

# Riverway Learning Community



**Riverway Learning Community, District #4064-07**

**1733 Service Drive, Suite 18**

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**Leader of Operations: Katey Wadewitz**

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**Authorized by Audubon Center of the North Woods in Sandstone, MN 55072**



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## 1. School Information

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Website: [riverwaylearningcommunity.org](http://riverwaylearningcommunity.org)

Grades Served: PreK-12

Year opened: 2000

- *Vision Statement*

**INSPIRED HOLISTIC LEARNING**

- *Mission Statement*

**RIVERWAY LEARNING COMMUNITY IS COMMITTED TO THE FOUNDATION OF A MORE HOPEFUL AND ENLIGHTENED FUTURE BY THE DEVELOPMENT OF AN ENVIRONMENT THAT NURTURES THE GROWTH OF MIND, BODY, AND SPIRIT, BOTH AS INDIVIDUALS AND AS MEMBERS OF THE LARGER COMMUNITY. RIVERWAY WILL PROMOTE RESPECT FOR THE SIMULTANEOUS INDEPENDENCE AND INTERDEPENDENCE OF ALL THINGS.**

- *Authorizer Contact Information*

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Riverway Learning Community's first year of the authorizer contract with Audubon Center of the North Woods (ACNW) was in 2003, and 2017-2018 was the fourth year of a five-year contract (2015-2019).

The authorizing mission of the Audubon Center of the North Woods (ACNW) Charter School Division is to provide superior oversight, evaluation, feedback and strategic support to its authorized schools resulting in the increased academic, financial, operational and environmental education performance of each school. We are very grateful for our authorizer relationship with ACNW; Riverway Learning Community is a stronger organization because of our long-standing relationship.

The vision of ACNW Charter School Division is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth. Audubon Center of the North Woods has strong accountability initiatives with their authorized charter schools. Their initiatives create a meaningful, solid structure, while providing opportunities for each school to use that structure in a way that recognizes the school's individuality. ACNW's vision closely aligns with the mission and vision of Riverway Learning Community, "Inspired Holistic Learning."

## **2. Implementation of Primary and Additional Statutory Purposes**

- ***The primary purpose of Riverway Learning Community is to improve pupil learning and student achievement.***

### **Primary Purpose (from Initial Charter Proposal, 2000):**

*"Our learning community will provide a supportive learning environment that enhances self-worth, creativity, and responsibility. In a multi-age setting using individual learning plans that reflect learning styles and an integrated curriculum that connects learning to life, learners will develop new skills and a sense of empowerment as they take ownership and responsibility for their education through collaborative learning experiences where innovation, challenged thinking, problem solving, disciplined inquiry, and teamwork are promoted. Learners will be actively engaged in learning."*

Over the course of the Authorizer contract 2015-2019, there was recognition of a need to formalize a curricular approach that is closely linked to the MN state standards and to increase student achievement in a high-need population of enrolled students. Riverway has developed its primary and secondary school's pedagogical approaches while maintaining the individualized, thematic and integrated format that allows students to actively engage in learning, which is the basis of the School's mission.

Riverway's Primary School's focus has been on integrating Montessori philosophy and practice, starting with our youngest learners and up through grade 6. Prior to 2012, there was no named curricular approach, and although staff was working towards it, they were not all Montessori certified teachers. Montessori practices and curriculum ensure that students find academic success in core curriculum subjects such as reading, language, math, and cultural studies as well as opportunities for the Montessori Peace and Social curriculum, which aligns very closely with the school's vision of Inspired Holistic Learning. The Riverway Primary School is committed to ensuring all children are introduced to all MN State Standards by implementing the Montessori Curriculum with fidelity and supplementing as needed. Montessori is a comprehensive pedagogy that has been proven to adequately cover the majority of Minnesota State Standards.

Riverway Secondary has evolved to best meet the needs of a struggling population with over 50% special education students and 75% qualifying for free and reduced lunch. A combination of direct instruction in the core subjects of reading, math, and science along with teacher-led projects has allowed students to gain the skills necessary to pass the MN Assessments and graduate while still maintaining the individualized, thematic, and integrated curriculum that is unique to Riverway and our mission to education the whole child. Students in grades 7-12 have three rotations between math, language arts/social studies, and science classes. The remaining time is geared towards teacher-led projects, environmental education, community as a classroom, interest groups, internships, PSEO, and independent studies.

- ***The additional purposes of Riverway Learning Community are to increase learning opportunities for pupils, encourage the use of different and innovative teaching methods, and measure learning outcomes and create new and different forms of measuring outcomes.***

**Additional Purposes (from Initial Charter Proposal, 2000):**

*“Because of the use of community both as a site and as people, learners will have available many individualized learning opportunities. They will be involved in planning their own curriculum, which because of their suggestions and design will be relevant to their interests, needs, and learning styles. The most important concept individuals will learn will be that learning is lifelong. Because of the multi-age, non-graded environments, learners will participate in the evolution of the seamless web goal for learning of the Riverway community.”*

***Increasing learning opportunities for pupils has been implemented specifically through these programs throughout the contract period:***

- Montessori education through 6th grade and project-based education in 7th-12th grades
- Focus on the development of mind, body, and spirit, including the practice of mindfulness schoolwide
- Emphasis on environmental education, with a focus on community as a classroom
- Weekly all-school community gatherings called Monday Morning Meeting
- Comprehensive parent involvement, including high attendance at Saturday Schools
- Gardening and nutrition education with an in-house food service program featuring locally grown, organic, and made from scratch meals

***Encouraging the use of different and innovative teaching methods has been done through:***

- All Primary Teachers have completed Montessori Certification
- Commitment to remain a small, one-building school of less than 120 PK-12 grade students
- A learning community model of students pre-primary through 12th grade in open learning environment with multi-age groups
- An inclusive model of special education
- Three Saturday Schools per year, where families are encouraged to attend with students
- Internships, mentorships and cross group learning opportunities Prek-12 grade

***Measuring learning outcomes and creating different and innovative forms of measuring outcomes has been done through:***

- Empowering students to take ownership and responsibility to direct their own learning, including use of Individualized Learning Plans (ILP’s) and goal setting for all students
- Student-led conferences with nearly 100% attendance (parents attend with students)
- Student portfolio development and student presentation nights 2x’s per year
- Narrative progress reporting each trimester for primary grades



### **3. Student Enrollment and Demographics**

Riverway enrolled an average daily membership (ADM) of 105 students in grades K-12 in 2017-2018. This is up from prior year enrollment. We do anticipate a significant increase in enrollment for 2018-2019 as our open enrollment initiatives continue to be successful at creating a waiting list for multiple learning groups and the school was once again approved for Voluntary Prekindergarten funding. In addition, we have added a Secondary II Learning group, allowing an additional 10 students to enroll in our grades 7-12 school. Student enrollment by grade (below) for 2015, 2016, 2017, and 2018 are actual ADM's, and the estimate for 2018-2019 is based on enrollment estimates for Oct. 1, 2018. Including our pre-kindergarten (age 3), we currently have 123 students.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 (est.)
<i>Pre-Kindergarten (not included in ADM total)</i>	<i>10</i>	<i>10</i>	<i>11</i>	<i>4 (only 3 year olds)</i>	<i>4 (only 3 year olds)</i>
Voluntary PreK (new FY18, FY19)				4.80	4.2
Kindergarten	7.42	6.13	7.87	8.21	9
1st Grade	9	7	5.44	8.90	9
2nd Grade	11	8	8	5	8
3rd Grade	5	11	9	7.92	7
4th Grade	9	6.27	10.44	8	8
5th Grade	4	8	6	9	8
6th Grade	9	5.02	8	8	9
7th Grade	8.36	8	3.47	10	10
8th Grade	4.71	7.81	7.75	6	10
9th Grade	9.09	7.01	6.32	8	9
10th Grade	6.88	9.5	8.06	5.65	9
11th Grade	5.53	4.88	8.71	9.56	9
12th Grade	6.84	3.49	4.67	6.05	9
<b>Total ADM (Average Daily Membership) for year</b>	<b>95.83</b>	<b>92.11</b>	<b>93.73</b>	<b>105.10</b>	<b>118.20</b>

- ***Key Demographic Trends***

Riverway continues to enroll a high percentage of both special education students (31.4%) and students who qualify for free and reduced lunch (67.9%). The majority of our students are white, and we do not have any students enrolled who are ELL (English Language Learners). Data below includes all PreK -4 – grade 12 students that were enrolled at any time during the school year.

	2015-2016	2016-2017	2017-2018	2018-2019 (est)
Enrollment PreK-4- Grade 12	<i>107 (no prek4)</i>	<i>110 (no prek4)</i>	118	125
Male	50	53	60	64
Female	57	57	58	61
Special Education	34 (32%)	34 (31%)	37 (31.4%)	36 (28.8%)

ELL	0	0	0	0
African American	13	13	30 (18 are multiracial)	26 (14 are multiracial)
Latino	1	0	0	0
Asian/PI	0	0	0	0
American Indian	0	0	0	0
White	93	97	88	99
F/R Lunch	72 (67.4%)	74 (67.2%)	74 (67.9%)	84 (67.2%)

#### **4. Student Attendance, Attrition & Mobility**

- ***Student Attendance***

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 (preliminary)
Attendance Rate	90.18%	90.50%	91%	92.7%	93.7%	93.4%

The attendance rates above are for Riverway as a district (includes both the primary and the secondary schools). The students in the primary school have a higher attendance rate than those in the secondary. Riverway's Primary School (grades K-6) attendance rate in 2017-2018 was nearly 95.2%. Riverway's Secondary School (grades 7-12) attendance rate was 91.8% (compared to 91.5% % in 16-17). The district average in 2017-18 is 93.4%, which, again, surpasses the annual goal. Each year of the contract period, the goal of 91% was met, and continues to trend upward.

- ***Student Attrition***

Percentage of students who are continuously enrolled between October 1 of 2016-17 school year and October 1 of 2017-18 school year.	88.1%
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Riverway retained 96 of 109 PK-11 grade students between school year 2017 and school year 2018, compared to Riverway retaining 74 out of 89 K-11 graders from Oct. 1, 2016 to Oct. 1, 2017, or 83.1%.

- ***Student Mobility***

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
<b>2014-15</b>	1	97	11	14	25	25.77%
<b>2015-16</b>	1	93	10	14	24	25.81%
<b>2016-17</b>	0	95	11	12	23	24.20%

\* Total mid-year transfers divided by Number of students on Oct. 1.

The mobility index in 2016-2017 was 24.2%, which is considerably higher than the Winona Public School District (local public school district), whose mobility index in 2016-2017 was 15.3%. Since this data is one year old, we are putting more focus on the following data from 2017-2018:

Percentage of students who were enrolled for 95% or more of the 2017-18 school year.	95%
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Riverway enrolled a total of 118 PreK4-grade 12 students throughout the 2017-2018 school year. Of those, 112 were enrolled for the entire school year, or 95%. This percentage has greatly increased over prior year; Riverway only lost 6 students during the 2017-18 school year. The students in this group represent a core group of learners who have high satisfaction with the school's programming and choose Riverway over other schools in the community. By increasing this percentage over the next few years, we have increased our ability to impact the lives of the same group of children with whom we work and improve both our student culture and student achievement results.

## **5. Educational Approach and Curriculum**

- ***Key pedagogical approaches and how they align to the school mission***

Riverway Learning Community is committed to remaining a small school of less than 130 students in a unique Pre-K through grade 12, one building, school district. The district is separated into two schools; Riverway Primary includes Pre-K-grade 6, and Riverway Secondary includes grades 7-12. Students are grouped in three year age spans of less than 25 students. What follows is the pedagogical approach from Riverway's Original Charter School Proposal (2000).

