

**SWAN RIVER MONTESSORI CHARTER SCHOOL**  
**School Board Meeting**  
**Board Agenda**

**Monday, April 13, 2026 at 3:30 p.m.**

The school board will hold this meeting in person at Swan River Montessori Charter School at 503 Maple St. building.

**Meeting Agenda**

**I. CALL TO ORDER in 503 Kitchen at Swan River Montessori Charter School by \_\_\_\_ @ \_\_\_\_ PM**

**II. ROLL CALL**

- a. Board Members Present:
- b. Board Members Absent:
- c. Other Attendees:
- d. Recording Minutes:

**III. REVIEW OF SRMCS MISSION AND VISION STATEMENTS**

The mission of Swan River Montessori Charter School 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.

Swan River Montessori Charter School's vision is to employ an interdisciplinary 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.

**IV. MEETING AGENDA-** Motion to approve meeting agenda made by \_\_, Seconded by \_\_. Board Vote-

**V. PREVIOUS MEETING MINUTES-** Motion to approve 3.17.26 Board Meeting Minutes made by \_\_, Seconded by \_\_.

**VI. DECLARATION OF CONFLICTS-**

**VII. FINANCIAL REPORT**

Financial Overview

Review of bills

FY26 Enrollment Numbers as of 4.10.26

- i. Charter School (K-6) = 171
- ii. Children's House (EC) = 10
- iii. Pupil Unit Actual/Budget = 171/165

Motion to approve March financials, expenditures and disbursements made by \_\_, Seconded by \_\_.  
Board Vote-

- a. Donations-
  - i. Motion to approve donations \_\_\_\_ made by \_\_, Seconded by \_\_. Board Vote-

**VIII. ENVIRONMENTAL EDUCATION REPORT AS RELATED TO CONTRACTED GOALS-**

Next Check In:

May/June - EE goals scores

**IX. ACADEMIC PERFORMANCE REPORT AS RELATED TO CONTRACTED GOALS –**

- a. MCA testing update
- b.

**X. BOARD TRAINING**

**XI. DIRECTOR GOALS**

**XII. STRATEGIC PLANNING & GOAL SETTING**

**XIII. OLD BUSINESS**

**XIV. NEW BUSINESS**

- a. Financial Review from Osprey Wilds
- b. SRMCS Board Bylaws- review and make changes
- c. LIEP Plan
- d. Teacher Evaluation Policy
- e. Admission Policy
- f. Nepotism Policy
- g. Employee Background Check Policy
- h. Director Evaluation Policy

**XV. REVIEW OF NEXT MEETING AGENDA**

- a. Date, Time & Location of next Finance Committee Meeting: Tuesday, May 20 at 2:15 PM
- b. Date, Time & Location of next Board Meeting: Tuesday, May 20, 2026 at 3:30 PM

Upcoming Agenda Items-

Old Business

Policies to Review

- i. 514 BULLYING PROHIBITION POLICY-
- ii. 515 PROTECTION AND PRIVACY OF PUPIL RECORDS-
- iii. 524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY
- iv. 531 THE PLEDGE OF ALLEGIANCE-
- v. 532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS
- vi. 533 WELLNESS
- vii. 534 SCHOOL MEALS POLICY
- viii. 606.5 LIBRARY MATERIALS
- ix. 609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES
- x. 612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

New Business

Policies to Review

- xi. 704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM
- xii. 714 FUND BALANCES
- xiii. 721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES
- xiv. 722 PUBLIC DATA AND DATA SUBJECT REQUESTS
- xv. 802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL
- xvi. 806 CRISIS MANAGEMENT POLICY
- xvii. 902 USE OF CHARTER SCHOOL FACILITIES AND EQUIPMENT

**XVI. MOTION TO ADJOURN at \_\_\_ PM by \_\_\_, Seconded by \_\_\_, Board Vote-**

**SWAN RIVER MONTESSORI CHARTER SCHOOL**  
**School Board Meeting**  
**Board Minutes**

**Tuesday, March 17, 2026 at 3:30 p.m.**

The school board will hold this meeting in person at Swan River Montessori Charter School at 503 Maple St. building.

**Meeting Minutes**

**I. CALL TO ORDER in 503 Kitchen at Swan River Montessori Charter School by \_\_\_Jana Evink\_\_\_ @\_\_3:31\_PM**

**II. ROLL CALL**

- a. Board Members Present: Jana Evink, Julie Halvorson, Amy Savage, Claire Belknap, Nicole Perez, Amy Jensen
- b. Board Members Absent: Rick Freese
- c. Other Attendees: School Director Annette Vemuri, Osprey Wilds (OW) Authorizing Specialist Emily Edstrom Moore
- d. Recording Minutes: Amy Jensen

**III. REVIEW OF SRMCS MISSION AND VISION STATEMENTS**

The mission of Swan River Montessori Charter School 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.

Swan River Montessori Charter School's vision is to employ an interdisciplinary 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.

**IV. MEETING AGENDA-** Motion to approve meeting agenda made by\_ CB \_\_, Seconded by JH \_\_. Board Vote- all aye, motion carries

**V. PREVIOUS MEETING MINUTES-** Motion to approve 2.17.26 Board Meeting Minutes made by AJ \_\_, Seconded by \_\_ CB \_\_. Board Vote- all aye, motion carries

**VI. DECLARATION OF CONFLICTS-** none

**VII. OSPREY WILDS CONTRACT RENEWAL PRESENTATION-**

- a. SRMCS was approved for a 5 year contract!
  - i. Although SRMCS was approaching for academic goals, context matters and OW took into consideration that there were years early in the contract that did not have data. Overall outcomes for students were increasing. SRMCS outperforms local district and state scores when compared for most years of the contract.
  - ii. Staff turnover impacted EE goals data early in the contract as well but great EE goals performance later in the contract. Maintained strong financial performance throughout contract
  - iii. Operations- most areas identified as approaches will be monitored over the course of the 5 year contract (Exhibit S). Board will review some areas 4 times a year and track. Others will be immediately addressed and will no longer need to be reviewed.

- iv. Annette will work with OW to set academic goals by April 15, 2026

### VIII. FINANCIAL REPORT

At finance meeting the board discussed the following:  
February FY26

\$829,708 Cash balance at end of the month

\$233,337 State receivables which represents an initial estimate for the beginning of the accrual for the current year holdback

\$936 State receivables which represents the remaining amount due to the school from the state 10% holdback of the prior school year

\$111,629 Salary and benefits payables estimated. This is for summer salaries as of month-end.

Adopted Budget: 165 ADM

Revised Budget: 165 ADM

Actual ADM 161

- 67% Percent of the fiscal year completed
- 66% YTD revenue as a percent of budget based on the working budget.
- 63% YTD expenses as a percent of budget based on the working budget.
- \$893,722 Projected year end fund balance
- 34% Projected ending fund balance as a % of expense budget

SRMCS remains in good financial condition.

FY26 Enrollment Numbers as of 3.13.26

- i. Charter School (K-6) = 171
- ii. Children's House (EC) = 10
- iii. Pupil Unit Actual/Budget = 171/165

Motion to approve February financials, expenditures and disbursements made by \_AS\_, Seconded by \_NP\_. Board Vote- all aye, motion carries

- a. Donations- none

### IX. ENVIRONMENTAL EDUCATION REPORT AS RELATED TO CONTRACTED GOALS-

Oct- new EE goals

Nov- EE check in

Feb- EE check in - halfway through completing goals, groups have all met for the completed goals

May/June - EE goals scores

### X. ACADEMIC PERFORMANCE REPORT AS RELATED TO CONTRACTED GOALS --

Oct - MCA scores

Nov- fall fastbridge

Jan- NAEP test 4th grade only, mandated by MN Department of Education

Feb-A math standards/curriculum team of 3 teachers has been formed and Annette applied for a grant to send them to a fee based conference and they will attend a free conference as well.

May/June- spring fastbridge

**Math Standards-** in FY27 grade level teachers will meet once a week to align new MN math standards

with what is being taught in the classroom. A shared document will be created to track what is being met and what needs to be supplemented.

## **XI. BOARD TRAINING**

OW – Sounding Board - *Board Meeting Minutes: Clear, Useful, and Transparent*  
Board reviewed Sounding Board. The secretary took notes on ways the board can improve our meeting minutes. One point was to increase the narrative of some areas (such as review of bills) to better reflect our discussion. Also added approving expenditures and disbursements as part of the motion when reviewing financials.

## **XII. DIRECTOR GOALS**

- a. Check in- Science of Reading professional development day update

## **XIII. STRATEGIC PLANNING & GOAL SETTING**

- a. Extended school day- Annette and Amber worked on adjusting the specials schedule to give the classrooms an hour of in-class time in the afternoon. This would alleviate the need to extend the school day to gain classroom instructional time. Transition times would decrease as well so less time is wasted. The new schedule also allows time for the grade level teachers to meet once a week to review math standards and other academic progress/goals.

## **XIV. OLD BUSINESS**

### **a. Policies to Review- table to April**

- i. 514 BULLYING PROHIBITION POLICY-
- ii. 515 PROTECTION AND PRIVACY OF PUPIL RECORDS-
- iii. 524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY
- iv. 531 THE PLEDGE OF ALLEGIANCE-
- v. 532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS
- vi. 533 WELLNESS
- vii. 534 SCHOOL MEALS POLICY
- viii. 606.5 LIBRARY MATERIALS
- ix. 609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES
- x. 612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

## **XV. NEW BUSINESS**

### **a. Review of next batch of policies - table to April**

- i. 704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM
- ii. 714 FUND BALANCES
- iii. 721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES
- iv. 722 PUBLIC DATA AND DATA SUBJECT REQUESTS
- v. 802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL
- vi. 806 CRISIS MANAGEMENT POLICY
- vii. 902 USE OF CHARTER SCHOOL FACILITIES AND EQUIPMENT

**XVI. REVIEW OF NEXT MEETING AGENDA**

- a. Date, Time & Location of next Finance Committee Meeting: Tuesday, April 21 at 2:15 PM
- b. Date, Time & Location of next Board Meeting: Tuesday, April 21, 2026 at 3:30 PM

Upcoming Agenda Items-

Old Business

New Business -

Next batch of policies- approve/review

**XVII. MOTION TO ADJOURN at \_\_4:45\_\_ PM by \_NP\_, Seconded by \_CB\_. Board Vote- all aye, motion carries**



# Swan River Montessori Monthly Financials

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MARCH 2026

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**EdFinMN**

FINANCE AND ACCOUNTING SERVICES FOR CHARTER  
SCHOOL AND EDUCATION SUPPORT ORGANIZATIONS

# Swan River Montessori Financial Highlights

MARCH 2026

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## Balance Sheet:

The School's balance sheet reflects the school's liquid assets and liabilities. The primary focus of the balance sheet is the cash balance and any material liabilities. Additionally, attention should be paid to the amount of the YTD state hold back. The highlights from the balance sheet are:

- \$788,590 Cash balance at end of the month
- \$256,331 State receivables which represents an initial estimate for the beginning of the accrual for the current year hold back
- \$936 State receivables which represents the remaining amount due to the school from the state 10% holdback of the prior school year
- \$130,584 Salary and benefits payables estimated. This is for summer salaries as of month-end.

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## Income Statement

The focus of the school's income statement is to monitor the ongoing revenues and expenses of the various programs. A monthly review of the actual spent vs. budget as well as taking into consideration the percentage of the fiscal year completed is imperative. Yet, also understanding how each individual line-item functions will help the overall analysis. The highlights from the income statement are:

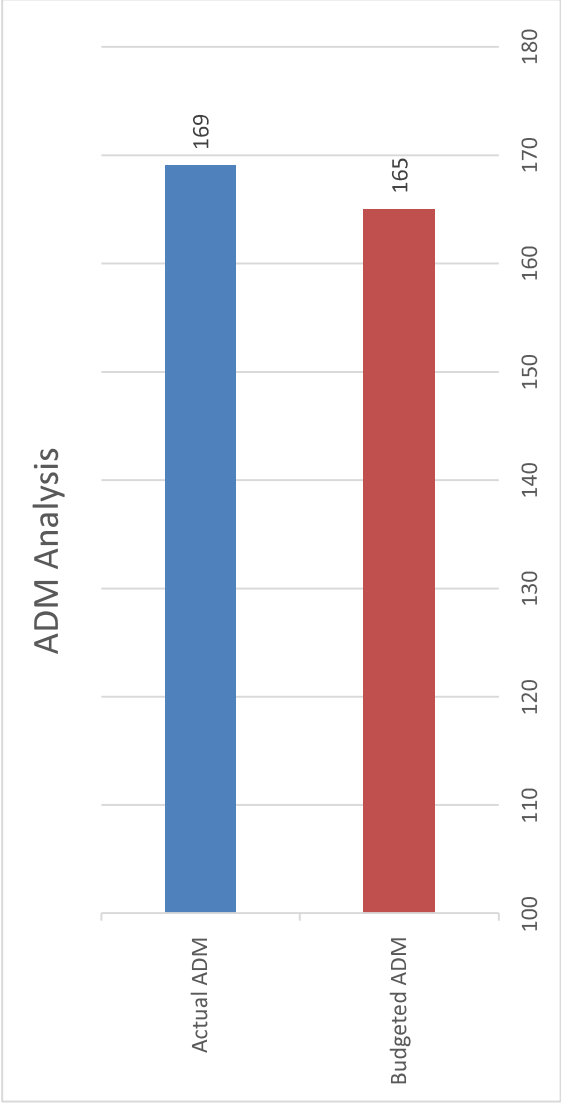
- Adopted Budget: 165 ADM
- Revised Budget: 165 ADM
- Actual ADM 169
- 75% Percent of the fiscal year completed
- 74% YTD revenue as a percent of budget based on the working budget.
- 73% YTD expenses as a percent of budget based on the working budget.
- \$893,722 Projected year end fund balance
- 34% Projected ending fund balance as a % of expense budget

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## Cash Flow:

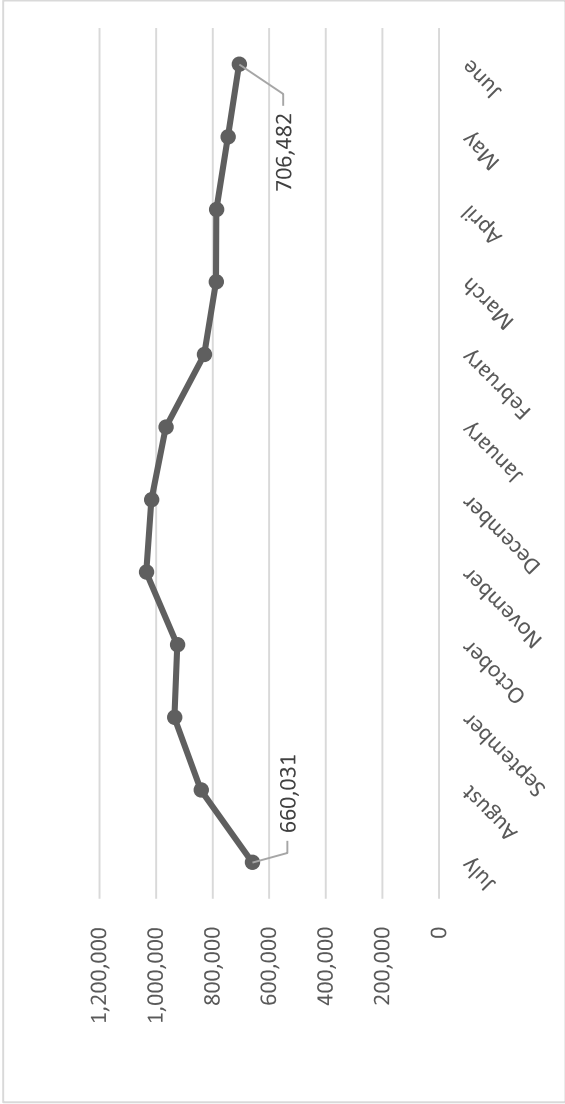
- Estimated cash balance as of June 30, 2026  
\$ 706,482
- Days cash on hand projected as of June 30, 2026  
105

### Enrollment/ADM's



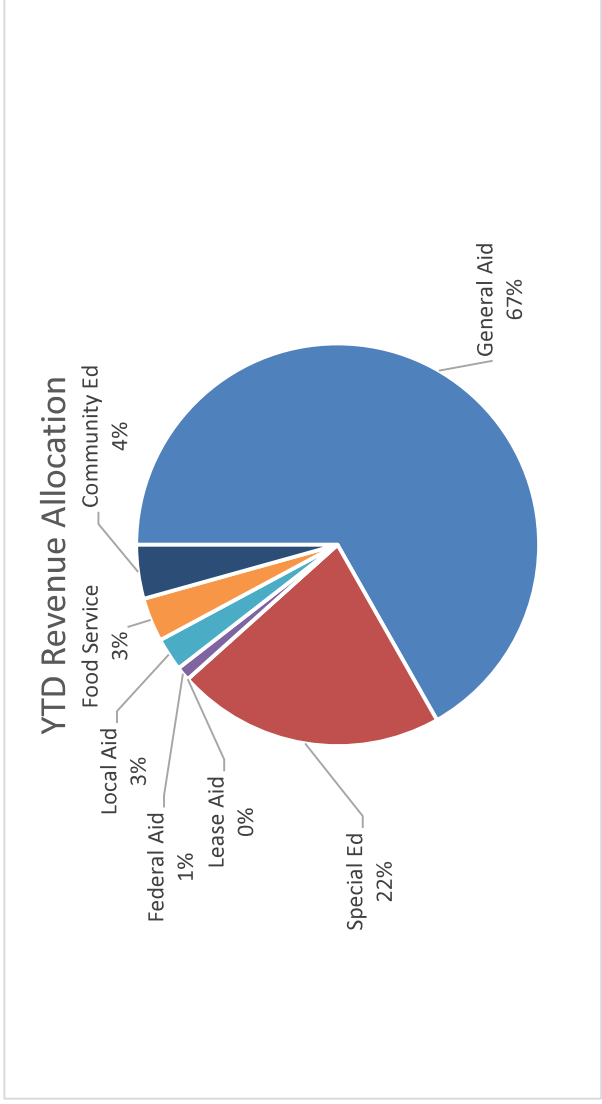
Monitoring the school's budgeted ADM vs. the actual ADM is one of the most important analytical revenue reviews. Variance from the budgeted ADM must be reviewed and understood.

