020-2021
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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%	1/151= 0.66%
Relocation of Primary Residence	0	0	1/158 = .6%	0	2/159= 1.3%	2/151= 1.32%
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	8/151= 5.30%
Homeschool					2/159= 1.3%	4/151= 2.65%
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%	15/151= 9.93%
Total % of Students Continuously Enrolled Between Oct. 1, 2020 and Oct. 1, 2021	139/149 = 93.3%	146/159 = 91.8%	140/158 = 88.6%	144/159 = 90.6%	147/159= 92.5%	105/161= 65.2%
Total % of Students Who Continued Enrollment from Spring 2020 to October 1, 2021	n/a	n/a	142/158 = 89.9%	128/145 = 88.3%**	126/151= 83.4%**	128/165 77.5%

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

As detailed above, the retention rate of students averaged approximately 65.2% in FY21. 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%
2020-2021	133	4	10	14	10.5%	89.5%

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 the 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 composed 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 chose 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.

We reinstated the pre-school program for the 2021-2022 school year, but are not fully enrolled. The pandemic continues to impact the educational choices parents are making. The school will work to increase enrollment for FY22 and into the future. We are hopeful that our preschool program will bounce back to being fully enrolled.

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. In the spring of 2020 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 began the 2020-2021 school year under a hybrid model we still had to provide this care and wanted to improve the care we were offering. A current employee shifted from being a paraprofessional to leading the essential worker care room. An additional employee was hired as an essential worker assistant. By having a consistent team of employees working essential care we were able to provide a better-quality program for our students and families than we could in the spring of 2020, but it was also very challenging. Although not required by the executive order, the school provided time during the essential care day for the students to work on their distance learning lessons. As the essential care program serviced students K-6, this meant the staff working there had to provide support for a large range of learners doing different lessons. In January of 2021, the school shifted to full in-person learning 4 days a week with just Friday as a distance learning day for all students. We still provided essential care to our families on Friday. It should be noted that essential care was provided at no cost to families. We continued to run our hourly fee based for the 2 hours before and after school, but due to the hybrid model and reduced enrollment, it did not generate the revenue we typically expect.

For the 2021-2022 school year, we are back to in-person learning 5 days a week. Our extended care program has shifted back to its pre pandemic structure and is generating more revenue.

Summer Program

SRMCS does not provide summer programming.

Enrichment/Extra-Curricular Programs

For the majority of the 2020-2021 school year, the extra-curricular programs offered by our staff members were suspended. In January of 2021, Rebecca Brown and Barb Paul opted to run their programs as they were able to socially distance the participants with small class sizes.

EXTRA-CURRICULAR PROGRAM	OFFERED BY	GRADES SERVED
Sewing Club	Ms. Rebecca Brown, Special Education Teacher	K-6 th Grade
Wood Shop	Ms. Barb Paul, Program Paraprofessional	1 st -6 th 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 2020-2021, there were 165 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 2020-2021 school calendar, please see Attachment 1. To view the board-approved 2021-2022 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)

9:05 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

- Creation of take home Montessori materials for distance learning. These materials can be used into the future to allow students to master a lesson at school and then show it to their families at home. We feel this will be a great parent education tool.
- Communication- although it was perfect or at all easy, we felt we had great communication with our families throughout all the changes and challenges that came with FY21.
- The student daily attendance rate remained high at 95.3%.
- We were able to transition to in-person 4 days a week learning starting in January of 2021 which our families appreciated and lessened some of the burdens of planning for our teachers. Less than 6% of our total student population chose to continue distance learning once we transitioned to in-person learning 4 days a week.

Key Challenges & Addressing Those Challenges

By far the greatest challenge of the 2020-2021 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 for distance learning students as well as attend to the needs of our in-person learners. This topic will be further discussed in the “Safe 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

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 2020-2021:	
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	12.3
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	12.3	16	98*
FY22			
Average Score = 12.3			

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

*One class was not completed due to covid and teacher transitioning to new role

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 – Due to COVID-19, 2020-2021 accountability data is not available.