*Our learning community will provide a supportive learning environment that enhances self-worth, creativity, and responsibility in a multi-age setting using individual learning plans that reflect learning styles and an integrated curriculum that connects learning to life. Learners will develop new skills and a sense of empowerment as they take ownership and responsibility for their education. Through collaborative learning experiences where innovation, challenged thinking, problem solving, disciplined inquiry, and teamwork are promoted, learners will be actively engaged in learning.*

*We recognize that there is an enormous potential in every child and our educational design will nurture this potential. The Riverway curriculum is organized in a thematic integrated format to reflect the natural process of intelligence, thinking, and learning. It highlights the interrelationships among subjects and allows learners to construct their own meaning.*

*During the course of the year, learners will complete both required core curriculum items as well as their own individual projects described in their individual learning plans. Ample time is allowed for a combination of large group, small group, partner and individual work experiences where skills of organization and time management, team building, conflict management and cooperation can be learned and practiced. The thematic approach to our curriculum allows for content studies to be linked together in a cohesive, interrelated manner. While the core curriculum requires certain skills, there is still flexibility to allow for individual learning styles, interests and ideas.*

- ***Instructional program and curriculum***

Riverway's Primary School (Pre-K-6th) integrates Montessori philosophy and practice. Each of the three classrooms is staffed with a Montessori trained, MN licensed teacher and at least one paraprofessional. The Montessori trained teachers have worked together to align the Montessori curriculum to the MN state standards for all grade levels, and they provide a weekly lesson plan to the Director that comprehensively outlines the lesson's connection to each required standard. Research shows that Montessori's integrated, hands-on, and social/community focused curriculum is an effective way to help children develop life skills, while creating and nurturing productive world citizens. This approach helps students find academic success in the core curriculum subjects of reading, language, math, and cultural studies and it provides opportunity for the implementation of a Peace and Social-

Emotional curriculum, which all allow teaching not only to the state standards, but to the school's mission as well.

Riverway's Secondary School has evolved to best meet the needs of enrolled students. A combination of direct instruction which covers the required state standards in the core subjects of reading, math, and science along with teacher-led projects has allowed students to gain the skills necessary to pass the MN Assessments and graduate while still maintaining the individualized, thematic, and integrated curriculum that is unique to Riverway. For the 18-19 school year, we will hire an additional licensed teacher and expand enrollment by up to 10 additional students to serve up to 60 total students in 2-year age spans (7-8, 9-10, 11-12) allowing us to have rotations of core classes of math, language arts, social studies, and science for half of the day. The other half of the day is geared towards teacher-led projects, environmental education, community as a classroom, interest groups, PSEO, and Independent Studies. Most instruction occurs in small groups based on student achievement levels, not grade levels.

- ***Remediation and acceleration practices or programming***

Multi-age groupings, individual learning plans, inclusive special education, project-based learning, and Montessori curriculum naturally allow for differentiation in instruction in our classrooms. Most instruction occurs in small groups based on student achievement levels, not grade levels. Our academic intervention program utilizes Title I funds to support students who qualify based on NWEA, Aimsweb, or MN State Assessment scores. Title programs employ a .75 FTE interventionist in math and reading, who delivers interventions with students who are identified as needing tier three remediation. Our open environment also allows for students who perform above grade level to attend higher level instructional courses in a different classroom or PSEO as 11-12 graders.

Riverway also operates an after school educational support program on Thursdays from 3-4:15 for students in grades 1-12 who meet the criteria set up in our academic and attendance expectations. Students are provided bussing home at 4:15. The possible criteria for a student to use this program include: 1) Non-completion of daily work- Students will be required to stay after school on Thursdays if they have not completed their assigned work, and/or 2.) Excessive absenteeism as defined in the attendance policy.

- ***Special education program, English Learner program (NA)***

Riverway has designed the building and the classrooms to include all learners. With a very high percentage of special education students (between 20-50% in each classroom) Riverway's inclusive special education programming allows all students equal opportunity to learning among their peers. We currently employ two full time Special Education Learning Leaders, one in the primary school, and one in the secondary school, along with 5.5 FTE's Special Education Assistants. Oversight is provided on-site by a Special Education Coordinator (Katey Wadewitz) and also by a Special Education Director (Jessica Metke). Staff members modify and accommodate student academic and social/emotional needs in the regular classroom as much as possible. This differentiated instruction not only allows all students the opportunity to learn and grow from numerous adult leaders, but from one another as well.

Riverway's enrollment includes 0 English Language Learners, and this has always been the case. We are committed to serving all learners and are working on development of an English Learner Plan of Service should we enroll any EL students at Riverway.

▪ ***How the school is staffed to meet its educational mission***

During the 2014-2018 contract period, students were grouped in classrooms of three-year age spans (age 3-grade K -Children's House, grades 1-3 -Elementary I, grades 4-6 -Elementary II, grades 7-9 -Secondary I, and grades 10-12 -Secondary II). Each classroom had a Learning Leader (Licensed Teacher), at least one Learning Leader Assistant (Paraprofessional), and a part time Special Education Learning Leader. In addition to MN teaching licensure, staff in the primary school are Montessori certified. Staff teaching in the secondary school have MN licensure or a waiver to teach in an Innovative Program for the core subjects required for graduation.

Prior to the 2018-19 school year, the secondary program had two learning groups in 3-year age spans, but starting in the fall of 2018, there will be 3 learning groups in 2-year age spans. This will allow us to increase enrollment by up to 10 students and hire an additional licensed teacher for secondary. We will have one full time licensed teacher for each core subject: Math, Lang. Arts, Science, and Social Studies.

Prior to the 2018-19 school year, there were two part time Leaders of Teaching and Learning (Principals), one for the primary school and one for the secondary school, who served as the instructional leaders of the District. Both also had other duties, including district support services and direct teaching (secondary math). Both Leaders of Teaching and Learning decided to leave their positions in 2018, prompting the Board of Directors to re-evaluate the 3-person Leadership Model that had been used for 5 years and included a Leader of Operations (who was mainly responsible for non-teaching and learning aspects of operating a charter school). The Board moved to hire one Director of Academic Programs (full-time) to serve as the new instructional leader prek-12 grade. Oscar Uribe started in April 2018 and will be the Director beginning with the 2018-19 school year. Katey Wadewitz, the Leader of Operations, will stay on as the Director of Operations (part-time), and will still be directly responsible to the Board of Directors. This new 2-person Director model will serve the school's needs better moving forward, allowing for a more cohesive academic program and less separation between the two schools.

▪ ***The School's Graduation Requirements***

- English: 9 required credits
- Social Studies: 8 required credits
- Math: 6 required credits
- Science: 6 required credits
- Fine Arts: 2 required credits
- PE: 3 required credits
- Elective: 26 credits

60 total credits are required for Graduation

15 credits per year 9-12

MCA tests required-reading (10), math (11), science (12)

Expectations for Riverway graduates include regular attendance and efficient productive work habits. Riverway graduates will complete the content material outlined in the Curriculum Scope and Sequence, as well as all core curriculum requirements. As part of the core requirements, Riverway graduates will have a portfolio of work samples. These samples will show developing skills, knowledge, understanding, and current efforts.

- ***School Calendar and Daily Schedule***

Riverway’s school calendar follows a traditional nine month schedule (173 school days) broken into three trimesters. One unique way for us to encourage parent involvement is holding three days of school during the year on Saturdays. These “Saturday Schools” invite parents to participate in the day with their child, and we often take advantage of use of the community as a classroom. During 2017-2018, we held one Saturday School at Lake Winona, one at Winona State University’s Frozen River Film Festival, and one at the Winona Community’s Earth Day Event.

Riverway’s school day begins at 8:15 am and ends at 3:00 pm. Each classroom follows a daily schedule that meets the needs of their students, but, in general, direct instruction in the areas of math, reading, and science occur during the morning hours, while follow-up work, project-based learning, independent study, and other subjects like PE, art, and music occur in the afternoon.

Riverway holds school for a half day with dismissal at noon at least once per month. The afternoons on these school days are reserved for teacher preparation time, collaboration, and staff development. This allows staff the time they need to prepare an effective classroom, as most have less than one hour per day for preparation.

## **6. Innovative Practices & Implementation**

- ***Innovative or Unique Aspects***

Within the Winona Area, Riverway has proven to be a school that is valued by the community. Riverway was founded in 2000 with just under 50 students enrolled and has grown to over 110 students. The growth of the student body in itself exhibits the value that our school has in the Winona community to meet individual needs of students. Riverway is unique in many ways, beginning with the opportunity for students to attend the same school Pre-K through grade 12. Our focus on environmental education, including a food service program that features made-from-scratch, locally grown, and organic foods also creates opportunities not found in other schools. We aim to use the community as a classroom, which provides educational experiences that are relevant to students. Please see Section 10, Environmental Education, for more examples of this unique programming.



- ***After School Programs***

Riverway operates an after school educational support program on Thursdays from 3-4:15 for students in grades 1-12 who meet the criteria set up in our academic and attendance expectations. Riverway staff enforce after school make-up time once a week, on Thursdays from 3:00-4:15 to support any student who is struggling. Students are provided bussing home at 4:15. The possible criteria for a student to use

this program include: 1) Non-completion of daily work- Students will be required to stay after school on Thursdays if they have not completed their assigned work, and/or 2.) Excessive absenteeism as defined in the attendance policy.

During 2017-2018, Riverway also continued a new after school enrichment program on Tuesdays from 3-4:15 pm, either through community partners or by utilizing the skills and talents of our staff: Art, Dance, Bike Club, Canoeing, Cooking, Mind, Body & Spirit, and Project GO (Get Outdoors). We were able to implement after school enrichment opportunities every Tuesday, and, again, provided transportation home in order to remove barriers for all students. It is our goal to continue to increase our course selection and improve student participation.

- ***Summer Programs***

Riverway operates an optional summer school program that met for 6 weeks during summer break. This opportunity is provided using a combination of student tuition and general education funds, and, in 2017-18, the program included students in grades K-6. The program is staffed by licensed teachers and support staff that work with the children during the regular year as well. The summer program has two distinct goals:

- 1) The program engages learners during the summer months so that they retain the academic and social/emotional success that they have achieved during the regular school year. It includes academic components (a continuation of the regular year core curriculum-Montessori Based) and environmental education through experiential learning opportunities.
- 2) The program provides a safe and enriching experience for children who live in poverty and might not otherwise have the opportunity to participate in activities in the community due to high fees. Our program has a very low fee and is accessible financially.

- ***Pre-school Program***

Riverway's Early Learning Program is a Montessori Children's House. Montessori is a scientifically supported, comprehensive early learning program that serves children ages three (3), four (4), and five (5) within the same learning environment. The curriculum is designed to meet the full developmental needs of each child in an individualized, personal manner and includes language, mathematics, practical life, sensorial, and cultural studies (art, history, life sciences, social science). The activities in which the children participate focus on developing the whole child, socially, emotionally, intellectually, and physically by connecting learning to real life. The early learning portion of the program pertains to the three (3) and four (4) year old program and is an integral part of the Children's House program.

- ***Key Successes From 2017-2018***

- *Expansion of After School Activities*

Riverway's after school activities program expanded the course offerings in 2017-2018 by adding more choices and offering them by trimester. Some of those courses were: Mind, Body & Spirit, Wall Ball, Canoeing, Biking, and Project GO (get outdoors). In addition to this, we have distributed information to all families about courses that are offered locally through community education programs, and we have designed our bus routes to drop student participants at those locations after school.

