

SWAN RIVER MONTESSORI CHARTER SCHOOL

School Board Meeting

Meeting Agenda

Monday September 21, 2026 at 2:00 PM

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

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

- a. Motion to approve meeting agenda made by ___, Seconded by ___. Board Vote-

V. PREVIOUS MEETING MINUTES-

- a. Motion to approve 8.24.26 Board Meeting Minutes made by ___, Seconded by ___. Board Vote-

VI. DECLARATION OF CONFLICTS-

VII. FINANCIAL REPORT- NOTES FROM COMMITTEE MEETING

- a. FINANCIAL REPORT- August FY27

- b. REVIEW OF BILLS

- a. DONATIONS-

- i.

Motion to approve August FY27 financials, expenditures, disbursements, and donations made by ___,
Seconded by ___. Board Vote-

VIII. ENVIRONMENTAL EDUCATION REPORT AS RELATED TO CONTRACTED GOALS-

a.

IX. ACADEMIC PERFORMANCE REPORT AS RELATED TO CONTRACTED GOALS –

a. Fall Fastbridge testing update

X. BOARD TRAINING-

a. Board Self assessment from Osprey Wilds

XI. DIRECTOR GOALS

a. Director SMART Goals for FY27

XII. STRATEGIC PLANNING & GOAL SETTING

XIII. OLD BUSINESS

a. Parent & Student Handbook

XIV. NEW BUSINESS

- a. CERP (Cardiac Emergency Response Plan)
- b. Wellness Committee Meeting Update

XV. REVIEW OF NEXT MEETING AGENDA

- a. Date, Time & Location of next Finance Committee Meeting: October 1, 2026 at 2:00 PM, , 503 Building
- b. Date, Time & Location of next Board Meeting: October 19, 2026 at 2:45 PM, 503 Building

Upcoming Agenda Items-

Old Business

New Business

XVI. MOTION TO ADJOURN at _10:37_ A.M. by CB_, Seconded by_NP_. Board Vote- all aye, motion carried

SWAN RIVER MONTESSORI CHARTER SCHOOL

School Board Meeting

Meeting Minutes

Monday August 24, 2026 at 8:00 a.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__
@__8:42__AM**

II. ROLL CALL

- a. Board Members Present: Julie Halvorson, Jana Evink, Claire Belknap, Amy Savage, Amy Jensen, Nicole Perez (via zoom)
- b. Board Members Absent: Ricke Freese, AS and JH left meeting at 10 a.m. during New Business item g. due to prior commitments
- c. Other Attendees: School Director Annette Vemuri
- 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

- a. **Motion to approve meeting agenda made by __CB__, Seconded by _AS_. Board Vote- all aye- motion carried**

V. PREVIOUS MEETING MINUTES-

- a. **Motion to approve 6.15.26 Board Meeting Minutes made by _AJ_, Seconded by _JH_. Board Vote- all aye, motion carried**

VI. DECLARATION OF CONFLICTS- none

VII. FINANCIAL REPORT- NOTES FROM COMMITTEE MEETING

- a. **FINANCIAL REPORT- June & July Financials**
 - Balance Sheet
 - \$832,455 Cash balance at end of the month

- \$267,939 State Receivables which represents an initial estimate for the beginning of the accrual for the FY27 hold back(10%) and funds due from FY26

- \$0 Federal Receivables which represents prior year funds due
- \$42,913 Accounts Payable balances as of the end of the month
- \$58,939 Salary and Benefits Payables
- \$0 Summer Salary and Benefits Payables Estimated
- \$0 Short-Term Debt, Current line of credit balance

Income Statement

- Adopted Budget 172ADM
- 8% Percent of the fiscal year completed
- 7% YTD revenue as a percent of budget based on the proposed budget
- 4% YTD expenses as a percent of budget based on the proposed budget
- \$923,909 Projected year end Fund Balance
- 33% Projected Ending fund balance as a % of Expense Budget

Cash Flow

- Hold back has been updated on cash flow based on estimates
- 129 Days Cash on Hand at 6.30.26
- 172,917\$ Current MDE projected payments semi-monthly

State of MN starting to restrict how funds are being used.

Previously unrestricted- would go into gen budget and no restrictions on how it is used

Areas now with restrictions that effects SRMCS:

MA Billing- used for billing special ed

Student Support Aide- social workers, counselors, we get about \$20,000 per year, our gen, ed social worker comes from these funds

School Library Funds- have to have someone with a library license to use

b. **REVIEW OF BILLS**

- i. Premier Kitchens- charge from Nov, 2025- Kirsten took care of this, they forgot to submit a bill to us, caught when they got audited by the state
- ii. Master Teacher- how paras get certified, have to pay upfront, repaid back if we didn't use all the funds

a. **DONATIONS-**

- i. Thrivent Choice donation of \$631

**Motion to approve JUNE & JULY financials, expenditures, disbursements, and donations made by _AS_,
Seconded by _AJ_. Board Vote- all aye, motion carried**

VIII. ENVIRONMENTAL EDUCATION REPORT AS RELATED TO CONTRACTED GOALS-

a.

IX. ACADEMIC PERFORMANCE REPORT AS RELATED TO CONTRACTED GOALS –

a.

X. BOARD TRAINING-

- a. Designs For Learning Board Training- Designs for Learning offers board training and other services for an hourly fee. Includes services for director evaluation. \$100 per hour, not sure if there is an added fee for prep work presenter does. Board is getting more information before going forward with approving a contract for these services. Board members need to look over the Board Self assessment from OW before the next meeting (handout at meeting)

XI. DIRECTOR GOALS

XII. STRATEGIC PLANNING & GOAL SETTING

- a. Kirsten getting quote for upgrades to security (ID scan)- board will be updated at a later date
- b. Annette mentioned flip-flopping WIN room and office and renovate to include a window into the entryway to check in visitors to further secure the building- board sees this as a longer term goal and will need to gather more information and make plans for funds use if pursued

XIII. OLD BUSINESS

XIV. NEW BUSINESS

- a. Establish Board roles
 - i. Nominations for board roles
 - 1. Chair- Jana Evink, nominated by AJ, no objections
 - 2. Secretary- Amy Jensen, nominated by JH, no objections
 - 3. Treasurer- Amy Savage, nominated by AJ, no objections
 - ii. **Motion to approve Jana Evink as board chair, Amy Jensen as Secretary and Amy Savage as Treasurer made by _CB_ Seconded by _JH_. Board Vote- all aye, motion carried**

- b. Annual Designations:
 - i. Depository- Sherburne Bank
 - ii. Electronic Funds Transfer- School Director Annette Vemuri, Kyle Knudson EdFin accountant
 - iii. Communication- SRMCS website and parent electronic newsletter (The Swan) via email, paper copies via student Thursday Folders & Media Communication: Annette Vemuri

Motion to approve the above made by __AS_, Seconded by __CB_. Board Vote- all aye,

motion carried

- c. Board Resolution for IOWA - Annette Vemuri is the IOWA (Identified Official With Authority) to approve
 - i. **Motion to appoint Annette Vemuri as the IOWA made by _CB_, Seconded by _JH_. Board vote- all aye, motion carried**
- d. Set Wellness Committee Mtg.- The committee will consist of: _AS, JH, AV. Will meet on: September 15 at 6:30 AM in AS classroom
- e. Set (CARC) Comprehensive Achievement and Civic Readiness (previously named World's Best Workforce) Plan Committee Mtg.- The committee will consist of: __JH, AS, AV__. Will meet on: September 21 at 6:30 AM
- f. New teacher contract
 - i. Kelsey Kautzman- hired for E1 position vacancy, the board welcomes Kelsey to the SRMCS family

- ii. **Motion to approve new teacher contract made by _JH_, Seconded by _AS_. Board vote- all aye, motion carried**
- g. Employee Handbook
 - i. Need to change PTO section to match what is in the employee letters of employment. PTO will be accrued monthly, rather than a lump sum number of hours.
 - ii. SRMCS currently continues to pay hourly employees during their lunch- work 7 ½ hours, paid for 8. Unpaid lunch would still work 8 hrs with an extra unpaid ½ hour for lunch. There is wiggle room for how hourly employees schedule their day to accommodate their needs as approved by director. AV said there have been issues with employees taking more than 30 minutes for their break which has been addressed to whole support staff and individuals. Board discussed how this impacts employees and contact time with students, time to prep. Board advises director to make expectations clear with staff and monitor during the school year and report back to board if promptness continues to be an issue. If improvement takes places, board will consider changing lunches to unpaid with required clock in and out. No changes at this time.
 - iii. Changes to PFMLA (state leave), FMLA (federal leave) as per the current law. Board reviewed
 - iv. Grammar changes throughout were suggested
 - v. % for PERA and TRA need to be inputted
 - vi. Changes to Attendance and Punctuality reviewed by board
 - vii. Cell phone use changes- reviewed by board
 - viii. Grievance/Complaint changes- changes need to be made to format and wording. Board suggested changes to headings to make clear what section is for each type of complaint.
 - ix. Boards suggested clarifications to recording time section
 - 1. **Motion to approve employee handbook made by _AJ_, Seconded by _CB_. Board vote- all aye, motion carried**
- h. Parent & Student Handbook- many changes and clarifications were made by Annette and were reviewed by the board. Other changes might need to be made. Board suggests Annette send it to parents as a draft version with the board adopting it formally at the September meeting.
- i. Policy Update
 - i. AV created a spreadsheet of all SRMCS policies to track what was reviewed, updated, when it needs to be reviewed in the future and others that need to be adopted.
 - ii. Director received email from Terry Morro at MSBA about other policies to adopt. Board wants to know why these were not included in the work he did for us during FY26. Director will communicate with Terry for clarification and if this will now accrue further cost for the school.

XV. REVIEW OF NEXT MEETING AGENDA

- a. Date, Time & Location of next Finance Committee Meeting: Sept. 21 at 2:00 PM, , 503 Building
- b. Date, Time & Location of next Board Meeting: Sept. 21 at 2:30 PM, 503 Building

Upcoming Agenda Items-

Old Business

Parent & Student Handbook

New Business

XVI. MOTION TO ADJOURN at _10:37_ A.M. by CB_, Seconded by_NP_. Board Vote- all aye, motion carried

Swan River Montessori School Finance Report

August 31, 2026



EdFinMN Powered by Charter Impact

Financial Highlights

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:

- \$987,339 Cash balance at end of the month
- \$240,709 State Receivables which represents an initial estimate for the beginning of the accrual for the FY27 hold back (10%) and funds due from FY26
- \$915 Federal Receivables which represents prior year funds due
- \$0 Accounts Payable balances as of the end of the month
- \$0 Summer Salary and Benefits Payables Estimated
- \$0 Short-Term Debt, Current line of credit balance

Income Statement

The focus of the school's income statement is to monitor the ongoing revenues and expenses of the various programs. A

- Adopted Budget 350 ADM
- 17% Percent of the fiscal year completed
- 15% YTD revenue as a percent of budget based on the working forecast budget
- 5% YTD expenses as a percent of budget based on the working forecast budget
- 32% Projected year end Fund Balance as a % of CY Expense Budget
- \$ 904,447 Projected year end Fund Balance

Cash Flow:

- Hold back has been updated on cash flow
- 130 Days Cash on Hand at 6.30.27
- \$ 95,998 Current MDE projected payments semi-monthly

Notes to Financials

- 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.
- Accounts Payable balances as of the end of the month
- Salary and Benefits Payables estimated. This is for summer salaries as of month-end.
- This report is unaudited and is prepared for internal use only, excludes GAAP disclosures.
- This reports includes assumptions about FY26 receivables based on state provided reports.

Swan River Montessori
Dashboard Summary
August 31, 2026

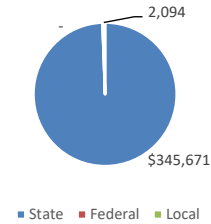
Revenue

	Adopted Budget	YTD	% Budget
State	\$ 2,517,365	\$ 345,671	14%
Federal	34,235	-	0%
Local	39,000	2,094	5%
Total	\$ 2,590,600	\$ 347,765	13%

Budget
\$ 2,590,600

% of Year
17%

Revenue Sources



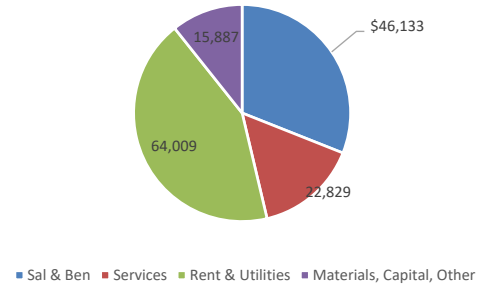
Sustainability - YTD

	YTD \$	% Budget	Beg of Year	% Budget
Cash	987,339	38%	1,695,404	65%
Fund Balance	1,143,496	45%	870,616	34%

Expenditures

	Adopted Budget	YTD	% Budget
Sal & Ben	\$ 1,545,981	\$ 46,133	3%
Services	636,032	22,829	4%
Rent & Utilities	280,774	64,009	23%
Materials, Capital, Other	129,314	15,887	12%
Total	\$ 2,550,960	\$ 148,859	6%

Expenditure by Category



Sustainability - Projected

DCOH	Projected	Goal	Compliance
Cash	\$ 1,002,283	\$ 629,004	*with \$0 Loc*
# Days	129.54	90.00	

Enrollment	ADM
Adopted	350
Projected Actual	361
MDE Pay On	355

Swan River Montessori
Balance Sheet
August 31, 2026

		Current Year
		August 31, 2026
Assets		
Cash	\$	987,339
Due from State - PY - Unaudited		166,735
Due from State - CY - Unaudited		73,974
Due from Federal PY - Unaudited		915
Inventory		400
Total Assets	\$	1,229,363
Liabilities		
Salary and Benefits Payable	\$	(5,160)
Accounts Payable		132
Total Liabilities	\$	(5,028)
Fund Balance		
Beginning- Unaudited (Unrestricted)	\$	870,616
Beginning Unaudited (Restricted)		90,895
Change in Fund Balance		272,880
Ending- Unaudited	\$	1,234,391
Liabilities and Fund Balance Total	\$	1,229,363

**Swan River Montessori
Income Statement Summary
August 31, 2026**

	Adopted Budget 350 ADM	Monthly Activity	Year to Date Activity	% of Adopted Budget
GENERAL FUND				
Revenues				
State Aid	\$ 2,517,365	\$ 172,977	\$ 419,645	16.7%
Federal Aid	34,235	-	-	0.0%
Local Aid	39,000	1,329	2,094	5.4%
Long Term Debt Proceeds(Use)		-	-	N/A
Other				N/A
Total Revenues	\$ 2,590,600	\$ 174,306	\$ 421,739	0.0%
Expenditures				
Salary	\$ 1,210,868	\$ 11,369	\$ 17,054	1.4%
Benefits	335,113	2,902	24,395	7.3%
Purchased Services	636,032	7,429	22,829	3.6%
Supplies and Materials	88,641	5,466	8,544	9.6%
Capital Expenditures	239,633	16,532	58,063	24.2%
Other Expenses	40,673	287	13,289	32.7%
Total Expenditures	2,550,960	\$ 43,984	\$ 144,174	5.7%
Change in Fund Balance	\$ 39,640	\$ 130,322	\$ 277,565	
FOOD SERVICE FUND				
Revenues	\$ 133,230	\$ -	\$ -	0.0%
Expenditures	\$ 138,475	\$ -	\$ -	0.0%
Change in Fund Balance	\$ (5,245)	\$ -	\$ -	
COMMUNITY ED FUND				
Revenues	\$ 134,033	\$ -	\$ -	0.0%
Expenditures	\$ 134,597	\$ 3,123	\$ 4,685	3.5%
Change in Fund Balance	\$ (564)	\$ (3,123)	\$ (4,685)	
Total Change in Fund Balance	\$ 33,831	\$ 127,199	\$ 272,880	
Beginning- Unaudited (Unrestricted)	\$ 870,616		870,616	
Total Change in Fund Balance	\$ 33,831		272,880	
Projected Fund Balance	\$ 904,447		1,143,496	
% Fund Balance	32.03%		40.49%	

Unaudited and based on administrative and contractor estimates.