### Cash Flow Projection



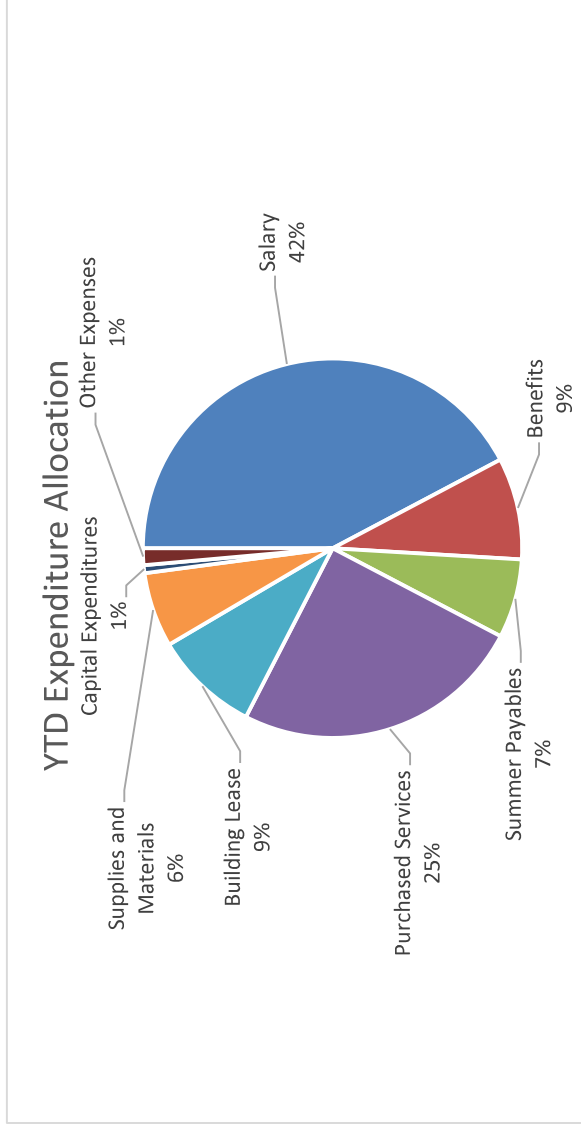
Swan River's cash balance is expected to increase slightly during fiscal 2026.

## Revenue



The graph above reflects the revenue allocation the school has received from all revenue sources to date.

## Expenditures



The graph above reflects the current year to date expenditure allocation across the school's major budget categories. This depiction helps identify how the school has spent their funds thus far.

**Swan River Montessori Charter School**  
**Balance Sheet**  
**As of March 31, 2026**

<b>Assets</b>	<b>As of Month-End</b>
Cash	788,590
MDE Receivable - Current year estimate	256,331
MDE Receivable - Prior year	936
Total Assets	\$ 1,045,857
<b>Liabilities</b>	
Salary and Benefits Payable	\$ 130,584
Accounts Payable	132
Total Liabilities	\$ 130,716
<b>Fund Balance</b>	
Beginning -Audited	\$ 852,976
Change in Fund Balance	62,164
Ending- Projected	\$ 915,140
Total Liabilities and Fund Balance	\$ 1,045,857

*\*\*Current year based on estimated, primarily for ADM numbers. \*\**

**Swan River Montessori Charter School**  
**Income Statement Summary**  
**As of March 31, 2026**

Revenue	Adopted Budget - Working Forecast -				% of Budget
	165 ADM	165 ADM	Monthly Activity	Year to Date	
State Aids	\$ 2,402,172	\$ 2,400,139	\$ 176,948	\$ 1,814,271	75.6%
Federal Aids	133,246	117,055	5,335	40,948	35.0%
Local	103,725	123,825	14,338	105,801	85.4%
<b>Total</b>	<b>\$ 2,652,884</b>	<b>\$ 2,654,760</b>	<b>\$ 196,622</b>	<b>\$ 1,961,020</b>	<b>73.9%</b>
Expense	Adopted Budget - Working Forecast -				% of Budget
	165 ADM	165 ADM	Monthly Activity	Year to Date	
Salary	\$ 1,176,531	\$ 1,192,446	\$ 114,845	\$ 802,482	67.3%
Benefits	295,437	295,993	23,380	164,805	55.7%
Summer Payables	-	-	-	128,030	N/A
Purchased Services	619,905	631,360	43,153	472,006	74.8%
Supplies and Materials	223,023	220,545	23,411	121,397	55.0%
Capital Expenditures	174,578	234,934	38,003	183,033	77.9%
Other Expenses	36,894	38,736	247	27,104	70.0%
<b>Total</b>	<b>\$ 2,526,368</b>	<b>\$ 2,614,014</b>	<b>\$ 243,040</b>	<b>\$ 1,898,856</b>	<b>72.6%</b>
<b>Change in Fund Balance</b>					
<b>Beginning Fund Balance</b>	\$ 126,516	\$ 40,746	\$ (46,418)	\$ 62,164	
<b>Ending- Projected</b>	852,976	852,976	852,976	852,976	
	<u>\$ 979,492</u>	<u>\$ 893,722</u>	<u>\$ 806,558</u>	<u>\$ 915,140</u>	

FB as a % of Exp

39%

34%

Fund	Beginning Fund Balance 7/1/2025 -		Projected Expenditures		Projected Fund Balance 6/30/2026	Profit (Loss) CY
	Audited	Projected Revenues	Projected Expenditures	Projected Expenditures		
General Fund 1	\$ 782,025	2,397,224	2,355,519	823,730	41,705	
Food Service Fund 2	-	131,911	131,911	-	-	
Community Service Fund 4	70,951	125,625	126,584	69,992	(959)	
<b>Total</b>	<b>\$ 852,976</b>	<b>\$ 2,654,760</b>	<b>\$ 2,614,014</b>	<b>\$ 893,722</b>	<b>\$ 40,746</b>	

Swan River Montessori Charter School  
Detail Revenue  
As of March 31, 2026

75% Year Complete

	Adopted Budget - 165 ADM	Working Forecast - 165 ADM	Monthly Activity	Year to Date	% of Budget
<b>General Fund</b>					
<b>State Aid</b>					
General Aid	\$ 1,292,881	\$ 1,296,249	\$ 72,912	\$ 996,054	77%
Special Ed	731,483	697,589	83,393	404,608	58%
Compensatory	49,171	24,708	-	-	0%
Lease Aid	157,120	211,441	-	-	0%
Literacy Incentive Aid	17,793	16,808	6,723	15,127	90.0%
Hourly Worker Unemployment	37,574	32,291	-	29,062	90.0%
School Library Aid	20,000	9,903	-	8,912	90.0%
Student Support Aid	20,000	20,000	(102)	17,898	89.5%
Cybersecurity Grant	-	15,000	-	15,000	100.0%
State Aid Receivables*	-	-	-	256,331	N/A
Total State Aid	\$ 2,326,022	\$ 2,323,989	\$ 162,926	\$ 1,742,992	75%
<b>Federal Aid</b>					
Title I	\$ 24,114	\$ -	\$ -	\$ -	0%
Title II/III		11,049	922	5,529	50.0%
Special Ed	26,312	23,186	297	15,513	67%
Total Federal Aid	\$ 50,426	\$ 34,235	\$ 1,218	\$ 21,042	61%
<b>Local Aid and Donation</b>					
Interest	\$ 500	\$ 5,000	\$ 719	\$ 6,304	126%
Miscellaneous	400	500	(1,188)	2,140	428.1%
Read-a-thon	-	-	1,213	7,635	N/A
Donations and Other	10,000	500	(0)	798	160%
MA Revenue	-	20,000	1,049	16,920	85%
Fees for Services	8,000	13,000	94	15,793	121%
Total Local and Donation	\$ 18,900	\$ 39,000	\$ 1,887	\$ 49,590	127%
<b>Total General Fund Revenue</b>	\$ 2,395,348	\$ 2,397,224	\$ 166,031	\$ 1,813,624	76%
<b>Food Service Fund</b>					
State Revenue	\$ 35,350	\$ 35,350	\$ 8,459	\$ 40,113	113%
Federal Revenue	82,820	82,820	4,117	19,906	24%
Food Sales	-	-	5,501	6,301	N/A
Transfer from General	13,741	13,741	-	-	0%
<b>Total Food Service Revenue</b>	\$ 131,911	\$ 131,911	\$ 18,077	\$ 66,320	50%
<b>Community Service Fund</b>					
Before/After School Care	\$ 40,800	\$ 40,800	\$ 5,564	\$ 31,166	76%
Children's House Tuition	84,825	84,825	6,950	49,910	59%
<b>Total Community Service Revenue</b>	\$ 125,625	\$ 125,625	\$ 12,514	\$ 81,076	65%
<b>Total Revenue- All Funds</b>	\$ 2,652,884	\$ 2,654,760	\$ 196,622	\$ 1,961,020	74%

Swan River Montessori Charter School  
Detail Expense  
As of March 31, 2026

FYTD: 75%

	Adopted Budget - 165 ADM	Working Forecast - 165 ADM	Monthly Activity	Year to Date	% of Budget
<b>Admin and Operations</b>					
100 Salaries	\$ 119,397	\$ 127,331	\$ 7,564	\$ 81,315	64%
200 Benefits	36,587	52,091	1,460	31,628	61%
305 Contracted Services	158,500	161,275	11,918	140,140	87%
320 Communication	5,971	6,269	922	4,502	72%
329 Postage	896	896	-	428	48%
330 Utilities	39,182	39,182	4,427	30,772	79%
340 Insurance	25,632	30,294	2,691	20,977	69%
350 Repairs & Maintenance	2,081	2,081	-	767	37%
366 Conferences/Professional Development	5,202	5,202	-	-	0%
401 General Supplies	23,881	23,881	2,979	15,938	67%
405 Purchased Software (405/406)	520	7,500	105	8,865	118%
490 Food	416	1,000	-	751	75%
500 Furniture & Equipment	-	-	-	12,314	0%
570 Building Lease	174,578	234,934	38,003	170,257	72%
820 Dues & Memberships	21,995	21,995	247	25,386	115%
899 Misc Expenses - Missing Support	-	-	-	1,640	0%
910 Transfers to Other Funds	13,741	13,741	-	-	0%
<b>Total Admin and Operations</b>	<b>\$ 628,579</b>	<b>\$ 727,672</b>	<b>\$ 70,316</b>	<b>\$ 545,680</b>	<b>75%</b>
<b>Instructional Support and Services</b>					
100 Salaries	\$ 575,809	\$ 600,441	\$ 52,658	\$ 376,814	63%
200 Benefits	153,691	150,110	10,815	77,220	51%
Summer Payable	-	-	-	77,866	N/A
305 Contracted Services	-	-	180	13,356	0%
335 Short Term Lease	-	-	-	300	0%
360 Transportation - Field Trips	13,183	13,183	713	1,391	11%
366 Conferences/Professional Development	6,615	6,615	295	1,171	18%
369 Field Trips and Registration	-	-	-	633	0%
401 General Supplies	14,646	14,646	1,511	12,709	87%
405 Purchased Software (405/406)	-	-	13	4,675	0%
430 Instructional Supplies	31,244	31,244	1,765	5,230	17%
461 Standardized Tests	2,756	2,756	-	-	0%
490 Food	-	-	-	5	0%
820 Dues & Memberships	1,158	3,000	-	78	3%
<b>Total Instructional Support and Services</b>	<b>\$ 799,102</b>	<b>\$ 821,995</b>	<b>\$ 67,950</b>	<b>\$ 571,446</b>	<b>70%</b>

Swan River Montessori Charter School  
Detail Expense  
As of March 31, 2026

FYTD: 75%

	Adopted Budget - 165 ADM	Working Forecast - 165 ADM	Monthly Activity	Year to Date	% of Budget
<b>Special Education</b>					
100 Salaries	\$ 377,118	\$ 355,573	\$ 46,311	\$ 283,152	80%
200 Benefits	100,657	88,675	10,809	53,891	61%
100 CEIS - Salaries	-	2,611	251	1,756	67%
200 CEIS - Benefits	-	871	45	310	36%
1XX/2XX Summer Payable	-	-	-	50,165	NA
305 Contracted Services	7,525	27,229	-	3,338	12%
360 Transportation - SPEID & HHM	-	-	-	10,053	0%
366 Conferences/Professional Development	1,186	1,186	465	3,104	262%
394 Payments to Other Agencies	332,487	312,783	19,868	228,548	73%
401 General Supplies	4,829	3,500	76	1,294	37%
405 Purchased Software	1,984	2,375	96	2,848	120%
430 Instructional Supplies	-	-	598	2,054	0%
433 Instructional Supplies- Ind	9,104	-	-	-	0%
555 Technology Equipment	-	-	-	462	0%
<b>Total Special Education</b>	<b>\$ 834,890</b>	<b>\$ 794,803</b>	<b>\$ 78,518</b>	<b>\$ 640,974</b>	<b>81%</b>
<b>Title Programs</b>					
100 Salaries	16,867	9,414	-	-	0%
200 Benefits	4,502	1,635	-	-	0%
<b>Total Title Programs</b>	<b>21,369</b>	<b>11,049</b>	<b>-</b>	<b>-</b>	<b>0%</b>
<b>Total General Fund Expenditures</b>	<b>\$ 2,283,940</b>	<b>\$ 2,355,519</b>	<b>\$ 216,784</b>	<b>\$ 1,758,100</b>	<b>75%</b>
<b>Food Service Fund</b>					
401 General Supplies	-	-	1,125	6,346	0%
490 Food	131,911	131,911	15,143	59,016	45%
820 Dues & Memberships	-	-	-	1,135	0%
<b>Total Food Service</b>	<b>\$ 131,911</b>	<b>\$ 131,911</b>	<b>\$ 16,268</b>	<b>\$ 66,496</b>	<b>50%</b>
<b>Community Ed Fund</b>					
100 Salaries	\$ 87,340	\$ 99,687	\$ 8,312	\$ 61,201	61%
200 Benefits	21,202	24,922	1,675	12,528	50%
394 Field Trips	243	243	-	-	0%
401 General Supplies	1,489	1,489	-	531	36%
820 Dues & Memberships	243	243	-	-	0%
<b>Total Community Ed</b>	<b>\$ 110,517</b>	<b>\$ 126,584</b>	<b>\$ 9,987</b>	<b>\$ 74,260</b>	<b>59%</b>
<b>Total Expense- All Funds</b>	<b>\$ 2,526,368</b>	<b>\$ 2,614,014</b>	<b>\$ 243,040</b>	<b>\$ 1,898,856</b>	<b>73%</b>