○ *Public Relations and Other District Support Services Position Increases Enrollment*

The Primary Leader of Teaching and Learning position/job description changed for 2016-2017 and continued in development for school year 2017-18. This additional time spent at the administrative level not only brought in new families to our program, but it also increased Riverway's positive presence in the community. The time spent on the following tasks increased recruitment of new students to the school during the open enrollment window, creating waiting lists in several classrooms:

- Issuing press releases and articles for calendar events and other special events, including submission of student of the week
- Overseeing Riverway's website design, including checking for updates on scrolling messages, classroom pages, student of the week, and informing staff of needed updates
- Overseeing disbursement of school newsletter
- Interfacing with community organizations on fundraising opportunities as they arise
- Overseeing any social media as it applies to the school (i.e. Facebook, Twitter)
- Overseeing postings on paper information boards in the school building
- School public relations opportunities to inform the community of Riverway's mission, vision, educational approach, and current enrollment opportunities (including the Chamber of Commerce)
- Interfacing with media in the case of crisis management or other inquiries
- Overseeing recruitment and retention initiatives
- Overseeing after school activities programs
- Overseeing Riverway's special events, including Saturday Schools
- Overseeing Riverway's community partnerships

It can also be noted that the success in student mobility for 17-18 can be attributed to this initiative; Riverway only lost 6 students during the 17-18 school year.

○ *Expansion of Residency Programs & Community Partnerships*

The school expanded our initiative to educate students in our community using community resources. Primary students participated at the YMCA in gym and swimming one time per week for a trimester.

Primary students participated in a dance residency, with local experts coming into the school to share their knowledge and talents with the students.

We increased food production through a gardening partnership with Master Gardeners of Winona. A large garden plot within walking distance of the school was cultivated by our students in collaboration with Master Gardeners. Lessons were given regularly at school, and students would visit the garden every week in the fall and spring. Much of the produce would be harvested and used in our school food service program or sent home for families.

The Primary School expanded their use of a community park for recess. Tillman Park, located less than one mile from campus, provided students with greater space to run, play, and enjoy the outdoors in a space designed for just that. Our school bus provided transportation to make this accessible and the students loved the opportunity to be more physically active during recess time.

Riverway purchased an outdoor storage building, which was placed in the parking lot, providing over 350 square feet of storage for our fleet of bikes, safety equipment and outdoor PE equipment. Named the OAC (outdoor activity center), the storage provides the space and accessibility needed to enhance our outdoor learning opportunities.

Community engagement initiatives have strengthened the school and its presence in the community over the contractual period. Riverway has joined the Winona Area Chamber of Commerce, MACS, and partnered with over 30 other local businesses and non-profits. Our push to increase public relations and social media has helped our image in the Winona community; we have been transformed from a once struggling school to one that is prospering in our service of youth in our community.



- ***Key Challenges From 2017-2018 & How Challenges will be Addressed***
  - *Leadership Resignation & Hiring of a New Director*

The Board and school community was taxed with the resignation of the two Leaders of Teaching and Learning during the 2017-2018 school year. Interim plans had to be made quickly, and the hiring of a new Leader was the focus of the Board’s attention for 3-4 months. The process was intense and time-consuming; however, it went very smoothly, and a new Director was hired in April 2018.

With the resignation of one Leader in February, the Board and school staff were able to make plans quickly to cover the sudden and unexpected loss of that employee. The Board passed an interim plan in which existing staff would fill in during the process to advertise, interview, and hire what will be the new Director. Although challenging, the transition from a 3-person to a 2-person team has gone very smoothly. The Leader who stayed through June was able to help train and familiarize the new Director with the school and their new role before she left, providing mentoring that will benefit the whole in the transition process. The Director of Operations continues in her role, and this shared model was beneficial to the school, providing consistency with the staff and students as we move forward with a new Director. The Board approved new Director job descriptions in July and participated in a training provided by MACS on a Leadership Evaluation process in October.

- *Meeting the Needs of a High, At-Risk Student Body*

One of our program challenges includes improving student achievement to our level of expectation when we have a student population that is high poverty, high “at-risk”, and high special education. The

expectations to meet MCA proficiency in math and reading, along with our goals to enrich the lives of students through mind, body, and spirit initiatives as our mission states, are ever-evolving, as we place high importance on all areas of the educational experience, especially with an at-risk group of learners.

To confront some of challenges of serving this population, we recognized a need for a student accountability system that outlines our expectations clearly for students and families. Riverway's Academic, Attendance & Behavioral Expectation System is based on the following Goals:

1. I will be Respectful
2. I will be Responsible
3. I will be Safe
4. I will be Prepared
5. I will be Peaceful

Riverway is committed to ensuring all students are safe and have the opportunity to learn unhindered by others' actions. As such, the discipline structure is designed to help students contribute to a positive learning environment based on the values of Respect, Responsibility, Preparedness, Peacefulness, and Safety. This policy is in our family handbook.

To address the needs of students living in poverty, many with mental health issues, we have also increased our capacity to serve at-risk students by hiring a part time school social worker, a school psychologist, and providing staff development opportunities such as Mindfulness in Schools. We will continue to assess the needs of our staff to formulate appropriate staff development opportunities, especially in areas related to serving at-risk students.

- ***Riverway's Strategic Plan & Authorizer Renewal Process***

Starting with 2014-2015 and continuing throughout 2017-2018, Riverway was in a multi-year contract with its Authorizer, Audubon Center of the North Woods. As part of the process to renew this contract in 2018-19, Riverway submitted goals in all required areas, including academic proficiency and growth, mission-based, post-secondary readiness, attendance, kindergarten readiness, third grade literacy, and environmental education. This annual report outlines, in detail, our progress on achieving the goals that are a part of that contract. The Authorizer contract is Riverway's strategic plan. All goals can be found in sections 7, 8, and 10 of the annual report.

## **7. Academic Performance**

- ***Highlights from 2017-2018***

The District as a whole (primary and secondary schools combined) has made progress in improving proficiency scores on the Minnesota Comprehensive Assessments (MCAs) and growth scores on the NWEA Measures of Academic Progress in math and reading over the last 5 school years. In all growth areas (NWEA), the ACNW contractual goals for the 17-18 year were met. In addition, the secondary school goals were all met for the MCA's.

Over the course of the contractual period 2015-2018, the following chart summarizing academic performance in relation to school goals is considered a success of our programs.

	2014-2015	2015-2016	2016-2017	2017-2018	Goals Met/ 4 (years) ( %)
Primary School Reading Growth (NWEA)	Goal Met	Goal Met	Goal Not Met	Goal Met	3/4 (75%)
Secondary School Reading Growth (NWEA)	Goal Met	Goal Met	Goal Met	Goal Met	4/4 (100%)
Primary School Math Growth (NWEA)	Goal Met	Goal Met	Goal Not Met	Goal Met	3/4 (75%)
Secondary School Math Growth (NWEA)	Goal Met	Goal Met	Goal Met	Goal Met	4/4 (100%)
			<b>Total Growth Goals Met (NWEA Data)</b>		<b>14/16 (87.5%)</b>
Primary School Reading Proficiency (MCA)	Goal Met	Goal Met	Goal Met	Goal Not Met	3/4 (75%)
Secondary School Reading Proficiency (MCA)	Goal Not Met	Goal Met	Goal Not Met	Goal Met	2/4 (50%)
Primary School Math Proficiency (MCA)	Goal Met	Goal Met	Goal Not Met	Goal Not Met	2/4 (50%)
Secondary School Math Proficiency (MCA)	Goal Met	Goal Not Met	Goal Met	Goal Met	3/4 (75%)
Primary School Science Proficiency (MCA)	Goal Met	Goal Met	Goal Not Met	Goal Not Met	2/4 (50%)
Secondary School Science Proficiency (MCA)	Goal Met	Goal Met	Goal Met	Goal Met	4/4 (100%)
			<b>Total Proficiency Goals Met (MCA Data)</b>		<b>16/24 (66.6%)</b>

Overall academic proficiency performance on the MCA's was approaching the target, but more challenges are noted here than in the growth goals. The goal for each school year was met 16/24 times or 66.6%. Math and reading subject areas had 3 years where proficiency was not met, and 5 years where proficiency was met, and science had 2 years where proficiency was not met, and so no one subject area experienced more success or challenge than the others. 5 of the not met goals were in the primary school, and 3 of the not met goals were in the secondary school, but it should also be noted that the goal targets were set higher in the primary school, which may account for those results. Overall, proficiency rates have increased, and most goals have been met, but there have been some challenges that we will continue to address. In our future contract, we will be using proficiency index rates to report MCA's.

▪ ***Progress On ACNW Contractual Academic Goals & WBWF Alignment***

**World's Best Workforce (WBWF) Goal Areas:**

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

**Indicator 1: Mission-Related**

**Mission:** Riverway Learning Community is committed to the foundation of a more hopeful and enlightened future by the development of an environment that nurtures the growth of mind, body, and spirit, both as individuals and as members of the larger community. Riverway will promote the simultaneous independence and interdependence of all things.

- **Goal:** In 2014 through 2018, students will show annual growth in three out of the six areas scored by the Hope Survey (Hope, Engagement, Autonomy, Belongingness, Goal Orientation, and Academic Press) until a rating of Very Good is reached, at which point, a rating of Very Good will be maintained. - **Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *ACG, CCR, GRAD*

**Key Measures & Results for this Goal:**

Hope Survey Results					
	2014-15	2015-16	2016-17	2017-2018	Growth/Rating (FY17 to FY18)
Autonomy (1-7)	5.17	5.07	5.24	5.32	+.08/Good
Belongingness (1-5)					
Teacher Academic	4.61	4.58	4.46	4.44	-.02/Good
Teacher Personal	3.86	3.91	3.85	3.93	+.08/Very Good
Peer Academic	3.07	3.18	2.88	3.42	+.54/Good
Peer Personal	3.18	3.10	3.05	3.43	+.38/Needs Improve
Goal Orientation (1-5)					
Mastery	4.10	4.09	3.99	4.04	+.05/Excellent
Performance	2.24	2.30	2.43	2.24	-.19/Very Good
Academic Press (1-5)	3.71	3.89	3.83	3.89	+.06/Very Good
Engagement (-10 to 10)					
Behavioral	3.17	3.65	2.81	2.75	-.06/Moderate
Emotional	2.98	2.94	1.46	1.54	+.08/Moderate
Hope (up to 64)	48.21	48.59	46.49	46.39	-.10/Moderate

The Hope Survey for the 2017-18 school year compared to the 2016-17 school year showed that in Autonomy, Belongingness (Teacher Personal, Peer Academic, and Peer Personal), Goal Orientation (Mastery, Performance), Academic Press, and Engagement results rose overall above prior year, showing growth. All but two of the sub categories in those areas were Good or above. The biggest area of concern in the survey is in Peer Personal in the Belongingness category, although we did grow in this category by +.38. This is an area of opportunity for Riverway Learning Community to increase peer support across the board. We currently are showing Very Good/Excellent in 4 sub categories, Good/Moderate in 5 sub categories and Needs Improvement in 1 sub category. Growth was made in 5 out of 6 areas overall, so the annual goal is met.

**Indicator 2: English Language Learners**

Riverway does not currently serve any ELL students. Goals in this area will be developed if new

students were to enroll.

**Indicator 3: Reading Growth**

Riverway uses NWEA Measures of Academic Progress to determine annual academic growth in reading. Students are tested in the fall, winter, and spring, and annual growth goals are reported on after the spring testing session. The Primary School and the Secondary School have different growth goals; therefore, scores are reported by individual school below.

**Primary School Long Range Reading Growth Goal**

In 2018, 65% of primary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth.