Swan River Montessori
Detail Revenue
August 31, 2026

FYTD: 17%

	Adopted Budget 350 ADM	Monthly Activity	Year to Date Activity	% of Adopted Budget
General Fund				
State Aid				
General Aid	\$ 1,431,320	\$ 86,450	\$ 259,143	18.1%
Special Ed	801,277	86,527	86,527	10.8%
Lease Aid	215,669	-	-	0.0%
Other State Payments	49,099	-	-	0.0%
Student Support Aid	20,000	-	-	0.0%
State Aid Receivable	-	-	73,974	N/A
Total State Aid	\$ 2,517,365	\$ 172,977	\$ 419,645	16.7%
Federal Aid				
Title II	11,049	-	-	0.0%
Federal Special Ed	23,186	-	-	0.0%
Total Federal	\$ 34,235	\$ -	\$ -	0.0%
Local Aid and Donation				
Misc. Revenue	\$ 500	-	\$ -	0.0%
Student Activity Fees	13,000	-	-	0.0%
Donations and Other	500	631	726	145.2%
MA Billing	20,000	-	-	0.0%
Interest Earnings	5,000	698	1,368	27.4%
Total Local	\$ 39,000	\$ 1,329	\$ 2,094	5.4%
Other Financing Sources/(Uses)				
General Fund Revenue	\$ 2,590,600	\$ 174,306	\$ 421,739	16.3%

Food Service Revenue

State Aid	\$	35,704	\$	-	\$	-	0.0%
Federal Aid		83,648		-		-	0.0%
Transfer from GF		13,878		-		-	0.0%
Food Service Revenue	\$	133,230	\$	-	\$	-	0.0%

Community Ed Revenue

Extended Care	\$	41,208	\$	-	\$	-	0.0%
Children's House		92,825		-		-	0.0%
Community Ed Revenue	\$	134,033	\$	-	\$	-	0.0%

Student Activities Revenue

Total Revenues All Funds	\$	2,857,863	\$	174,306	\$	421,739	14.8%
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Swan River Montessori
Detail Expense
August 31, 2026

FYTD: 17%

	Adopted Budget	Monthly	Year to Date	% of Adopted
General Fund	350 ADM	Activity	Activity	Budget
Admin and District Support (PRO 000-199; FIN 000)				
100 Salaries	\$ 108,739	\$ 6,422	\$ 9,633	8.9%
200 Benefits	48,559	1,432	22,410	46.2%
305 Contracted Services - Admin	149,335	151	6,718	4.5%
320 Communication	6,394	-	-	0.0%
329 Postage	914	-	-	0.0%
350 Repairs & Maintenance	2,123	-	-	0.0%
366 Travel & Conferences	5,306	-	-	0.0%
401 General Supplies	24,359	606	864	3.5%
405 Purchased Software	7,650	72	1,319	17.2%
490 Food	1,020	-	-	0.0%
820 Dues & Memberships	23,095	273	10,630	46.0%
899 Misc. Expense/Xfer to FSF	-	-	2,645	N/A
Total Admin and District Support	377,494	8,955	54,219	14.4%
Elem Regular Instruction (PRO 200-299; FIN 000)				
100 Salaries	\$ 659,611	\$ -	\$ -	0.0%
200 Benefits	171,499	440	440	0.3%
360 Transportation	13,842	-	-	0.0%
401 General Supplies	14,939	2,160	2,160	14.5%
406 Purchased Software	-	-	1,573	N/A
430 Instructional Supplies	31,869	2,477	2,477	7.8%
461 Standardized Tests	2,811	-	-	0.0%
820 Dues & Memberships	3,150	14	14	0.4%
Total Elem Regular Instruction	897,721	5,091	6,664	0.7%

Federal Special Education (PRO 400-499; FIN 419/420/425)

100 Salaries	\$	5,000	\$	-	\$	-	0.0%
200 Benefits		1,250		-		-	0.0%
305 Contracted Services		16,936		1,002		2,202	13.0%
Total Federal Special Ed		23,186		1,002		2,202	9.5%

State Special Education (PRO 400-499; FIN 740)

100 Salaries	\$	428,172	\$	3,947	\$	5,921	1.4%
200 Benefits		111,375		851		1,276	1.1%
305 Contracted Services		7,901		706		706	8.9%
366 Travel & Conferences		1,210		-		-	0.0%
394 SPED Contracted Services		332,175		-		-	0.0%
401 General Supplies		3,570		-		-	0.0%
405 Purchased Software		2,423		-		-	0.0%
Total State Special Ed		886,826		5,504		7,903	0.9%

Title II (PRO 204, FIN 414)

100 Salaries	\$	9,346	\$	-	\$	-	0.0%
200 Benefits		2,430		-		-	0.0%
Total Title II Program		11,776		-		-	0.0%

Instructional Support Services (PRO 600-699; FIN 000)

366 Travel & Conferences		6,946		-		-	0.0%
Total Instructional Support Services		6,946		-		-	0.0%

Student Support Aid (PRO 700-799, FIN373)

373 Contracted Services		20,000		-		-	0.0%
Total Student Support Aid		20,000		-		-	0.0%

Sites & Buildings (PRO 800-899)

100 Salaries	\$	-	\$	1,000	\$	1,500	N/A
200 Benefits		-		179		269	N/A
303 Contracted Services		-	\$	-	\$	1,811	N/A
330 Utility		41,141		2,815		5,946	14.5%
401 General Supplies		-		152		152	N/A
570 Facilities Lease		239,633		16,532		58,063	24.2%
Total Sites & Buildings	\$	280,774	\$	20,677	\$	67,741	24.1%

Fiscal and Other Fixed-Costs Programs (PRO 900-999)

340 Insurance		31,809		2,755		5,446	17.1%
899 Transfer to Other Funds		14,428		-		-	0.0%
Total Fiscal/Other Programs	\$	46,237	\$	2,755	\$	5,446	11.8%

Total General Fund Expenditures

2,550,960	43,984	144,174	5.7%
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Food Service Fund

401 General Supplies	1,071	-	-	0.0%
490 Food	136,800	-	-	0.0%
820 Dues & Memberships	604	-	-	0.0%

Total Food Service Fund

138,475	-	-	0.0%
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Community Ed Fund

100 Salaries	\$	105,218	\$	2,311	\$	3,467	3.3%
200 Benefits		27,357		812		1,218	4.5%
369 Field Trips		248		-		-	0.0%
401 General Supplies		1,519		-		-	0.0%
820 Dues & Memberships		255		-		-	0.0%

Total Community Ed Fund

134,597	3,123	4,685	3.5%
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Student Activities

Total Expenditures All Funds	2,824,032	47,107	148,859	5.3%
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Swan River Montessori
Projected Cash Flow FY27
Based on Projected Budget

Cash Receipts		FY27 Budget		Year to Date		September		October		November		December		January
State Aids- CY	\$	2,517,365	\$	345,671	\$	191,996	\$	191,996	\$	191,996	\$	191,996	\$	191,996
State Aids- PY		309,397		140,458		94,691		42,583		-		-		6,993
Federal Aids		34,235		-		-		3,804		3,804		3,804		3,804
Local		39,000		2,094		3,691		3,691		3,691		3,691		3,691
Food Service		133,230		-		-		14,803		14,803		14,803		14,803
Community Ed		134,033		-		13,403		13,403		13,403		13,403		13,403
Total Inflows	\$	3,167,260	\$	488,223	\$	303,781	\$	270,280	\$	227,697	\$	227,697	\$	234,689

Expense														
Salary/Benefits	\$	1,545,981	\$	41,449	\$	124,172	\$	124,172	\$	124,172	\$	124,172	\$	124,172
Purchased Services		636,032		22,829		61,320		61,320		61,320		61,320		61,320
Supplies and Materials		88,641		8,544		8,010		8,010		8,010		8,010		8,010
Capital Expenditures		-		-		-		-		-		-		-
Lease		239,633		58,063		18,157		18,157		18,157		18,157		18,157
Other Expenses		40,673		13,289		-		-		-		-		-
Food Service		138,475		-		13,848		13,848		13,848		13,848		13,848
Community Ed		134,597		4,685		12,991		12,991		12,991		12,991		12,991
Accounts and Lease Payable		-		-		-		-		-		-		-
Total Outflows	\$	2,824,032	\$	148,859	\$	238,497	\$	238,497	\$	238,497	\$	238,497	\$	238,497

Change in Cash \$ 65,284 \$ 31,783 \$ (10,800) \$ (10,800) \$ (3,808)

Beginning	\$	987,339	\$	1,052,622	\$	1,084,405	\$	1,073,605	\$	1,062,805
Line of Credit	\$	-	\$	-	\$	-	\$	-	\$	-
Ending- Projected	\$	1,052,622	\$	1,084,405	\$	1,073,605	\$	1,062,805	\$	1,058,997

Line of Credit Balance - - - - -

10 Months Remaining

February	March	April	May	June	Total	Budget	Remaining
\$ 191,996	\$ 191,996	\$ 191,996	\$ 191,996	\$ 191,996	\$ 2,265,629	\$ 2,517,365	251,737
894	-	23,778	-	-	309,397	309,397	-
3,804	3,804	3,804	3,804	3,804	34,235	34,235	-
3,691	3,691	3,691	3,691	3,691	39,000	39,000	-
14,803	14,803	14,803	14,803	14,803	133,230	133,230	-
13,403	13,403	13,403	13,403	13,403	134,033	134,033	-
\$ 228,591	\$ 227,697	\$ 251,475	\$ 227,697	\$ 227,697	\$ 2,915,524	\$ 3,167,260	251,737
\$ 124,172	\$ 124,172	\$ 124,172	\$ 124,172	\$ 124,172	\$ 1,283,164	\$ 1,545,981	262,817
61,320	61,320	61,320	61,320	61,320	636,032	636,032	-
8,010	8,010	8,010	8,010	8,010	88,641	88,641	-
-	-	-	-	-	-	-	-
18,157	18,157	18,157	18,157	18,157	239,633	239,633	-
-	-	-	27,384	-	40,673	40,673	-
13,848	13,848	13,848	13,848	13,848	138,475	138,475	-
12,991	12,991	12,991	12,991	12,991	134,597	134,597	-
					-	-	-
\$ 238,497	\$ 238,497	\$ 238,497	\$ 265,881	\$ 238,497	\$ 2,561,215	\$ 2,824,032	262,817
\$ (9,907)	\$ (10,800)	\$ 12,978	\$ (38,184)	\$ (10,800)			
\$ 1,058,997	\$ 1,049,090	\$ 1,038,290	\$ 1,051,267	\$ 1,013,083			
\$ -	\$ -	\$ -	\$ -	\$ -			
\$ 1,049,090	\$ 1,038,290	\$ 1,051,267	\$ 1,013,083	\$ 1,002,283			
-	-	-	-	-			

Unaudited and based on administrative and contractor estimates.