Swan River Montessori Charter School  
CashFlow Summary  
As of March 31, 2026

3 Months Remaining

<b>Cash Receipts</b>	<b>Budget</b>	<b>Monthly Activity</b>	<b>Year to Date</b>	<b>April</b>	<b>May</b>	<b>June</b>
State Aids- Current Year	\$ 2,323,989	\$ 162,926	\$ 1,486,661	\$ 159,135	\$ 159,326	\$ 159,237
State Aids- Prior Year	936	-	-	25,463	-	-
Federal - Current Year	34,235	1,218	-	12,607	-	-
Local	164,625	14,401	130,666	11,320	11,320	11,320
Food Service	131,911	18,077	66,320	20,770	20,770	20,770
<b>Total Inflows</b>	<b>\$ 2,655,696</b>	<b>\$ 196,622</b>	<b>\$ 1,683,647</b>	<b>\$ 229,294</b>	<b>\$ 191,416</b>	<b>\$ 191,327</b>

<b>Expense</b>						
Salary	\$ 1,192,446	\$ 114,845	\$ 802,482	\$ 99,371	\$ 99,371	\$ 99,371
Benefits	295,993	23,084	164,805	24,666	24,666	24,666
Purchased Services	631,360	43,153	472,006	53,118	53,118	53,118
Supplies and Materials	220,545	23,411	121,397	33,049	33,049	33,049
Capital Expenditures	234,934	38,003	183,033	17,300	17,300	17,300
Other Expenses	38,736	247	27,104	3,877	3,877	3,877
Accounts Payable	-	-	-	-	-	-
<b>Total Outflows</b>	<b>\$ 2,614,014</b>	<b>\$ 242,744</b>	<b>\$ 1,770,826</b>	<b>\$ 231,382</b>	<b>\$ 231,382</b>	<b>\$ 231,382</b>

**Change in Cash** \$ (2,087) \$ (39,966) \$ (40,055)

<b>Beginning</b>	<b>\$ 788,590</b>	<b>\$ 786,503</b>	<b>\$ 746,537</b>
<b>Line of Credit</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Ending- Projected</b>	<b>\$ 786,503</b>	<b>\$ 746,537</b>	<b>\$ 706,482</b>

Swan River Montessori Charter School  
CashFlow Summary  
As of March 31, 2026

3 Months Remaining

<b>Cash Receipts</b>	<b>Budget</b>	<b>Monthly Activity</b>	<b>Year to Date</b>	<b>Total</b>	<b>Budget</b>	<b>Remaining</b>
State Aids- Current Year	\$ 2,323,989	\$ 162,926	\$ 1,486,661	\$ 1,964,359	\$ 2,323,989	\$ 359,630
State Aids- Prior Year	936	-	-	25,463	936	-
Federal - Current Year	34,235	1,218	-	12,607	34,235	21,629
Local	164,625	14,401	130,666	164,625	164,625	-
Food Service	131,911	18,077	66,320	128,631	131,911	3,280
<b>Total Inflows</b>	<b>\$ 2,655,696</b>	<b>\$ 196,622</b>	<b>\$ 1,683,647</b>	<b>\$ 2,295,685</b>	<b>\$ 2,655,696</b>	<b>\$ 384,538</b>
<b>Expense</b>						
Salary	\$ 1,192,446	\$ 114,845	\$ 802,482	\$ 1,100,593	\$ 1,192,446	\$ 91,853
Benefits	295,993	23,084	164,805	238,803	295,993	57,190
Purchased Services	631,360	43,153	472,006	631,360	631,360	-
Supplies and Materials	220,545	23,411	121,397	220,545	220,545	-
Capital Expenditures	234,934	38,003	183,033	234,934	234,934	-
Other Expenses	38,736	247	27,104	38,736	38,736	-
Accounts Payable	-	-	-	-	-	-
<b>Total Outflows</b>	<b>\$ 2,614,014</b>	<b>\$ 242,744</b>	<b>\$ 1,770,826</b>	<b>\$ 2,464,971</b>	<b>\$ 2,614,014</b>	<b>\$ 149,043</b>
<b>Change in Cash</b>				<b>\$ (169,286)</b>		

**Beginning  
Line of Credit  
Ending- Projected**

**Days Cash on Hand  
105**

# NOTES TO THE FINANCIAL STATEMENTS

MARCH 2026

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- The financials statements are drafted on an accrual basis of accounting.
  - The financial statements are drafted based on information received from the school's leadership.
  - The numbers are subject to change based on timing of information received from the school.
  - The school's budget is based on full accrual projections as of the end of the fiscal year.
  - This report is unaudited and is prepared for internal use only.
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Swan River Montessori # 4137

Detail Payment Register By Check  
 Check Number: 0-2147483647 Payment Date: 03/01/2026-3/31/2026 Period: 202609-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void	Date	Pmt	Type
SHBC	1001	B 01 215 007		PERA		3/20/2026	\$3,258.25	Wire
	PO#:							
	Voucher #:	14716	Invoice	Invoice No: S2026160		3/20/2026		
	SHBC	1002	B 01 215 006	TRA		3/20/2026	\$5,794.35	Wire
	PO#:							
	Voucher #:	14717	Invoice	Invoice No: S2026160	TRA	3/20/2026	\$5,794.35	Wire
SHBC	1050	E 01 005 850 000 348 570		SRCS Building Co		3/20/2026	\$16,531.67	Wire
	PO#:							
	Voucher #:	14731	Invoice	Invoice No: DT031326	Lease -March	3/20/2026	\$16,531.67	Wire
SHBC	1052	E 01 005 810 000 330		Centerpoint Energy		3/20/2026	\$398.51	Wire
	PO#:							
	Voucher #:	14729	Invoice	Invoice No: DT031126	Gas Charges 01/09/26-02/09/26 503 Maple	3/20/2026	\$398.51	Wire
SHBC	1052	E 01 005 810 000 330		Centerpoint Energy		3/20/2026	\$1,454.83	Wire
	PO#:							
	Voucher #:	14730	Invoice	Invoice No: DT031126	Gas Charges 01/09/26-02/09/26 500 Maple	3/20/2026	\$1,454.83	Wire
SHBC	1053	E 01 005 810 000 330		City of Monticello		3/20/2026	\$157.93	Wire
	PO#:							
	Voucher #:	14725	Invoice	Invoice No: DT030226	Water & Sewer 01/01/26-01/31/26 500 Maple	3/20/2026	\$157.93	Wire
SHBC	1054	E 01 005 810 000 330		Xcel Energy		3/20/2026	\$1,467.27	Wire
	PO#:							
	Voucher #:	14732	Invoice	Invoice No: 965320690	Electric Charges 01/05/26-02/04/26	3/20/2026	\$1,467.27	Wire
SHBC	1369	E 01 005 940 000 340		EMC Insurance Companies		3/20/2026	\$2,690.97	Wire
	PO#:							
	Voucher #:	14733	Invoice	Invoice No: 7002839802	Property Insurance	3/20/2026	\$2,690.97	Wire
	Check Amount:						\$2,690.97	

Swan River Montessori # 4137

Check Number: 0-2147483647 Payment Date: 03/01/2026-3/31/2026 Period: 202609-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void	Date	Pmt Type
SHBC	1566	IRS	B 01 215 002	Federal Tax	Wire	3/20/2026	\$10,453.50
	PO#: 1566	14718	Invoice	Invoice No: S2026160	Paid Amt:	\$10,453.50	Check Amount: \$10,453.50
SHBC	1567	MN Dept. Revenue	B 01 215 003	State Tax	Wire	3/20/2026	\$1,518.12
	PO#: 1567	14715	Invoice	Invoice No: S2026160	Paid Amt:	\$1,518.12	Check Amount: \$1,518.12
SHBC	1616	MedSurety	E 01 005 110	HSA Fee	Wire	3/20/2026	\$30.00
	PO#: 1616	14727	Invoice	Invoice No: 50017	Paid Amt:	\$30.00	Check Amount: \$30.00
SHBC	1644	Netnet	E 01 005 110	Payment Processing Fees - TYSY March	Wire	3/20/2026	\$147.50
	PO#: 1644	14724	Invoice	Invoice No: DT030226	Paid Amt:	\$147.50	Check Amount: \$147.50
SHBC	1001	PERA	B 01 215 007	PERA	Wire	3/23/2026	\$2,953.52
	PO#: 1001	14721	Invoice	Invoice No: S2026170	Paid Amt:	\$2,953.52	Check Amount: \$2,953.52
SHBC	1002	TRA	B 01 215 006	TRA	Wire	3/23/2026	\$6,742.67
	PO#: 1002	14722	Invoice	Invoice No: S2026170	Paid Amt:	\$6,742.67	Check Amount: \$6,742.67
SHBC	1109	MACS (MN Ass of Charter Schis)	E 01 005 110	MACS-March	Wire	3/23/2026	\$246.87
	PO#: 1109	14728	Invoice	Invoice No: DT030926	Paid Amt:	\$246.87	Check Amount: \$246.87
SHBC	1566	IRS	B 01 215 002	Federal Tax	Wire	3/23/2026	\$10,469.90
	PO#: 1566	14723	Invoice	Invoice No: S2026170	Paid Amt:	\$10,469.90	Check Amount: \$10,469.90

Swan River Montessori # 4137

Detail Payment Register By Check  
 Check Number: 0-2147483647 Payment Date: 03/01/2026-3/31/2026 Period: 202609-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void	Date	Pmt Type
SHBC	1567	B 01 215 003	Invoice	MN Dept. Revenue	State Tax	3/23/2026	Wire
							\$1,416.07
							Check Amt: \$1,416.07
SHBC	1616	B 01 215 016	Invoice	MedSurety	Payroll Deductions-Vision	3/23/2026	Wire
							\$773.35
							Check Amt: \$773.35
SHBC	1001	B 01 215 007	Invoice	PERA	PERA	3/31/2026	Wire
							\$46.67
							Check Amt: \$46.67
SHBC	1566	B 01 215 002	Invoice	IRS	Federal Tax	3/31/2026	Wire
							\$51.00
							Check Amt: \$51.00
SHBC	1567	B 01 215 003	Invoice	MN Dept. Revenue	State Tax	3/31/2026	Wire
							\$6.20
							Check Amt: \$6.20
SHBC	1222	B 01 215 009	Invoice	Blue Cross/Blue Shield of MN	Insurance Premiums April	3/23/2026	Wire
							\$388.40
							Check Amt: \$388.40
SHBC	1530	E 01 005 110 000 000 305	Invoice	Sherburne State Bank	Bank Fee	3/31/2026	Wire
							\$45.00
							Check Amt: \$45.00
SHBC	1184	E 01 005 110 000 000 320	Invoice	US Bank - Credit Card	Communications		Wire
							\$129.49
							Office Food \$134.67
							Adobe \$45.44
							Facility Service \$1,157.47
							Facility Supplies \$1,069.70
							Classroom Supplies \$87.65
							Classroom Curriculum \$1,733.45



Swan River Montessori # 4137

Check Number: 0-2147483647 Payment Date: 03/01/2026-3/31/2026 Period: 202609-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void	Date	Pmt	Type
SHBC	18854	1482		Designs for Learning INC		3/10/2026	\$78.75	Check
				E 01 005 110 000 000 305				
				HR Jan				
				Invoice No: 26-1430				
				14704 Invoice				
				Paid Amt: \$78.75				
				Check Amount: \$78.75				
SHBC	18855	1636		EdFinMN		3/10/2026	\$4,635.00	Check
				E 01 005 110 000 000 305				
				Accounting/Consulting Fees -March				
				Invoice No: 2889				
				14705 Invoice				
				Paid Amt: \$4,635.00				
				Check Amount: \$4,635.00				
SHBC	18856	1490		Heidi Melo		3/10/2026	\$65.61	Check
				E 01 010 203 000 000 401				
				Reimbursement -Classroom Supplies				
				Invoice No: DT020526				
				14712 Invoice				
				Paid Amt: \$65.61				
				Check Amount: \$65.61				
SHBC	18857	1070		Hoglund Transportation, Inc.		3/10/2026	\$712.50	Check
				E 01 005 760 000 733 360				
				Transportation Field Trip				
				Invoice No: 216361				
				14706 Invoice				
				Paid Amt: \$712.50				
				Check Amount: \$712.50				
SHBC	18858	1245		Innovative Office Solutions		3/10/2026	\$104.36	Check
				E 01 005 810 000 000 401				
				Facility Supplies				
				Invoice No: IN5049062				
				14707 Invoice				
				Paid Amt: \$104.36				
				Check Amount: \$104.36				
SHBC	18859	1719		Lockstar Locksmith Service LLC		3/10/2026	\$125.00	Check
				E 01 005 810 000 000 305				
				Facility Service				
				Invoice No: 0425225-273				
				14713 Invoice				
				Paid Amt: \$125.00				
				Check Amount: \$125.00				
SHBC	18860	1618		MN PEIP		3/10/2026	\$6,870.00	Check
				B 01 215 015				
				Health Insurance -March				
				Invoice No: 1599680				
				14708 Invoice				
				Paid Amt: \$6,870.00				
				Check Amount: \$6,870.00				
SHBC	18861	1258		Premier Kitchen, Inc.		3/10/2026	\$3,457.20	Check
				E 02 005 770 000 701 490				
				Lunch 02/01/26-02/15/26				
				Invoice No: 41055				
				14709 Invoice				
				Paid Amt: \$3,457.20				
				Check Amount: \$3,457.20				
				E 02 005 770 000 701 490				
				Breakfast 02/01/26-02/15/26				
				Invoice No: 41055				
				14709 Invoice				
				Paid Amt: \$4,722.20				
				Check Amount: \$4,722.20				
				R 02 005 770 000 701 601				
				Commodity Credit				

Swan River Montessori # 4137

Check Number: 0-2147483647 Payment Date: 03/01/2026-3/31/2026 Period: 202609-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void	Date	Pmt	Type
SHBC	18862	1706		Victory Building Services		3/10/2026	\$216.80	Check
	PO#:	14710	Invoice #:	Invoice No: 0629669		3/10/2026	\$216.80	
		E 01 005 810 000 000 401		Facility Supplies				
	PO#:	14711	Invoice #:	Invoice No: 0629841		3/10/2026	\$3,084.30	
		E 01 005 810 000 000 305		Janitorial Supplies				
SHBC	18863	1204		Adam's Pest Control, Inc.		3/26/2026	\$10.19	Check
	PO#:	14734	Invoice #:	Invoice No: DT030326		3/26/2026	\$10.19	
		E 01 005 110 000 000 305		Late Fees				
SHBC	18864	1448		Ashley Blaha		3/26/2026	\$31.96	Check
	PO#:	14753	Invoice #:	Invoice No: DT031726		3/26/2026	\$31.96	
		E 01 010 203 000 000 430		Instructional supplies				
SHBC	18865	1222		Blue Cross/Blue Shield of MN		3/26/2026	\$156.08	Check
	PO#:	14735	Invoice #:	Invoice No: 260227447334		3/26/2026	\$156.08	
		B 01 215 016		Insurance Premiums Vision Feb				
SHBC	18866	1711		Canopy IT Solutions		3/26/2026	\$1,927.50	Check
	PO#:	14736	Invoice #:	Invoice No: 12467		3/26/2026	\$1,927.50	
		E 01 005 108 000 000 315		Tech Support				
SHBC	18867	1053		City of Monticello		3/26/2026	\$21,471.51	Check
	PO#:	14737	Invoice #:	Invoice No: 0054269		3/26/2026	\$21,471.51	
		E 01 005 850 000 348 570		MCC Rental				
SHBC	18868	1581		Countryside Delivery		3/26/2026	\$852.00	Check
	PO#:	14738	Invoice #:	Invoice No: DT022826		3/26/2026	\$852.00	
		E 02 005 770 000 701 495		Milk Delivery -Feb				
SHBC	18869	1245		Innovative Office Solutions		3/26/2026	\$433.46	Check
	PO#:	14739	Invoice #:	Invoice No: IN5069804		3/26/2026	\$433.46	
		E 01 005 810 000 000 401		Facility Supplies				
	Check Amount:						\$433.46	
	Paid Amt:						\$433.46	
	Check Amount:						\$433.46	