**Primary School Annual Growth Goals**

- In 2015, 60% of primary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2016, 60% of primary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2017, 65% of primary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth. - **Goal Not Met**
- In 2018, 65% of primary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth. - **Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *RG3, AGC, CCR*

**Key Measures & Results for this Goal:**

<b>Spring Reading</b>	<b>N</b>	<b>Meet</b>	<b>Not Meet</b>
<b>E1</b>	<b>13</b>	<b>11</b>	<b>2</b>
<b>%</b>	<b>100%</b>	<b>85%</b>	<b>18%</b>
<b>E2</b>	<b>25</b>	<b>18</b>	<b>7</b>
<b>%</b>	<b>100%</b>	<b>72%</b>	<b>28%</b>
<b>Primary</b>	<b>38</b>	<b>29</b>	<b>9</b>
<b>%</b>	<b>100%</b>	<b>76%</b>	<b>24%</b>
<b>ACNW Goal</b>		<b>65%</b>	

**+11%**

The graph above shows number tested in each class (E1, E2, & Combined [whole school]) and the

number and percentage of students who met growth targets in each of those groups. In the primary school, combined grades 2-6, 38 total students were tested on NWEA, and 76% met their reading growth target. The primary school met the goal of 65% meeting expected reading growth targets by +11%. This is a great improvement over FY17, in which the goal was missed by 14%.

**Secondary School Long Range Reading Growth Goal**

In 2018, 60% of secondary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth.

**Secondary School Annual Growth Goals**

- In 2015, 50% of secondary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2016, 55% of secondary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2017, 60% of secondary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2018, 60% of secondary students enrolled at the beginning of the year will meet expected reading growth targets established by the NWEA for fall to spring growth. – **Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *AGC, CCR*

**Key Measures & Results for this Goal:**

Reading	# Tested(N)	Meets	Does Not Meet
<b>SI</b>	<b>24</b>	<b>17</b>	<b>7</b>
	<b>100%</b>	<b>71%</b>	<b>29%</b>
<b>SII</b>	<b>21</b>	<b>10</b>	<b>11</b>
	<b>100%</b>	<b>48%</b>	<b>52%</b>
<b>Secondary</b>	<b>45</b>	<b>27</b>	<b>18</b>
	<b>100%</b>	<b>60%</b>	<b>40%</b>
<b>Goal</b>		<b>60%</b>	

The graph above shows number tested (N) in each class (S1, S2, & Secondary [whole school]) and the number and percentage of students who met growth targets in each of those groups. In the secondary school grades 7-12, 45 total students were tested on NWEA, and 60% met their reading growth target. The secondary school met their goal of 60% meeting expected reading growth targets.

**Indicator 4: Math Growth**

Riverway uses NWEA Measures of Academic Progress to determine annual academic growth in math. Students are tested in the fall, winter, and spring, and annual growth goals are reported on after the spring testing session. The Primary School and the Secondary School have different growth goals;

therefore, scores are reported by individual school below.

**Primary School Long Range Math Growth Goal**

In 2018, 60% of primary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth.

**Primary School Math Growth Goals**

- In 2015, 55% of primary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2016, 55% of primary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2017, 60% of primary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth. - **Goal Not Met**
- In 2018, 60% of primary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth. – **Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *AGC, CCR*

**Key Measures & Results for this Goal:**

Math	N	Meet	Not Meet
E1	13	12	1
%	100%	92%	8%
E2	24	16	9
%	100%	64%	36%
Primary	38	28	10
%	100%	74%	26%
ACNW Goal		60%	

+14%

The graph above shows number tested in each class (E1, E2, & Combined [whole school]) and the number and percentage of students who met growth targets in each of those groups. In the primary school combined (grades 2-6), 38 total students were tested on NWEA, and 74% met their math growth target. The primary school surpassed their goal of 60% meeting expected math growth targets by +14%.

**Secondary School Long Range Math Growth Goal**

In 2018, 60% of secondary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth.

**Secondary School Annual Math Growth Goals**

- In 2015, 50% of secondary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2016, 55% of secondary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2017, 60% of secondary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth. - **Goal Met**
- In 2018, 60% of secondary students enrolled at the beginning of the year will meet expected math growth targets established by the NWEA for fall to spring growth. -**Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *AGC, CCR*

**Key Measures & Results for this Goal:**

Spring	# Tested(N)	Meet	Not Meet
<b>Math</b>			
<b>S1</b>	<b>24</b>	<b>19</b>	<b>5</b>
	<b>100%</b>	<b>79%</b>	<b>21%</b>
<b>SII</b>	<b>21</b>	<b>11</b>	<b>10</b>
	<b>100%</b>	<b>52%</b>	<b>48%</b>
<b>Secondary</b>	<b>45</b>	<b>30</b>	<b>15</b>
	<b>100%</b>	<b>67%</b>	<b>33%</b>
<b>Goal</b>		<b>60%</b>	

+7%

The graph above shows number tested (N) in each class (S1, S2, & Secondary [whole school]) and the number and percentage of students who met growth targets in each of those groups. In the secondary school grades 7-12, 45 total students were tested on NWEA, and 67% met their math growth target. The secondary school surpassed their goal of 60% meeting expected math growth targets.

**Indicator 5: Reading Proficiency**

Riverway uses Minnesota Comprehensive Assessments to determine proficiency in reading. Students are tested in the spring, and annual proficiency goals are reported on after the spring testing session. The Primary School and the Secondary School have different goals; therefore, scores are reported by individual school below.

**Primary School Long Range Reading Proficiency Goal**

In 2018, 50% of all primary students enrolled by October 1<sup>st</sup> year will be proficient as measured by the spring MCA reading assessment.

**Primary School Annual Reading Proficiency Goals**

- In the spring of 2015, 40% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment. - **Goal Met**
- In the spring of 2016, 43% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment. - **Goal Met**
- In the spring of 2017, 47% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment. - **Goal Met**
- In the spring of 2018, 50% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment. – **Goal Not Met**

**WBWF Goal Areas Addressed by this Goal:** *RG3, AGC, CCR*

**Key Measures & Results for this Goal:**

# Tested	Does not Meet	Partial Proficiency	Proficient or Exceeds Proficient
33	8	14	11
100%	24%	42%	33%
		ACNW Goal	50% -17%

The graph above shows the percentage of students who exceed, meet, partially meet, and do not meet proficiency targets. In the primary school, 33 total students were tested on MCA, and 33% meet or exceed proficiency. The primary school did not meet their goal of 50% meeting reading proficiency targets, but in all prior years, this goal was met.

**Secondary School Long Range Reading Proficiency Goal**

By 2018, 50% of all secondary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment.

**Secondary School Annual Reading Proficiency Goals**

- In the spring of 2015, 40% of all secondary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment. - **Goal Not Met**
- In the spring of 2016, 43% of all secondary students enrolled October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment. - **Goal Met**
- In the spring of 2017, 47% of all secondary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment. - **Goal Not Met**
- In the spring of 2018, 50% of all secondary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA reading assessment. – **Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *AGC, CCR*

**Key Measures & Results for this Goal:**

# Tested	Does not Meet	Partial Proficiency	Proficient or Exceeds Proficient
23	1	10	12
100%	4%	43%	52%
		ACNW Goal	50% +2%

The graph above shows the percentage of students who exceed, meet, partially meet, and do not meet proficiency targets. In the secondary school, 23 total students were tested on MCA, and 52% were proficient. The secondary school met their goal of 50%.

## Indicator 6: Math Proficiency

Riverway uses Minnesota Comprehensive Assessments to determine proficiency in math. Students are tested in the spring, and annual proficiency goals are reported on after the spring testing session. The Primary School and the Secondary School have different goals; therefore, scores are reported by individual school below.

### Primary School Long Range Math Proficiency Goal

In 2018, 45% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment.

### Primary School Year By Year Math Proficiency Goals

- In the spring of 2015, 30% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment. - **Goal Met**
- In the spring of 2016, 35% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment. - **Goal Met**
- In the spring of 2017, 40% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment. - **Goal Not Met**
- In the spring of 2018, 45% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment. – **Goal Not Met**

**WBWF Goal Areas Addressed by this Goal:** *AGC, CCR*

### **Key Measures & Results for this Goal:**

# Tested	Does not Meet	Partial Proficiency	Proficient or Exceeds Proficient
33	9	16	8
100%	24%	48%	24%
		ACNW Goal	45% -21%

The graph above shows the percentage of students who exceed, meet, partially meet, and do not meet proficiency targets. In the primary school, 33 total students were tested on MCA, and 24% met or

exceeded proficiency. The primary school missed their goal of 45% meeting or exceeding math proficiency targets by 21%.

**Secondary School Long Range Math Proficiency Goal**

In 2018, 30% of all secondary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment.

**Secondary School Annual Math Proficiency Goals**

- In the spring of 2015, 15% of all secondary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment. - **Goal Met**
- In the spring of 2016, 20% of all secondary students enrolled October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment. - **Goal Not Met**
- In the spring of 2017, 25% of all secondary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment. - **Goal Met**
- In the spring of 2018, 30% of all secondary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA math assessment. **Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *AGC, CCR*

**Key Measures & Results for this Goal:**

# Tested	Does not Meet	Partial Proficiency	Proficient or Exceeds Proficient
25	10	7	8
100%	40%	28%	32%
		ACNW Goal	30% +2%

The graph above shows the percentage of students who exceed, meet, partially meet, and do not meet proficiency targets. In the secondary school, 25 total students were tested on MCA, and 8 were proficient. The secondary school met their goal of 30% math proficiency targets by +2%.

**Indicator 7: Science Proficiency**

Riverway uses Minnesota Comprehensive Assessments to determine proficiency in science. Students are tested in the spring, and annual proficiency goals are reported on after the spring testing session. The Primary School and the Secondary School have different goals; therefore, scores are reported by individual school below.

**Primary School Long Range Science Proficiency Goal**

In 2018, 45% of primary 5<sup>th</sup> graders enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment.

**Primary School Annual Science Proficiency Goal**

- In the spring of 2015, 30% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment. - **Goal Met**
- In the spring of 2016, 35% of all primary 5<sup>th</sup> graders enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment. - **Goal Met**
- In the spring of 2017, 40% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment. - **Goal Not Met**
- In the spring of 2018, 45% of all primary students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment. – **Goal Not Met**

**WBWF Goal Areas Addressed by this Goal:** *AGC, CCR*

**Key Measures & Results for this Goal:**

# Tested	Does not Meet	Partial Proficiency	Proficient or Exceeds Proficient
9	2	4	3
100%	22.2%	44.4%	33.3%
		ACNW Goal	45% -11.7%

The graph above shows the percentage of students who exceed, meet, partially meet, and do not meet proficiency targets. In the primary school, 8 total students were tested on MCA and 33.3% are proficient. The primary school missed their goal of 45% meeting or exceeding science proficiency targets by 11.7%.

**Secondary School Long Range Science Proficiency Goals**

In 2018, 30% of secondary students tested (8<sup>th</sup> and 12<sup>th</sup> grade) enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment.

**Secondary School Year by Year Science Proficiency Goals**

- In the spring of 2015, 15% of all secondary 8<sup>th</sup> and 12<sup>th</sup> grade students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment. - **Goal Met**
- In the spring of 2016, 20% of all secondary 8<sup>th</sup> and 12<sup>th</sup> grade students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment. - **Goal Met**
- In the spring of 2017, 25% of all secondary 8<sup>th</sup> and 12<sup>th</sup> grade students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment. - **Goal Met**
- In the spring of 2018, 30% of all secondary 8<sup>th</sup> and 12<sup>th</sup> grade students enrolled by October 1<sup>st</sup> will be proficient as measured by the spring MCA science assessment. -**Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *AGC, CCR*

**Key Measures & Results for this Goal:**

# Tested	Does not Meet	Partial Proficiency	Proficient or Exceeds Proficient
26	7	8	11
100%	26%	31%	43%
		ACNW Goal	30% +13%

The graph above shows the percentage of students who exceed, meet, partially meet, and do not meet proficiency targets. In the secondary school, 26 total students were tested on MCA, and 43% were proficient. The secondary school surpassed their goal of 30% meeting or exceeding science proficiency by +13%.