Swan River Montessori Supplemental Report

August 31, 2026



EdFinMN Powered by Charter Impact

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 8/1/2026-8/31/2026 Period: 202702-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
SHBC	1001			PERA		Wire			
			B 01 215 007	PERA		\$185.51			
PO#:	Voucher #:	15013	Invoice	Invoice No: S2026242	8/14/2026	Paid Amt:	\$185.51		
			B 01 215 007	PERA		\$315.00			
PO#:	Voucher #:	15008	Invoice	Invoice No: S2027020	8/14/2026	Paid Amt:	\$315.00		
						Check Amount:	\$500.51		
SHBC	1002			TRA		Wire			
			B 01 215 006	TRA		\$4,735.57			
PO#:	Voucher #:	15014	Invoice	Invoice No: S2026242	8/14/2026	Paid Amt:	\$4,735.57		
			B 01 215 006	TRA		\$817.50			
PO#:	Voucher #:	15009	Invoice	Invoice No: S2027020	8/14/2026	Paid Amt:	\$817.50		
						Check Amount:	\$5,553.07		
SHBC	1052			Centerpoint Energy		Wire			
			E 01 005 810 000 000 330	Gas Charges 50o Maple St 06/09/26-07/07/26		\$176.35			
PO#:	Voucher #:	15034	Invoice	Invoice No: DT081026	8/14/2026	Paid Amt:	\$176.35		
			E 01 005 810 000 000 330	Gas Charges 503 Maple St 06/09/26-07/07/26		\$25.89			
PO#:	Voucher #:	15033	Invoice	Invoice No: DT081026	8/14/2026	Paid Amt:	\$25.89		
						Check Amount:	\$202.24		
SHBC	1054			Xcel Energy		Wire			
			E 01 005 810 000 000 330	Electric Charges 06/04/26-07/06/26		\$1,475.77			
PO#:	Voucher #:	15036	Invoice	Invoice No: 086219703	8/14/2026	Paid Amt:	\$1,475.77		
						Check Amount:	\$1,475.77		
SHBC	1109			MACS (MN Ass of Charter Schls)		Wire			
			E 01 005 010 000 000 820	MACS August		\$272.93			
PO#:	Voucher #:	15035	Invoice	Invoice No: DT081026	8/14/2026	Paid Amt:	\$272.93		
						Check Amount:	\$272.93		
SHBC	1566			IRS		Wire			
			B 01 215 002	Federal Tax		\$5,508.41			
PO#:	Voucher #:	15015	Invoice	Invoice No: S2026242	8/14/2026	Paid Amt:	\$5,508.41		
			B 01 215 002	Federal Tax		\$1,155.42			
PO#:	Voucher #:	15010	Invoice	Invoice No: S2027020	8/14/2026	Paid Amt:	\$1,155.42		
						Check Amount:	\$6,663.83		
SHBC	1567			MN Dept. Revenue		Wire			
			B 01 215 003	State Tax		\$184.12			
PO#:	Voucher #:	15007	Invoice	Invoice No: S2027020	8/14/2026	Paid Amt:	\$184.12		

Transactional & Supplemental Data

2

Board Use

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 8/1/2026-8/31/2026 Period: 202702-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
SHBC	1567			MN Dept. Revenue		Wire
			B 01 215 003	State Tax		\$881.92
PO#:	Voucher #:	15012	Invoice	Invoice No: S2026242	8/14/2026	Paid Amt: \$881.92
						Check Amount: \$1,066.04
SHBC	1616			MedSurety		Wire
			B 01 215 016	Payroll Deductions-Vision		\$406.68
PO#:	Voucher #:	15011	Invoice	Invoice No: S2026242	8/14/2026	Paid Amt: \$406.68
			B 01 215 016	Payroll Deductions-Vision		\$283.34
PO#:	Voucher #:	15006	Invoice	Invoice No: S2027020	8/14/2026	Paid Amt: \$283.34
						Check Amount: \$690.02
SHBC	1616			MedSurety		Wire
			E 01 005 110 000 000 305	Admin Fee		\$36.00
PO#:	Voucher #:	15032	Invoice	Invoice No: DT080526	8/14/2026	Paid Amt: \$36.00
						Check Amount: \$36.00
SHBC	1644			Nelnet		Wire
			E 01 005 110 000 000 305	TYSY Fees		\$30.00
PO#:	Voucher #:	15029	Invoice	Invoice No: DT080326	8/14/2026	Paid Amt: \$30.00
						Check Amount: \$30.00
SHBC	1053			City of Monticello		Wire
			E 01 005 810 000 000 330	Water & Sewer 503 Maple 06/01/26-07/01/26		\$83.90
PO#:	Voucher #:	15030	Invoice	Invoice No: DT080126	8/31/2026	Paid Amt: \$83.90
			E 01 005 810 000 000 330	Water & Sewer 500 Maple St 06/01/26-07/01/26		\$200.61
PO#:	Voucher #:	15031	Invoice	Invoice No: DT080126	8/31/2026	Paid Amt: \$200.61
						Check Amount: \$284.51
SHBC	1001			PERA		Wire
			B 01 215 007	PERA		\$315.00
PO#:	Voucher #:	15021	Invoice	Invoice No: S2027030	8/31/2026	Paid Amt: \$315.00
			B 01 215 007	PERA		\$185.51
PO#:	Voucher #:	15026	Invoice	Invoice No: S2026243	8/31/2026	Paid Amt: \$185.51
						Check Amount: \$500.51
SHBC	1002			TRA		Wire
			B 01 215 006	TRA		\$817.50
PO#:	Voucher #:	15022	Invoice	Invoice No: S2027030	8/31/2026	Paid Amt: \$817.50
			B 01 215 006	TRA		\$4,735.63
PO#:	Voucher #:	15027	Invoice	Invoice No: S2026243	8/31/2026	Paid Amt: \$4,735.63
						Check Amount: \$5,553.13

Transactional & Supplemental Data

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Board Use

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 8/1/2026-8/31/2026 Period: 202702-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type			
SHBC	1222			Blue Cross/Blue Shield of MN		Wire			
			B 01 215 009	Insurance Premiums Dental		\$399.90			
PO#:	Voucher #:	15038	Invoice	Invoice No: DT082126	8/31/2026	Paid Amt:	\$399.90	Check Amount:	\$399.90
SHBC	1530			Sherburne State Bank		Wire			
			E 01 005 110 000 000 305	Service Charge August		\$35.00			
PO#:	Voucher #:	15039	Invoice	Invoice No: DT083126	8/31/2026	Paid Amt:	\$35.00	Check Amount:	\$35.00
SHBC	1566			IRS		Wire			
			B 01 215 002	Federal Tax		\$1,155.40			
PO#:	Voucher #:	15023	Invoice	Invoice No: S2027030	8/31/2026	Paid Amt:	\$1,155.40		
			B 01 215 002	Federal Tax		\$5,508.44			
PO#:	Voucher #:	15028	Invoice	Invoice No: S2026243	8/31/2026	Paid Amt:	\$5,508.44	Check Amount:	\$6,663.84
SHBC	1567			MN Dept. Revenue		Wire			
			B 01 215 003	State Tax		\$184.12			
PO#:	Voucher #:	15020	Invoice	Invoice No: S2027030	8/31/2026	Paid Amt:	\$184.12		
			B 01 215 003	State Tax		\$881.93			
PO#:	Voucher #:	15025	Invoice	Invoice No: S2026243	8/31/2026	Paid Amt:	\$881.93	Check Amount:	\$1,066.05
SHBC	1616			MedSurety		Wire			
			B 01 215 016	Payroll Deductions-Vision		\$283.34			
PO#:	Voucher #:	15019	Invoice	Invoice No: S2027030	8/31/2026	Paid Amt:	\$283.34		
			B 01 215 016	Payroll Deductions-Vision		\$406.68			
PO#:	Voucher #:	15024	Invoice	Invoice No: S2026243	8/31/2026	Paid Amt:	\$406.68	Check Amount:	\$690.02
SHBC	1184			US Bank - Credit Card		Wire			
			E 01 005 110 000 000 305	QR Generator		\$49.95			
			E 01 005 810 000 000 330	Gold Fax		\$60.98			
			E 01 005 110 000 000 401	Office Supplies		\$168.72			
			E 01 010 203 000 000 401	Classroom Supplies		\$1,140.53			
			E 01 005 110 000 000 405	Office Software		\$21.56			
PO#:	Voucher #:	15041	Invoice	Invoice No: DT081026	8/31/2026	Paid Amt:	\$1,441.74	Check Amount:	\$1,441.74
SHBC	1530			Sherburne State Bank		Wire			
			E 01 005 110 000 000 401	Office Supplies		\$437.15			

Transactional & Supplemental Data

Check Number: 0-2147483647 Payment Date: 8/1/2026-8/31/2026 Period: 202702-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
SHBC	1530			Sherburne State Bank		Wire
			E 01 005 110 000 000 405	ChatGPT		\$50.00
			E 01 005 810 000 000 330	Communications		\$791.16
			E 01 010 203 000 000 401	Classroom Supplies		\$1,019.22
			E 01 010 203 000 000 220	Benefits		\$440.33
			E 01 010 203 000 000 430	Student Supplies		\$2,476.59
			E 01 010 203 000 000 820	Spotify		\$14.01
			E 01 005 810 000 000 401	Facility Supplies		\$151.99
PO#:	Voucher #:	15042	Invoice	Invoice No: DT081026	8/31/2026	Paid Amt: \$5,380.45 Check Amount: \$5,380.45
SHBC	1369			EMC Insurance Companies		Wire
			E 01 005 940 000 000 340	Property insurance		\$2,755.42
PO#:	Voucher #:	15043	Invoice	Invoice No: 7003411699	8/31/2026	Paid Amt: \$2,755.42 Check Amount: \$2,755.42
SHBC	1050			SRCS Building Co		Wire
			E 01 005 850 000 348 570	Lease -August		\$16,531.67
PO#:	Voucher #:	15044	Invoice	Invoice No: DT081526	8/31/2026	Paid Amt: \$16,531.67 Check Amount: \$16,531.67
SHBC	18982 1711			Canopy IT Solutions		Check
			E 01 005 108 000 000 315	Tech Service		\$1,705.78
PO#:	Voucher #:	14991	Invoice	Invoice No: 13157	8/3/2026	Paid Amt: \$1,705.78 Check Amount: \$1,705.78
SHBC	18983 1053			City of Monticello		Check
			E 01 005 850 000 348 570	MCC Room Rental FY27		\$25,000.00
PO#:	Voucher #:	14992	Invoice	Invoice No: 0055228	8/3/2026	Paid Amt: \$25,000.00 Check Amount: \$25,000.00
SHBC	18984 1618			MN PEIP		Check
			B 01 215 015	Health Insurance -August		\$7,187.42
PO#:	Voucher #:	14993	Invoice	Invoice No: 1652407	8/3/2026	Paid Amt: \$7,187.42 Check Amount: \$7,187.42
SHBC	18985 1661			Nova Education Consultants		Check
			E 01 010 410 000 740 394	OT Services E Boughner 07/06/26-07/10/26 E E		\$706.00
			E 01 010 420 000 419 303	SpEd Director K Zehowski 07/06/26-07/10/26		\$1,001.50
PO#:	Voucher #:	14994	Invoice	Invoice No: 4734	8/3/2026	Paid Amt: \$1,707.50

Detail Payment Register By Check

Check Number: 0-2147483647 Payment Date: 8/1/2026-8/31/2026 Period: 202702-202702 Void Status: N

Bank	Check No	Code	Rcd	Vendor	Pmt/Void Date	Pmt Type
SHBC	18985	1661		Nova Education Consultants		Check
			E 01 010 420 000 419 303	SpEd DirectorK Zehowskii	07/13/26-07/24/26	\$1,200.00
PO#:	Voucher #:	14995	Invoice	Invoice No: 4767	8/3/2026	Paid Amt: \$1,200.00
						Check Amount: \$2,907.50
SHBC	18986	1078		Osprey Wilds ELC		Check
			E 01 005 110 000 000 820	Authorizer Fee FY27		\$10,083.94
PO#:	Voucher #:	14996	Invoice	Invoice No: FY27-01	8/3/2026	Paid Amt: \$10,083.94
						Check Amount: \$10,083.94
SHBC	18987	1131		REGION V COMPUTER SERVICES		Check
			E 01 005 110 000 000 405	Quarterly Membership Fee FY27 Q1		\$1,247.75
PO#:	Voucher #:	14997	Invoice	Invoice No: 18884	8/3/2026	Paid Amt: \$1,247.75
						Check Amount: \$1,247.75
SHBC	18988	1181		SFM		Check
			E 01 005 110 000 000 270	Workers Comp		\$6,971.00
PO#:	Voucher #:	14998	Invoice	Invoice No: 3898189	8/3/2026	Paid Amt: \$6,971.00
						Check Amount: \$6,971.00
SHBC	18990	1067		WH Security, LLC		Check
			E 01 005 810 000 000 330	500 Maple St Alarm monitoring		\$90.90
PO#:	Voucher #:	14999	Invoice	Invoice No: 15017006019	8/3/2026	Paid Amt: \$90.90
			E 01 005 810 000 000 330	500 Maple St Alarm monitoring		\$496.20
PO#:	Voucher #:	15000	Invoice	Invoice No: 15017006018	8/3/2026	Paid Amt: \$496.20
						Check Amount: \$587.10
SHBC	18991	1275		WM Corporate Services, INC		Check
			E 01 005 810 000 000 330	Garbage/Recycling-June		\$628.97
PO#:	Voucher #:	15001	Invoice	Invoice No: 8283768-1593-6	8/3/2026	Paid Amt: \$628.97
						Check Amount: \$628.97
						Report Total: \$114,112.11

Swan River Montessori # 4137
Period Balance Report
Period: 202702

Grp Code	Rcd	Account/Vendor	Voucher No	Type	Invoice No	Inv Date	Balance
4137 B 01 206 000							
1	1606	The Master Teacher	13862	Invoice	116805479	12/10/2024	(132.00)
1	1606	The Master Teacher	13862	Invoice	116805479	12/10/2024	132.00
1	1606	The Master Teacher	13862	Invoice	116805479	12/10/2024	132.00
Account Total:							\$132.00
Fund 01 Total:							\$132.00
Report Total:							\$132.00

Swan River Montessori # 4137

Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3474	4137	SHBC	D0826													
Thrivent Grant				3534	Credit	A	08/12/26	Check	1	Misc						
						4137	R 01 005 000 000 000 096			Donations					631.00	0.00
Receipt Total:														\$631.00	\$0.00	
Deposit Total:														\$631.00	\$0.00	
3475	4137	SHBC	D0826													
08.15.26 IDEAS				3535	Credit	A	08/31/26	Check	1	MDE						
						4137	R 01 005 000 000 000 211			General Education Aid					86,450.24	0.00
Receipt Total:														\$86,450.24	\$0.00	
Deposit Total:														\$86,450.24	\$0.00	
3476	4137	SHBC	D0826													
08.26.26 SWIFT				3536	Credit	A	08/26/26	Check	1	MDE						
						4137	B 02 122 000			FY26 Fed Lunch					38.43	0.00
						4137	B 02 121 000			FY26 State Lunch					1,392.33	0.00
						4137	B 02 122 000			FY26 Fed Lunch					187.88	0.00
						4137	B 02 122 000			FY26 Free/Reduced Lunch					437.36	0.00
						4137	B 02 122 000			FY26 Fed Breakfast					251.72	0.00
						4137	B 02 121 000			FY26 State Breakfast					323.92	0.00
Receipt Total:														\$2,631.64	\$0.00	
Deposit Total:														\$2,631.64	\$0.00	
3477	4137	SHBC	D0826													
08.30.26 IDEAS				3537	Credit	A	08/31/26	Check	1	MDE						
						4137	R 01 005 000 000 740 360			State Special Education Aid					86,527.17	0.00
						4137	B 01 121 000			FY26 S211					78,148.82	0.00
						4137	B 01 121 000			FY26 S360					55,665.45	0.00
						4137	B 01 121 000			FY26 F348					5,140.94	0.00
						4137	B 01 121 000			FY26 F312					504.23	0.00
						4137	B 01 121 000			FY26 F343					297.08	0.00
						4137	B 01 121 000			FY26 F373					596.60	0.00
						4137	B 01 121 000			FY26 F314					105.10	0.00
Receipt Total:														\$226,985.39	\$0.00	
Deposit Total:														\$226,985.39	\$0.00	

Swan River Montessori # 4137
Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
3478	4137	SHBC	D0826													
Interest August				3538	Credit	A	08/31/26	Check	1	Misc						
				4137	R	01	005 000 000 000 092			Interest Earnings					697.78	0.00
Receipt Total:															\$697.78	\$0.00
Deposit Total:															\$697.78	\$0.00
Report Total:															\$317,396.05	\$0.00

Osprey Wilds Environmental Learning Center

Operations and Financial Performance Evaluation Frameworks

Governance-Specific Items

In 2024, Osprey Wilds Environmental Learning Center (Osprey Wilds or OW) made updates to its Operations and Financial Performance Evaluation Frameworks in order to be more clear and transparent around requirements, expectations, and guidance related to board governance. Governance specific areas are outlined below. One key change is that items are designated as "Compliance Requirements" or "Effective Practices."