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 FY21, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Results for 2020-2021:	
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 FY21, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.	Results for 2020-2021:	
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- Due to COVID-19, 2020-2021 accountability data is not available.

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

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY21, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.	Results for 2020-2021:	
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 FY21, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.	Results for 2020-2021:	
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- Due to COVID-19, 2020-2021 accountability data is not available.

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 FY21, 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 2020-2021:
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 FY21, 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 2020-2021:
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.	

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY21, the school's aggregate proficiency index score for students in <u>grades 4-6</u> will	Results for 2020-2021:

	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).		
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 FY21, the school's aggregate proficiency index score for students in grades 4-6 will be within 2.0 points of the resident district (ISD 882 – Monticello) for the same grades (4-6).	Results for 2020-2021:	
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 FY21, 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 2020-2021:	
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 FY21, 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 2020-2021:	
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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			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 3: In FY21, 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 2020-2021:	
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%.	X	72% (WAA & AA = 32.7%)
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 4: In FY21, 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 2020-2021:	
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.	X	65.7%

Indicator 6: Math Proficiency- Due to COVID-19, 2020-2021 accountability data is not available.

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 FY21, 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 2020-2021:	
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 FY21, 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 2020-2021:	
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 FY21, 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 2020-2021:	
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 FY21, 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 2020-2021:	
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 FY21, 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 2020-2021:	

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%.	X	80% (WAA & AA = 23.8%)
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 FY21, 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 2020-2021:
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%.	X	84% (WAA & AA = 29.2%)
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- Due to COVID-19, 2020-2021 accountability data is not available.

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

Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY21, 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 2020-2021:	
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 FY21, 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 2020-2021:	
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 - SRMCS did not have PreKindergarten students**

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 FY21, 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 2020-2021:	
Exceeds Target (x1.5)	The aggregate percentage is at least 95%.		
Meets Target (x1.0)	The aggregate percentage is at least 85%.		
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.		
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Kindergarten Readiness Standards – Kindergarten Reading Checklist

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%

SRMCS did not have an Early Childhood education program for FY21.

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

School Goal: Over the period of the contract, students at SRMCS will demonstrate growth in writing as measured by a locally-developed assessment rubric.			
Performance Ratings	WBWF Career/College Readiness [CCR] Goal 1: In FY21, 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 2020-2021:	
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.	X	78.2

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 FY21, the average of the school’s annual attendance rates will be at least 90.0%.	Results for 2020-2021:	
Exceeds Target (x1.5)	The average of the school’s annual attendance rates is at least 95.0%.	X	97%
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.		

Indicator 10: Trend Data	
	Attendance Rate
FY16	96.1%
FY17	95.8%
FY18	95.7%
FY19	96.0%
FY20	95.3%
FY21	97%
Average	95.9%

Historically, 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. Despite the disruptions of hybrid learning and shifting to an in-person four days a week model later in the year, our students maintained a high level of attendance. We have a supportive parent community who are engaged in their children’s learning.

Federal & State Accountability: World’s Best Workforce

Due to COVID disrupting MCA administration in FY20 there is no accountability data available for the FY21 MCAs as there was no data to which to compare the FY21 scores. The following charts are still included to show the historical reading and math growth for Swan River and compared to the state, the local district and other similar Montessori schools.