### **Indicator 8: Proficiency in Other Curricular Areas**

- *Curriculum Embedded Goals*

#### **Primary School Long Range Curriculum Embedded Goal**

In 2014-2018, the AIMSWeb testing system will be used in math and reading to group students into three tiers, a mainstream group and a two tiered remediation system: the 1<sup>st</sup> tier will be the mainstream curriculum; the 2<sup>nd</sup> tier will be the first level of intervention and will include focused group or one-on-one support beyond the mainstream; the 3<sup>rd</sup> tier will be the most intensive level of intervention which will include one-on-one support beyond tier 2.

The percentage of students in second through sixth grades who were in tiers 2 and/or 3 for reading and/or math making more than one year of growth, as measured by the Spring NWEA, will be 60%.

**WBWF Goal Areas Addressed by this Goal:** *RG3, CCR*

#### **Key Measures & Results for this Goal:**

For the 2017-2018 school year, there were 14 total students in second through sixth grade that received remedial services from a specialist. This is a decrease of one student over last year. Of those 14, there were 5 supported in reading and 10 were supported in math (some receiving support in both subject areas).

Reading: Of the 5 students that received remedial services in reading, all 5 students met their NWEA growth goals. This represents 100% overall. – **Goal Met**

Math: Of the 10 students that received remedial services in math, 7 students met their NWEA growth goals. This represents 70% overall. The three students that did not meet their goals receive special education services. - **Goal Met**

#### **Secondary School Long Range Curriculum Embedded Goal**

In 2014-2018, the lowest 15% of non-SPED students in math and reading will be identified using the Fall NWEA MAP assessment and provided with additional, intensive, one-on-one and/or group lessons. The percentage of these children making more than one year of growth will be 60%.

**Key Measures & Results for this Goal:**

**Reading:** For the 2017-18 school year, there were 6 students in grades 7-12 who received reading remediation. Of those 6, five made more than one year of progress as measured by the spring NWEA, or 83%. – **Goal Met**

**Math**

For the 2017-2018 school year, there were 6 students in grades 7-12 who received math remediation. Of those 6, five made more than one year of progress as measured by the spring NWEA, or 83%. - **Goal Met**

	2014-15	2015-16	2016-17	2017-18
Reading	Goal Met	Goal Met	Goal Not Met	Goal Met
Math	Goal Met	Goal Met	Goal Met	Goal Met

- *Special Education Goals*

**District Long Range Special Education Goal**

In 2014-2018, 100% of Special Education students will meet 85% of their annual IEP goals.

**WBWF Goal Areas Addressed by this Goal:** *CCR, GRAD*

**Key Measures & Results for this Goal:**

In 2017-2018, the primary school SPED students met a total of 54% (28/52) of the goals that expired during the year. The secondary school had a slightly higher rate of 18/33 or 55% met. - **Goal Not Met.**

**Indicator 9: Post-Secondary Readiness**

**District Post-Secondary Readiness Long Range Goal**

In 2018, 75% of Riverway Learning Community’s graduates will be required to complete the following at a passing level (C or above): a complete autobiography, a resume, cover letter, one career exploration project, a job application, a mock interview, and a public presentation at the graduation ceremony.

**District Year by Year Post-Secondary Readiness Goal**

- In 2015, 60% of graduates will be required to complete the following at a passing level (C or above): a complete autobiography, a resume, cover letter, one career exploration project, a job application, a mock interview, and a public presentation at the graduation ceremony. - **Goal Met**
- In 2016, 70% of graduates will be required to complete the following at a passing level (C or above): a complete autobiography, a resume, cover letter, one career exploration project, a job application, a mock interview, and a public presentation at the graduation ceremony. - **Goal Met**
- In 2017 and 2018, 75% of graduates will be required to complete the following at a passing level (C or above): a complete autobiography, a resume, cover letter, one career exploration project, a job application, a mock interview, and a public presentation at the graduation ceremony. – **Goal Met**

**WBWF Goal Areas Addressed by this Goal:** *CCR, GRAD*

**Key Measures & Results for this Goal:**

RLC had six students who graduated in May of 2018. All graduates, (100%) completed the task.

**Indicator 10: Attendance**

**District Long Range Attendance Goal**

In 2018, Riverway Learning Community students will have an attendance rate of 91%.

**Year by Year District Attendance Goal**

- In 2015, Riverway students will have an attendance rate of 90.25%. - **Goal Met**
- In 2016, Riverway students will have an attendance rate of 90.5%. - **Goal Met**
- In 2017, Riverway students will have an attendance rate of 91%. - **Goal Met**
- In 2018, Riverway students will have an attendance rate of 91%. – **Goal Met**

WBWF Goal Areas Addressed by this Goal: CCR, GRAD

**Key Measures & Results for this Goal:**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 (preliminary)
Attendance Rate	90.18%	90.50%	91%	92.7%	93.7%	93.4%

The attendance rates above are for Riverway as a district (includes both the primary and the secondary schools). The students in the primary school have a higher attendance rate than those in the secondary. Riverway’s Primary School (grades K-6) attendance rate in 2017-2018 was nearly 95.2%. Riverway’s Secondary School (grades 7-12) attendance rate was 91.8% (compared to 91.5% % in 16-17). The district average in 2017-18 is 93.4%, which, again, surpasses the annual goal. Each year of the contract period, the goal of 91% was met, and continues to trend upward.

**Federal and State Accountability**

• ***High Quality Charter School Status***

For the purposes of the Federal Charter School Program (CSP) replication/significant expansion grant, MDE identifies Charter Schools that qualify as “High Quality” through its Comprehensive Performance Framework (CPF). In 2017-18, Riverway was identified as a High-Quality Charter School by MDE. There are no plans to receive the CSP grant or us the status for plans for expansion or replication.

• ***ESSA Identification***

NEW FOR FY18: Under ESSA, Minnesota will be identifying schools that will receive comprehensive supports or additional targeted support beginning in the FY18-19 school year. Riverway’s Primary School (grades prek-6) has been designated as a support school for scores in both reading and math.

- ***Additional World's Best Workforce Data***
  - ***School's progress towards closing the achievement gap.***

Riverway does not serve a large minority population. We do serve a large number of students that live in poverty and qualify for free or reduced lunch. It is difficult to analyze the data related to closing the achievement gap because the number of children not qualifying for free or reduced lunch is limited to just a few students or, during certain years, no students. As such, the data we have may be considered statistically irrelevant.

It should be noted that our primary school free and reduced lunch population scored higher on the MCA's in math and reading than the state average in this sub category. This was the only population that can be filtered as statistically relevant at this time.

Our efforts to ensure the best education for children living in poverty include a range of initiatives that include both academic and non-academic practices. Studies show that children living in poverty have less access to books in the home so we have developed a take home library so that all primary children can bring books into their home every day.

We have initiated another school wide program to help provide valuable additional time for students to finish school work, get help on homework, and engage in a variety of after school programs. Each Thursday the entire staff is available to work with children after school for 1.5 hours. Importantly, we provide a late bus to transport the students to their homes because of the limited transportation resources of their parents. This program can provide up to 48 hours of additional time for students to focus on their work.

Children living in poverty often have nutritional challenges that prevent them from performing at their best. To address this, we ensure that each child has access to a healthy breakfast, regular snacks, and a balanced lunch every day. We also partnered with the area food shelter to provide a weekend food program; children can take a backpack of individually packaged meals and snacks home each Friday to eat on the weekends. Nearly 1 out of 6 children participate in the "backpack program."

- ***School's progress towards ensuring all students are ready for kindergarten***

The Children's House program at Riverway was officially recognized by MDE during the 2013-2014 school year with the supplementation application for program expansion. It is designed as the starting point of a child's scholastic career at Riverway. As such, the three (3) and four (4) year old portions of the program are crucial parts of the overall educational paradigm which ensure educational consistency; these years not only lay the foundation for success in the kindergarten year but also for the primary and secondary programs and beyond.

We offered our preschool program to the community using an income based sliding fee schedule for 3-year olds in 2017-18, and a free program for 4-year olds as part of our newly state funded Voluntary Pre-Kindergarten Program. In 2017-18, 10 children attended the program as 3 or 4-year olds.

### **Kindergarten Readiness Goal (Reading and Math CBM):**

**Reading-** 66.6% of Kindergarten students that attended our preschool program for at least one year will meet normative targets as measured by the 2018 fall AIMSWeb for Letter Naming Fluency and Letter Sound Fluency.

Assessment	N	Met	Not Met	Goal
LetterNaming Fluency	7	6	1	<b>Goal Met</b>
Percentage	100%	86%	14%	
Letter Sound Fluency	7	6	1	<b>Goal Met</b>
Percentage	100%	86%	14%	

**Math-** 66.6% of Kindergarten students that attended our preschool program for at least one year will meet normative targets as measured by the 2018 fall AIMSWeb for Oral Counting, Number Identification, Quantity Discrimination, and Missing Number.

Assessment	N	Met	Not Met	Goal
Oral Counting	7	7	0	<b>Goal Met</b>
Percentage		100%	0%	
Number Identification	7	7	0	<b>Goal Met</b>
Percentage		100%	0%	
Quantity Discrimination	7	5	2	<b>Goal Met</b>
Percentage		71%	29%	
Missing Number	7	5	2	<b>Goal Met</b>
Percentage		71%	29%	

- *School's progress towards ensuring that all students in third grade achieve grade level literacy*

Riverway implements a pre-k through grade 3 literacy plan. Our Montessori Philosophy guides our reading instruction implementation. Reading instruction is delivered based on a multiple-tiered system of support. Core instruction is provided to all students, and students reading below grade-level are provided a phonics-based intervention program. In the Montessori program, students begin in Children's House at age 3 and continue through kindergarten. All students, beginning at age 3, are immersed in an enriched literacy environment. The Montessori curriculum focuses on phonetics starting at age 3. Most students enter Kindergarten reading and with phonemic awareness skills because all pillars of literacy are integrated cross-curricular. Students who do not participate in our PK program and enter the classroom as kindergartners are immediately assessed and an individualized learning plan is created. Our goal is that all kindergarten students will begin reading fluently at grade level or above by the end of the school year and will transition into the Elementary I classroom (grades 1-3) with the early literacy skills they need to be at grade level. In the Elementary Montessori classrooms literacy is very important because most of the curriculum includes reading, researching, and writing. It is essential that all students are reading at grade level or above.

### **Third Grade Literacy Goal (MCA and CBM):**

Riverway's long term goal is to have all third graders, enrolled by October 1<sup>st</sup>, reading at grade level as measured by the spring Minnesota Comprehensive Assessment. On a year-to-year basis, Riverway's annual goal is to meet the state's aggregate reading proficiency rate for third graders as measured by the spring Minnesota Comprehensive Assessment.

For the year 2017-2018 school year 1/8, or 12.5% of all third graders enrolled by October 1<sup>st</sup> were proficient on Reading as measured by the MCA. 4/8, or 50% were partially proficient and 3/8, or 38% were not proficient. This is in contrast to the state's proficiency rate of 61%. - **Goal Not Met**

- *School's progress towards ensuring that all students attain career and college readiness before graduating from high school & School's progress towards ensuring that all students graduate from high school*

### **District Long Range Graduation/Exit Rate Goal**

In 2018, 60% of students in grades 9-12 will receive the required 15 credits per year toward graduation. Sixty credits are required for graduation.