Swan River Montessori # 4137

Check Number: 0-2147483647 Payment Date: 03/01/2026-3/31/2026 Period: 202609-202609 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void	Date	Pmt	Type
SHBC	18870	1719		Lockstar Locksmith Service LLC	Facility Repair	3/26/2026	\$95.00	Check
	PO#:			14740 Invoice				
		E 01	005	810 000 000 305			\$95.00	Paid Amt:
				Invoice No: 0425225-277			\$95.00	Check Amount:
SHBC	18871	1661		Nova Education Consultants				Check
	PO#:			14741 Invoice				
		E 01	010	420 000 740 394	OT Services E Boughner 02/23/25-03/06/26		\$5,750.50	Paid Amt:
		E 01	010	420 000 740 394	Psych J Korolewski 02/23/26-03/06/26		\$270.00	
		E 01	010	420 000 419 303	Sped Director K Zehowski 02/23/26-03/06/26		\$1,500.00	
		E 01	010	406 000 740 394	BVI K Zehowski 02/23/26-03/06/26		\$125.00	
		E 01	010	411 000 740 394	ASD K Zehowski 02/23/26-03/06/26		\$62.50	
				Invoice No: 4244			\$7,708.00	Check Amount:
SHBC	18872	1258		Premier Kitchen, Inc.				Check
	PO#:			14742 Invoice				
		E 02	005	770 000 701 490	Lunch 02/16/26-02/28/26		\$3,663.60	Paid Amt:
		E 02	005	770 000 705 490	Breakfast 02/16/26-02/28/26		\$1,730.00	
		E 02	005	770 000 701 401	Supplies		\$222.50	
		R 02	005	770 000 701 601	Commodity Credit		(\$1,000.00)	
	PO#:			14743 Invoice				
		E 02	005	770 000 701 490	Lunch 03/01/26-03/15/26		\$2,951.52	Paid Amt:
		E 02	005	770 000 705 490	Food 03/01/26-03/15/26		\$1,497.50	
		R 02	005	770 000 701 601	Commodity Credit		(\$500.00)	
				Invoice No: 41197			\$3,949.02	Check Amount:
SHBC	18873	1099		Russell Security Resource Inc	Lock Repair	3/26/2026	\$395.00	Check
	PO#:			14744 Invoice				
		E 01	005	810 000 000 305			\$395.00	Paid Amt:
				Invoice No: A54990			\$395.00	Check Amount:
SHBC	18874	1367		Sharon Schneider	Reimbursement-Classroom Supplies	3/26/2026	\$388.48	Check
	PO#:			14752 Invoice				
		E 01	010	203 000 000 401			\$388.48	Paid Amt:
				Invoice No: DT031326			\$388.48	Check Amount:
SHBC	18875	1708		That Sounds Fun Speech Therapy, LLC		3/26/2026	\$6,720.00	Check
	PO#:			14745 Invoice				
		E 01	010	401 000 740 394	Speech 02/09/26-03/05/26 56h @ \$120		\$6,720.00	Paid Amt:
				Invoice No: 1007			\$6,720.00	Check Amount:



## SRM Summary of Financial Performance

Download the entire Financial Performance Evaluation Framework for more information about how each indicator is calculated and the criteria for each rating: [Osprey Wilds Approved Authorizing Plan \(AAP\)](#) (Attachment 26)

Financial Statements – Three-year Summary			
	2023	2024	2025
Cash	\$355,588	\$517,547	\$656,361
Current Assets	\$748,219	\$914,339	\$1,046,418
Non-Current Assets	\$1,180,138	\$1,010,381	\$835,065
Total Assets	\$1,928,357	\$1,924,720	\$1,881,483
Current Liabilities	\$233,115	\$179,988	\$193,441
Non-Current Liabilities	\$1,768,766	\$1,671,456	\$1,583,797
Total Liabilities	\$2,001,881	\$1,851,444	\$1,777,238
Net Assets	(\$73,524)	\$73,276	\$104,245
<b>Income Statement (All Funds)</b>			
Total Revenue	\$2,605,243	\$2,772,370	\$2,771,585
Total Expenditures	\$2,597,075	\$2,549,791	\$2,656,292
Debt Proceeds & Capital Leases	\$0	\$0	\$0
Surplus (Deficit)	\$8,168	\$222,579	\$115,293
Total Fund Balance	\$515,105	\$737,684	\$852,977
Total Unrestricted General Fund Balance	\$309,314	\$533,220	\$772,642
<b>Enrollment Information – Pupil Units (P.U.)</b>			
Budgeted Enrollment	161,00	163,00	163,00
Actual Enrollment	162.15	156.79	165.98
Maximum Total Enrollment (number of students / ADM)	170	170	170
Per section 6.5(a) of the charter contract			

Financial Performance Evaluation – Summary			
	2023	2024	2025
Management Indicators	2023	2024	2025
Enrollment Variance	100.7%	96.2%	101.8%
Financial Audit includes no significant deficiencies or materials weaknesses	Yes	Yes	Yes
Financial Audit includes no legal compliance findings	Yes	Yes	Yes
Financial Audit submitted to OW by December 31	Yes	No	Yes
<b>Near-Term Indicators</b>			
Current Ratio	3.21	5.08	5.41
Days Cash on Hand	56	86	99
<b>Sustainability Indicators</b>			
Fund Balance Percentage	19.6%	30.8%	32.3%
Total Margin/Aggregated 3-Year Total Margin	0.3%/-1.5%	8.0%/2.4%	4.2%/4.2%
Debt to Asset Ratio	1.04	0.96	0.94

**Meets Standard:** Current Ratio is greater than or equal to 1.1, or Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's).

**Meets Standard:** Average days cash is 60 or higher, or Average days cash is between 30 and 60 days and one-year trend is positive.

**Meets Standard:** Fund Balance Percentage is greater than or equal to 20.0%.

**Meets Standard:** Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive; or Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, and the most recent year Total Margin is positive; or Aggregated Three-Year Total Margin is greater than -1.5%, the fund balance Meets Standard, and the school has executed a planned spending of its fund balance to invest in program needs.

**Meets Standard:** Debt to Asset Ratio is less than or equal to 0.9



**SWAN RIVER**  
**MONTESSORI CHARTER**  
**SCHOOL**

**LIEP Plan**

**2025-2026**

ACRONYM	TERM	DEFINITION
ACC ESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners	ACC ESS for ELs is a secure large-scale English language proficiency assessment given to kindergarten through 8th graders who have been identified as English language learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.
AMAO	Annual Measurable Achievement of Objectives	Title III Accountability Measure that rates ELs' language progress, proficiency, and content achievement.
AYP	Adequate Yearly Progress	The annual progress is made by a group of students whose district receives federal Title funds.
BE	Bilingual Education	An instructional model that uses both the native (primary) language of the student and English to teach LEP students.
BICS	Basic Interpersonal Communication Skills	Sometimes referred to as "playground" language, BICS are the social words that a child learns first, usually becoming proficient in 2-5 years.
CALP	Cognitive Academic Language Proficiency	The academic skills and language needed to be successful in school. Depending on a few factors, proficiency can take from 5 to 10 or more years.
EL	English Learner	A more positive way to describe students who need to develop English language skills.
ELL	English Language Learner/ learning	Acronym used for the English learner or learning program.
ESL	English as a Second Language	An instructional program provided to ELs.
LEP	Limited English Proficient	Terms used in state and federal laws and funding to describe students; can be viewed as a negative description of what students cannot do.
LFS	Limited Formal Schooling	Students who have not had an opportunity to go to school in their own country due to war, lack of infrastructure, etc.
L1	First Language	The language first spoken by a student; the home language.
L2	Second Language	The second language learned by a student; English is commonly referred to as L2 even though it actually could be the student's 3rd or 4th language.
MARSS	Minnesota Automated Reporting Student System	Students are identified as LEP and have a program start date in order to receive LEP funding.
MTEL	Mathematics Test for English Language Learners	Comparable to the MCA-II Math, this online assessment for ELs has a greatly reduced language load, but high rigor in math content.
SIOP	Sheltered Instruction Observation Protocol	A scientifically validated model of sheltered instruction designed to make grade-level academic content understandable for ELs while at the same time developing their English language. The protocol and lesson planning guide ensure that teachers are consistently implementing practices known to be effective for ELs.
TEAE	Test of Emerging Academic English	An English language proficiency test developed in Minnesota to be administered to LEP students.
W-APT	WIDA-Access Placement Test	W-APT is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.
WIDA	World Class Instructional Design and Assessment	WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

## **SECTION I: Introduction and Overview of EL**

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## SECTION I

This document will be made available to all district stakeholders, including administration personnel, parents and families, general and special education teachers, and EL program teachers. It will be shared electronically, as well as available on the Swan River Montessori School District website.

### **Introduction & Overview of EL**

In 1974, the U.S. Supreme Court (*Lau vs. Nichols* case) required all public schools to provide services for English language learners (ELs).

In 1980, the Minnesota Legislature passed the Education for Limited English Proficient Students Act. This Act provided legal definitions for limited English proficient students, general requirements for programs, aid authorization, teacher licensures, and parental rights.

Over the past decade, school districts across the country have experienced dramatic growth in their schools' EL populations. In fact, English language learners are the most rapidly growing population in U.S. schools—in the ten years from 1993-94 to 2003-04, EL enrollment nationwide increased by 65%, while total K-12 enrollment increased by only about 7%. The U.S. Census Bureau predicts that by 2030, students who speak a language other than English at home will constitute 40% of the school-age population.

These rapidly changing demographics have posed significant challenges for educators at all levels of the system. Administrators, teachers, paraprofessionals, nurses, and other staff have worked to overcome language and cultural barriers and to ensure that ELs have the same opportunities as all other students. In order to best serve our students who are learning English, we provide instruction specifically designed to meet students' differing language, academic and social needs.

English language learners bring varied experiences with education, culture, and family. While many ELs immigrated to the United States with their families, others were born and raised here. Some can read and write in their first language and have experienced formal schooling while others struggle with reading and writing in their primary language and have had little or no formal education at all.

Both the *Lau vs. Nichols* decision and the LEP Act have provided the general framework for the services provided to EL students at Swan River Montessori School. Since English language learners come from many different backgrounds, it is not feasible to predict how long it will take each EL to achieve social and academic proficiency in English. Linguists form a distinction between two areas of English language development: social or conversational language and academic language.

Linguistic term	Informal term	Approximate length of time needed to become fluent
Basic Interpersonal Communication Skills (BICS)	social, conversational, or "playground" language	1 to 3 years
Cognitive Academic Language Proficiency (CALP)	academic language	5 to 10+ years

Some factors that affect the length of time it takes to become proficient in CALP (5-10 years or longer) are:

- the student's previous education background
- the degree of literacy in her or his first language
- the degree of English language proficiency
- the effectiveness of the EL instruction
- the availability and effectiveness of other related interventions

Most experts on the subject agree that ELs should remain in EL programs as long as is necessary, rather than for a predetermined amount of time. (In Minnesota, funding may be provided for ELs for five school years.) The philosophy at Swan River Montessori School is to build language proficiency and strong foundations in literacy to achieve proficiency in both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

### **Professional Development**

#### **(Legislative Requirement 2006)**

Professional development for all staff working with English learners is guided by *MN Statute 124D.61, Section 3. General Requirements for LEP Programs*. "Districts with children of limited English proficiency must provide professional development opportunities for EL, bilingual education, mainstream, and all staff working with children of limited English proficiency that is (i) coordinated with the district's professional development activities; (ii) related to the needs of children of limited English proficiency; and (iii) ongoing."

## Program Revenue

Primary responsibility in meeting the needs of ELs lies in the local school district. Additionally, a variety of state and federal resources are available to supplement (but not supplant) local resources. Funding sources that can be used for quality EL programming include: general education revenue, state LEP funding, compensatory funding, and Title I. Title III, a component of the No Child Left Behind Act of 2001, is another source of funding to supplement the resources of a local school district in providing quality education to English learners (ELs) and immigrant students. The purpose of the Title III program is to ensure that EL and immigrant students attain English proficiency in order to fully access the curriculum taught in English and improve academic achievement in the core academic subjects.

## Related State Law

Who is an EL?

(MN Statute 124D.59 DEFINITIONS)

Subd. 2. "Pupil of limited English proficiency" means a pupil in kindergarten through grade 12 who meets the following requirements:

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

What does the home language questionnaire identify?

(MN Statute 124D.59 DEFINITIONS)

Subd. 6. Primary language. "Primary language" means a language other than English, which is the language normally used by the child or the language, which is spoken in the child's home environment.

What is an EL or bilingual education program?

(MN Statute 124D.59 DEFINITIONS)

Subd. 4. English as a second language program. "English as a second language program" means a program for the instruction of pupils of limited English proficiency in the following English language skills: reading, writing, listening and speaking.

Subd. 5. Bilingual education program. "Bilingual education program" means an educational program in which instruction is given in both English and the primary language of the pupil of limited English proficiency to the extent necessary to allow the pupil to progress effectively through the educational system and to attain the basic skills of reading, writing, listening, and speaking in the English language so that the pupil will be able to perform ordinary classwork successfully in English.

Subd. 8. Educational program for pupils of limited English proficiency. "Educational program for pupils of limited English proficiency" means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program.

What are the general requirements for EL or bilingual education (BE) programs?

(MN Statute 124D.61 GENERAL REQUIREMENTS FOR PROGRAMS)

A district that enrolls one or more children of limited English proficiency must implement an educational program that includes at a minimum the following requirements:

1. identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request;
2. a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to children of limited English proficiency through an educational program for children of limited English proficiency;
3. professional development opportunities for EL, bilingual education, mainstream, and all staff working with children of limited English proficiency which are:
  - (i) coordinated with the district's professional development activities;
  - (ii) related to the needs of children of limited English proficiency; and
  - (iii) ongoing
4. to the extent possible, avoid isolating children of limited English proficiency for a substantial part of the school day; and
5. in predominantly nonverbal subjects, such as art, music, and physical education, permit pupils of limited English proficiency to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a

program for limited English proficient students an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

#### **Improper classification of pupils**

(MN Statute 123B.30 IMPROPER CLASSIFICATION OF PUPILS.)

No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds. Any district so classifying or separating any of its pupils or denying school privileges to any of its pupils upon any such ground shall forfeit its share in all apportioned school funds for any apportionment period in which such classification, separation, or exclusion shall occur or continue. The state commissioner upon notice to the offending district and upon proof of the violation of the provisions of this section shall withhold in the semiannual apportionment the share of such district and the county auditor shall thereupon exclude such district from the apportionment for such period.

# Swan River Montessori School Student Demographics

## Limited English Proficiency (LEP)

The chart below represents LEP counts for Swan River Montessori School. Figures used represent a snapshot on the last day of school for each year.

### LEP Counts by Grade Level

Grade K	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0

## SECTION II

### Identification, Placement, and Programming

#### General Requirements for EL Programs

Legislation enacted in 2006 sets forth the minimum program requirements for a district that enrolls one or more children of limited English proficiency. Following is an outline of these requirements:

Identification, reclassification, and exit criteria must be documented, applied uniformly, and made available to parents and other stakeholders upon request;

A written plan of services that describes programming by English proficiency level made available to parents upon request (components of the plan are specified); Professional development opportunities for EL, mainstream, and all staff working with children of limited English proficiency.

The following pages outline the steps that Swan River Montessori School follows in order to effectively identify, place, and serve learners that need English language development. The identification of ELs in a school district is an important part of meeting their needs. Swan River Montessori School has consistent procedures in place to ensure that each non-native speaker of English is correctly screened for his or her potential status as an EL.

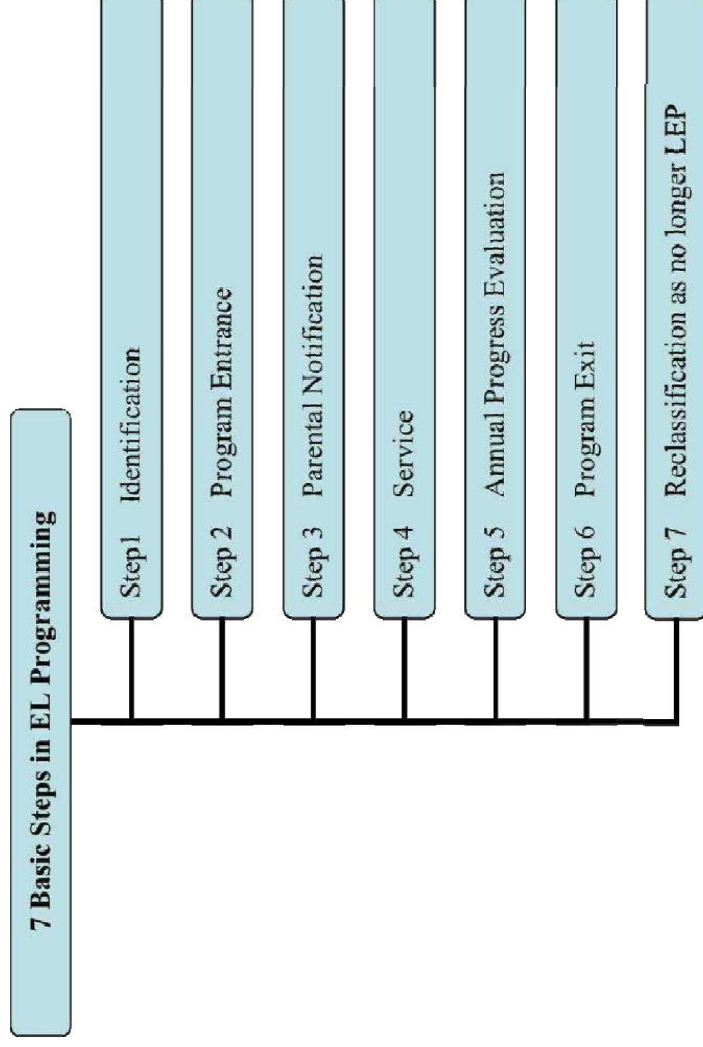
The identification process includes the use of the *Home Language Questionnaire* to document that the primary home language of the student is not English and the use of assessments to determine whether or not English language ability prevents the student from fully accessing the curriculum of the school.