“On Track for Success” MATH	2017	2018	2019
High Growth	51.0%	20.0	12.5
Medium Growth	35.3%	53.3	37.5
Low Growth	13.7%	26.7	50
“On Track for Success” READING	2017	2018	2019
High Growth	36.0%	33.3	23.4
Medium Growth	48.0%	42.2	48.9
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 (5th 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 the 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 in 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 2020-2021 school year, Ms. Halvorson was unable to meet with students 4 days a week for 30 minutes due to our hybrid model. She shifted to meeting with our most at-risk students as much as possible. The majority of the students she serviced were already identified for special education. These students were coming to school in person even on their distance learning days as per their IEPs. For FY22, Julie Halvorson took over as a lead Children’s House teacher and Tasha Burg was hired as our RTI teacher. Tasha meets with small groups of students for 20-30 minutes several times a week. This small group model allows Tasha to service more students as we saw larger than normal numbers of students get flagged as high risk from their FastBridge aReading scores.

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%
2020-2021	3	1 of 3 = 33%	1 of 3 = 33%	1 of 3 = 33%
Total # of Students:	59 over 7 years	22 of 59 = 37%	26 of 59 = 44%	9 of 59 = 15%

Equitable Teacher Distribution & Access to Diverse Teachers

Equitable Teacher Distribution: One of Swan River’s greatest strengths is equal access to 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	2020-2021 Data
Total number of licensed teachers employed at SRMCS during the 2020-2021 school year: 15	
Percentage of Experienced Educators (3+ years of experience)	12 of 15 = 80%
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)	2 of 15 = 13.3%

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 2020 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.



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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

It was difficult to bring the entire staff together for professional development during the 2020-2021 school year as large gatherings weren't recommended. We were able to conduct some professional development virtually and in small groups with safety measures in place. Since there was not data available for the last half of FY19 we were also unable to identify specific areas our teaching staff needed for professional development. We focused on social emotional skills for both our students and staff as well as safety training. For FY22 the school will use the fall reading and math assessments to determine which areas need to be targeted. We will also focus on social and emotional health as our students will need support as they transition back to full time learning in a classroom environment with their peers.

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 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.

Statewide MCA testing resumed for the FY21 school year. Due to a lack of data from FY20 when testing was suspended, there is no accountability data available for FY21.

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 on increasing our knowledge and improving our practices. It was difficult to conduct staff professional development when large gatherings were not a safe practice. As such, the table below is 0.5 hours short of our yearly 16 hours goal.

SRMCS Professional Development 2020-2021					
Title	Date	Presenter	Attended By	Hours Earned	Brief Description
SRMCS Safe Learning Plan: COVID Procedures and Protocols	8.26.20	Amy Jensen	All Staff	1	Training on implementation of the safe learning plan procedures and protocols
Bloodborne Pathogens & School Crisis Management	8.27.20	EMC Insurance	All Staff	1	Staff learned about bloodborne pathogens and proper use and disposal of PPE
SRMCS Hybrid Model Planning	Fall, 2020	Lead Teachers	All Lead Teachers	4	Staff collaborated to plan for the implementation of the hybrid model
Calling and Purpose	1.8.21	Laura Fanucci	All Staff	2	Laura led a mental health retreat on calling and purpose
Mandated Reporting	2.12.21	Paula Krippner	All Staff	1.5	training on who is a mandated reporter and the procedures for reporting
FastBridge: An Overview of the Online Assessment Platform	3.19.21	Lead Teachers	All Lead Teachers	1	Training on the new online assessment platform
Employee Right to Know Training	4.5.21	Amy Jensen	All Staff	1	Training on the use of chemicals in the workplace and safety procedures
Smart Goal Writing	Spring, 2021	Amy Jensen	All Lead Teachers	4	Staff collaborated to write the new Smart goals for the contract with OW

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 cite 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 holds a closed session at a board meeting to review the data and discuss any further action, if necessary.

During FY21 Amy Jensen, a lead classroom teacher, was interim director while the school board sought a new director. Due to the temporary nature of her position, the board did not feel it was necessary to evaluate Ms. Jensen's performance as an individual, but focused on what they would like to see from their incoming, new director. Ms Jensen supported the new director over the summer with the transition and the board is requiring the new director to further her understanding of the Montessori Method through workshops and book studies which she will report to the school board throughout FY22.