District Year by Year Graduation/Exit Rate Goals

- In 2015 and 2016, 50% of students in grades 9-12 will receive the required 15 credits per year towards graduation. - **Goal Met**
- In 2017 and 2018, 60% of students in grades 9-12 will receive the required 15 credits per year towards graduation. - **Goal Met**

Key Measures & Results for this Goal:

In 2017-18, 29 students 9<sup>th</sup> through 12<sup>th</sup> grade completed the entire year at RLC. Of these 29 students, 18 received 15 or more credits towards graduation. 62% of students who completed a full year at RLC received 15 or more credits towards four-year graduation, surpassing our goal of 60%. This is a very important goal for our high school students, and one we continually work on to support them as they complete high school requirements.

## **8. Educational Effectiveness: Assessment & Evaluation**

- *The specific areas of need in the school's education program that were identified at the start of the 2017-2018 school year, and the data the needs were based upon*

Analysis was conducted using the new features available on the MDE website, specifically, the growth measures outlining lo, med, and hi growth based on the previous year's proficiency levels. Additional information was provided by the new individualized Student Profile reports available from the NWEA website. This compilation of data allowed team members to look at the collective big picture as well as drill down to the individual level. While our proficiency rates had been increasing for several years (those students Exceeding or Meeting standards), the students moving from Not Meeting to Partially Meeting standards remained low. More students need to be moving towards a greater level of proficiency, whether that be moving from Not Meeting to Partially Meeting or from Partially Meeting to Meeting. This is true in both math and reading.

To specifically address the need of growth in the relation to MCA scores, the school has hired a remediation specialist who does a more in-depth study of each individual student's score. The scores are reviewed with the students and goals are set as a team.

- ***Process for assessing and evaluating each student's progress toward meeting state and local academic standards.***

One of Riverway's purposes as a charter school is ***Measuring learning outcomes and creating different and innovative forms of measuring outcomes:***

- Focus on empowering students to take ownership and responsibility to direct their own learning, including use of Individualized Learning Plans (ILPs) and goal setting for all students
- Curriculum Based Measurements in core subject matter, weekly and biweekly exams in math and language arts for the secondary students
- Student portfolio development and student presentation nights
- Narrative progress reporting each trimester for primary grades using Montessori-based
- Student-led conferences
- All students are evaluated every trimester on their progress through the classroom curriculum using a narrative report that includes transcripts for high school age students and individual student portfolios.

In addition to the curricular measurements listed above, Riverway uses NWEA Measure of Academic Progress three times per year with students in grades 2-12 to identify individual reading and math achievement levels and prescribe instructional strategies to assist students in attaining their projected yearly growth. The data from each subsequent assessment is used to group students based on their individual achievement level and prescribe instructional strategies to improve achievement. In addition to NWEA, Riverway primary school, grades pre- K-6, uses Fastbridge testing in Reading and Mathematics three times per year for all students and every two-three weeks for students in remediation.

Primary and Secondary staff teams meet in Professional Learning Communities for up to 60 minutes/week to review and analyze assessment data to assist in developing prescriptive educational strategies to improve student learning. Riverway uses MN State Assessments in math, reading, and science to report student progress towards meeting MN state standards.

- ***Process for disaggregating data by student group in order to assess the school's educational effectiveness in relation to those groups***

Riverway is challenged when it comes to the disaggregation of data by student group in order to assess the school's educational effectiveness in relation to the respective groups. This seems to stem primarily from the small sample sizes with which we typically work combined with the historical variability of individual student achievement. We now use the new information available on the MDE website to disaggregate the data. With such small samples sizes, where one or two students can swing percentages by over 10%, and sometimes over 25%, we anticipate that, even with the new tool, we will still need to drill the data down to the individual level, as systemic conclusions are hard to draw based on statistically insignificant data. This is particularly true where patterns are not readily identifiable within or across student groups. Regardless of these later challenges, we take the time to look at the data, compile the results, and gather before the school year begins to collectively discuss and analyze the content.

- ***Process to review and evaluate the strengths and weaknesses of instruction and curriculum.***

The Riverway Primary School is committed to ensuring all children receive high quality instruction by regularly reflecting upon the curriculum and instruction by attempting to implement the Montessori Curriculum with fidelity. Montessori is a comprehensive pedagogy that covers the majority of

Minnesota State Standards; however, not everything is sequenced as expected by the state. This creates a tension because the methodology must be compromised to introduce supplemental material when/if “curricular holes” are identified. This requires an analysis of the curricular components to determine what needs to be added. As such, the primary staff has collectively created both a literacy plan and a mathematics plan that stipulates what curricular pieces are being used (Montessori and supplementary), what is used for assessment, and what is used for remediation. These plans are reviewed and updated at the beginning of the year to set the stage going forward. During the year, approximately one meeting per month is designated to reviewing these plans. Some questions asked are: Are we using what we said we were going to use? Is it proving effective? Do we need to add anything? Do we need to remove anything? In this paradigm, most significant changes occur at the beginning of the year while midyear changes are usually minor adjustments based on things like anecdotal records, time constraints, benchmark results, etc.

Riverway’s Secondary Math Instructor uses the Minnesota State Standards in math. The standards were unpacked and placed into a document that is used on a weekly basis to assist the instructor in preparing all math lessons for grades 7-12. Each standard is checked off as it is introduced to the students, and the document is checked regularly by the Leader of Teaching and Learning.

Riverway’s Secondary Leader of Teaching and Learning created a similar document to assist the Language Arts instructor in creating lesson plans that will ensure that Minnesota standards in language arts are being met. A similar document was created for Science and Social Studies Standards. Each student in grades 9-12 maintains a graduation standard checklist along with a up to date transcript of credits completed. This list is also updated by the Learning Leader every trimester to guarantee that students are meeting the state requirements.

For both schools, ongoing collaborative discussions as part of the PLC allow teachers to identify ineffectiveness by analyzing several factors- student test scores, student learning/growth/ability to master standards, and general classroom engagement observations. Because Riverway is so small and feedback from peers and Leadership is valued by staff, identifying ineffectiveness and working towards improvement is always at the forefront of the PLC practice.

- ***The school’s system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;***

In order to develop, improve, and support Learning Leaders in implementing effective teaching practices in their quest to improve student learning, Riverway has developed a system of teacher evaluation and review, which was approved by the Board of Directors in June of 2015 to meet the state requirements. This system includes a Job Description, a Staff Competencies Rubric covering the areas of Work with Students, Work with Parents, Work with Staff, Personal Growth, General Responsibilities, and Student Assessment (themselves fulfilling the domains of Planning, Environment, Instruction, and Professionalism), and a professional development component. The process, overseen and carried out by the Leaders of Teaching and Learning and beginning in 2018-19, overseen by the Director, it is an annual system during which all employees will be formally evaluated.

As part of Riverway’s Contractual agreement, assessment goals are established for each school year. Goals generally increase each year and thus, reflect an upward trend in expected student outcomes. A

Learning Leader that is not meeting professional teaching standards by performing at unacceptable levels in any given area of assessment may be placed on probation at any time and for the length of time required to adequately address the issue. Administrative support for Learning Leaders is catered to the needs of the individual.

Learning Leaders will be required to observe two other Learning Leaders during the year, one in secondary and one in primary. The goal of these observations is to expose Learning Leaders to other teaching styles, help them develop a greater understanding of institutional continuity, and may include an opportunity to provide feedback or otherwise engage in a dialogue related to the observation.

The Board of Directors completes a review of the Leaders of Teaching and Learning and the Leader of Operations annually. Using survey data and longitudinal data, the Board provides the Leaders of Teaching and Learning with feedback, including strengths and challenges. The Board takes into consideration the Leader's commitment to achieving the academic and strategic goals set forth in the contractual agreement with ACNW.

- ***Strategies for improving instruction, curriculum and student achievement***

Riverway has engaged in several strategies for improving instruction, curriculum, and student achievement. An important step in this process is utilizing the tools available to us from both the MDE and the NWEA websites. With this data readily available, we can move from collective data analysis to individual student analysis. An additional strategy is looking at staff and their expertise in relationship to the role they play at the school. As a small, innovative program, we, at times, seek variances for staff to teach in areas outside their licensure. While this has proven effective in some cases, we continue to move people around to place them in the areas in which they excel in instruction. We employ comprehensive Individual Learning Plans for each student. These plans include the areas of self-care, short term, and long-term goals, including test scores from the MCA, NWEA, and other relevant assessment data. This helps students visualize their current and future selves as people and students while, at the same time, provides a point of departure upon which the teachers can talk with the students about their academic, social, and emotional progress. School staff gathered several times over the summer to look at curricular cohesiveness across the classrooms. This process included maximizing curricular similarities while minimizing differences. Out of these meetings came a more streamlined Writing Curriculum (preK-6) as well as a Social-Emotional Curriculum (preK-3).

- ***Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance and effectiveness.***

The Leaders of Teaching and Learning guide the school improvement process, including providing professional development for instructional staff and holding staff accountable for results. Through the implementation of these systems for teachers that take into account data on student growth, observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement, Riverway will ensure that highly-effective instructional staff will be retained to continue improving the academic achievement of students at Riverway.

Starting in the summer of 2016 and continuing for the 2017-2018 is formal Cognitive Coaching of the Learning Leaders by the Leaders of Teaching and Learning. Cognitive Coaching is based on the belief that a teacher's actions and choices are a result of his/her thinking. As written in the Cognitive

Coaching Seminars Foundational Training Learning Guide, “The relationship presumed by Cognitive Coaching is that teaching is a professional act and that coaches support teachers in becoming more resourceful....Cognitive Coaching also serves as the nucleus for professional communities that honor autonomy, encourage interdependence, and strive for high achievement.” This may be one of the most important initiatives to promote high-quality instruction and rigor by engaging with and challenging teachers to expand their thinking and reflective processes in relationship to their teaching practice. Importantly, this is done in a non-judgmental manner that re-enforces the idea that our collective success is based on our ability to collaborate.

- ***The school’s process for examining the distribution of experienced and qualified teachers across the district and within school sites using data***

With a small teaching staff (8) at a one building site, the distribution of experienced and qualified teachers is not applicable in our staffing model. We currently have no turnover in our licensed teaching staff, but if that were to happen, we would consider experience of teachers and the needs of the student groups in our recruitment and replacement of said staff.

## **9. Student & Parent Satisfaction**

Riverway used an online survey with students and parents, and the results of several key questions in graph form are compiled (below). Student satisfaction results are compiled from students in all grades, with the exception of 3, 4, and 5 year olds. They were asked to rate their Learning Leader, specifically.

- ***Student Satisfaction Survey- 2018 Data***

	No	Sometimes	Usually	Yes
My Learning Leader helps me feel safe at school.	0.9%	5.8%	11.5%	81.7%
My Learning Leader provides a good academic education.	2.9%	5.7%	13.3%	78.1%
My Learning Leader individualizes my work to meet my learning needs.	4.7%	17.0%	21.7%	56.6%
My Learning Leader lets me be a part of planning my education and I get to explore things that interest me.	4.7%	25.5%	18.9%	50.9%
My Learning Leader treats all students with respect.	1.9%	4.8%	13.5%	79.8%
My Learning Leader holds high expectations for student behavior and helps students resolve problems.	0%	8.6%	21.9%	69.5%
My Learning Leader provides a classroom that is orderly, has appropriate materials, and is comfortable for me to learn in.	3.8%	7.7%	20.2%	68.3%
My Learning Leader cares about me and I like having them as my teacher.	0.9%	5.7%	11.4%	81.9%
My Learning Leader is a good fit for this school.	2.0%	2.9%	5.9%	89.2%

▪ **Parent Satisfaction Survey**

The following questions were asked of parents via online survey at the end of the 2017-2018 school year. The results of this survey are very positive, showing a continued satisfaction from our parents and families. There are strengths in the area of safety and a respectful and welcoming staff, and improvements noted in the area of building and grounds.