- To earn a rating of "Meets Standard," a school must comply with all compliance requirements for a given measure.
- "Effective Practices" will be noted on the evaluation.

The effective practices outlined for each measure reflect what Osprey Wilds considers to be effective practices based on the hundreds of board meetings OW staff and evaluators have collectively observed and reviewed over the past several years.

Evaluations will be completed annually based on board meeting observations, reviews of board meeting packets and minutes, and interviews with board members and school leaders.

Operations Performance Evaluation

- **2.1 Board Composition and Capacity**

Compliance Requirements:

- ☐ Board complies with applicable laws and its own bylaws with respect to board composition, including ex-officio (non-voting) members.
- ☐ Board conducts required background checks on all board members prior to being seated in accordance with Section 6.20 of the charter contract.
- ☐ Board members complete statutorily mandated initial and annual training.
- ☐ Board conducts an annual assessment of the training needs of individual members and the full board as required by statute.
- ☐ Board conducts an annual assessment of the board's performance.
- ☐ Board elections are consistent with statute and bylaws.
- ☐ Officer elections are consistent with statute and bylaws.

Effective Practices:

- ☐ The board develops and implements a plan to provide new board members with information and support that adequately prepares them to be effective.
- ☐ The board develops, implements, and evaluates a board training and development plan.

- ☐ The board specifies the duties of its officers either in its bylaws or in board policy.
- ☐ The board actively makes information available about board service opportunities to staff, parents and members of the community.
- ☐ Board meeting attendance exceeds 80%.

• **2.2 Board Decision-Making and Oversight**

Compliance Requirements:

- ☐ Board meeting minutes are complete and include, at a minimum, the following:
 - Board member attendance;
 - Actions taken by the board, including specifics on any amendments;
 - Who made a motion and second; and
 - The result of the vote, including number of votes for and against if other than unanimous.
- ☐ Meetings are held consistent with Open Meeting Law
 - Meeting times and location are posted properly on the school website and/or onsite at the school, including for special or emergency meetings.
 - If meeting includes board member participation via interactive technology (e.g. Zoom), it is done so consistent with MN Stat. §13D.
 - A quorum is present when the board meeting is convened.
 - One set of board materials is available for public inspection.
 - If meeting is closed, it is done so in accordance with MN Stat. 13D: agenda and minutes show statutory authority to close the meeting and minutes appropriately summarize actions taken during the closed meeting.
- ☐ The board reviews the school's performance related to its contractual academic and academic-related goals (Exhibit G) at least four times per year.
- ☐ The board reviews the school's performance related to its contractual environmental education goals (Exhibit H) and environmental literacy plan at least four times per year.
- ☐ The board monitors the school's financial management, short-term financial sustainability, and long-term financial viability at each meeting.
- ☐ The board reviews the school's performance related to its Outstanding Obligations from the Previous Contract in Exhibit S of the charter contract at least four times per year (if applicable).
- ☐ The board takes appropriate action to ensure the school's success based on its review of school performance.
- ☐ Required policies are in place and policies that must be approved or reviewed annually are addressed.

- ☐ Articles of Incorporation (Exhibit B) are compliant with statute and the charter contract.
- ☐ Bylaws (Exhibit C) are compliant with statute and the charter contract.
- ☐ The board reviews and approves or accepts key organizational documents (e.g. Annual Report, Financial Audit, Contract with Authorizer, and other Authorizer related documents).
- ☐ The board ensures that the school's affiliated building company complies with all applicable legal requirements (if applicable).
- ☐ The board ensures that the school's charter management organization (CMO) or education management organization (EMO) complies with all applicable legal requirements and contractual obligations (if applicable).

Effective Practices:

- ☐ Meeting minutes include or provide:
 - Start and end time of meeting; and
 - A clear understanding of what happened at the meeting.
- ☐ The board packet includes all materials relevant to meeting agenda.
- ☐ Board meetings are conducted with a quorum present at all times.
- ☐ The board has a policy review cycle in place, including bylaws, that is implemented with fidelity.
- ☐ The board engages in strategic planning and monitors implementation.
- ☐ Board packets are sent to board members at least five days in advance of the board meeting.
- ☐ The board develops, updates, and follows an annual governance calendar.
- ☐ The board uses committees to support effective governance.

• **2.3 School Leader Management and Accountability**

Compliance Requirements:

- ☐ Board establishes qualifications for all persons who hold administrative, academic supervision, or instructional leadership roles in accordance with MN Stat. §124E.12 Subd. 2(a).
- ☐ Board establishes a formal performance evaluation process for the school leader or EMO/CMO in accordance with MN Stat. §124E.07 Subd. 6.
- ☐ Board implements a formal performance evaluation process for the school leader or EMO/CMO in accordance with MN Stat. §124E.12 Subd. 2(a).
- ☐ School leaders who do not hold a valid administrative license annually develop, implement, and report on a professional development plan approved by the charter

school board of directors in accordance with MN Stat. §124E.12 Subd. 2(b) (if applicable).

- ☐ School leaders who do not hold a valid administrative license annually complete a minimum of 25 hours of competency-based training corresponding to the professional development plan approved by the charter school board of directors in accordance with MN Stat. §124E.12 Subd. 2(b) (if applicable).
- ☐ School leader performance evaluation process evaluates performance in relation to OW contractual academic and environmental education goals and expectations.
- ☐ Board engages in periodic school leadership evaluation activities throughout the school year (at least four times per year) as documented by board meeting minutes.

Effective Practices:

- ☐ The board collaborates with school leadership to set annual professional goals for the leader.
- ☐ The board develops and implements a policy for annual director evaluation and a timeline for related activities.
- ☐ The board ensures transparency and accountability to staff, families and community. For example, the school communicates with families, staff and community regarding school performance in a concise and comprehensible manner; the board engages with families and is open to feedback and input.

Financial Performance Evaluation

- **1.1 Budgeting**

Compliance Requirements:

- ☐ Board meeting minutes and/or audit notes document approval of fiscal year budget on or prior to the June 30 statutory deadline (MN Stat. §123B.77 Subd. 4).
- ☐ The board approves mid-year budget updates as necessary.
- ☐ At least monthly, the board reviews and approves quality financial statements in accordance with Section 6.9(a) of the charter contract, which include the following reports: budgeted and actual revenue and expenses by year-to-date percentages, disbursements and deposits, and student enrollment report with enrollment expressed in terms of funding mechanisms (e.g. Pupil Units).
- ☐ At least quarterly (for quarters ending 9/30, 12/31, 3/31, and 6/30), the board reviews and approves quality financial statements in accordance with Section 6.9(a) of the charter contract, which include the following reports: a balance sheet, income statement that includes revenues and expenses by UFARS programs (in accordance with Exhibit R of the contract), up-to-date cash flow projections, and fiscal year-end fund balance projections.

☐ Revenue and expenditure budget variances are within 5% of the February 1 approved budget.

- The variance compares actuals to projected revenues and expenditures based on the school's approved budget as of February 1* for all fund areas.

Effective Practices:

☐ The board engages in long-range financial planning (e.g. 3-year financial projection/planning).

- **1.2 Enrollment Variance**

Compliance Requirements:

☐ The school accurately projects enrollment (within 5%).

- **1.3 Financial Policies and Practices**

Compliance Requirements:

☐ The school has in place required financial policies, including the following:

- Procurement Policy (MN Stat. §124E.26)
- Fund Balance Policy (OW Contract, Exhibit P)
- Credit Card Policy (OW Contract, Exhibit P)
- Conflict of Interest Policy (MN Stat. §124E.14)
- Electronic Funds Transfer Policy (MN Stat. §471.38)
- Contributions and Fundraising Policy (OW Contract Section 6.13)
- Group Health Insurance Policy (required if the school provides group health insurance coverage) (MN Stat. §124E.12, Subd. 5(b))
- Assessing Student Fees Policy (required if the school charges fees for textbooks, workbooks, and library books) (MN Stat. §123B.37)
- School Meals Policy (required if the school participates in the National School Lunch Program) (MN Stat. §124D.111 Subd. 1(a))

☐ The school has no audit findings related to appropriate use of public funds.

☐ The school has sufficient internal controls to prevent fraud, waste, and abuse.

- **1.5 Financial Audit**

Compliance Requirements:

☐ The most recent financial audit includes no significant deficiencies or material weaknesses.

- ☐ The most recent financial audit included an unqualified/unmodified opinion.
- ☐ Any previous year audit findings have not been repeated in most recent audit.
- ☐ Appropriate corrective action plan is in place to ensure any finding is not repeated in the next fiscal year.
- ☐ The audit report did not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.

Grade	Strand	Anchor Standard	Code	Benchmark	Initial Lesson Name	Materials	When fall, winter, spring, all year	Plan...if no lesson currently exists
1	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	1.1.1.0	Recognize the distinguishing features of a sentence in print (e.g., first word, capitalization, ending punctuation).				
1	Reading	R1 Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	1.1.1.1	Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in three to four phoneme words.				
1	Reading	R2 Read and comprehend independently A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.	1.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context and making connections.				
1	Reading	R3 Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.	1.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.				
1	Reading	R4 Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	1.1.4.3	Identify characters and setting, in a literary text, with prompting as needed.				
1	Reading	R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	1.1.5.2	Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).				
1	Reading	R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and	1.1.6.2	Identify the time period and setting of the text.				

		including Dakota and Anishinaabe perspective, in complex literary and informational texts.						
1	Reading	R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	1.1.8.1	Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.				
1	Reading	R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	1.1.9.2	Examine concept of relevance of sources to task and topic, with prompting as needed.				
1	Writing	W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	1.2.1.2	Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.				
1	Writing	W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.	1.2.2.2	Share personal perspective, identity, and voice, verbally, visually or in writing.				
1	Writing	W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	1.2.4.1	Write to state a personal opinion, and provide one or two reasons for the opinion.				
1	Writing	W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	1.2.5.2	Write to respond to a story.				
1	Writing	W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	1.2.7.1	Ask and answer questions to participate in shared research and writing projects.				
1	Listening, Speaking, Viewing and Exchanging	as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other	1.3.1.1	a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture. b. Participate as speaker and listener, responding to and building on the comments and ideas of				

[illegible]

[illegible]

[illegible]

[illegible]

Monthly Reading Program Fidelity Walkthrough

All About Reading • SRA Student Readers • Kilpatrick / PAST

Teacher:	_____	Classroom/Grade:	_____
Observer/Date:	_____	Time/Length:	_____

Rating Scale: 3 = Consistently Implemented | 2 = Partially Implemented | 1 = Beginning Implementation | N/O = Not Observed | N/A = Not Applicable

A. All About Reading – Core Reading Instruction

Fidelity Indicator	3	2	1	N/O	N/A	Notes
All About Reading is used during the designated reading instructional block.	☐	☐	☐	☐	☐	
Instruction follows the planned All About Reading lesson sequence.	☐	☐	☐	☐	☐	
Appropriate All About Reading materials are used for the lesson.	☐	☐	☐	☐	☐	
Previously taught skills are reviewed as appropriate.	☐	☐	☐	☐	☐	
The targeted phonics/reading skill is taught explicitly and modeled accurately.	☐	☐	☐	☐	☐	
Students have multiple opportunities to practice the targeted skill.	☐	☐	☐	☐	☐	
Students are prompted to decode using taught skills rather than guess from pictures or context.	☐	☐	☐	☐	☐	
Teacher provides immediate, supportive corrective feedback.	☐	☐	☐	☐	☐	
Instruction is appropriately paced and students are actively engaged.	☐	☐	☐	☐	☐	

B. SRA Student Readers – Connected Text & Fluency Practice

Fidelity Indicator	3	2	1	N/O	N/A	Notes
Students use assigned SRA student readers/materials as scheduled.	☐	☐	☐	☐	☐	
Reading material is appropriate to identified instructional needs.	☐	☐	☐	☐	☐	
Students receive regular opportunities to read connected text.	☐	☐	☐	☐	☐	
Teacher monitors oral reading accuracy and provides corrective feedback.	☐	☐	☐	☐	☐	
Students practice accurate and increasingly fluent word recognition.	☐	☐	☐	☐	☐	
Student progress is monitored to guide additional practice or advancement.	☐	☐	☐	☐	☐	

C. Kilpatrick / PAST – Phonemic Awareness & Fluent Word Recognition

Resource: Equipped for Reading Success by David A. Kilpatrick; PAST data and step-by-step phonemic-awareness activities are used to guide instruction.