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.

Again, due to the temporary nature of Ms. Jensen's position as director of the school, it did not feel right to have her evaluate the performance of her peers during one of the most difficult years of teaching for everyone- seasoned teacher or not. The board agreed to suspend the employee performance evaluations for FY21 and they will resume in FY22 under the new director. The incoming new director did meet with each staff member during June of 2021 to discuss the previous year, share any concerns they had and to talk about staffing for FY22.

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

Due to the disruptions caused by the pandemic, the school did not conduct a parent and student satisfaction survey for the 2020-2021 school year. This survey will resume for the 2021-2022 school year under the supervision of the new director.

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 effective 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 ensures 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.
- Lack of community resources to carry out some of the goals such as school-wide composting of food scraps and lunch trays. There is no compost pick up available in this area even though we would love to see less waste go in the trash from lunch. Some classroom teachers and staff take home the food scraps to compost (or feed livestock), but this is not an option for all classrooms and puts the burden on the staff member.
- 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

2020-2021 SRMCS Board of Directors

MEMBER NAME	BOARD POSITION	AFFILIATION	DATE ELECTED	DATE SEATED	TERM END DATE	PHONE NUMBER	EMAIL ADDRESS
Franco Fanucci	Chair	Parent	08/2020	08/2020	06/2021	612-616-2326	Franco.d.fanucci@loram.com
Cathy Augustson	Member	Community Member	03/2021	03/2021	06/2021	763-271-7926	caugustson@tds.net
Donald Frink	Treasurer	Community Member	05/2016	07/2016	01/2021	612-804-8037	Donald.frink@outlook.com
Amy Savage		Teacher	01/2021	01/2021	06/2021	612-919-3452	amys@swanrivermontessori.org
Ashley Blaha	Secretary	Teacher	08/2020	08/2020	06/2021	763-271-7926	ashleyb@swanrivermontessori.org
Amy Savage	Member	Teacher	05/2017	07/2017	06/2023	612-919-3452	amys@swanrivermontessori.org
Julie Halvorson	Member	Teacher	05/2019	07/2019	06/2022	763-271-7926	julieh@swanrivermontessori.org
Amanda Glunz	Member	Parent	06/2020	07/2020	09/2021	763-271-7926	amanda@agatesocialworks.com
Liza Thomas	Member	Parent	9/2020	09/2021	06/2021	763-271-7926	lizat@swanrivermontessori.org
Amy Jensen	Ex-Officio	School Leader	-	-	-	763-271-7926	amyj@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 website 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
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
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 Virtual Retreat August 4, 2020	Other
Amy Jensen	Board Roles & Responsibilities Employee Policies & Practices Open Meeting Law & You	10.28.20 Financial Management in Times of Crisis 8.19.20 Charter School Employment Policies & Practices 8.19.20 Charter School Board Roles & Responsibilities
Amy Savage	Board Roles & Responsibilities Employee Policies & Practices Open Meeting Law & You	11.20.20 Open Meeting Law Refresher
Franco Fanucci	Board Roles & Responsibilities Employee Policies & Practices Open Meeting Law & You	
Julie Halvorson	Board Roles & Responsibilities Employee Policies & Practices Open Meeting Law & You	11.20.20 Open Meeting Law Refresher
Donald Frink	Board Roles & Responsibilities Employee Policies & Practices Open Meeting Law & You	
Ashley Blaha		10.28.20 Financial Management in Times of Crisis
Rebecca Brown		11.20.20 Open Meeting Law Refresher
Liza Thomas		

Management, Staffing Changes & Transitions

On August 12, 2020 Katie Curtis resigned as director of Swan River Montessori Charter School with her last day of employment being August 26, 2020. The board knew finding a new director qualified to lead both a charter school and a Montessori school would take some time. They did not want to rush to fill the vacancy and appointed Amy Jensen, a lead classroom teacher, as the interim director for the 20-21 school year. Amy Jensen led the school through one of the most difficult years for all schools across the country and the world. Ms. Jensen transitioned to her role with the help and support of Beth Brockman, the Operations Manager, as well as all the Swan River staff. The board formed a hiring committee which worked throughout the spring of 2021 to seek, interview and eventually hire a permanent director. The hiring committee recommended the board hire Annette Vemuri as the new director which they did. Ms. Jensen remained as an interim director over the summer of 2021 to support the transition to the new director.