<b>Riverway provides a safe learning environment for students.</b>			
Answer Choices	Responses		
Yes	100.00%	28	
Sometimes	0.00%	0	
No	0.00%	0	

<b>Parents are informed of school events through regular communication (newsletters, memos, email, phone calls, textwire, etc.)</b>			
Answer Choices	Responses		
Yes	96.43%	27	
Sometimes	3.57%	1	
No	0.00%	0	

<b>Parents have sufficient opportunities to be involved in the educational experiences of their children.</b>			
Answer Choices	Responses		
Yes	92.86%	26	
Sometimes	3.57%	1	
No	3.57%	1	

<b>Parents are treated respectfully and welcomed by school staff.</b>			
Answer Choices	Responses		
Yes	88.89%	24	
Sometimes	11.11%	3	
No	0.00%	0	

<b>The building and grounds meet the needs of students.</b>			
Answer Choices	Responses		
Yes	71.43%	20	
Sometimes	28.57%	8	
No	0.00%	0	

<b>School staff are able to articulate and promote the school's mission and vision.</b>			
Answer Choices	Responses		
Yes	100.00%	28	
Sometimes	0.00%	0	
No	0.00%	0	

<b>Overall Satisfaction: Riverway's educational programs meet the needs of students and families.</b>			
Answer Choices	Responses		
Yes	92.59%	25	
Sometimes	3.70%	1	
No	3.70%	1	



**Please rate the following by level of importance to your family in choosing to enroll your children at Riverway.**

We asked parents this question to help us gauge the reasons that families are choosing Riverway. The choices for each category were- not important, somewhat important, or very important (31 responses). The percentage of parents who rated these as very important are listed in order.

- Small school community- 93% said very important
- Environmental Education- 93% said very important
- School’s mission and vision- 78% said very important
- Curriculum offered- 74% said very important
- In-house Food Service program- 59% said very important
- Multi-age classrooms- 44% said very important
- Charter School- 44% said very important
- Pre-K through grade 12- one building school- 30% said very important

**10. Environmental Education**

The mission of *Riverway Learning Community’s* authorizer, the Audubon Center of the North Woods, is to “instill a connection and commitment to the environment in people of all communities through experiential learning.” The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. As part of our contract with our authorizer, we are required to provide opportunities to instill a connection and commitment to the environment through experiential learning.



**Indicator Area 1: Curriculum and School Culture**

Primary School students had many opportunities to investigate and practice sustainable living, including group curricular lessons, individual projects, and school wide Monday Morning Meetings. Each week the Monday Morning Meeting agenda included data presentation related to an aspect of sustainability. The students presented at various meetings. Those presentations included discussion on topics such as:

- What can be done to reduce food and energy waste
- The consequences of our collective actions
- Articulating the number of people that could be fed with the food we had wasted

- Setting monthly food waste targets

The school experimented with a new way of encouraging sustainable eating by starting the year with inter-classroom competitions. Interestingly, these competitions led to less waste than when we only consider the entire school. In fact, only when the classes were in competition did we meet monthly targets. When discussing energy use, the factors that influence overall usage were analyzed and students were able to successfully identify key factors, especially whether school was in session, and outside temperature (as related to the seasons and the use of heaters and air conditioners).

Finally, and because we already had the sustainable practice signage near lights and water sources, various art projects, connected to curricular elements, were prominently displayed in the school.

Secondary students had many opportunities to research, investigate and learn about sustainability via projects, our Monday Morning Meetings, gardening and creating products to be sold at our annual Bazaar. Each student in Secondary II was required to research and present a final project on a Minnesota Winter Phenology, 100% of the Secondary II students presented their project at Project Presentation Night. 57% of the students passed with a score of 2 or higher, 86% passed with a 1 or higher.

## **Indicator Area 2: Exposure to Natural Environments**

Elementary 2 students went on a 2-day, 1-night excursion to the Eagle Bluff Environmental Learning Center in Lanesboro, MN. During this time students engaged in indoor/outdoor environmental classes and everyone participated in the Eagle Eye and Golden Plate programs focused on sustainable living practices and eating respectfully.

Besides the Eagle Bluff trip for E2, our students participated in a field trip to YMCA Camp Wenonah. To accomplish our goal, students participated in a plethora of events like working in the school garden, hikes at Saint Mary's University trails and at Prairie Island Park in Winona.

Our Secondary II group attended a week-long excursion to Audubon Center of the Northwoods. This group of students showed amazing resiliency and determination. They were faced with below zero-degree temperatures, were asked to participate in activities for long periods of time while working cooperatively with their group of peers. We spent from 7 am to 10 pm together all week, laughing, learning, encouraging, and supporting each other in various ways.

38 secondary students participated in the overnight class trip to Whitewater State Park. As part of this trip the following classes were attended: Biking, Trout Fishing, History of Land Use in Whitewater, WSU Outdoor Education Program, Hiking, and Invasive species identification and removal. Students wrote reflections on their experiences with the environment on this trip, and documented their experiences with photographs.

We pride ourselves in getting our students outdoors and experiencing nature using "community as a classroom." A list of over 75 activities that students participated in out in the natural environment was compiled to meet this goal. Riverway's ethos has always revolved around the natural world and the number of lessons, activities, and field trips in which the students engage, reflects that ethos.

### Primary School Natural Environments and Community as a Classroom:



### Secondary School Natural Environments and Community as a Classroom:



### Indicator Area 3: Promote Environmental Stewardship

Riverway once again took on a lead role at the Annual Winona Earth Day Festival, comprising approximately half of the offerings on site. The school developed plans to have over half a dozen booths at which a variety of green activities were displayed/presented.

Children's House and Elementary 1 provided an area for visitors to create their own newspaper pots for growing small plants and herbs. To get people started with growing something, several herbs were available to plant. This activity not only demonstrated one simple thing for which old newspapers could be used, but also promoted the growing of one's own food (herbs). These children also provided some entertainment, singing several environmental songs during a preset time between musical acts. Elementary 2 focused tree planting. Several days before the celebration, the entire Riverway community helped wrap the roots of seedlings for distribution. During the celebration, the Elementary 2 students gave away trees to visitors and instructed them in how to plant and care for the seedlings.

Secondary students took on many roles at the Earth Day Celebration this year. Many helped the primary students make newspaper pots, some were helping community members create dream catchers from recycled plastics and scarves and reusable bags out of old t-shirts. Others assisted youth with bike riding and a nature scavenger hunt; some helped create the Midwest Music Festival stage using repurposed materials.

### Indicator Area 4: Mission or Community Related EE Goals

Secondary students were to collect food waste data daily, this information was brought to the Riverway community monthly at our Monday Morning Meetings. The information was used to set school wide goals for food waste. The data was collected the first trimester but was not collected on a regular basis the second and third trimesters. The information was presented and goals were set by the students for monthly food waste, when available.

Several other activities were brought to Monday Morning Meeting, such as compostable quizzes, table toppers were made for the lunch tables that contained food waste information.

#### **Indicator Area 5: Financial and Operational Commitment**

Riverway Learning Community is financially committed to ensuring that our students receive a solid environmental education. During the 2017-18 school year, the budget included \$5000 district wide for student overnight excursions. Riverway applied and received the \$500 EE Mission Match grant from ACNW as well, to ensure that all students could attend the overnight environmental trips. Appropriate staff was contracted and participated in the Primary overnight at Eagle Bluff Environmental Learning Center and the Secondary overnights at ACNW and Perrot State Park.

Each of the multi-aged groups were budgeted \$850 dollars (\$4000 district wide, CH only receiving \$600) for field trips and Riverway Learning Community's buses transported students to various field trips with our in-house transportation system.

Riverway budgeted an additional \$500 to be spent on secondary science materials.

#### **Indicator Area 6: Science Proficiency**

The Montessori curriculum is very strong in the sciences and basically takes a systems approach, focusing on the interconnectedness of all things. In addition to general curricular content, the Science Museum of MN traveled to our school to give an assembly on Energy use. This was in lieu of taking a trip to the museum itself. All primary students, grades 1-6 participated in a science fair that was held during one of the scheduled project nights.

The primary school missed their proficiency goal in 2018 by -12%, and the secondary school achieved their goal by +13%.

#### **Indicator Area 7: Environmental Literacy**

- *Describe the school's approach to environmental education.*

Riverway's approach to Environmental Education is a holistic approach. We believe that students require both theoretical and practical knowledge related to the natural world. As such we feel it is our responsibility to ensure each student has ample opportunity to experience nature in both structured and unstructured ways. This includes formal workshops and classes as well as informal time outdoors. Our philosophy of Community as Classroom ensures that our students have exposure to other adults that place importance on sustainable living and protecting the environment, while curricular study lays the foundation for a scientific understanding of natural systems.

- *What have been your success and challenges related to environmental education?*

Success:

There are a great many lessons and activities involving environmental education: frequency of getting outside, Learning Outdoors in primary grades, weekly nature journaling in secondary, Saturday Schools

focused on environmental topics, expansion of gardening with Master Gardeners, and Community as a Classroom. This is an area where we excel.

Challenges:

Not all Learning Leaders engaged the students at the level we had hoped. While much of what went on in regard to environmental education was positive. There were areas that were not as good as in the past; specifically in the area of Data Presentation.

Data presentation: The presentation of data at the Monday morning meeting was inconsistent in terms of quantity and frequency. Several weeks were missed due to absenteeism and/or weather, but also because of simple failure to complete work, and lack of follow up. Administration realizes that more direct oversight and management is required to ensure this reverts to the way it was in previous years.

Earth Day participation: While the Earth Day celebration was once again a success, there is opportunity to engage students more in the process of organization and student/community interaction.

Science MCA scores: Secondary science MCA scores were much improved this year, but the primary fell short of their goal.