Once an EL is identified and placed in an EL program, federal and state laws require that the parents be notified of the student's entry into the program. Parents have the right to refuse EL or bilingual service for their student. If the service is refused – and any misunderstanding regarding what the service might entail is resolved – Swan River Montessori School must remove the EL from EL service.

All students identified as EL are recorded in the Minnesota Automated Reporting Student System (MARSS) with the start date of EL services and the student's primary home language.

ELs that attain a level of English proficiency that allows them to access the curriculum of the school may be exited from the EL program. The decision to exit a student should be based on measures, including teacher recommendation, and assessments of speaking, listening, reading and writing

## 7 Basic Steps in EL Programming



### Step 1: Identification

Identify student as LEP using district-established criteria based on developmentally appropriate measures. Identification procedures developed by Swan River Montessori School include assessing students who are new to the school district and students who continue in the school district from year to year. Procedures and criteria developed by the district for identifying ELs may be different at the various grade levels or ages of students. The identification process at Swan River Montessori School is clearly articulated, consistently applied and available to all stakeholders, including parents and teachers.

Swan River Montessori School has established identification criteria and procedures as the first step in serving ELs. Identification consists of two parts:

#### A: Determining Home Language

When students enroll at Swan River Montessori School, each family must complete a Home Language Questionnaire to determine the primary language of every student. Exemplars for multiple languages are available at [www.education.state.mn.us](http://www.education.state.mn.us).

The questionnaire determines if a student:

- (1) first learned a language other than English;
- (2) comes from a home where the language usually spoken is other than English;
- (3) or usually speaks a language other than English.



## **Step 2: Program Entrance**

When a student begins service, the federal and state term, *Limited English Proficient*, is used for reporting purposes in MARSS. The start date for LEP service that is entered on the student's individual record in MARSS also begins the process for Swan River Montessori School to receive funding for the student in the EL program.

At the beginning of each school year, a start date is automatically entered in MARRS for students returning to school. For students who initially begin the program during the year, the first date of EL service is entered in MARSS annually. All students identified as ELs are eligible for service.

## **Step 3: Parental Notification**

At the beginning of each school year, NCLB requires that parents are notified within 30 calendar days that their child continues to receive service in the EL program. For students that enter the program during the year, parents are notified, by the school's EL teacher (s), about placement in an instructional program for ELs within 10 calendar days of determining eligibility.

Title III of NCLB and Minnesota compensatory funding also requires that the district inform parents about:

- (1) Reasons for identification
- (2) Assessments of English proficiency and placement level
- (3) How the program will help their child learn English
- (4) Exit requirements
- (5) The expected rate of transition into a non-LEP classroom and the expected the graduation rate of ELs at Swan River Montessori School

Parent Notification of English language services is available in multiple languages at [www.education.state.mn.us](http://www.education.state.mn.us)

Parents have the right to refuse EL service for their student. A representative of the district will speak directly with the parents to make sure that they understand the purpose of EL services and the potential academic risk to their student if the service is refused. Swan River Montessori School must remove the EL from EL service and note the parent refusal in MARSS if the parent understands the service and chooses to refuse service.

## **Step 4: Service**

Students are served in an instructional program for ELs. School districts have discretion in selecting appropriate language programs but the program chosen should be considered sound by experts in the field. Swan River Montessori School has selected an appropriate language program that is designed to meet varying student needs across English proficiency levels. The program provides students at the beginning levels of English proficiency with more intensive service than students at the transitional levels. There are two levels of service in the EL program: direct and indirect.

Recommended Minutes of EL Instruction	WIDA Level 1 Entering	WIDA Level 2 Emerging	WIDA Level 3 Developing	WIDA Level 4 Expanding	WIDA Level 5 Bridging	WIDA Level 6 Reaching
<i>Descriptions of WIDA Levels come from: The Performance definitions for the WIDA K-12 ELP Standards</i>	<ul style="list-style-type: none"> <li>✓ Pictorial or graphic representation of the language of the content areas</li> <li>✓ Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>✓ Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>	<ul style="list-style-type: none"> <li>✓ General language related to the content areas</li> <li>✓ short sentences</li> <li>✓ Oral or written language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>	<ul style="list-style-type: none"> <li>✓ General and some specific language related to the content areas</li> <li>✓ Expanded sentences in oral interaction or written paragraphs</li> <li>✓ Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specific and some technical language of the content areas</li> <li>✓ A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>✓ Oral or written language with phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication, when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specialized or technical language of the content areas</li> <li>✓ A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>✓ Oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li> </ul>	<ul style="list-style-type: none"> <li>✓ Specialized or technical language reflective of the content areas at grade level</li> <li>✓ A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>✓ Oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>ELEMENTARY</b>	Teacher Contact: Minimum: 125 min per week	Teacher Contact: Minimum: 125 min per week	Teacher Contact: Minimum: 100 min per week	Teacher Contact: Minimum: 75 min per week	Teacher Contact: Minimal direct and/or indirect service (0-50 min per week)	Teacher Contact: Minimal indirect Service/ monitor quarterly

\*Service times may vary for EL students receiving Special Education Services according to the student's needs as stated in the Individualized Education Plan.

## EL Service Guidelines Elementary

### Direct Service

At Swan River Montessori School, ELs are considered to be receiving direct service when they benefit from programming specifically designed to meet their language, academic, and social needs. A start date for ELs receiving direct service is entered in MARSS.

<b>Levels</b>	<b>Service Options</b>
Level 1 <i>Entering</i>	1 class daily with EL teacher 25-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 2 <i>Emerging</i>	1 class daily with EL teacher 25-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 3 <i>Developing</i>	1 class daily with EL teacher 25-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 4 <i>Expanding</i>	1 class daily with EL teacher 25-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 5 <i>Bridging</i>	1 class daily with EL teacher 0-50 minutes of direct instruction in English listening, speaking, reading and writing.
Level 6 <i>Reaching</i>	Students at this level have been exited from service and are considered in “monitoring” status for 2 years after formally being exited.

*\*Swan River Montessori School uses a research based EL curriculum that aligns with Minnesota state EL standards. Minutes of service per day may vary depending on the specific schedule needs of each student.*

The ELL program adopted as a district at the elementary level is National Geographic’s REACH program. This program offers differentiated instruction in language, literacy, and content. The scope and sequence of the program focuses on language development and communication, concepts and vocabulary, learning strategies, listening, speaking, viewing and representing, reading, writing, grammar usage, mechanics and spelling.

Reach is a content-based ESL instructional program with a strong focus on academic English. It provides English development through integrating language skills with content learning, while developing EL proficiency.

### Indirect Service

At Swan River Montessori School, ELs are considered to be receiving indirect service when they are not enrolled in programs specifically designed for ELs, but are receiving instruction in the general education setting and are checking in with EL staff from time to time. A start date for ELs receiving indirect service is *not* entered in MARSS.

A student is considered ready for indirect service when he or she has maintained the following status:

Student is showing consistent evidence of:

- 1) Self-advocacy in the general education classroom setting
- 2) achievement of 80% or greater of Level 5 Can Do descriptors
- 3) conference and collaboration with general education teachers confirms that the student can (linguistically) access the general education curriculum

### Monitoring

Under NCLB, the term “monitoring” currently refers to the two-year period after the student has been reclassified as non-LEP. This is tracked through the MDE Accountability Gateway as LEP+2. For AYP accountability purposes, this group of students is included in the LEP subgroup. The LEP+2 students are not currently LEP identified in MARSS and are not served in a program for ELs.

### **Step 5 Annual Progress Evaluation**

Ongoing assessment will determine continued LEP identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments, MCA III assessments, and district achievement assessments as well as classroom assessments in English language development/EL, reading, math, science, and social studies.

### **Step 6 Program Exit**

ELs who reach a level of English proficiency that allows them to access the curriculum of the school may be exited from the EL program. The decision to exit a student from EL service is based on several measures. Students that are exited from EL programs at the end of a school year will have an end date placed in MARSS. These students will not be assigned a start date for services in MARSS at the beginning of the following year.

## Swan River Montessori School EL Exit Criteria

To be eligible for exit from EL services, a student must meet the following criteria in addition to a recommendation from the EL teacher (see below):

Elementary EL Exit Criteria									
	ACCESS Listening	ACCESS Speaking	ACCESS Reading	ACCESS Writing	Fastbridge Reading	Fastbridge Math	MCA Reading	MCA Math	
<b>Kindergarten/Grade 1</b> (must be proficient in 4 of 4 areas)	5-6	5-6	5-6	5-6	X	X	X	X	
<b>Grade 2</b> (must be proficient in 4 of 6 areas)	5-6	5-6	5-6	5-6	Prof. according to Score	Prof. according to Score	X	X	
<b>Grades 3, 4, 5, 6</b> (must be proficient in 6 of 8 areas)	5-6	5-6	5-6	5-6	Prof. according to Score	Prof. according to Score	Meets or Exceeds	Meets or Exceeds	

In the case of parent refusal of EL service and related assessments, the student must meet 80% of available criteria to be considered for exit from EL status.

No start date will be entered in MARSS for students who decline services. The EL teacher will keep a signed parent refusal form on file for that student.

### Step 7 Reclassification as no longer LEP

A student is reclassified in MARSS as no longer LEP using district-established criteria based on developmentally appropriate measures. Students who meet exit criteria are exited from the EL program and reclassified from “LEP Y” to “LEP N” in MARSS.

### Interpretation and Translation Services

EL instructors have been provided with the names of approved interpreters and translators and a procedure to secure their services. Acting in compliance with No Child Left Behind (NCLB) guidelines, using these translation services ensures that families for whom English is not their first language are given every opportunity to participate actively in their children’s education.

## SECTION III

### Title III

#### Overview

Title III, a component of the No Child Left Behind Act of 2001, is another source of funding to supplement the resources of a local school district in providing quality education to English language learners (EL) and immigrant students. The purpose of the Title III program is to ensure that EL and immigrant students attain English proficiency in order to fully access the curriculum taught in English and improve academic achievement in the core academic subjects. A district must generate a minimum of \$10,000 to be eligible for Title III funds. Allocations to districts are calculated on the basis of EL counts in the district and the size of the Title III award to Minnesota, which varies from year to year.

#### Language Instruction Education Program

Title III funds must be used to improve the education of EL children and immigrant youth, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards. To achieve this goal, the district must develop a language instruction educational program (LIEP) that uses approaches and methodologies grounded in scientifically based research on teaching EL and immigrant children and youth, including the following:

1. Developing and implementing new language instruction educational programs and academic content instruction programs, including programs of early childhood education, elementary school programs, and secondary school programs;
2. Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs;
3. Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction; and
4. Implementing, within the entire jurisdiction of a local school district, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction.

Authorized activities under the language instruction educational program include the following:

1. Upgrading program objectives and effective instruction strategies;
2. Improving the instruction program for EL by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
3. Providing tutorials and academic or vocational education and intensified instruction;
4. Developing and implementing elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services;
5. Improving the English proficiency and academic achievement of EL;
6. providing community participation programs, family literacy services, and parent outreach and training activities to EL and their families to improve the English language skills of EL, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children;
7. Improving the instruction of EL by providing for the acquisition or development of educational technology or instructional materials; access to, or participation in, electronic networks for materials, training, and communication, and incorporation of such resources into curricula and programs such as those funded by this program.

In addition, the district must use Title III funds to provide high-quality professional development to EL and mainstream classroom teachers, principals, administrators, and other school or community-based organization personnel. These professional development activities must be:

1. Designed to improve the instruction and assessment of EL;
2. Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for EL;
3. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

Additionally, Title III requires that teachers and paraprofessionals assigned to conduct classroom instruction be fluent in English and any other language(s) used for instruction, including having written and oral communication skills.

## Program Assessment

ELs in districts that receive Title III funds must meet annual measurable achievement objectives (AMAO) set forth by the Minnesota Department of Education. Annual measurable achievement objectives assess the development and attainment of English proficiency (in reading, writing, listening, speaking and comprehension) and challenging State academic content and student academic achievement standards

ELs, based on the length of time in Minnesota schools, are organized into three cohorts, 0-2.99 years; 3-5.99 years; and 6+ years. The AMAO establish performance goals each Title III district and consortium is expected to meet as follows:

1. At a minimum, simple annual increases in the number or percentage of children making progress in learning English;
2. At a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year; and
3. Adequate yearly progress for EL in math and in reading/language arts.

The English language proficiency is assessed by the ACCESS. The AYP in math and reading/language arts is measured by MCA. To satisfy the NCLB requirements, a district must meet the AMAO goals in:

1. Each of the 3 cohorts under progress in English proficiency;
2. Each of the 3 cohorts under attainment of English proficiency; and
3. The LEP subgroup for AYP at the district level under in math and reading.

A district must have at least 20 ELs in a cohort to register a score for that cohort under language proficiency, and 40 ELs in a cohort under AYP. ELs new to the country, according to their official designation in the Minnesota automated Reporting Student System (MARRS), are not included in calculations of proficiency for any subgroup. However, they are included in the participation calculation. In addition, former ELs, who were LEP identified in MARRS in any of the two years prior to the year of assessment, are included in the calculations of AYP in math and reading/language arts.

**Consequences**

MDE holds school districts receiving Title III funds accountable for meeting the AMAO goals, including making adequate yearly progress for EL. If MDE determines, based on the annual measurable achievement objectives, that a school district has failed to meet such objectives for two consecutive years, the department will require the district to develop an improvement plan that will ensure that the district meets such objectives. The improvement plan needs to specifically address the factors that prevented the district from achieving such objectives.

Furthermore, if MDE finds that the district has failed to meet the AMAO goals for four consecutive years, the department will:

1. Require the district to modify its curriculum, program, and method of instruction; or
2. Make a determination whether the district will continue to receive funds related to its failure to meet such objectives; and
3. Require the district to replace educational personnel relevant to its failure to meet such objectives.

**No Child Left Behind**

**Title III Annual Measurable Achievement Objectives (AMAO) Consequence Stages**

( Title III AMAO Stages – Overview)

Each year a district either meets AMAO or does not meet AMAO. Using the flow chart below, it is possible to track the progress of a district through the stages of needs improvement and program modification. Not meeting AMAO for consecutive years advances a district in the stages, towards the left side of the flowchart. If a district meets AMAO, the district does not have any stage designation or is removed from any stage designation.

<b>Title III AMAO District Improvement under NCLB</b>	
<b>Stages</b>	<b>Consequences</b>
Stage 0 – Parent Notification Year 1	Does not meet AMAO for one year Public Reporting Parent Notification
Stage 1 – Needs Improvement Year 2	Does not meet AMAO for two consecutive years Public Reporting Parent Notification Improvement Plan
Stage 2 – Continuing Needs Improvement Year 3	Does not meet AMAO for three consecutive years Public Reporting Parent Notification Updated Improvement Plan
Stage 3 – Program Modification Year 4 and subsequent	Does not meet AMAO for four consecutive years Public Reporting Parent Notification Program Modification Plan Meeting with MDE staff (onsite or phone) to present/discuss modification plan

## SECTION IV Frequently Asked Questions

Must Swan River Montessori School have a process for identifying ELs?  
**YES.** If the district does not identify ELs in the K-12 population, the district cannot provide appropriate service for ELs.

Should we have a home language questionnaire for all students?  
**YES.** All students, regardless of perceived native language, are required to complete a home language questionnaire upon initial registration in the district. A home language questionnaire should be placed in the cumulative file of each student in the district.

Can Swan River Montessori School ask for a student's immigration status?  
**NO.** In 1982, the U.S. Supreme Court ruled in *Plyer v. Doe* [457 U.S. 202 (1982)] that undocumented students have the same right to attend public school, as do U.S. citizens and permanent residents. As a result, public schools may not engage in any practices that “chill” or hinder the right of access to school. This includes requiring students or parents to disclose or document their immigration status.

For initial identification as an EL, should Swan River Montessori School use just one test or one person's subjective opinion?  
**NO.** The decision to identify a student as an EL should be based on multiple measures, including an appropriate combination of teacher judgment, parental input, assessment of academic achievement and assessment of English proficiency skills in speaking, listening, reading and writing for students in grades K through 12.