List of Administrators & Qualifications

Name	Title/Position	Primary Responsibilities	Education & Qualifications
Amy Jensen	Interm School Director	Full school oversight of students, parents, staff, financials, reporting, special education, enrollment, curriculum, and overall success of the school.	B.A. in Elementary Education M.A. in Education Graduate Level Montessori STEM 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 2020-2021: 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 FY21, the Interim School Director received 15.5 hours of continuing education. The new director is seeking her administrators license and will be on track to earn the necessary hours. In FY21, the Special Education Coordinator received 31 hours of continuing education. This is in addition to the 20 hours earned in FY20. 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 FY21: School Director

Date	Professional Development Title/Topic	Continuing Education Credits Received
8.26.20	SRMCS Safe Learning Plan: COVID Procedures and Protocols	1
8.27.20	Bloodborne Pathogens & School Crisis Management	1
Fall, 2020	SRMCS Hybrid Model Planning	4
1.8.21	Calling and Purpose: A Mental Health Retreat for Staff	2
2.12.21	Mandated Reporting	1.5
3.19.21	FastBridge: An Overview of the Online Assessment Platform	1
4.5.21	Employee Right to Know Training: Chemical Safety	1
Spring, 2021	Smart Goal Writing	4

Total CEUs Earned in FY21: 15.5 Hours

List of Professional Development in FY21: Special Education Coordinator

Date	Professional Development Title/Topic	Continuing Education Credits Received
8.26.20	SRMCS Safe Learning Plan: COVID Procedures and Protocols	1
8.27.20	Bloodborne Pathogens & School Crisis Management	1
September, 2020	Assistive Technology for Distance Learning & Academics	2
Fall, 2020	2021 CASE Fall Virtual Conference	13.5
Fall, 2020	SRMCS Hybrid Model Planning	4
1.8.21	Calling and Purpose: A Mental Health Retreat for Staff	2
2.12.21	Mandated Reporting	1.5
3.19.21	FastBridge: An Overview of the Online Assessment Platform	1
4.5.21	Employee Right to Know Training: Chemical Safety	1
Spring, 2021	Smart Goal Writing: Goals for OW Contract Renewal	4

Total CEUs Earned in FY21: 31 Hours

Professional Development Goals for 2021-2022: 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 Aid (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.

2020-2021 Licensed Teaching Staff				
Name	File #	License / Assignment	2010-21 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	N	
Brown, Rebecca	450617	Special Education	N	Special Education Variance
Frederiksen, Jessica	468160	Special Education	R	M.A.
Fuller, Amy	434096	PE for K-6 & Special Education	R	Dual Licensed
George, Lori	516911	Short call substitute - K- adult	N	
Halvorson, Julie	489613	Special Education	R	Community Expert
Jensen, Amy	390666	Interim Director	R	STEM Certified, M.A.
Leland, Nancy	1005611	Elem. Education K-6	N	
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.
Recker, Dylan	486884	5 - 12 Social Studies	R	
Schneider, Sharon	283179	Grades 1-3	R	STEM Certified
Snyder, Shanny	517327	Kindergarten & EC	N	

*R = Returning, N = Not returning

2020-2021 Teacher Professional Development Activities

Please see the table in the section titled “Strategies for Improving Instruction, Curriculum & Student Achievement”.