Fidelity Indicator	3	2	1	N/O	N/A	Notes
PAST results or other student data identify phonemic-awareness needs.	☐	☐	☐	☐	☐	
Students receive instruction at the appropriate phonemic-awareness level.	☐	☐	☐	☐	☐	
Phonemic-awareness activities are provided regularly for students who need support.	☐	☐	☐	☐	☐	

Fidelity Indicator	3	2	1	N/O	N/A	Notes
Instruction includes appropriate sound manipulation (blending, segmenting, deleting, or substituting phonemes).	☐	☐	☐	☐	☐	
Activities emphasize listening to and manipulating sounds in spoken words.	☐	☐	☐	☐	☐	
Teacher models tasks clearly and provides multiple student response opportunities.	☐	☐	☐	☐	☐	
Teacher provides immediate corrective feedback.	☐	☐	☐	☐	☐	
Instruction progresses based on student mastery.	☐	☐	☐	☐	☐	
PAST/progress-monitoring data are periodically reviewed to evaluate growth and adjust instruction.	☐	☐	☐	☐	☐	

D. Overall Reading Block

Fidelity Indicator	3	2	1	N/O	N/A	Notes
Reading instruction is explicit, systematic, and sequential.	☐	☐	☐	☐	☐	
Instruction connects phonemic awareness, phonics/decoding, and connected-text practice.	☐	☐	☐	☐	☐	
Students spend the majority of instructional time actively reading, responding, or practicing skills.	☐	☐	☐	☐	☐	
Instruction is differentiated using assessment and progress-monitoring data.	☐	☐	☐	☐	☐	
Classroom routines support consistent reading instruction with minimal interruptions.	☐	☐	☐	☐	☐	

Monthly Fidelity Summary

All About Reading: ☐ Consistently Implemented ☐ Partially Implemented ☐ Needs Support ☐ N/O ☐ N/A

SRA Student Readers: ☐ Consistently Implemented ☐ Partially Implemented ☐ Needs Support ☐ N/O ☐ N/A

Kilpatrick / PAST: ☐ Consistently Implemented ☐ Partially Implemented ☐ Needs Support ☐ N/O ☐ N/A

Strengths Observed:

Area(s) for Continued Growth:

Specific Next Step / Coaching Support:

Overall implementation this month: ☐ Meeting Fidelity Expectations ☐ Progressing Toward Fidelity ☐ Additional Support Needed

Follow-up Date: _____ **Observer Initials:** _____

School Director SMART Goal

By May 2027, the director will conduct monthly reading fidelity walkthroughs in 80% of applicable classrooms using the SRMCS Reading Program Fidelity Walkthrough, with at least 70% of classrooms meeting fidelity expectations for All About Reading, SRA Student Readers, and Kilpatrick/PAST implementation.

CARDIAC EMERGENCY RESPONSE PLAN

For Charter Schools

In Accordance with Minnesota Statutes 2025, Section 121A.241

Charter School Name	<i>Swan River Montessori Charter School</i>
Building Address	<i>500 Maple Street, Monticello MN 55369</i>
Date Adopted by Board	<i>09/21/2026</i>
Date Last Revised	<i>09/21/2026</i>
CERP Coordinator	<i>Kirsten Host, Operations Operations</i>

This plan becomes effective upon adoption by the School Board and serves as an addendum to the school's Crisis Management Policy.

Section 1: Purpose

This Cardiac Emergency Response Plan (CERP) establishes the procedures that Swan River Montessori Charter School will follow to prepare for and respond to cardiac emergencies on school property and at school-sponsored activities. This plan is adopted in accordance with Minnesota Statutes 2025, section 121A.241 and is intended to reduce death from sudden cardiac arrest (SCA) in the school setting.

Upon adoption by the School Board, this CERP becomes an addendum to the school's Crisis Management Policy. Local medical and legal counsel should review this plan prior to implementation.

Section 2: Key Terms and Abbreviations

The following terms are used throughout this plan:

Abbreviation	Definition
AED	Automated external defibrillator: a portable device that analyzes heart rhythm and can deliver an electrical shock to restore normal rhythm.
CERP	Cardiac emergency response plan: this written and practiced plan.
CERT	Cardiac emergency response team: the trained staff team that leads the response to cardiac emergencies.
CPR	Cardiopulmonary resuscitation: a lifesaving technique using chest compressions (and rescue breaths when trained) to maintain blood flow during cardiac arrest.
EMS	Emergency medical services: local first responders and paramedics (accessed by calling 9-1-1).
SCA	Sudden cardiac arrest: a sudden, unexpected loss of heart function where the heart stops beating due to an irregular rhythm.

Section 3: Recognizing Sudden Cardiac Arrest

Sudden cardiac arrest (SCA) can happen without warning. Any person at any age may be affected, including children and athletes who appear healthy. When the heart stops pumping blood effectively, a person can lose consciousness within seconds and die within minutes without immediate help.

Signs of Sudden Cardiac Arrest

One or more of the following may be present:

- The person is not moving, is unresponsive, or is unconscious
- Breathing is abnormal, e.g. irregular, gasping, gurgling, or absent
- Seizure-like movements or convulsions

SCA may also occur when a person collapses shortly after receiving a firm, sudden, direct blow to the chest.

Important: SCA is not the same as a heart attack. SCA is an electrical problem that stops the heart suddenly. Immediate CPR and AED use more than doubles the chance of survival.

Section 4: Cardiac Emergency Response Team (CERT)

This school has established a Cardiac Emergency Response Team (CERT) responsible for developing, implementing, and annually reviewing this plan. The CERT leads the response during a cardiac emergency and ensures all staff are prepared to assist.

CERP Coordinator

The school administrator has designated the following staff member(s) as the CERP Coordinator(s), responsible for the overall development, distribution, training coordination, and evaluation of this plan:

Kirsten Host, Operations Manager

CERT Members

CERT members are available, willing adults who are trained or certified in CPR and AED use. The team is large enough to account for absences and staff turnover. Classroom coverage plans are in place for situations requiring CERT members to leave their duties.

Best practice: At least five staff members or 10% of school staff, 50% of coaches, and 50% of physical educators should hold current CPR/AED certification.

All school staff are trained in CPR and AED. Certification will expire on 8.19.27

Note: Recommended CERT roles include CPR/AED-certified responder, AED retriever, 9-1-1 caller, crowd manager/door holder, and documentation recorder. Assign these roles and communicate them to the team.

CERT Communication Plan

Timely, clear communication is critical during a cardiac emergency. This school uses the following communication methods to activate the CERT and alert EMS:

- Primary notification method (e.g., overhead PA system, two-way radio, phone):
Overhead PA announcement stating: Code Red – Cardiac Emergency in (location). 911 has been called.
- Backup communication method:
Two-way radio; Office staff with contact members by radio channel 7
- Staff activate the CERT using a calm, clear voice to call the office and state: 'There is a cardiac emergency in [Specific Location] and 911 has been called.'

Section 5: AED Equipment

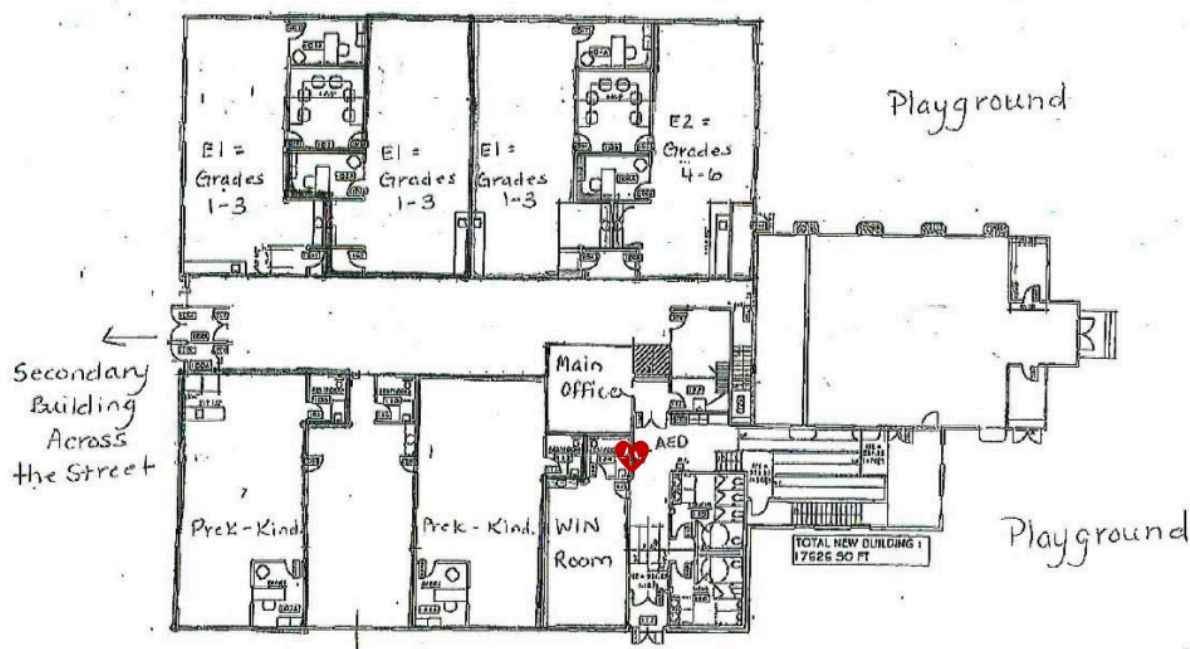
Automated external defibrillators (AEDs) are easy-to-use, lifesaving devices that deliver step-by-step voice and visual instructions. Under Minnesota law, AEDs must be placed in accessible locations so that retrieval and delivery to the scene can occur within 3 minutes of a reported emergency (Minn. Stat. 2025, sec. 121A.241, subd. 2(2))

AED Procurement

This school purchases AEDs that have received premarket approval from the U.S. Food and Drug Administration (FDA). When procuring devices, the school may consider direct purchase from manufacturers, medical supply distributors, government grants, nonprofit partnerships, or bulk purchasing cooperatives.

AED Locations

AEDs are installed in high-traffic, unlocked, accessible locations throughout the building and campus. The device readiness indicator faces outward. Signage in the languages used by the school community clearly marks each location.



#	Location / Description	AED Model / Serial #	Pad Expiration	Battery Expiration
1	<i>Main entrance lobby, near front office</i>	<i>Model # – 9300A-001 Serial # - 377691</i>	<i>03/2027</i>	<i>7/2027</i>

Each AED case contains or should be stocked with: adult pads, pediatric pads (if not available, adult pads may be used), latex-free gloves, a razor, scissors, and a CPR barrier mask.

The plan must address AED availability at athletic practices and events both on and off school grounds. For larger campuses, climate-controlled outdoor AED cabinets near athletic fields are recommended.

AED Maintenance

Routine AED maintenance is the responsibility of:

Kirsten Host, Operations Manager

This staff member performs monthly visual safety checks and documents the following:

- Device readiness indicator is green or showing ready status
- Pad expiration dates are current
- Battery expiration dates are current
- AED case is accessible, unlocked, and fully stocked

Maintenance records are kept on file and available for review. See Appendix B for a sample AED Maintenance Log.

AED Registry

Minnesota law requires that any person who purchases or obtains a public access AED register the device with an AED registry within 30 working days of receiving it (Minn. Stat. 2025, sec. 403.51). This school registers all AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at PulsePoint AED. Questions may be directed to support@pulsepoint.org.

Section 6: Communicating the Plan

This CERP is distributed at the start of each school year to all staff and relevant local emergency responders as part of the school's overall crisis management plan (Minn. Stat. 2025, sec. 121A.241, subd. 2(4)).

The CERP Coordinator is responsible for updating and distributing the plan each year.

The American Heart Association recommends that the CERP protocol be posted near AEDs and in classrooms, cafeterias, gymnasiums, restrooms, health offices, break rooms, and main offices.

Distribution Methods Used by This School

The Cardiac Emergency Response Plan (CERP) will be distributed and communicated through the following methods:

A printed copy will be provided to all staff at the beginning of each school year during annual staff training, typically alongside CPR/AED and bloodborne pathogen training.

An electronic copy will be emailed to all staff and stored in the school's shared staff drive for year-round access.

Printed copies will be posted near each AED and maintained in the main office.

New employees, substitutes, coaches, volunteers, and other applicable personnel will be informed of the plan and AED locations as part of their orientation.

A current copy will be provided to local fire, law enforcement, and emergency medical services, as appropriate.

Staff will be notified whenever the plan is revised, and updated copies will replace all previously distributed versions.

Distribution and annual review will be documented using a staff acknowledgment or training attendance record.

Section 7: Coordination with Local Emergency Medical Services

This school has coordinated with local EMS to ensure a prepared and integrated response to cardiac emergencies. Emergency responders have been provided with:

- A copy of this CERP
- Facility diagrams and site plans for the school building(s)
- Locations of all AEDs on school grounds (indoor and outdoor)

Local EMS Contact Information

Monticello Fire Department, - EMS Division, Contact: Captain Jake Olinger, 763-271-3285

School administrators and CERT members review and update EMS coordination procedures annually, ensuring responders have current building and AED location information.

Section 8: CPR and AED Training

Effective training ensures that all staff can recognize a cardiac emergency, initiate the response, and support the CERT until EMS arrives.

Annual Training for All Staff

All school staff and coaches participate in annual CPR and AED education. At minimum, this includes:

- Review of this CERP and any updates
- How to recognize signs of sudden cardiac arrest
- How to activate the CERT and call 9-1-1
- Locations of all AEDs in and around the building
- Hands-Only CPR (effective even without full certification)

CPR/AED Certification for CERT Members

CERT members, coaches, and staff who regularly supervise student physical activity are strongly encouraged to obtain formal CPR/AED certification through a nationally recognized organization (e.g., American Heart Association, American Red Cross). Certification must be renewed at least every two years.

Certification courses are available in traditional classroom settings and blended formats (online learning combined with in-person skills practice and testing).

CPR Instruction for Students (Grades 7–12)

Minnesota law requires that all students in grades 7 through 12 receive at least one-time CPR and AED instruction as part of the school curriculum (Minn. Stat. 2025, sec. 120B.236a). Instruction does not need to result in certification.

We do not service students in grades 7 - 12

Training Schedule

All-Staff CPR Training: August 24, 2027

Cert Certification Renewal: August 24, 2027

Section 9: Annual Practice Drills

Regular practice drills are one of the most effective ways to prepare for a real cardiac emergency. Research shows that schools with a written and practiced CERP can increase a person's survival rate to 70%, compared to less than 10% without practice (Evans & Legg, 2024, NASN School Nurse).

The American Heart Association defines a successful cardiac emergency response drill as completing the full CERP protocol (from recognizing the emergency to AED deployment) in 5 minutes or less.