Does the identification of a student as an EL depend on whether or not that student generates state limited English proficient (LEP) funds?  
**NO.** Students are identified as an EL based solely on their proficiency in English using developmentally appropriate measures as determined by the district.

If an EL does not generate state LEP funds, should the student be reclassified as non-LEP in MARSS?  
**NO.** Students are identified as ELs based solely on their proficiency in English using developmentally appropriate measures as determined by the district.

Must parents be notified when a child is placed in EL or bilingual services?  
**YES.** The school district must notify parents, in a language they can understand, within ten school days.

Can Swan River Montessori School exit from direct service a student who has not scored in the proficient range on the ACCESS?  
**YES.** The district determines whether or not a student requires EL service based on a variety of measures. If the combined evidence suggests that an EL no longer needs direct service, even if that EL has not yet scored proficient on the ACCESS, the student may be exited from direct EL service.

Does a student with a signed parent refusal form on file still have to take the ACCESS tests?  
**Yes.**

## APPENDIX A PROGRAM MODELS

### Frequently Asked Questions

What types of programs can a district/school implement to properly service the needs of EL?  
 124D.59 Subd. 8. Educational program for pupils of limited English proficiency. "Educational program for pupils of limited English proficiency" means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program. *Bilingual Programs*

Dual language	<p>Also known as <u>two-way immersion</u> or <u>two-way bilingual education</u>, these programs are designed to serve both <u>language minority</u> and <u>language majority</u> students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the US, native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking EL learn English while developing literacy in Spanish. The goals of the program are for both groups to become <u>biliterate</u>, succeed academically, and develop cross-cultural understanding (Howard, 2001).</p>
Transitional bilingual	<p>TBE is an instructional program in which subjects are taught through two languages-English and the native language of the English language learners -- and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and <u>L1</u> is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be <u>early-exit</u> or <u>late-exit</u>, depending on the amount of time a child may spend in the program.</p>
Developmental bilingual	<p>A program that teaches content through two languages and develops both languages with the goal of <u>bilingualism</u> and <u>biliteracy</u>. See also <u>late-exit bilingual education</u> (Baker, 2000).</p>

### English as Second Language Programs

Sheltered English instruction	<p>An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from <u>EL</u> in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).</p>
Structured English immersion	<p>In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. Students may use their native language in class; however, the teacher uses only the second language (Snow, 1986). The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas. Also SDAIE and SEI.</p>
Specially designed academic instruction delivered in English (SDAIE)	<p>Specially Designed Academic Instruction in English is a program of instruction in a subject area, delivered in English, which is specially designed to provide <u>LEP</u> students with access to the curriculum (CCTC, 2001a). See also <u>sheltered English</u>.</p>
Content-based EL	<p>This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).</p>
Pull-out EL	<p>A program in which <u>LEP</u> students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language (Baker, 2000).</p>

Which type of program is most effective?

Research has proven that all of the mentioned types are effective. Some are more effective than others. However, a district might not have the right kind of resources or political climate to adopt the models that have been found to be most effective. As a district or school engages in the discussion on what program model and how to set up an EL program, please consider the following –

**Bilingual Programs**

	<b>Strengths*</b>	<b>Weaknesses/Challenges*</b>
Dual language	<p>Engages <u>all</u> teachers to share the responsibility of educating students</p> <p>Promotes positive integration of students</p> <p>Promotes multi-language acquisition</p> <p>Establishes two teachers to one class ratios</p> <p>Provides academic choice for parents/guardians</p> <p>Is associated with high levels of academic achievement</p> <p>Builds a valuable skills for personal and/or professional use</p>	<p>Recruitment and retention of qualified bilingual staff District responsible for the establishment of bilingual staff</p> <p>selection and evaluation process The nonnegotiable issue of at least 1/3 –2/3 ratio for either language</p> <p>Integration of language minority and language majority students at least 50% of the time at <u>all</u> grade levels</p> <p>District needs high concentrations of a particular language group</p> <p>Limited availability of bilingual instructional materials</p>
Transitional bilingual	<p>Engages <u>all</u> teachers to share the responsibility of educating students</p> <p>Offers schools the opportunity to implement a gradual release model</p> <p>Builds basic language skills for bilingual students</p> <p>Allows flexibility in duration of program participation (late or early exit)</p> <p>Is associated with high levels of academic achievement</p> <p>Builds a valuable skills for personal and/or professional use</p>	<p>Recruitment and retention of qualified bilingual staff District responsible for the establishment of bilingual staff</p> <p>selection and evaluation process District needs high concentrations of a particular language group</p> <p>Limited availability of bilingual instructional materials</p>
Developmental bilingual (see transitional bilingual)	<p>Allows students to remain in program for three or more years (late exit)</p>	

<b>English as a Second Language Programs</b>		<b>Strengths*</b>	<b>Weaknesses/Challenges*</b>
Sheltered English instruction	Engages <u>all</u> teachers to share the responsibility of educating students Relies on the expertise of content teachers Promotes collaboration between EL and mainstream staff Allows EL to access core curricula Promotes best practices for all students Allows EL to interact with native speaking peers Complies with NCLB "Highly Qualified Teacher" provisions Utilizes paraprofessionals in the mainstream Encourages team teaching approaches	Limited of teacher training/staff development of mainstream teachers Scheduling for collaboration time Does not address newcomer or beginner needs	
Specialty designed academic instruction delivered in English (SDAIE)	Engages <u>all</u> teachers to share the responsibility of educating students Relies on the expertise of content teachers Promotes collaboration between EL and mainstream staff Allows EL to access core curricula Complies with NCLB "Highly Qualified Teacher" provisions Encourages team teaching approaches Promotes alignment of ELP standards and content standards	Limited of teacher training/staff development of mainstream teachers in differentiating and modifying curriculum Scheduling for collaboration time Separates EL from native speaking peers Multiple sections require more staffing Multi-level, multi-grade creates instructional challenges Limited availability of leveled reading material	
Content-based EL	Promotes collaboration between EL and mainstream staff Promotes language acquisition Offers ability to group EL by proficiency levels Provides additional support and exposure to content	Limited of teacher training/staff development of EL teachers in content area Scheduling for collaboration time Separates EL from native speaking peers Multi-level, multi-grade sections require more staffing May not address NCLB provisions for	
Pull-out EL	Promotes language acquisition Offers ability to group EL by proficiency levels Provides personalized learning situations Allows additional exposure to content Facilitates smaller learning groups	Separates EL from native speaking peers Loss of instruction time during transition May result in learning disconnect	

\*Please note that each school/district is unique. Program variations may exist. Look for potential partnerships or collaboration opportunities with existing programs and structures. For any model to be successful, the school/district as a community must take on the responsibility of program implementation and support. Therefore, program design must be thorough and responsive to district cultures, practices, procedures, and policies.

# APPENDIX B: Can-Do Level Descriptors

	Entering (1)	Emerging(2)	Developing (3)	Expanding (4)	Bridging (5)
SOCIAL LISTENING AND SPEAKING	<ul style="list-style-type: none"> <li>- Understands simple expressions</li> <li>- Uses single words and phrases</li> <li>- Mimics words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Understands, with repetition and rephrasing, simple speech</li> <li>- Uses vocabulary related to basic needs</li> <li>- Answers simple questions</li> </ul>	<ul style="list-style-type: none"> <li>- Understands and participates in limited social exchanges and simple conversations</li> <li>- Expresses basic needs and wants</li> <li>- Ask and answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>- Understands and participates in conversations</li> <li>- Understands age-appropriate social discourse at a normal rate</li> <li>- Speaks with the fluency and competence of a native speaker</li> </ul>	<ul style="list-style-type: none"> <li>- Understands and participates in conversations</li> <li>- Understands age-appropriate social discourse at a normal rate</li> <li>- Speaks with the fluency and competence of a native speaker</li> </ul>
ACADEMIC LISTENING AND SPEAKING	<ul style="list-style-type: none"> <li>- Understands single words and simple phrases</li> <li>- Follows basic classroom commands and routines</li> <li>- Matches oral statements to objects, figures, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>- Understands, with repetition and rephrasing, simple speech</li> <li>- Understands simple content vocabulary</li> <li>- Speech can be understood by classmates</li> <li>- Sorts and matches pictures and objects according to oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in content based discussions using simple words and phrases</li> <li>- Uses simple content vocabulary</li> <li>- Can share information about topics of personal interest</li> <li>- Follows multi-step oral directions</li> <li>- Categorizes or sequences oral information using pictures and objects</li> </ul>	<ul style="list-style-type: none"> <li>- Understands main idea of academic content</li> <li>- Understands, with repetition and rephrasing, speech at a normal rate</li> <li>- Understands many questions and commands</li> <li>- Retells events and stories</li> <li>- Pronunciation sometimes impedes understanding</li> <li>- Applies oral information</li> </ul>	<ul style="list-style-type: none"> <li>- Understands grade level academic content, idioms, vocabulary, and figurative language</li> <li>- Successfully participates in group work with peers</li> <li>- Gives grade level oral reports</li> <li>- Clearly expresses ideas and points of view with vocabulary and pronunciation equivalent to that of a native speaker</li> </ul>
READING	<ul style="list-style-type: none"> <li>- Match icons and symbols to words, phrases, or environmental print</li> <li>- Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>- Knows the alphabet, letter names and sounds</li> <li>- Understands concepts of print</li> <li>- Recognizes familiar words in context</li> <li>- Uses picture clues to aid in understanding</li> <li>- Identifies first and last sounds of words</li> </ul>	<ul style="list-style-type: none"> <li>- Understands some simple sentences and simple narrative text</li> <li>- Uses strategies to decode simple words</li> <li>- Answers simple questions about text</li> <li>- Understands simple story elements</li> </ul>	<ul style="list-style-type: none"> <li>- List main points from simplified content text</li> <li>- Understands organizational features of text</li> <li>- Uses reading strategies to aid comprehension</li> <li>- Identifies word families and figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>- Understands many grade level texts in a variety of genres</li> <li>- Uses a variety of resources to gather important information</li> <li>- Identifies topic, main idea, and supporting details</li> <li>- Demonstrates understanding by summarizing text</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>- Traces letters</li> <li>- Communicates or respond to a prompt with pictorial writing</li> </ul>	<ul style="list-style-type: none"> <li>- Writes letters and some sight words</li> <li>- Writes left to right, top to bottom, using upper and lowercase letters</li> <li>- Uses appropriate spacing between words and sentences</li> <li>- Uses simple end punctuation</li> <li>- Gives information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>- Uses inventive spelling</li> <li>- Can complete a graphic organizer</li> <li>- Writes short answers for simple classroom tasks</li> <li>- Writes simple sentences accurately so that readers understand some of the message</li> <li>- Spell high-frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Follows a model to write notes and messages with sufficient accuracy that errors rarely impede comprehension</li> <li>- Effectively completes assigned writing tasks</li> <li>- Creates original ideas and detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>- Writes a variety of texts for personal and grade-level academic purposes</li> <li>- Edit and revise written material</li> <li>- Writes with sufficient accuracy that errors rarely impede comprehension</li> <li>- Uses vocabulary approximating that of a native speaker of similar age</li> <li>- Applies information to new contexts</li> </ul>

## APPENDIX C

### MARRS Technical Information

Minnesota Automated Reporting Student System (MARSS) Data Entry  
There are three fields in MARSS specifically pertaining to EL status:

1. Home Language
2. LEP Identified and LEP Start Date
3. LEP End Date.

First, primary home language data for all students is required. No student with a primary language of English (MARSS language code 11) or Sign Language (MARSS language code 42) will be considered EL.

Parents who report their children's primary language as English but who may actually be referring to a variety of English that is significantly different from American English, should be encouraged to specify the type of English. For example, Liberian English or Nigerian English may well be different enough from Midwestern US English to warrant EL services. These languages may be coded as English Creolized (MARSS language code 57).

Second, the start date for a student is entered in MARSS once a student is identified as LEP and begins services. The start date should be the first day upon which the student received instruction in an EL program. Each year the date of the beginning of the school year is entered.

Third, an end date of the last day of school is entered when a student is reclassified as no longer needing services and is able to access the district curriculum.

### MARSS Data Elements for EL Programs

DATA ELEMENT	INPUT TYPE
Home Language	Enter a numerical code indicating Home Primary Language
LEP Identified and LEP Start Date	Identification is based on developmentally appropriate measures. Enter the date that the student begins EL service each school year. If the parent refuses service, do not enter a start date.
LEP End Date	When a student is reclassified as no longer needing services and is able to access the district curriculum, an End Date of the last day of school is entered.

## MARSS Classification for Service Types

Service Type	Home Language	Eligibility	Start Date
Direct Service	Input by EL teacher	Yes	Input by Oct. 1 <sup>st</sup>
Indirect Service	Input by EL teacher	Yes	No start date entered
Not Eligible/ Exited (Monitor)	Input by EL teacher	No	No start date entered

## EL Identification, Placement, and MARSS

STEP	PROCESS	MARSS DATA ENTRY
<b>Step 1 Identification</b>	Identify students as LEP using the home language questionnaire and district-established criteria based on developmentally appropriate measures.	Home Language Code Enter a numerical code indicating Primary Home Language. This code does not change even when the student is no longer LEP Identified.
<b>Step 2 Program Entrance</b>	Determine the English language proficiency level of the student and place student in an instructional program designed to meet their needs.	LEP Start Date Enter the date that the student begins EL service each school year. If the parent refuses service, this is noted in MARSS. If the student is not served in an EL program directly, no start date is entered.
<b>Step 3 Parental Notification</b>	Notify parents within 10 days of enrolling a student in the EL instructional program. Title III of NCLB requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, exit requirements, and assessment results.	
<b>Step 4 Service</b>	Students are served in an English language instructional program at Swan River Montessori School	
<b>Step 5 Annual Progress Evaluations</b>	Ongoing assessment will determine LEP identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments, MCA, other state, district, and classroom assessments.	
<b>Step 6 Program Exit</b>	Students exited from the direct service language instruction program should be able to access the general education curriculum and benefit from it.	The LEP Start Date remains in place during the school year in which the student exited the EL program.
<b>Step 7 Reclassification as no longer LEP</b>	A student is reclassified as no longer LEP using district-established criteria based on developmentally appropriate measures.	<b>LEP End Date</b> An End Date of the last day of the school year is entered in MARRS. For the following school year when the student is no longer classified as LEP, MARSS automatically will not enter a new start date for the student.

# Swan River Montessori Charter School Teacher Development & Evaluation System (TDS)

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## 1. Purpose

This policy establishes a comprehensive Teacher Development and Evaluation System (TDS) aligned with Minnesota statutory requirements. The system supports professional growth, strengthens instructional practice, and improves student learning outcomes.

## 2. Policy Statement

SRMCS is committed to a structured, standards-aligned evaluation system integrating professional growth, accountability, and Montessori philosophy. All evaluation practices align with the mission, vision, and strategic goals of the school.

## 3. Evaluation Framework

The TDS is grounded in:

- Danielson Framework for Teaching (Domains 1–4)
- Minnesota Standards of Effective Practice
- SRMCS Job Performance Evaluation Rubric
- Montessori Peer Observation

## 4. Standards Alignment Matrix

Standards Alignment Matrix

The following table demonstrates how the SRMCS TDS aligns the Minnesota Standards of Effective Practice with the Danielson Framework:

### Minnesota Standards of Effective Practice (SEPs)

### SRMCS Evaluation Alignment

Subject Matter Knowledge	Danielson Domain 1: Planning & Preparation
Student Learning & Development	Domains 1 & 2

## Minnesota Standards of Effective Practice (SEPs)

### SRMCS Evaluation Alignment

Instructional Strategies	Domain 3: Instruction
Learning Environment	Domain 2: Classroom Environment
Assessment	Domains 1 & 3
Collaboration & Communication	Domain 4: Professional Responsibilities
Reflection & Professional Growth	Domain 4
Cultural Competence & Equity	Explicitly embedded across Domains 2 & 3 and required in all observations

## 5. Professional Review Cycle

Licensed/Certified Staff TRM follows a comprehensive teacher evaluation model in compliance with Minnesota statutes. This model includes:

### Core Evaluation Elements

1. A three-year professional review cycle for all licensed teachers that includes:
  - A. An individual growth and development plan
  - B. A peer review process
  - C. At least one summative evaluation every three years conducted by a qualified and trained evaluator
  - D. Peer review in the years when a summative evaluation is not conducted
2. Use of student growth measures accounting for 35% of the summative evaluation
3. Two formal observations annually by trained evaluators
4. A Fall goal-setting conversation between teacher and evaluator
5. Use of an observation rubric that incorporates:
  - A. Culturally responsive methodologies
  - B. Longitudinal data on student engagement, academic connection, and other outcome measures aligned with:
    - i. The Montessori curriculum
    - ii. Academic literacy
    - iii. Oral academic language
    - iv. Achievement outcomes, including for English learners

Note: While SRMCS has an existing evaluation process in place, this policy formally updates and expands that process to meet all current statutory requirements.