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%
2020-2021	15	5	33.3%

2020-2021 Other Licensed (Non-Teaching) Staff				
Name	File #	License / Assignment	2021-22 Status*	Comments
Krippner, Paula	286623	Special Ed. Director	R	
Hanna, Cheri	197080	ASD Specialist	R	
Mugaas, Anne	502209	Speech Pathologist	R	
Glunz, Amanda	490107	Social Worker	R	

*R = Returning, N = Not returning

2020-2021 Non-Licensed Staff			
Name	Assignment	2021-22 Status*	Comments
Bad Heart Bull, Molly	Essential Worker Care Lead/Program Paraprofessional	R	
Bauer, Brittney	Program Paraprofessional	N	
Brockman, Beth	Operations Coordinator	R	B.A. Degree
Burg, Tasha	Classroom Assistant	R	M.A. Degree
C, Jessica	Program Paraprofessional	R	
Dehmer, Jean	Program Paraprofessional	R	Paraprofessional Cert.
Eggert, Louise	Program Paraprofessional	N	
Lyndorff, Catherine	Essential Worker Care & Classroom Assistant	N	
Melo, Paul	Custodian	R	
Monahan, Cindy	Classroom Assistant	N	
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	N	
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	N	
Zachman, Cindy	Program Paraprofessional	R	
Zimney, Barb	Hot Lunch Coordinator	R	
Zumbrennan, Jan	Classroom Assistant	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	22	6	27.3%

2021-2022 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	
Burg, Tasha	511607	Elementary Education	
Frederiksen, Jessica	468160	Special Education	M.A.
Fuller, Amy	434096	PE for K-6 & Special Education	Dual Licensed
Halvorson, Julie	489613	Elementary Education	
Amber Hedberg	471464	Elementary Education/Special Education	
Jensen, Amy	390666	Grades 1-3	STEM Certified, M.A.
Sarah Katke	1011968	Academic and Behavioral Strategist	
Amy Klug	443802	Elementary Education	
McGorry, Jean	352642	Music/Band (EC-6)	
Melo, Heidi	408124	Elementary Education	
Perez, Nicole	398893	Birth to 3 rd Grade	STEM Certified, M.A.
Schneider, Sharon	283179	Grades 1-3	STEM Certified
Steiskal, Kristen	393211	Elementary Education/Special Education	
Vemuri, Annette	465733	Elementary Education/Director	M.A.

2021-2022 Other Licensed (Non-Teaching) Staff			
Name	File #	License / Assignment	Comments
Hanna, Cheri	197080	ASD Specialist	
Krippner, Paula	286623	Special Education Director	
Glunz, Amanda	490107	Social Worker	
Mugaas, Anne	502209	Speech Pathologist	
Rasmussen, Melanie	518452	Classroom Assistant	Short Call Sub License

Recker, Dylan	486884	Classroom Assistant	Gr. 5-12, Social Studies License
Stewart, Kristina	517337	Classroom Assistant	Short Call Sub License

2021-2022 Non-Licensed Staff		
Name	Assignment	Comments
Bad Heart Bull, Molly	Classroom Assistant	
Brockman, Beth	Operations Coordinator	B.A.
Chouinard, Jessica	Classroom Assistant	
Dehmer, Jean	Program Paraprofessional	Paraprofessional Cert.
Gleason, Nancy	Classroom Assistant	
Melo, Paul	Custodian	
Oslund, Colleen	School Nurse	B.A.
Paul, Barb	Program Paraprofessional	
Rasmussen, Melanie	Classroom Assistant	B.A.
Romani, Savannah	Program Paraprofessional	
Recker, Dylan	Program Paraprofessional	B.A.
Schroeder, Jen	Designated Substitute Teacher	B.A.
Swanson, Stefanie	Program Paraprofessional	
Sorenson, Kathy	Program Paraprofessional	
Voight, Deb	Custodian	
Voight, Steve	Custodian	
Zachman, Cindy	Program Paraprofessional	
Zimney, Barb	Hot Lunch Coordinator	
Zumbrunnen, Janis	Program Paraprofessional	

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 Hoglund 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 the Minnesota Department of Education and Osprey Wilds no later than December 31, 2021.