Drill Requirements

- **At least one full drill per year is required by Minnesota law** (Minn. Stat. 2025, sec. 121A.241, subd. 2(5))
- Two or more drills per year are recommended by the American Heart Association
- At least one drill may be a tabletop exercise involving CERT members and staff
- Drills are documented as part of the building-level crisis management plan

Drill Objectives

Each drill tests the school's ability to:

- Quickly recognize signs of SCA
- Effectively communicate and activate the CERT
- Initiate CPR within the first minutes of the event
- Retrieve and deploy the AED
- Coordinate with local EMS
- Document the event in real time

Drill Schedule

Drills #1: Last week of August during professional development training. Drill #2: March 15: tabletop exercise with CERT and school administrators

See Appendix B for a Drill Checklist and the Project ADAM Drill Planning Guide.

Section 10: Step-by-Step Response Protocol

This protocol provides clear, step-by-step guidance for any staff member who witnesses or discovers a person who may be experiencing a sudden cardiac arrest. Immediate action is critical—every minute without CPR and defibrillation reduces survival chances by 7-10%.

Scenario

A person is found on the ground, not responding to verbal prompts or physical touch. The person has abnormal breathing (irregular, gasping, or absent) and may show seizure-like movements. You need to act immediately.

1. **RECOGNIZE SIGNS OF SCA.** Look for one or more of:
 - Not moving, unresponsive, or unconscious
 - Abnormal breathing: irregular, gasping, gurgling, or no breathing at all
 - Seizure-like movements or convulsions

2. **CALL 9-1-1.** The first staff member to observe the person calls 9-1-1 or designates another adult to call immediately.
 - Provide the school building's address
 - Describe the person's condition and symptoms
 - Listen carefully to the dispatcher for instructions
 - Stay on the line
3. **ACTIVATE THE CERT.** Use the school's communication system to alert the Cardiac Emergency Response Team.
 - Use a calm, clear voice: 'There is a cardiac emergency in [location] and 911 has been called.'
 - Follow the communication plan described in Section 4
4. **RETRIEVE THE AED.** Designate someone to retrieve and bring the nearest AED to the scene. A CERT member en route can often retrieve it fastest.
5. **BEGIN CPR.** The first staff member at the scene starts CPR immediately. Hands-Only CPR is effective and appropriate if the responder is not certified.
 - Place the person on their back on a firm, flat surface
 - Place the heel of one hand on the center of the chest (lower half of the breastbone), other hand on top
 - Push hard and fast — at least 2 inches deep — at a rate of 100–120 compressions per minute
 - Allow the chest to fully rise between compressions
 - If trained and willing, give 2 rescue breaths using a barrier mask after every 30 compressions
 - Continue until help arrives or the person becomes responsive
6. **SECURE THE AREA.** School administrators or office staff place the school in a 'hold for medical emergency' status and alert CERT members using the two-way communication system. Non-CERT staff secure the location and guide EMS to the scene.
7. **CERT MEMBERS RESPOND.** CERT members report to the scene and carry out assigned roles (CPR, AED, documentation, crowd control, EMS entry point).
8. **DEPLOY THE AED.** Turn the AED on as soon as it arrives.
 - Follow the AED's voice and visual prompts for pad placement
 - The AED delivers a shock only if it detects a shockable rhythm
 - Continue CPR between AED prompts, rotating staff as needed
9. **TRANSFER CARE TO EMS.** When EMS arrives, report the time the person was found, when CPR began, and any AED shocks delivered. Follow EMS instructions.
10. **DOCUMENT THE EVENT.** A designated CERT member records:
 - Time the unresponsive person was discovered
 - Time CPR was started

- Whether the AED delivered a shock, and when
 - Time EMS arrived and assumed care
 - Person's condition at time of transfer to EMS
11. **NOTIFY EMERGENCY CONTACTS.** Following the school's crisis management plan, a school administrator or office staff notifies the person's emergency contacts.
12. **AED DATA AND RETURN.** Medical providers may request AED data to determine treatment. EMS may take the AED with the patient to the hospital. The school should have a process to retrieve the device and return it to service promptly.
- The CERP Coordinator contacts the hospital within 24 hours of the incident to arrange AED return. A loaner AED is stored in the office for use until the primary unit is returned.
13. **DEBRIEF AND AFTER-ACTION REVIEW.** Following the event, CERT members debrief the response. The School Board conducts an annual review and evaluation of this plan (Minn. Stat. 2025, sec. 121A.241, subd. 2(6)).
14. **SUPPORT MENTAL HEALTH NEEDS.** Develop a plan to support students and staff who participated in or witnessed the emergency response.
- Connect staff with the Employee Assistance Program (EAP)
 - Engage school-employed mental health professionals to evaluate trauma and identify students who need follow-up support
 - Contact the Regional Crisis Response Team if needed (per MDE Model Crisis Management Policy, 2024)

Section 11: School-Sponsored Activities and Athletic Events

This school addresses cardiac emergency response for all school-sponsored activities, including athletic practices and events on or off school grounds, as required by Minnesota Statutes 2025, section 121A.241, subdivision 2(7).

AED Availability at Athletic Events

- At least one AED is available at all athletic practices and home events on school grounds
- For away events, this school coordinates with the host school or facility to confirm AED availability before the event
- For larger athletic campuses, climate-controlled outdoor AED cabinets are installed near athletic fields

Staff Coverage at Events

At least one CERT member trained in CPR/AED use is present at all high-risk athletic events. For higher-risk events, the school may arrange for on-site ambulance coverage.

Section 12: Annual Review and Evaluation

The School Board is required to conduct an annual review and evaluation of this CERP to improve its effectiveness (Minn. Stat. 2025, sec. 121A.241, subd. 2(6)). The CERP Coordinator and building CERT members update the plan each year based on:

- Current evidence-based best practices for cardiac emergency response
- Feedback from after-action reviews following any actual cardiac emergency
- Outcomes and lessons learned from annual drills
- Changes in staff, AED equipment, building layout, or school-sponsored activities

Annual Review Log

School Year	Review Date	Reviewed By	Key Updates Made
2026-2027	09/21/2026	Jana Evink Annette Vemuri	none
[INSERT: YYYY–YY]	[INSERT: MM/DD/YYYY]	[INSERT: Name(s)]	[INSERT: Brief description of updates]
[INSERT: YYYY–YY]	[INSERT: MM/DD/YYYY]	[INSERT: Name(s)]	[INSERT: Brief description of updates]

Section 13: Legal References

- Minnesota Statutes 2025, section 121A.241 — Cardiac Emergency Response Plan
- Minnesota Statutes 2025, section 121A.035 — Crisis Management Policy
- Minnesota Statutes 2025, section 120B.236a — CPR and AED Instruction for Secondary Students
- Minnesota Statutes 2025, section 403.51 — Automatic External Defibrillation; Registration
- Minnesota Statutes 2025, section 604A.01 — Good Samaritan Law

Appendix A: Resources for Schools

The following organizations provide free or low-cost resources to support schools in implementing a cardiac emergency response plan:

Organization	Resource Offered	Website
American Heart Association	Implementation guide, school checklist, drill templates, and CERP action planning tools	cpr.heart.org/en/training-programs/cardiac-emergency-response-plan-cerp
Project ADAM Minnesota	Free assistance creating and implementing a practiced CERP; planning and evaluation tools in Appendix B	childrensmn.org — search 'Project ADAM'
Parent Heart Watch	Toolkit templates, trainings for school and athletic staff, AED grant programs	parentheartwatch.org/resources/sca-prevention/cardiac-emergency-response-plan/
Sudden Cardiac Arrest Foundation	National funding resources for AEDs and school-based CPR/AED education programs	sca-aware.org/campus/funding-sources-for-schools
PulsePoint Foundation / NEAR	AED registry (required by Minnesota law within 30 working days of AED purchase)	pulsepoint.org — AED Registry; support@pulsepoint.org

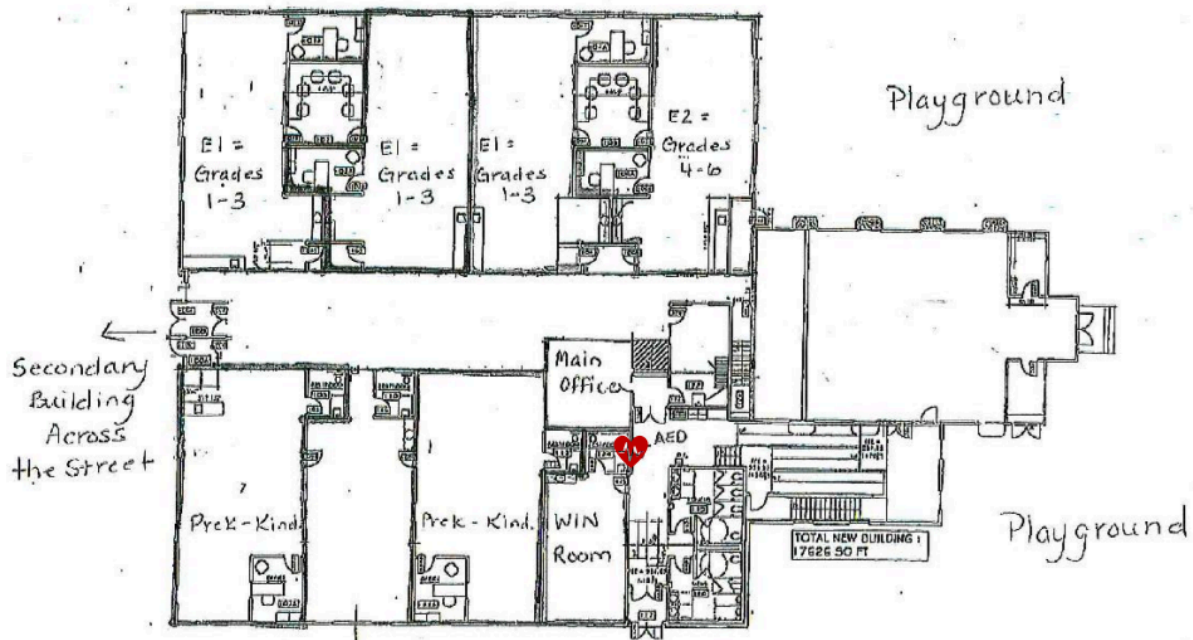
Appendix B: Planning and Evaluation Tools

The following Project ADAM resources are available at www.projectadam.com/Heartsafeschools and support implementation of this plan:

- CERP Program Checklist - [Attached](#)
- Building a Cardiac Emergency Response Team — [Attached](#)
- Choosing an AED — *AED was here when both of us started*
- AED Location: Placement Assessment — site mapping tool
- AED Maintenance Log — [Attached](#)
- Drill Checklist — [Attached](#)
- How to Plan and Execute a Cardiac Emergency Response Drill - [Attached](#)
- Incident AED Report Form — [Attached](#)
Post Sudden Cardiac Arrest (SCA) Incident Debriefing — [Attached](#)

Appendix C: AED Site Map

A map of the school building(s) and grounds with AED locations clearly marked must be attached here. The site map should be included in copies distributed to local EMS and posted near AEDs throughout the building.



Appendix D: School Board Adoption Signature Page

This Cardiac Emergency Response Plan was reviewed and adopted by the School Board of [INSERT: School Name] on the date indicated below. This plan becomes an addendum to the school's Crisis Management Policy.

Board Chair Signature	Date
School Director / Principal Signature	Date
CERP Coordinator Signature	Date

Next Required Annual Review Date:

[INSERT: Enter date of next required annual review and evaluation of effectiveness by School Board, e.g., August 2027]

Cardiac Emergency Response Team Members

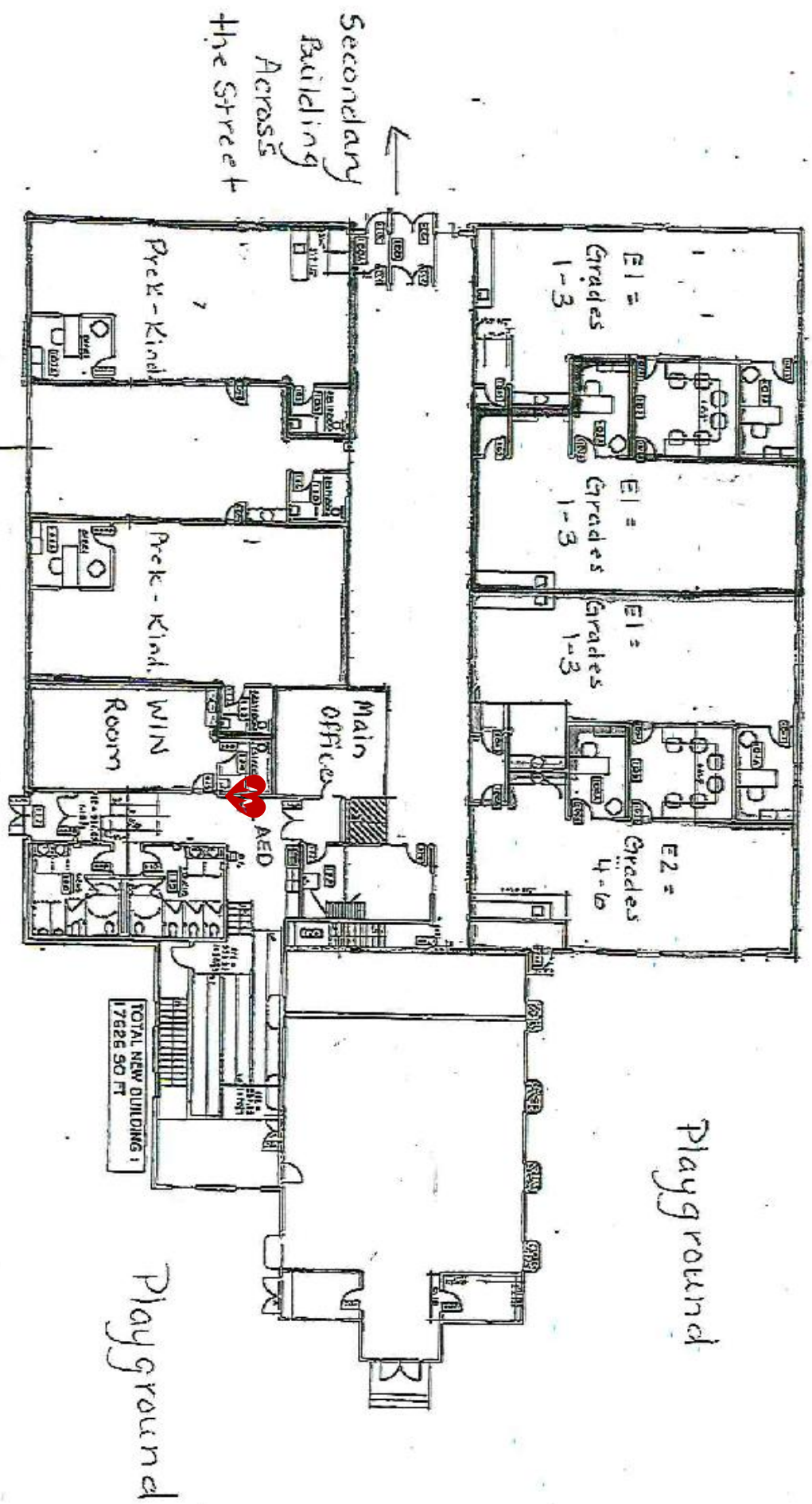
Cardiac Emergency Response Team Members			
Name	Title	Training Expiration Date	Type(s) of Training
Annette Vemuri	Director	08/2027	CPR & AED
Kirsten Host	Operations Manager	08/2027	CPR & AED
Patty Barnes	Para	08/2027	CPR & AED
Tammy Robinson	Para	08/2027	CPR & AED
All Other Staff	Para/Teacher	08/2027	CPR & AED

Location of AEDs

Location of AEDs	
1. Main Building – Near Office door	6.
2.	7.
3.	8.
4.	9.
5.	10.