Non-Licensed Staff Non-licensed staff (e.g., Educational Assistants, Paraprofessionals, hourly and salaried support staff) will participate in an annual Spring summative evaluation, which will assess:

- A. Accomplishments and strengths
- B. Areas for development and growth
- C. Job knowledge and skills
- D. Quality of work
- E. Communication, cooperation, and teamwork
- F. Attendance and reliability

Professionalism Staff will be provided the evaluation rubric in advance and encouraged to submit relevant documentation of their work.

Ongoing Staff Development SRMCS will provide professional development throughout the year to ensure continuous growth and excellence in instructional practice. Staff development is intended to:

- A. Improve student achievement using Montessori best practices in academic and experiential learning areas
  - B. Support diverse learners, including at-risk students, students with disabilities, multilingual learners, and gifted students
  - C. Deliver culturally inclusive curriculum aligned with state diversity rules and Montessori cultural learning continuums
  - D. Foster collaboration, including mentoring and peer coaching programs
  - E. Promote positive school culture through social-emotional learning, conflict resolution training, and behavior expectations
  - F. Develop leadership skills among instructional and site-based leadership staff
- Highly Qualified Support Staff Requirements Training Requirements As required by Minnesota Statutes §§ 120B.363 and 121A.642, all Special Education Paraprofessionals and Educational Assistants must complete training in:
- A. Student characteristics
  - B. Teaching and learning environments
  - C. Academic instructional techniques
  - D. Behavior management and ethical responsibilities
  - E. Emergency protocols and confidentiality
  - F. Reporting obligations and school discipline policies
  - G. Building orientation and job-specific expectations

This training must be completed before the first instructional day or within 30 days of hire, and may be delivered digitally or in-person. It may also include collaborative planning with teaching staff. Annual Compliance Certification SRMCS Administration will certify annual

compliance with training mandates and submit documentation to the Minnesota Department of Education (MDE) as required.

Highly Qualified Status Verification Educational Assistants and Paraprofessionals must be deemed highly qualified through one of the following:

- A. Completion of 60 or more college credits from an accredited institution
- B. Holding an Associate's Degree or higher
- C. Passing a state-approved paraprofessional assessment, including:
  - a. Paraeducator Assessments (MN passing scores: 65% in Instructional Support, 70% in Knowledge & Application)
  - b. ParaPro Assessment (MN passing score: 460)

The Minnesota Voluntary Paraprofessional Credential (administered by PELSB) is encouraged but not required. Documentation SRMCS Administration will collect and retain both digital and hardcopy documentation verifying all required qualifications for applicable staff.

## **6. Student Growth Measures**

Student growth includes:

- Local assessment data (e.g., FastBridge)
- Fall-to-spring growth measures
- Student learning goals
- Literacy and academic language development

## **7. Peer Review Process**

Peer review is non-evaluative and conducted by a trained teacher.

Process:

1. Pre-Observation Meeting
2. Observation (objective evidence collection)
3. Post-Observation Reflection
4. Written Observation Summary

Peer review supports reflection, collaboration, and instructional improvement.

## **8. Summative Evaluation**

Conducted by a trained administrator and includes:

- Formal observations
- Review of evidence
- Final rating using SRMCS scale
- Identification of teachers not meeting standards

## **9. Teacher Improvement Process**

Teachers not meeting standards will:

- Develop an improvement plan
- Establish clear goals and timelines
- Participate in ongoing monitoring
- Be subject to administrative action if progress is insufficient

## **10. Professional Development**

Professional development is aligned with evaluation outcomes and includes:

- Montessori instructional practices
- Support for diverse learners
- Collaboration and peer coaching
- Leadership development

## **11. Data Privacy**

All evaluation data is personnel data. Peer observation notes remain confidential and may only be shared with teacher consent.

# Appendix A: Forms

## Peer observation form

School: \_\_\_\_\_ Date: \_\_\_\_\_ Classroom: \_\_\_\_\_

Key:  Agreed and observed     Area of improvement     Not observed at session

### Environment:

\_\_\_\_\_ Environment appears neat and tidy    \_\_\_\_\_ Materials are neat and organized  
\_\_\_\_\_ Environment is conducive to student independence    \_\_\_\_\_ Environment is minimal and peaceful

### Classroom Climate:

\_\_\_\_\_ Classroom feels quiet and peaceful    \_\_\_\_\_ The students are working independently  
\_\_\_\_\_ There is a sense of reverence for materials    \_\_\_\_\_ The tone in the classroom feels respectful

### Description of the observation:

### Strengths of the observation:

### Areas of improvement and suggestions:







					Office space is organized & clean.			
--	--	--	--	--	------------------------------------	--	--	--

**Employee**

**Evaluator**

<b>N</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>PARENTS/GUARDIANS</b>	<b>N</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
					Is available and approachable to parents/guardians.					
					Is professional & maintains confidentiality at all times.					
					Holds scheduled parent/teacher conferences. Meets with each family at least twice per year.					
					Responds promptly to parents via phone, email, etc.					
					Addresses student questions & concerns with parents in a tactful manner.					
					Educates parents about Montessori Method when appropriate.					
					Works in collaboration with parents to best meet the needs of the child.					

**Employee**

**Evaluator**

<b>N</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>OTHER RESPONSIBILITIES</b>	<b>N</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
					Attends & participates in staff meetings & workshops.					
					Attends & participates in assigned committees.					
					Assists in maintaining/cleaning/organizing the shared space in the school (hallway, kitchen, playground, work room etc.).					
					Retains CPR & first aid certification.					
					Responds to administrative requests in a timely manner.					

Employee Comments:

Evaluator Comments:

**STRENGTHS AND DEVELOPMENT NEEDS**

**STRENGTHS:** Cite at least three employee strengths and/or accomplishments since the previous employee evaluation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**DEVELOPMENT NEEDS:** Describe any areas where further job/professional development is recommended or required.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**ACTION PLAN:** List any recommended or required actions the employee must take to improve the development needs cited above. Include a mutually agreed upon target date.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**GENERAL COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Swan River Montessori thanks you for your participation in this evaluation process.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_

## Danielson Framework for Teaching (Domains 1–4)

### SECTION 1 – GOALS

The year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or administrator designee conducting the evaluation, in consultation with the teacher, and any recommended training by the school administrator designee, in consultation with the teacher, that would assist the teacher in meeting these goals. If no goals are available from previous school year's evaluation, goals shall be developed on or before September 30<sup>th</sup>. Goals must be written as SMART Goals (Specific, Measurable, Attainable, Results-oriented, and Time-bound). REA members shall provide appropriate documentation of meeting goals on or before May 1<sup>st</sup>.

#### GOAL 1:

If applicable, Professional Development:

#### GOAL 2:

If applicable, Professional Development:

### SECTION 2 – CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING

Detailed rubrics are available on the District's website under the **SCHOOL BOARD** tab.

15%	Domain 1 - Planning and Preparation	U	B	P	D
	D = Distinguished   P = Proficient   B = Basic   U = Unsatisfactory				
1a	<i>Demonstrating knowledge of content and pedagogy.</i>	U	B	P	D
1b	<i>Demonstrating knowledge of students.</i>	U	B	P	D
1c	<i>Setting instructional outcomes.</i>	U	B	P	D
1d	<i>Demonstrating knowledge of resources.</i>	U	B	P	D
1e	<i>Designing coherent instruction.</i>	U	B	P	D
1f	<i>Designing student assessments.</i>	U	B	P	D
25%	Domain 2 – The Classroom Environment	U	B	P	D
	D = Distinguished   P = Proficient   B = Basic   U = Unsatisfactory				
2a	<i>Creating an environment of respect and rapport.</i>	U	B	P	D
2b	<i>Establishing a culture for learning.</i>	U	B	P	D
2c	<i>Managing classroom procedures.</i>	U	B	P	D
2d	<i>Managing student behavior.</i>	U	B	P	D
2e	<i>Organizing physical space.</i>	U	B	P	D
25%	Domain 3 – Instruction	U	B	P	D
	D = Distinguished   P = Proficient   B = Basic   U = Unsatisfactory				
3a	<i>Communicating with students.</i>	U	B	P	D
3b	<i>Using questioning and discussion techniques.</i>	U	B	P	D
3c	<i>Engaging students in learning.</i>	U	B	P	D
3d	<i>Using assessment in instruction.</i>	U	B	P	D
3e	<i>Demonstrating flexibility and responsiveness.</i>	U	B	P	D
15%	Domain 4 – Professional Responsibility	U	B	P	D
	D = Distinguished   P = Proficient   B = Basic   U = Unsatisfactory				

4a	<i>Reflecting on teaching.</i>	U	B	P	D
4b	<i>Maintain accurate records.</i>	U	B	P	D
4c	<i>Communicating with families.</i>	U	B	P	D
4d	<i>Participating in a professional community.</i>	U	B	P	D
4e	<i>Growing and developing professionally.</i>	U	B	P	D
4f	<i>Showing professionalism.</i>	U	B	P	D

<b>SECTION 3 – STUDENT GROWTH AND ASSESSMENT DATA</b>					
<b>10%</b>	<b>Domain 5a – Student Growth and Assessment Data</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Percentage of students in your classroom who are at low risk and college pathway, as measured by Reading (R), and Mathematics (M) FastBridge from Fall to Spring.					
7 - 8 = Distinguished   5-6 = Proficient   3-4 = Basic   2 = Unsatisfactory					
Assessment	≥ 70%	40% ≥ 69.9%	20% ≥ 39.9%	0% ≥ 19.9%	
FastBridge Reading	4	3	2	1	
FastBridge Mathematics	4	3	2	1	
<b>5%</b>	<b>Domain 5b – Student Growth and Assessment Data</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Percentage of students in SRMCS who are at low risk and college pathway, as measured by Reading (R), and Mathematics (M) FastBridge from Fall to Spring.					
11-12 = Distinguished   8-10 = Proficient   5-7 = Basic   3-4 = Unsatisfactory					
FastBridge Assessment	≥ 70%	40% ≥ 69.9%	20% ≥ 39.9%	0% ≥ 19.9%	
FastBridge Reading	4	3	2	1	
FastBridge Mathematics	4	3	2	1	
<b>2.5%</b>	<b>Domain 5c – Student Growth and Assessment Data</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4 = Met Goal   3 = Almost Met Goal   2 = Partially Met Goal   1 = Did Not Meet Goal					
Goal 1	Percentage of students in SRMCS who were proficient, as measured by Reading (R) on MCA testing.				
<b>2.5%</b>	<b>Domain 5d – Student Growth and Assessment Data</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4 = Met Goal   3 = Almost Met Goal   2 = Partially Met Goal   1 = Did Not Meet Goal					
Goal 2	Percentage of students in SRMCS who were proficient, as measured by Mathematics (M) on MCA testing.				

<b>OVERALL COMMENTS</b>	

SUMMARY CALCULATION	
<b>SECTION 2</b>	
	4 = Distinguished   3 = Proficient   2 = Basic   1 = Unsatisfactory
<b>15%</b>	<b>Domain 1 – Planning and Preparation</b>
<b>25%</b>	<b>Domain 2 – The Classroom Environment</b>
<b>25%</b>	<b>Domain 3 – Instruction</b>
<b>15%</b>	<b>Domain 4 – Professional Responsibility</b>
<b>SECTION 3</b>	
	4 = Distinguished   3 = Proficient   2 = Basic   1 = Unsatisfactory
<b>10%</b>	<b>Domain 5a – District FastBridge Data</b>
<b>5%</b>	<b>Domain 5b – Building FastBridge Data</b>
	4 = Met Goal   3 = Almost Met Goal   2 = Partially Met Goal   1 = Did Not Meet Goal
<b>2.5%</b>	<b>Domain 5c – Goal 1 Data</b>
<b>2.5%</b>	<b>Domain 5d – Goal 2 Data</b>

<b>Weighted Calculation</b>	
2.85 to 4.00 = Effective   2.00 to 2.84 = Developing   1.00 to 1.99 = Needs Improving	
<b>OVERALL RATING</b>	

<b>SIGNATURES</b>
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Teacher’s Signature\* \_\_\_\_\_ Date \_\_\_\_\_

Director’s Signature \_\_\_\_\_ Date \_\_\_\_\_

\*The signature of the REA member represents receipt of evaluation, not agreement. Any written rebuttals to the evaluation shall be received by the Superintendent or designee, no later than June 30<sup>th</sup>.

## GOALS FOR NEXT SCHOOL YEAR

The year-end evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the school administrator or administrator designee conducting the evaluation, in consultation with the teacher, and any recommended training by the school administrator designee, in consultation with the teacher, that would assist the teacher in meeting these goals.

### GOAL 1:

If applicable, Professional Development:

### GOAL 2:

If applicable, Professional Development:

## Growth Plan (IGDP)

<b>Professional Growth Plan</b>		
<b>Goal 1:</b>		
<b>Primary Standard Addressed: Standard 1:</b>		
<b>Additional Outcomes/Standards Addressed:</b>		
<b>Strategies</b>	<b>Timeline</b>	<b>Resources</b>
<b>Indicators of Success</b>		
<b>What will successful completion of my goal look like for my Professional Practice? For Student Learning?</b>		
<b>Reflection on Indicator(s) of Success</b> <i>(to be completed at the end of the term/semester/year)</i>		
<ol style="list-style-type: none"><li>1. How successful have I been in meeting my goal</li><li>2. How has my professional practice improved?</li><li>3. How has student learning improved?</li></ol>		

<b>Goal 2:</b>		
<b>Educator Standard Primary Reference:</b>		
<b>Additional Educator Standards Addressed:</b>		
<b>Strategies</b>	<b>Timeline</b>	<b>Resources</b>
<b>Indicators of Success</b>		
<b>What will successful completion of my goal look like for my Professional Practice? For Student Learning?</b>		
<b>Reflection on Indicator(s) of Success (to be completed at the end of the term/semester/year)</b>		
<ol style="list-style-type: none"> <li>1. How successful have I been in meeting my goal?</li> <li>2. How has my professional practice improved?</li> <li>3. How has student learning improved?</li> </ol>		

**Swan River Montessori Charter School**

*Adopted:* \_\_\_\_\_

*Revised:* \_\_\_\_\_

*MSBA/MASA Model Policy 509 Charter  
Orig. 2022 (as Charter Policy)  
Rev. 2024*

**509 ADMISSION AND ENROLLMENT**

**I. PURPOSE**

The Swan River Montessori Charter School Board of Directors acknowledges that the application and enrollment process for charter schools is unique in comparison to traditional public school systems. Therefore, the purpose of this policy is to disseminate SRMCS application and enrollment procedures that the charter school utilizes.

**II. GENERAL STATEMENT OF PURPOSE**

The Swan River Montessori Charter School Board of Directors believes that parents have the responsibility to select the most appropriate educational programs for their children and that parental commitment to the educational program is a significant and positive choice. The Board also recognizes that choice in the selection of a public school provides parents and learners an opportunity to seek a school that best fits their needs and interests. This policy addresses the terms and conditions of student applications and enrollment into Swan River Montessori Charter School.

**III. ADMISSION LIMITATIONS**

- A. The charter school, including its preschool or prekindergarten program established under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), may limit admission to:
  - 1. pupils within an age group or grade level;
  - 2. pupils who are eligible to participate in the graduation incentives program under Minnesota Statutes, section 124D.68; or
  - 3. residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.
- B. The charter school shall comply with the Minnesota Human Rights Act, which prohibits educational institutions from discriminating against students based on a protected class including race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation or disability.
- C. Charter schools must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups. Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. The school must document its dissemination activities in the school's annual report. The school's dissemination activities must be a component of the authorizer's performance review of the school.

**IV. OPEN ENROLLMENT**

- A. General Application

1. Applications for all levels will be available on the school website or by request via phone or email.
2. Student applications for a school year that is in progress are accepted during the year. Students may be admitted if space is available throughout the year.
3. Applications will be made available for an upcoming school year on the first working day in January. Any applicants to be considered for the lottery process must have an application submitted to administration by the end of business on the last calendar day of that January.
4. Applications received beginning February 1st will be accepted and processed in the order they are received.
5. Applications for students may only be submitted for one grade.
6. A new application must be submitted each year for any student that is not currently enrolled. They do not carry over from year to year.
  - a) Families of enrolled students will be sent an "Intent to Return" form each January to formally identify students that will not be returning the following year (for the purpose of potential recruitment).
  - b) Students that do not submit an Intent to Return Form will remain enrolled.