For questions regarding school finances and for complete financials for 2020-21 and/or an organizational budget for 2021-22, please contact:



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

Dawn Jenkins of The Anton Group (TAG) provided financial accounting services for Swan River Montessori Charter School in FY21. 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.

FY21 Financial Overview by Fund

FY21 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	2,076,772	24,862	40,506
Total Expenditures	2,079,116	30,311	103,851
Net Income	-2,344	-5,449	-63,345
Total Fund Balance	512,790	6,750	33,396

As detailed above, all three funds experienced a loss in revenue. When combined, the total net loss was \$17,138 for FY21. Fund 4 had a loss of \$61,345 due to salaries and benefits associated with child care for essential workers. Due to covid, SRMCS closed down the Early Childhood program and had a significant decline in enrollment for the 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 experienced extra expenditures due to COVID during FY21. The greatest impact COVID had during FY21 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 decrease in expenses related to COVID for the FY22 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
Contracted Services	4,883
Staffing Costs	29,242
Supplies/Equipment/Curriculum or Technology	24,610
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 \$512,790. 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.

TOTAL BALANCE of ALL FUNDS = \$512,790

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 FY21
Julie Halvorson	Literacy Specialist – Meets with students 1:1 who have been flagged	\$47,003 (3,906 funded through federal CEIS grant)

	as being below grade level standards in reading.	
AIMS Web and Fountas & Pinnell Assessments	Progress monitoring for all students.	\$3,906
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.	\$4,877

Strategic Planning for the Future

Expansion Plans

While Swan River Montessori often gets 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 Dawn Jenkins to create a long range plan for future expenses, including 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 under 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

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 resumed providing a preschool program for FY22. This is not fully enrolled as of October 2021. The pandemic continues to impact our enrollment as

parents are cautious about covid exposure in a classroom or do not want to enroll their children only to pull them if mask wearing was mandated. These are factors outside the control of the school and we hope to build our preschool program up over the next year or two. Word of mouth continues to be how many people hear about us and we appreciate that our families love our school so much that they talk it up to friends, family and neighbors.

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. During 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.

Safe Learning Plan Description and Reflection on Implementation

Before the school year began, the board voted to begin the school year under a hybrid model (half of the class attended in-person Mon./Tues.- other half Wed./Thurs.) for several reasons. Firstly, they wanted consistency for our students and our families and to minimize switching between models as the case rates rose and fell. Given the physical size of our building and the amount of furniture a Montessori classroom contains, it would have been impossible to meet the state's safe learning plan requirements for physical distancing without removing everything from the classroom. This was simply not possible for a hands-on method of education. Our staff size also factored into the decision to use the hybrid model. As mandated by the governor's executive order, we had to offer full time distance learning to our families as well as for our hybrid students on the days they did not attend class. Less than 8% of our total student population for grades kindergarten

through 6th grade choose the distance learning only option. We did not and still do not have enough teachers to devote one per level to teach distance learning and/or create content. Nor would it be possible for one teacher to cover content for 7 grade levels. This meant our classroom teachers had to be the in-person teacher and provide content to distance learners both those needing 5 online lessons a week and others needing 3. Essentially this ended up being 3 jobs done by 1 person. As the school year progressed, we had to adapt how this was handled MANY times. It was overwhelming, stressful and horrible.

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. This added another job to the staff members' plates- creating take home Montessori materials. The grade level teachers and support staff collaborated to create materials, mostly handmade. The woodworking talents of Barb Paul were utilized often to make materials, plexi-glass table barriers and more single person work tables.