Main Level 580 Maple St.

Playground



AED Monthly Maintenance Log

REFER TO YOUR AED MANUFACTURER'S MAINTENANCE RECOMMENDATIONS

Defibrillator Unit Make/Model: 9300A-001 School/Location: Swan River Montessori Unit Serial Number: 377961

*AED Unit Batteries are replaced every (X) years depending on your AED manufacturer's recommendations

INSTRUCTION	RECOMMENDED/ CORRECTIVE ACTION												
		AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
1. Check readiness display for: • Insert specific characteristics of school AED unit • Example: Green check mark indicator	Example												
2. Check and note expiration date on electrode pads: • Adult: • Peds (if applicable):													
3. Check additional supplies: • Extra Adult Pads (if applicable) • CPR Rescue Kit present and intact: scissors, airway barrier, razor, gloves, antiseptic towelette													
4. Examine the AED, case, cables and connectors for: • Damage or Cracks • Foreign Substances													
5. Wall cabinet: • Case is intact, no tampering has been noted • Alarm battery (if applicable)													

AED Maintenance Inspectors Initials/Signature: _____ AED Maintenance Inspectors Initials/Signature: _____

Project ADAM National, Updated 05.2024

For an up-to-date version, please visit www.projectadam.com/heartsafeschools

Drill Checklist

Directions: Utilize this checklist to ensure your team implements the core elements of a drill.

Goal: The AED is applied and used within 3 minutes.

Date/Time: March 15 **School:** Swan River Montessori **Drill Location:** 500 Building

The drill starts when the finder discovers the victim. The recorder starts the timer once this happens. Document times for each of these response actions:

	TIME
> DISCOVERY OF THE VICTIM TO OVERHEAD DRILL ANNOUNCEMENT	
> CPR STARTED	
> AED ARRIVED AT THE SCENE	
> AED SHOCK DELIVERED	

RESPONSE ACTION	YES	NO
Victim unresponsiveness was determined	Yes	No
Office was notified	Yes	No
Cardiac Emergency Response Team was notified	Yes	No
EMS/911 was called	Yes	No
Cardiac Emergency Response Team arrived	Yes	No
Possible SCA identified and CPR was started immediately	Yes	No
AED arrived at the scene	Yes	No
AED pads were placed appropriately and immediately on the victim's bare chest	Yes	No
Team followed all prompts from the AED	Yes	No
Team used proper CPR body mechanics throughout response	Yes	No
Use of school's chosen CPR barrier device	Yes	No
Someone met and directed EMS	Yes	No
Crowd control took place	Yes	No
Office obtained necessary information for EMS call	Yes	No
Drill was completed in our goal time of under 3 minutes "Completed" meaning AED was applied and used within 3 minutes. Drill can continue through cycles of AED use & compressions to practice switching roles.	Yes	No
If drill was not completed within the goal time of under 3 minutes, please document completion time.		

CARDIAC EMERGENCY RESPONSE TEAM MEMBERS WHO ATTENDED THE DRILL:

All Staff Employed at SRMCS

Post-Drill Review:

- What went well during the drill?
- What could have gone better? How can these issues be addressed by the team or the school?
- Were some aspects easier to remember?
- Were some aspects harder to remember?
- Discuss with staff how the time from delivery of the AED to delivery of first shock may be shortened.
- Does the Team feel prepared to respond in an actual cardiac emergency?
- If the Team does not feel prepared, what do we need to practice or go over?
- What remaining questions do you want to discuss?

Cardiac Emergency Response Drill Form

Planning, live drill documentation, and post-drill review

Use this form to prepare and document a school-based cardiac emergency response drill. Do not use the real AED pads during the drill. Clearly communicate that the scenario is a drill, and do not call 911 unless the call has been pre-arranged with emergency responders.

Drill Information

School	Swan River Montessori	Drill date	TBD
Start time	TBD	End time	TBD
Drill location	TBD	School day (D1, D2, ETC)	
Code used	{{EMERGENCY_CODE}}	Communication method	{{COMMUNICATION_METHOD}}

Drill Team

Role	Name	Responsibility during this drill
School Site Coordinator	Annette Vemuri	Plans and starts the drill
Recorder	Kirsten Host	Stays beside the manikin and records each step and time
Finder	Patty Barnes	Finds the victim and initiates the emergency response
EMS communicator	Tammy Robinson	Simulates or completes the pre-arranged EMS call
Cardiac Response Team	TBD – Nearby Staff	Responds according to the CERP
Observer or guest	Rest of Staff	Provides additional feedback, if invited

Pre Drill Planning Checklist

Done	Item	Notes
[]	Team was notified that a drill would occur within the next few weeks and was asked to review the CERP.	{{NOTE_1}}
[]	Exact drill date and time were not disclosed to responders.	{{NOTE_2}}
[]	Office staff and the EMS communicator understand this is only a drill.	{{NOTE_3}}
[]	911 procedures were reviewed; any live EMS call was pre-arranged.	{{NOTE_4}}
[]	Students and other occupants were informed about the drill when appropriate.	{{NOTE_5}}
[]	Drill location was selected to test response time and AED accessibility.	{{NOTE_6}}
[]	The finder and recorder were selected and briefed.	{{NOTE_7}}
[]	Local Project ADAM coordinator and/or EMS were invited, if desired.	{{NOTE_8}}

Equipment Checklist

Done	Item
[]	Communication devices for response team and office staff
[]	School AED and first responder kit
[]	CPR manikin, preferably dressed in an old T-shirt
[]	AED Training Unit compatible with the manikin
[]	Printed drill form on a clipboard with pen or pencil
[]	Stopwatch or cell phone for recording elapsed time

Scenario Setup

Victim location	{{VICTIM_LOCATION}}	Finder starting point	{{FINDER_START}}
AED starting location	{{AED_LOCATION}}	Team starting areas	{{TEAM_START}}
EMS participation	{{EMS_PARTICIPATION}}	Student presence	{{STUDENT_PRESENCE}}

Scenario notes

{{SCENARIO_NOTE_1}}

Live Drill Timing and Response Record

The recorder should remain at the scene beside the manikin and AED Training Unit. Record elapsed time from the finder’s initial discovery. Continue through at least two rounds of CPR and AED use.

Observed action	Elapsed time	Completed	Notes
Recognizes unresponsiveness and abnormal or absent breathing	{{TIME_1}}	[]	{{ACTION_NOTE_1}}

Observed action	Elapsed time	Completed	Notes
Alert is issued; responders enter the office, states this is a drill, identifies an unresponsive victim and gives the location	{{TIME_2}}	[]	{{ACTION_NOTE_2}}
Emergency code is announced through the planned communication system	{{TIME_3}}	[]	{{ACTION_NOTE_3}}
First responder arrives at the victim	{{TIME_4}}	[]	{{ACTION_NOTE_4}}
Responder assesses responsiveness and breathing	{{TIME_5}}	[]	{{ACTION_NOTE_5}}
Responder assesses AED location	{{TIME_6}}	[]	{{ACTION_NOTE_6}}
Drill scenario is simulated or completed as pre-arranged	{{TIME_7}}	[]	{{ACTION_NOTE_7}}
First responder kit arrive at the scene	{{TIME_8}}	[]	{{ACTION_NOTE_8}}
AED is placed safely aside; AED Training Unit is used	{{TIME_9}}	[]	{{ACTION_NOTE_9}}
Electrodes are placed correctly and AED prompts are followed	{{TIME_10}}	[]	{{ACTION_NOTE_10}}
AED is prepared for analysis and simulated shock	{{TIME_11}}	[]	{{ACTION_NOTE_11}}
Responder provides care immediately after the simulated shock or no-shock	{{TIME_12}}	[]	{{ACTION_NOTE_12}}
CPR and AED cycle is completed	{{TIME_13}}	[]	{{ACTION_NOTE_13}}
Drill concludes; responder continues care until the drill ends or participating EMS takes over	{{TIME_14}}	[]	{{ACTION_NOTE_14}}

Key Response Times

Alert issued	{{ALERT_TIME}}	CPR started	{{CPR_TIME}}
AED arrived	{{AED_ARRIVAL_TIME}}	First analysis	{{FIRST_ANALYSIS_TIME}}

Post Drill Review

Review question	Yes or No	Details
Do all responders recognize the cardiac emergency promptly?	{{YES_NO_1}}	{{REVIEW_NOTE_1}}
Does the communication system reach the appropriate team members?	{{YES_NO_2}}	{{REVIEW_NOTE_2}}
Was the victim location communicated clearly?	{{YES_NO_3}}	{{REVIEW_NOTE_3}}
Did CPR begin promptly and continue with minimal interruption?	{{YES_NO_4}}	{{REVIEW_NOTE_4}}
Did the AED and first responder kit arrive promptly?	{{YES_NO_5}}	{{REVIEW_NOTE_5}}
Was the AED Training Unit used safely and correctly?	{{YES_NO_6}}	{{REVIEW_NOTE_6}}
Were there any missed or delayed steps?	{{YES_NO_7}}	{{REVIEW_NOTE_7}}
Were there communication or equipment problems?	{{YES_NO_8}}	{{REVIEW_NOTE_8}}
Was the AED location appropriate for this area of campus?	{{YES_NO_9}}	{{REVIEW_NOTE_9}}
Does the CERP need to be revised?	{{YES_NO_10}}	{{REVIEW_NOTE_10}}

Team Feedback

What went well

{{WENT_WELL}}

Suggestions or concerns

{{SUGGESTIONS}}

CERP changes needed

{{CERP_CHANGES}}

Corrective Actions and Follow Up

Action needed	Person responsible	Due date	Completed
ACTION_1}}	{{OWNER_1}}	{{DUE_1}}	{{COMPLETE_1}}
ACTION_2}}	{{OWNER_2}}	{{DUE_2}}	{{COMPLETE_2}}
ACTION_3}}	{{OWNER_3}}	{{DUE_3}}	{{COMPLETE_3}}

Next drill target date {{NEXT_DRILL_DATE}}

If the drill identifies needed changes, update the Cardiac Emergency Response Plan, communicate the revisions to the response team, and conduct another drill within the next couple of months to test the revised plan.

SRMCS Cardiac Emergency Response Drill Form

Planning, live drill documentation, and post-drill review

Use this form to prepare and document a school-based cardiac emergency response drill. Do not use the real AED pads during the drill. Clearly communicate that the scenario is a drill, and do not call 911 unless the call has been pre-arranged with emergency responders.

Drill Information

School	{{SCHOOL}}	Drill date	{{DRILL_DATE}}
Start time	{{START_TIME}}	End time	{{END_TIME}}
Drill location	{{LOCATION}}	School day	{{SCHOOL_DAY_STATUS}}
Code used	{{EMERGENCY_CODE}}	Communication method	{{COMMUNICATION_METHOD}}

Drill Team

Role	Name	Responsibility during this drill
School Site Coordinator	{{TEAM_NAME_1}}	Plans and starts the drill
Recorder	{{TEAM_NAME_2}}	Stays beside the manikin and records each step and time
Finder	{{TEAM_NAME_3}}	Finds the victim and initiates the emergency response
EMS communicator	{{TEAM_NAME_4}}	Simulates or completes the pre-arranged EMS call
Cardiac Response Team	{{TEAM_NAME_5}}	Responds according to the CERP
Observer or guest	{{TEAM_NAME_6}}	Provides additional feedback, if invited

Pre Drill Planning Checklist

Done	Item	Notes
[]	Team was notified that a drill would occur within the next few weeks and was asked to review the CERP.	{{NOTE_1}}
[]	Exact drill date and time were not disclosed to responders.	{{NOTE_2}}
[]	Office staff and the EMS communicator understand this is only a drill.	{{NOTE_3}}
[]	911 procedures were reviewed; any live EMS call was pre-arranged.	{{NOTE_4}}
[]	Students and other occupants were informed about the drill when appropriate.	{{NOTE_5}}
[]	Drill location was selected to test response time and AED accessibility.	{{NOTE_6}}
[]	The finder and recorder were selected and briefed.	{{NOTE_7}}
[]	Local Project ADAM coordinator and/or EMS were invited, if desired.	{{NOTE_8}}

Equipment Checklist

Done	Item
[]	Communication devices for response team and office staff
[]	School AED and first responder kit
[]	CPR manikin, preferably dressed in an old T-shirt
[]	AED Training Unit compatible with the manikin
[]	Printed drill form on a clipboard with pen or pencil
[]	Stopwatch or cell phone for recording elapsed time

Scenario Setup

Victim location	{{VICTIM_LOCATION}}	Finder starting point	{{FINDER_START}}
AED starting location	{{AED_LOCATION}}	Team starting areas	{{TEAM_START}}

Based on Project ADAM How to Conduct a Drill, updated May 2025

EMS participation	{{EMS_PARTICIPATION}}	Student presence	{{STUDENT_PRESENCE}}
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Scenario notes
 {{SCENARIO_NOTE_1}}

Live Drill Timing and Response Record

The recorder should remain at the scene beside the manikin and AED Training Unit. Record elapsed time from the finder's initial discovery. Continue through at least two rounds of CPR and AED use.