**B. Eligibility**

1. Tuition-based Pre-K
  - a) Children must be 36 months of age by their first date of attendance.
  - b) Enrollment in each classroom environment shall not exceed 10 children, with a ratio of one adult per every ten children enrolled.  
  
There are 17 full time spots in total.
  - c) No preference for K enrollment may be given to SRMCS Pre-K students based on their attendance or enrollment in the Pre-K program.
2. Swan River Montessori Public Charter School (K-6)
  - a) To attend Kindergarten, a student must be "at least 5 years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences." MN 124E.11
  - b) To attend first grade, a student must be "at least 6 years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed Kindergarten." MN 124E.11
  - c) SRMCS has philosophically chosen not to offer early Kindergarten (September 2 or later) or early first grade enrollment:

"A charter school may establish and publish on its website a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in [MN Statute 124E.11 paragraphs (b) and (c)].

Preference is given to a Minnesota resident student. A student who does not reside in MN must apply annually to enroll. See section IV, C, 2.

C. Enrollment

1. SRMCS, including its preschool or prekindergarten program established under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. SRMCS Montessori School must develop and publish, including on its website, a lottery policy and process that it must use when accepting pupils by lot.
  - a) Students will be enrolled as indicated by their chronological ages.
    - (1) Students who transfer from another school will be placed in the grade indicated by transfer records.
    - b) If the number of applications exceeds the given capacity, students will be accepted by lottery.
      - (1) Levels
        - (a) CH: 50 students
        - (b) Elementary I & II: 90 students each
      - (2) Grades
        - (a) Kindergarten: 25 students
        - (b) Elementary grades 1-6: 40 students each
      - (3) Entire K-6 Public Charter school program: 180 students
      - (4) Entire Tuition based pre-k: 20 full time spots
    - c) The classroom or program level may only be overenrolled under special circumstances and at the discretion of the teaching level team.
  2. Admission to a charter school must be free to any eligible pupil who resides within the state. A charter school must give enrollment preference to a Minnesota resident pupil over pupils that do not reside in Minnesota. A charter school must require a pupil who does not reside in Minnesota to annually apply to enroll in accordance with Minnesota Statutes, section 124E.11, paragraphs (a) to (f).
  3. The charter school must give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A staff member eligible for an enrollment preference for their child, including a foster child, must be an individual employed at the school whose employment is stipulated in advance to total at least 480 hours in a school calendar year.

4. A person may not be admitted to the charter school (1) as a kindergarten pupil, unless the pupil is at least five (5) years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six (6) years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its website a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs A and B.
  5. Except as permitted in paragraphs D and I, the charter school, including its preschool or prekindergarten program established under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this section.
  6. The charter school or any agent of the school must not distribute any services or goods, payments, or other incentives of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.
  7. Once a student who resides in Minnesota is enrolled in the school in kindergarten through grade 12, or in the school's free preschool or prekindergarten program under Minnesota Statutes, section 124E.06, subdivision 3, paragraph (b), the student is considered enrolled in the school until the student formally withdraws, the school receives a request for the transfer of educational records from another school, the school receives a written election by the parent or legal guardian of the student withdrawing the student, or the student is expelled under the Pupil Fair Dismissal Act in Minnesota Statutes, sections 121A.40 to 121A.56.
  8. Once a Pre-K student is enrolled, that student is considered enrolled in the Pre-K program until the student is formally withdrawn, is expelled under the Pupil Fair Dismissal Act, or until they apply for admission to and are enrolled in Kindergarten.
  9. Delaying Kindergarten by one year (Kindergarten redshirting) is allowed, but discouraged, at the request of the parent.
- D. Lottery Process
1. The lottery will be held in the gather space by the end of business of the 2nd full week of February each year.
  2. Applicants are populated onto a spreadsheet by grade
  3. All returning K-5 students are enrolled in the next grade
  4. All enrollment preferences are filled
  5. Any grade that has more applications than spots (end of January) will have all of the applications entered into a lottery and drawn at random.

- a) Students are admitted to the program in the order they are drawn (Randomize function, beginning with kindergarten then ascending through the grades), as capacity allows.
  - b) Once individual grades/levels have been filled, remaining applicants will be placed on a waiting list in the order they were drawn.
  - c) If a student is admitted through the general lottery and that student has one or more siblings/foster siblings in other grades also subject to a lottery, those students will be given preference.
  - d) If there are more siblings/foster siblings and/or staff children than available spots, separate lotteries will be held for those categories before the general lottery is held.
  - e) Multiple birth/foster siblings are entered into a lottery (each by their own name), then if one of the siblings is drawn, the other siblings shall be admitted to the program.
- (1) In the event that admission of multiple siblings fills the enrollment to capacity without each of them being enrolled, they will be placed as next on the waiting list.

E. Waiting Lists

- 1. Waiting lists are constructed in the order drawn in the lottery. After conclusion of the drawings, SRMCS shall add to the waiting lists on a first come first serve basis. This waiting list is used to fill subsequent openings for the following academic year in the order populated onto the list.
- a) If the applicant being placed on the waiting list has sibling/staff preference they will move to the top of the waiting list but below any other sibling/staff preference students already on the waiting list.

V. **REQUIRED FORMS**

A. Application process

- 1. Appropriate application form

B. Enrollment process

- 1. Enrollment form for new students
- 2. Student Information form
- 3. Health form including immunization records
- 4. Emergency information
- 5. Contract form and deposit for Children's House students
- 6. Early Childhood Screening records (Kindergarten only)
- 7. Previous school records including any Individual Education Plan (IEP) information

**Legal References:**

- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 124E.11 (Admission Requirements and Enrollment)
- Minn. Stat. § 124E.17 (Charter School Information)
- Minn. Stat. § 363A.13 (Educational Institution)

**Cross References:** None

**Swan River Montessori Charter School**

Adopted: 11.20.13  
Revised: 2.18.26

MSBA/MASA Model Policy 426 Charter  
Orig. 2014 (as Charter Policy)  
Rev. 2024

**426 NEPOTISM POLICY**

**I. PURPOSE**

The purpose of this policy is to establish consistent employment guidelines and to prevent situations in which an individual may have or may be perceived to have unfair influence over the career development, work assignments, work direction, performance reviews, or compensation of a family member who is also employed by the charter school.

**II. GENERAL STATEMENT OF POLICY**

The charter school may employ family members of current employees. However, to be hired, transferred, or promoted, close family members may *not* be assigned to the following:

- A. Positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, termination, compensation, performance evaluation, discipline, promotional opportunities, and work assignments; or
- B. Positions where one reports to, directs the work of, or otherwise has direct or indirect supervision of another close family member.

**III. DEFINITIONS**

- A. Close Family Member

A close family member means the employee’s parent, spouse, child (including adopted child), sibling, grandmother, grandfather, grandchildren, niece, nephew, aunt, uncle, first cousin, all step relatives including stepchild, stepmother, stepfather, stepbrother and stepbrother, in-law relationships including father- and mother-in-law, daughter- and son-in-law, brother- and sister-in-law, ward of the employee or employee’s spouse, domestic partner, or person cohabitating in the employee’s household regardless of the degree of relationship.

- B. Direct or Indirect Supervision

Direct or indirect supervision means the authority to make, participate in, or recommend employment- and/or compensation-related decisions involving a close family member, including, but not limited to, decisions concerning hiring, promotion, transfer, discipline, termination, salary, evaluation, grievance resolution, or other similar personnel actions.

**IV. APPLICATION TO BOARD MEMBERS**

Board members are not considered to have direct or indirect supervision except in situations when they are called upon to act specifically on matters of employment status or compensation for an applicant or employee. In such cases, board members shall abstain from the action when a close family member is involved.

**V. NEPOTISM**

The board must adopt a nepotism policy that prohibits the employment of immediate family members of a board member, a school employee, or a teacher who provides instruction under a contract between the charter school and a cooperative. The board may waive this policy if:

(1) the position is publicly posted for twenty (20) business days; and (2) a two-thirds majority of the remaining board of directors who are not immediate family members of an applicant vote to approve the hiring. A board member, school employee, or teacher under contract with a cooperative must not be involved in an interview, selection process, hiring, supervision, or evaluation of an employee who is an immediate family member.

#### **VI. EXCEPTIONS; SPECIAL CIRCUMSTANCES**

In exceptional circumstances, a direct or indirect supervision relationship may exist between employees who are close family members. Such circumstances may be necessitated by factors such as the unique qualifications or responsibilities of the individuals involved, the lack of other available appropriate supervisory personnel, or whether the position for which the close family member is being considered is temporary in nature. Any exception must be reviewed and approved in writing by the charter school's chief administrator. Any direct or indirect supervision relationship approved by the chief administrator shall be reported to the board of directors. All employment decisions affecting the subordinate employee, including, but not limited to, selection, hiring, discipline, performance review, compensation, or leave, must be assigned to other supervisory personnel or, if no other supervisory personnel exist, to the charter school's board of directors. Exceptions involving the charter school's chief administrator and a close family member of the chief administrator shall be approved in writing by the charter school's board of directors.

#### **VII. ADDRESSING EXISTING CONFLICTS AND CHANGES IN RELATIONSHIP BETWEEN EMPLOYEES**

Any charter school employee involved in a direct or indirect supervision relationship with a close family member that existed *prior* to the original approval date of this policy or that arises *after* the adoption of this policy shall promptly notify the charter school's chief administrator of such relationship. The chief administrator shall make suitable arrangements for the transfer of one of the employees, assignment of a different supervisor, or a determination that an exception is necessary under Section V. of this policy. Any direct or indirect supervision relationship approved by the chief administrator under Section V. shall be reported to the board of directors. The chief administrator shall promptly notify the charter school's board of directors of any direct or indirect supervision relationship which arises concerning a close family member of the chief administrator. All such direct or indirect supervision relationships involving the chief administrator shall be resolved by the board of directors in accordance with this policy.

#### **VIII. COMPLIANCE WITH EQUAL OPPORTUNITY AND DISCRIMINATION LAWS**

Nothing in this policy shall be construed as discouraging the employment of close family members for positions that do not involve direct or indirect supervision. Nothing in this policy shall be construed to otherwise limit the employment opportunities of any person employed by the charter school.

**Legal References:** Minn. Stat. § 124E.07, Subd. 6 (Board of Directors)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

**Cross References:** MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)  
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

**Swan River Montessori Charter School**

Adopted: 8.19.25

Adopted: \_\_\_\_\_

Revised: \_\_\_\_\_

*MSBA/MASA Model Policy 404 Charter  
Orig. 1995 (as ISD Policy)  
Orig. 2022 (as Charter Policy)*

**404 EMPLOYMENT BACKGROUND CHECKS**

**[NOTE: The provisions of this policy substantially reflect statutory requirements.]**

**I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment at Swan River Montessori Charter School ("SRMCS") in order to promote the physical, social, and psychological well-being of its students. To that end, SRMCS will seek a criminal history background check for applicants who receive an offer of employment with the charter school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the charter school, regardless of whether any compensation is paid, or such other background checks as provided by this policy. SRMCS may also elect to do background checks of other volunteers, independent contractors, and student employees in the charter school.

**II. GENERAL STATEMENT OF POLICY**

- A. SRMCS shall require that applicants for charter school positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the charter school, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the charter school that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the charter school.
- B. SRMCS specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the charter school shall in no way limit SRMCS' right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

**III. PROCEDURES**

- A. Normally an individual will not commence employment or provide services until SRMCS receives the results of the criminal history background check. SRMCS may conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes, section 13.87. The charter school reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school, except for an enrolled student volunteer, the individual must sign a criminal history consent form,

which provides permission for SRMCS to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school, at the election of the school, in an amount equal to the actual cost to the BCA and the school of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the charter school decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide SRMCS with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

**[NOTE: If the charter school elects to receive payment, it may, at its discretion, accept payment in the form of a negotiable instrument other than a money order or check and then pay the executive director of the BCA directly to conduct the background check.]**

C. SRMCS, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the Minnesota Commissioner of Education within the twelve (12) months preceding an offer of employment or permission to provide services.

D. SRMCS may use the results of a criminal background check conducted at the request of another school hiring authority if:

1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
2. the other school hiring authority conducted a criminal background check within the previous twelve (12) months;
3. the individual executes a written consent form giving the charter school access to the results of the check; and
4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.

E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school, the school shall request a criminal history background check on such individuals from the executive director of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the charter school that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school. Such individuals must provide an executed criminal history consent form.

F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

G. Copies of this policy shall be available in SRMCS' Employment Office, and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with SRMCS, or provision of services to, ~~the~~ the individual will be so advised.
- J. SRMCS may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, the charter school will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the charter school's discretion in requiring a background check. The charter school may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

**IV. CRIMINAL HISTORY CONSENT FORM**

A form to obtain consent for a criminal history background check is included with this policy.

**Legal References:** Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)  
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)  
Minn. Stat. § 364.09(b) (Exceptions)

**Cross References:** None

CRIMINAL BACKGROUND CHECK - MS 123B.03 COMBINED DISCLOSURE AND INFORMED  
CONSENT FORM

**(Important: Please read carefully before signing.)**

The Fair Credit Reporting Act requires that we inform you that a background investigation may be conducted as part of our screening process. This may include an inquiry to obtain information regarding your employment history, police record, education, qualifications, motor vehicle record, and/or credit and indebtedness. The primary objective of any investigation will be to verify information you provided on your application (includes paid and unpaid positions) with this district. A consumer report and/or an investigative consumer report may be obtained at any time during the background process or during your time with the school. Upon timely written request to the administration, and within 5 days of the request, the name, address and phone number of the reporting agency and the nature and scope of the report (if one is made) will be provided to you. You have the right to request details of the report from the consumer reporting agency.

Before any adverse action is taken, based in whole or in part on the information contained in the consumer report, you will be provided a copy of the report, the name, address and telephone number of the reporting agency, a summary of your rights under the Fair Credit Reporting Act, as well as additional information on your rights under the law.

The items of information requested below are required to process your background investigation. They are intended solely for that purpose and will not be used in a discriminatory manner for the making of business decisions.

Are you willing to allow Swan River Montessori Charter School to run a criminal background check on you?

YES \_\_\_\_ NO \_\_\_\_

The following named individual has made application with SRMCS: Full Legal Name of

Applicant **(please print)**: \_\_\_\_\_  
First Middle Last

Maiden, Previous or Alias:

Address:

City/State/Zip

Date of Birth (Month/Day/Year):

Social Security Number -----

I authorize the Minnesota Bureau of Criminal Apprehension to disclose criminal history record information to Swan River Montessori Charter School pursuant to Minnesota State Statute 123B.03, subdivision 1 for the purpose of volunteering with this agency.

This authorization shall be for a period of no longer than one year from the date of my signature.

Signature of Applicant/Volunteer \_\_\_\_\_ Date \_\_\_\_\_

**Swan River Montessori Charter School**

Adopted: 9.22.16

Revised: 2.22.22

**School Director Performance Evaluation Policy**

**PURPOSE**

The purpose of this policy is to define the procedures that the Swan River Montessori Charter School's Board of Directors will use to evaluate the overall performance of the School Director annually. It is the belief of the Board of Directors that feedback and personal development is the primary purpose of an evaluation process. An annual evaluation process ensures that personal reflection, mutual conversation and a time for setting goals occurs every year. Data is collected from staff, the School Director and Board of Directors in order to provide the fullest possible perspective.

**PROCEDURES & TIMELINES**

<b>TIME</b>	<b>ACTIVITY</b>	<b>PERSON(S) RESPONSIBLE FOR ACTIVITY COMPLETION</b>
February	Review evaluation form(s) and processes. Make revisions, if necessary. Board members and School Director converse about the process to anticipate and address any concerns or interests.	Board of Directors or Designee(s)
December and March	Staff is provided a job satisfaction survey with anonymous responses.	Board of Directors or Designee(s)
March	School Director completes a self-evaluation.	School Director
Late March	Completed Job satisfaction surveys from staff and School Director self-evaluation are collected and compiled into one comprehensive document. This document is then forwarded to all members of the Board of Directors for review.	Board of Directors or Designee(s)
April	Board members analyze all input and create a confidential written document that provides feedback points and ideas for goal setting.	Board of Directors or Designee(s)
May	Board members and School Director meet in a closed session to discuss evaluation results and share and define goals. Both parties sign and date the document. Original document is filed in the School Director's personnel file in the school's main office.	Board of Directors and School Director
June-January	Progress toward goals is reviewed as deemed necessary by the Board of Directors.	Board of Directors or Designee(s)