The teachers chose to push out distance learning content through the creation of a Google website the students could access for pre-recorded video lessons and then step away from the screen to complete assignments on paper and or with Montessori materials that were sent home weekly. Under the hybrid model this was extremely difficult as the Mon/Tues. students would be in a different place from the Wed./Thurs. students and the full time distance learners would have everything sent home. All of this needed to be done more than a week in advance to make sure it was ready to go home in time for the at-home learning days.

All of these challenges as well as meeting the safety needs of everyone put an enormous amount of stress on the staff. The Montessori Method is absolutely not a method that can be taught remotely. It is intended to be taught by a trained Montessori teacher in a carefully prepared, hands-on environment. We did the absolute best that we could given the parameters to which we had to adhere. We found that the state mandated safe learning plan requirements and guidelines were geared towards larger schools/districts. This was most apparent when it came to covid transmission rates within our school community compared to what was happening in the larger community. At first we had to adhere to the weekly case rate data to determine our learning model despite the fact that our students were not coming up covid positive.. We had ZERO cases of spread within our community and minimal positive cases. This meant that we felt we would be safe to bring back our full classes when the governor changed his orders in December of 2020 and said that schools did not have to use community case rates to determine a learning model. This is what our families wanted and needed. This is what they wanted for FY22 as well. We are currently in-person learning 5 days a week with NO distance learning option. Our families were wonderful and continue to be wonderful about keeping their children home at any sign of illness. This diligence kept our students in person learning from January-June in FY21 and is still happening this year.

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

Attachment 2: SRMCS Board Approved Calendar for 2021-2022

Swan River Montessori Charter School District 4137

SRMCS 2021-2022																												Breaks/Events		
August '21							September '21							October '21							November							Sept	18	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	7th & 8th Welcome Back Days	Oct	19
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9	10	11	12	13	14	15	16	20th Early Dismissal	Nov.	18
8	9	10	11	12	13	14	12	13	14	15	16	17	18	17	18	19	20	21	22	23	21st & 22nd No School	Dec.	16							
15	16	17	18	19	20	21	19	20	21	22	23	24	25	24	25	26	27	28	29	30	5th Early Dismissal	Jan.	18							
22	23	24	25	26	27	28	26	27	28	29	30	31	24	25	26	27	28	29	30	8th Teacher Workshop	Feb.	17								
29	30	31																		22nd & 23rd Early Dismissal	March	18								
November '21							December '21							January '22							February							April	19	
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	24th - 26th Thanksgiving Break	May	21
1	2	3	4	5	6		5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15	23rd - 31st Christmas Break	June	2
7	8	9	10	11	12	13	12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	20	21	22	17th No School	Total	166
14	15	16	17	18	19	20	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21st - 24th Teacher Workshop	Workshop	10							
21	22	23	24	25	26	27	26	27	28	29	30	31	23	24	25	26	27	28	29	Board Approved										
28	29	30											30	31	17th No School	June 28, 2021														
February '22							March '22							April '22							May									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	10th No School		
1	2	3	4	5	6		6	7	8	9	10	11	12	3	4	5	6	7	8	9	10	11	12	13	14	15	16	11th Teacher Workshop		
6	7	8	9	10	11	12	13	14	15	16	17	18	19	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21st No School		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	24	25	26	27	28	29	30	7th - 11th Spring Break									
20	21	22	23	24	25	26	27	28	29	30	31								1st Early Dismissal											
27	28																		4th Teacher Workshop											
May '22							June '22							July '22							June									
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	15th No School		
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9	10	11	12	13	14	15	16	30th Memorial Day		
8	9	10	11	12	13	14	12	13	14	15	16	17	18	17	18	19	20	21	22	23	24	25	26	27	28	29	30	2nd last day of school		
15	16	17	18	19	20	21	19	20	21	22	23	24	25	24	25	26	27	28	29	30	9/7 10am - 6:30pm									
22	23	24	25	26	27	28	26	27	28	29	30	31	24	25	26	27	28	29	30	9/8 8:30am - 3pm										
29	30	31																												