Observed action	Elapsed time	Completed	Notes
Finder recognizes unresponsiveness and abnormal or absent breathing	{{TIME_1}}	[]	{{ACTION_NOTE_1}}
Finder alerts the office, states this is a drill, identifies an unresponsive victim, and gives the location	{{TIME_2}}	[]	{{ACTION_NOTE_2}}
Established emergency code is announced through the planned communication system	{{TIME_3}}	[]	{{ACTION_NOTE_3}}
First trained responder arrives at the victim	{{TIME_4}}	[]	{{ACTION_NOTE_4}}
Responder assesses responsiveness and breathing	{{TIME_5}}	[]	{{ACTION_NOTE_5}}
CPR begins	{{TIME_6}}	[]	{{ACTION_NOTE_6}}
EMS activation is simulated or completed as pre-arranged	{{TIME_7}}	[]	{{ACTION_NOTE_7}}
AED and first responder kit arrive at the scene	{{TIME_8}}	[]	{{ACTION_NOTE_8}}
Real AED is placed safely aside; AED Training Unit is used	{{TIME_9}}	[]	{{ACTION_NOTE_9}}
Training pads are placed correctly and AED prompts are followed	{{TIME_10}}	[]	{{ACTION_NOTE_10}}
Area is cleared for analysis and simulated shock	{{TIME_11}}	[]	{{ACTION_NOTE_11}}
CPR resumes immediately after the simulated shock or no-shock prompt	{{TIME_12}}	[]	{{ACTION_NOTE_12}}
Second CPR and AED cycle is completed	{{TIME_13}}	[]	{{ACTION_NOTE_13}}
Team continues care until the drill ends or participating EMS takes over	{{TIME_14}}	[]	{{ACTION_NOTE_14}}

Key Response Times

Alert issued	{{ALERT_TIME}}	CPR started	{{CPR_TIME}}
AED arrived	{{AED_ARRIVAL_TIME}}	First analysis	{{FIRST_ANALYSIS_TIME}}

Post Drill Review

Review question	Yes or No	Details
Did responders recognize the cardiac emergency promptly?	{{YES_NO_1}}	{{REVIEW_NOTE_1}}
Did the communication system reach the appropriate team members?	{{YES_NO_2}}	{{REVIEW_NOTE_2}}
Was the victim location communicated clearly?	{{YES_NO_3}}	{{REVIEW_NOTE_3}}
Did CPR begin promptly and continue with minimal interruption?	{{YES_NO_4}}	{{REVIEW_NOTE_4}}
Did the AED and first responder kit arrive promptly?	{{YES_NO_5}}	{{REVIEW_NOTE_5}}
Was the AED Training Unit used safely and correctly?	{{YES_NO_6}}	{{REVIEW_NOTE_6}}
Were there any missed or delayed steps?	{{YES_NO_7}}	{{REVIEW_NOTE_7}}
Were there communication or equipment problems?	{{YES_NO_8}}	{{REVIEW_NOTE_8}}
Is the AED location appropriate for this area of campus?	{{YES_NO_9}}	{{REVIEW_NOTE_9}}
Does the CERP need to be revised?	{{YES_NO_10}}	{{REVIEW_NOTE_10}}

Team Feedback

What went well

{{WENT_WELL}}

Suggestions or concerns

{{SUGGESTIONS}}

CERP changes needed

{{CERP_CHANGES}}

Corrective Actions and Follow Up

Action needed	Person responsible	Due date	Completed
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Action needed	Person responsible	Due date	Completed
{{ACTION_1}}	{{OWNER_1}}	{{DUE_1}}	{{COMPLETE_1}}
{{ACTION_2}}	{{OWNER_2}}	{{DUE_2}}	{{COMPLETE_2}}
{{ACTION_3}}	{{OWNER_3}}	{{DUE_3}}	{{COMPLETE_3}}

Next drill target date {{NEXT_DRILL_DATE}}

If the drill identifies needed changes, update the Cardiac Emergency Response Plan, communicate the revisions to the response team, and conduct another drill within the next couple of months to test the revised plan.

Project ADAM Heart Safe School Program Checklist

A comprehensive program of sudden cardiac arrest preparedness in schools.

This document will serve as your guide through the Heart Safe School program implementation process.

Instructions:

1. Complete and return your initial evaluation to your local Project ADAM affiliate site and they will serve as your partner to guide you through the program. If there is not an affiliate site in your area, we encourage you to utilize our [Project ADAM Resources](#) and contact the National Office for support at projectadam@childrenswi.org.
2. Once all criteria are completed, contact your local Project ADAM affiliate site (if available) to submit necessary documentation to achieve local recognition. Retain a copy in your school files.

Today's Date 09/14/2026

CPR-AED Site Coordinator or Contact Person: Kirsten Host

Email: KirstenH@SwanRiverMontessori.org Phone: 763-271-7926

Name of School: Swan River Montessori Name of District: Swan River Montessori

☒ Pre-school ☒ Elementary ☐ Middle ☐ High School ☐ Private ☐ Other

AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs)	Initial Evaluation	Criteria Completed	Progress Notes
AED equipment location(s) on a school campus are clearly marked and make it possible to retrieve an AED, apply pads and deliver a shock (if needed) to an unresponsive victim in under three minutes.	✓	✓	
The AED(s) is checked for performance readiness at least monthly, or per manufacturer's directions and documented each time.		✓	
We keep a first responder kit near or attached to the AED which includes: CPR barrier device, scissors, gloves, razor and towel.	✓	✓	
CARDIAC EMERGENCY RESPONSE TEAM	Initial Evaluation	Criteria Completed	Progress Notes
A CPR-AED Site Coordinator is identified, who oversees the CPR-AED program activities and training.	✓	✓	
There is a designated Cardiac Emergency Response Team comprised of at least 10% of staff or five to 10 people.	✓	✓	

CARDIAC EMERGENCY RESPONSE PLAN	Initial Evaluation	Criteria Completed	Progress Notes
We have a written Cardiac Emergency Response Plan (CERP) that is reviewed annually.	✓	✓	
We have notified local emergency medical services of our CERP as well the creation of a cardiac emergency communication code to notify responders and others in the area that an incident is occurring. Staff located outside always carry a communication device.		✓	
Our school's written Cardiac Emergency Response Plan, including location of school AED(s), has been shared with any outside groups and organizations who utilize our facilities.		✓	Shared with MCC
TRAINING/EDUCATION	Initial Evaluation	Criteria Completed	Progress Notes
CPR-AED training for the Cardiac Emergency Response Team is updated at least every two years and there is a system in place to track retraining.	✓	✓	
All faculty and staff know where the AED(s) are located and how to access them.	✓	✓	
All faculty and staff have annual education on sudden cardiac arrest (SCA) awareness, signs and how to recognize SCA. Communication procedures and the school's Cardiac Emergency Response Plan are also shared during this education.	✓	✓	
CARDIAC EMERGENCY RESPONSE DRILLS	Initial Evaluation	Criteria Completed	Progress Notes
We conduct at least one annual cardiac emergency response drill to test our emergency plan and communication. A drill summary checklist is utilized for planning purposes and post-drill review.	✓	✓	
Other comments about your program:			
Our school is overseen by a registered nurse, and trained by certified trainers every other year.			

It is recommended but not required that your program has oversight by a physician medical director. If you have questions, please let us know.

If your AED is used:

- Conduct an incident debrief meeting with the Cardiac Emergency Response Team.
- AED maintenance should occur within 24 hours.

Complete the AED Report Form

- The Project ADAM AED Report Form should be completed and returned to your local Project ADAM affiliate site any time the AED is retrieved and brought to the scene of a possible sudden cardiac arrest.

AED Report Form

When to complete this form:

Please complete this form anytime the cardiac/medical emergency response team is activated. Forms should be returned to your local Project ADAM program coordinator or both school and community incidents.

Location of incident:

School = school or part of the school campus.

Community = any location not considered a school or campus site.

Date of Incident: EXAMPLE
Month/Day/Year

Incident Location: ☒ School ☐ Community
Please describe location

School or Community Site Name: Swan River Montessori Charter School

School District (if applicable): Swan River Montessori - 4137

- 1 At the time of the incident, was this site designated as Heart Safe by Project ADAM? ☒ Yes ☐ No ☐ In Progress
- 2 Indicate gender of victim: ☐ Male ☒ Female ☐ Unknown
- 3 Age category of victim:
- 4 Was CPR provided?: ☐ Yes ☒ No ☐ Unknown
- 5 Was there an AED on site?: ☒ Yes ☐ No
- 6 Was an AED brought to the scene?: ☒ Yes ☐ No ☐ Unknown
- 7 Was the AED turned on?: ☒ Yes ☐ No ☐ Unknown
- 8 Were the AED pads placed on the victim?: ☐ Yes ☒ No ☐ Unknown
- 9 Was an AED shock delivered?: ☐ Yes ☒ No ☐ Unknown
- 10 Was EMS/911 contacted?: ☐ Yes ☒ No ☐ Unknown

11 Was the patient transported to the hospital?: ☐ Yes ☒ No ☐ Unknown

12 Did the victim survive? ☒ Yes ☐ No ☐ Unknown

13 Provide a brief description of the incident:

14 Name of the person completing this form : Kirsten Host

15 Position within school or community site: Operations Manager

16 Email address: KirstenH@SwanRiverMontessori.org

Post Sudden Cardiac Arrest (SCA) Incident Debriefing



This document is intended as a general resource to assist in recovery after an event where an AED was used.

A debriefing session should immediately follow any unplanned event (i.e. sudden cardiac arrest) in which the AED was used. These sessions could include the Site Coordinator as well as the members of the Emergency Response Team. This meeting is a supportive discussion of the involvement, thoughts, reactions and feelings resulting from the incident. Ideally, this discussion involves someone trained in critical incident debriefing. Oftentimes local EMS offers this service. Consider contacting your local EMS for what's available in your area.

*****Please check with your school district and/or state privacy laws before releasing any information pertaining to an event in which the AED is used*****

It is important to consider staff and students outside of the Emergency Response Team who might also need support. Those affected by the event may need separate counseling.

Depending on the outcome of the event, and being respectful of the privacy of the individual involved, consideration may be given to inviting the school crisis team/support staff, clergy, your school's Medical Director (if applicable), Project ADAM Coordinator, Project ADAM Medical Director, EMS and/or a parent or representative of the family for an additional debriefing session.

› POINTS TO REMEMBER AFTER A SUDDEN CARDIAC ARREST (SCA) EVENT:

- Be mindful of your local and state privacy laws.
- Be respectful of the victim/survivor and their family. Regardless of the outcome, the family has had a life-altering event and needs time to process what has happened.
- Remind your team that even a perfectly executed response doesn't guarantee a perfect outcome. Assure them that they did everything they could to respond to the emergency.

Additional Follow-up after the AED is used:

EVENT DATA:

Retrieving data from the AED can be crucial for the cardiologist in determining a future treatment plan. Immediately following the event in which the AED is used on a victim, an individual should coordinate obtaining data from the unit. Your EMS liaison, local AED distributor, Project ADAM Medical Director and/or Project ADAM Coordinator may be able to support you with this process.

RESERVICING AED UNIT AND RESTOCKING SUPPLIES:

Your AED manufacturer will have guidelines for reservicing your unit. New pads will need to be purchased and the AED battery will need to be checked/replaced, depending on the unit. Typically the AED can be put back in service without a great deal of delay. Your AED vendor representative should be able to service your unit.

You may need to restock supplies after an event. If the pads, razor, towel or other supplies were used and are not reusable, contact your AED vendor for replacements. Often vendors provide these items free of charge after an event. Also, check to see if your local Project ADAM affiliate has an AED pad replacement program.

Use of an alternate AED unit may be necessary until the AED used for this emergency is serviced. Create a plan with your local EMS or a school that has more than one AED to ensure coverage until your original unit is reserviced.

FINALLY, REPORT THE INCIDENT TO YOUR LOCAL PROJECT ADAM AFFILIATE.

A Project ADAM AED Report Form can be found by visiting:

<https://www.projectadam.com/Heartsafeschools>

SWAN RIVER MONTESSORI CHARTER SCHOOL

September 17, 2025 at 2:00 pm

Wellness Committee Meeting

Meeting Minutes

- I. CALL TO ORDER** was made by Committee Chairperson Annette Vemuri at 2:00 p.m.
- II. ROLL CALL**
 - a. Committee members present: Julie Halvorson, Amy Savage, Annette Vemuri
 - b. Committee members absent:
- III. APPROVAL OF MEETING AGENDA**
- IV. NEW BUSINESS**
 - a. SRMCS Wellness Policy –
 - b. Review the rubric. – SRMCS meets all criteria
- V. MOTION TO ADJOURN** by Committee Chairperson Annette Vemuri at 2:10 p.m.

Wellness Audit

Date: 9/18/23

	Meets	Does not Meet	Comments
<i>School Meals</i>			
▪ Are accessible to all students	X		
▪ Accommodate students with special dietary needs.	X		
▪ Are served at a reasonable and appropriate time of day.	X		
▪ Meet all state and federal food and nutrition standards.	X		
▪ Minimum of 20 Minutes for Breakfast/Lunch	X		
<i>School Snacks</i>			
▪ Meet nutrition standards	X		
<i>Water</i>			
▪ Safe, unflavored drinking water will be available to all students throughout the school day	X		
<i>Nutrition Education</i>			
▪ Is designed to provide students with the knowledge and skills necessary to promote and protect their health	X		
▪ Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking projects or lessons, greenhouse/farm visits and school gardens	X		
▪ Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods	X		

Food and Beverage Marketing and Sales in Schools

- SRMCS does not allow food and beverage marketing or promotions with the exception of approved school- or PTO-sponsored fundraisers X
- SRMCS does not allow the sale of food and beverages with the exception of approved school- or PTO-sponsored fundraisers X

Physical Education

- SRMCS will provide students with physical education, using an age-appropriate physical education curriculum consistent with national and state standards for physical education X
- All enrolled kindergarten through sixth grade students will receive physical education for at least 60 minutes per week throughout the school year X

Recess

- SRMCS offers at least 20 minutes of recess on all days during the school year X