## 11. Governance and Management

Riverway Learning Community Board of Directors 2017-2018							
	Contact Information	Board Position	Relation to School	Years Served on Board	Date Seated	Date Term Expires	
1.	Joe Luby 944 Howard St. Winona, MN 55987 507-459-0162 <a href="mailto:jluby@sugarloafford.com">jluby@sugarloafford.com</a>	Board Member-Chair	Community Member	15	7-20-16	6-30-19	
2.	Erin Van Beek 76 Mount Vernon Court Winona, MN 55987 507-459-2911 <a href="mailto:evanbeek@riverwaylearningcommunity.org">evanbeek@riverwaylearningcommunity.org</a>	Board Member	Learning Leader (teacher)	6	7-19-17	6-30-20	
3.	Dana Merkel 108 E Center St., Rollingstone, MN 55969 507-410-2131 <a href="mailto:dmerkel@riverwaylearningcommunity.org">dmerkel@riverwaylearningcommunity.org</a>	Board Member	Learning Leader (teacher)	7	7-20-16	6-30-19	
4.	Nicole Lux 544 Glen View Drive Winona, MN 55987 507-450-9376 <a href="mailto:nlux@riverwaylearningcommunity.org">nlux@riverwaylearningcommunity.org</a>	Board Member-Secretary	Learning Leader (teacher)	2	7-19-17	6-30-20	
5.	Adam Larson 160 Broadway St. Rollingstone, MN 55969 <a href="mailto:adamglarson@live.com">adamglarson@live.com</a>	Board Member-Treasurer	Parent	1	2-17-16	6-30-18	
6.	Janine Stanton 473 Rollingview Drive Rollingstone, MN 55969 507-458-9423 <a href="mailto:jstanton@riverwaylearningcommunity.org">jstanton@riverwaylearningcommunity.org</a>	Board Member	Learning Leader (teacher)	First Year	7-19-17	6-30-20	
7.	Brian Sanders 111 E 9th St Apt 1 Winona, MN 55987 507-400-4767 <a href="mailto:bsanders@riverwaylearningcommunity.org">bsanders@riverwaylearningcommunity.org</a>	Board Member	Learning Leader (teacher)	First Year	7-19-17	6-30-20	
8.	Catherine Schmidt 251 E Wabasha Winona, MN 55987 507-459-1732 <a href="mailto:cschmidt@riverwaylearningcommunity.org">cschmidt@riverwaylearningcommunity.org</a>	Board Member	Parent	First Year	7-19-17	6-30-20	
9.	Stacey Davis 458 Sioux Street Winona, MN 55987 651-605-5271 <a href="mailto:sdavis@riverwaylearningcommunity.org">sdavis@riverwaylearningcommunity.org</a>	Board Member	Parent	First Year	7-19-17	6-30-20	

- ***Board of Directors***

The composition of the Riverway Board of Directors shall be not less than five (5) and not more than eleven (11) members. A majority of the directors shall be Learning Leaders (licensed teachers) and employed by the school. Parents or guardians of children, either in attendance at the school or having graduated from the school, and other community members, who subscribe to the principles of the learning community, may also serve on the board. Elections are held at the Annual Membership Meeting in April. The Board was composed of 9 members during the 2017-2018 school year, 2 of whom resigned mid-year (Catherine Schmidt & Stacey Davis). The composition of the Riverway Board

of Directors complies with statute: at least 1 parent, 1 teacher and 1 community member. The board includes individuals with a mix of skills and experience that collectively demonstrate the capacity to govern an effective charter school.

- ***Board Member Training***

<b>Board Member</b>	<b>Original Date Seated</b>	<b>Current Term Seated</b>	<b>Current Term Expires</b>	<b>Board's Role and Responsibilities</b>	<b>Employment Policies and Practices</b>	<b>Financial Management</b>
Joe Luby, Chair	1/08/01	7/20/16	6/30/19	1/22/11 Long, Palmatier	1/12/16* MACS	1/22/11 Long, Palmatier
Erin Van Beek, Teacher Member	10/20/10	7/20/14	6/30/17	4/28/16* MACS	1/22/11 Long, Palmatier	1/22/11 Long, Palmatier
Dana Merkel, Teacher Member	7/21/10	7/20/16	6/30/19	4/28/16* MACS	1/22/11 Long, Palmatier	1/22/11 Long, Palmatier
Nicole Lux, Teacher Member and Secretary	7/20/14	7/19/17	6/30/20	4/28/16 MACS	1/14/15 MN School Board Assoc.	1/14/15 MN School Board Assoc.
Adam Larson, Parent Member	2/17/16	2/17/16	6/30/18	4/28/16 MACS	11/3/16 MACS	11/28/16 MACS
Janine Stanton, Teacher Member	7/19/17	7/19/17	7/19/20	10/7/17 MACS	10/7/17 MACS	10/7/17 MACS
Brian Sanders, Teacher Member and Treasurer	7/19/17	7/19/17	7/19/20	10/7/17 MACS	10/7/17	10/7/17 MACS
Catherine Schmidt, Parent (resigned)	7/19/17	7/19/17	7/19/20	10/7/17 MACS		10/7/17 MACS

\*Indicates that Initial Training Topics were covered within first year of being seated on the Board. If a Board Member has taken the training a second time, there will be a \* next to their name with the most recent date the training was taken.

<b>Member</b>	<b>Date of Training</b>	<b>Topic</b>	<b>Presenter or Training</b>
Joe Luby	11/10/17-11/11/17	Board Chair Roles, Board Finances	Unable to Attend Training In Person- review materials
Erin Van Beek	11/10/17 - 11/11/17	Strategic Planning, Secondary Education	Audubon of the North Woods Retreat
Dana Merkel	11/10/17-11/11/17	Strategic Planning, Montessori Education	Audubon of the North Woods Retreat
Nikki Lux	11/10/17-11/11/17	Strategic Planning, Montessori Education	Audubon of the North Woods Retreat
Adam Larson	11/10/17-11/11/17	Board Chair Role, Director Evaluation	Audubon of the North Woods Retreat
Janine Stanton	11/10/17-11/11/17	Strategic Planning, Montessori Education	Audubon of the North Woods Retreat
Brian Sanders	11/10/17-11/11/17	Board Finances, Secondary Education	Audubon of the North Woods Retreat
Catherine Schmidt (resigned)	11/10/17-11/11/17	Strategic Planning, Montessori Education	Audubon of the North Woods Retreat

\* All members have been compliant on the Board member training requirements and have attended high quality training provided by MACS- several members have done the training multiple times. The Board also attends the annual Leadership Retreat at ACNW as a full group, allowing the Board to gain information together and to work to further develop the mission of the school as a group.

- ***Effectively and Transparently Conducting Board Meetings***

Riverway holds its monthly board meetings on the third Wednesday of every month at 6:00 pm on campus. Board meetings dates, times and agendas are posted according to open meeting law on the school’s website, in newsletters, and on campus. Board meetings are conducted appropriately as observed during ACNW attendance at board meetings. Board meeting activities are appropriately documented via board meeting minutes, which are also uploaded on the school’s website: [riverwaylearningcommunity.org](http://riverwaylearningcommunity.org)

- ***Administrative Management***

The Riverway Board of Directors approved a new Leadership Model for the 2012-2013 school year, which continued until the end of 2017-2018. The Leader of Operations oversaw all business-related aspects of operating a charter school. The Leaders of Teaching and Learning (Principals) oversaw all aspects of teaching and learning.

Katey Wadewitz was hired as the Leader of Operations, and 2017-2018 was her sixth year in that role. She worked in the business operations of the school as Assistant to the Director at Riverway for 4 years prior, and before that, for 4 years as a Special Education Learning Leader at Riverway. In addition to working .60 FTE as the Leader of Operations, Katey is employed just under .10 FTE as the Special Education Coordinator and EBD Consultant (holds MN Teaching license in Emotional & Behavioral Disorders (EBD)).

Leslie Lehnertz was hired as the Secondary Leader of Teaching and Learning, and 2017-2018 was her sixth year in that role. She had been with Riverway for 9 years as a Learning Leader or support staff member. In addition to working .60 FTE as the Secondary Administrator, Leslie was employed as a .40 Secondary Math Teacher. 2017-2018 would be her last year working at Riverway; Leslie resigned for personal reasons at the end of June 2018.

Patrick Sheedy was hired as the Primary Leader of Teaching and Learning, and 2017-2018 was his sixth year in that role. He has Montessori Administrator experience at a private Montessori school. In addition to working .60 FTE as the Primary Administrator, Patrick was employed as a .20 Leader of Public Relations and .20 Leader of District Support Services. 2017-2018 would be his last year working at Riverway; Patrick resigned for personal reasons in February 2018.

With the resignation of one Leader in February, the Board and school staff were able to make plans quickly to cover the sudden and unexpected loss of that employee. The Board passed an interim plan in which existing staff would fill in during the process to advertise, interview, and hire what will be the new Director. Although challenging, the transition from a 3-person to a 2-person team has gone very smoothly. The Leader who stayed through June was able to help train and familiarize the new Director with the school and their new role before she left, providing mentoring that will benefit the whole in the transition process. The Director of Operations continues in her role, and this shared model was beneficial to the school, providing consistency with the staff and students as we move forward with a new Director. The Board approved new Director job descriptions in July and will be participating in a training provided by MACS on a Leadership Evaluation process.

The school will go from a 3-person leadership model to a 2-person leadership model beginning in 2018-2019. The Board moved to hire one Director of Academic Programs (full-time) to serve as the new instructional leader prek-12 grade. Oscar Uribe started in April 2018 and will be the Director beginning with the 2018-19 school year. Katey Wadewitz, the Leader of Operations, will stay on as the Director of Operations (part-time), and will still be directly responsible to the Board of Directors. This new 2-person Director model will serve the school's needs better moving forward, allowing for a more cohesive academic program and less separation between the two schools.

- ***Professional Development Plan(s) and Implementation***

**Director of Operations: Katey Wadewitz**

Katey Wadewitz, Leader of Operations in 17-18 and Director of Operations in 18-19, holds MN teaching licensure in Special Education – Emotional and Behavioral Disorders, and she has worked at

Riverway for nearly 15 years. The Director of Operations is starting 2018-2019 in her 7<sup>th</sup> year in that position, and the financial health of the organization is strong. She has a background in Special Education, and with that being a large population of students at Riverway, her unique experiences help guide a large group of staff members who are charged with implementing a high-quality special education program. She has held several roles over those years, including special education teacher and four years as Assistant to the Founding Director of the charter school. Katey's past experience also includes serving as a consultant with two other charter schools in various capacities related to special education and charter school finance.

#### Professional Development Goals/Areas of Focus for 2017-2018:

Katey's professional development plan for 2017-2018 focused on several operational aspects of leading a charter school. She focused on gaining knowledge in MDE required state reporting, charter school policy, and financial planning. Her plan included attending training at MDE, MACS, and at Audubon Center of the North Woods in school finance, school law, state reporting, special education, and school nutrition programs.

#### Activities Completed/Progress/Results from 2017-2018:

Katey attended several MDE trainings during 2017-2018, including webinars or on-site MDE training on SERVS financial, UFARS reporting, Title I Programs, MARSS, and State Testing (MCA/Pearson/ACT). Katey focused on training in school law by attending MN Continuing Legal Education Seminar School Law Conference, as well as Fred Pryor Training Seminars: HR Law. She also became a member of Fred Pryor's Professional Organization, accessing several online courses in business related topics. In 2017-2018, Riverway was a member of The MN Association of Charter Schools. Katey attended their regional meeting, expanding her knowledge of Charter School Law, Regulations, Funding, and overall, helping Riverway become more involved/visible in the charter school community of MN. She attended Title I and II training at MDE, Direct Reporters Training via webinar, and State Testing Training (DACs) via webinar. In the area of special education, Katey attended MDE training in progress monitoring and IEP law.

#### Professional Development Goals/Areas of Focus for 2018-2019:

Katey's professional development plan for 2018-2019 will continue to focus on operational aspects of leading a charter school, including MDE required state reporting, charter school policy, and financial planning. Katey will attend MN Department of Education Special Education File Review Training and follow up work associated with MN- Continuous Improvement Monitoring Process as well as webinars associated with Due Process Special Education Reporting. She will also attend training for the Food Service Program Audit scheduled for spring of 2019. Riverway has once again joined MN Association of Charter Schools, and Katey will continue to attend their regional meetings. Finally, Katey will also maintain her EBD licensure and seek out 10 CEU's related to special education, including Crisis Prevention and Intervention training at CESA to maintain certification in CPI.

#### **Leaders of Teaching and Learning: Patrick Sheedy & Leslie Lehnertz (resigned)**

Both Patrick and Leslie have resigned from their positions during 2017-2018, and a new Director was hired for 2018-2019.

## **Director of Academic Programs: Oscar Uribe**

Oscar Uribe is the new Director for the school year 18-19. He holds a MN principal's license and has worked in education for 15 years. He joined the school in April 2018 and he has worked as a teacher and assistant principal in Texas and as principal in Rochester, MN. He has experience working in urban and rural settings. He has worked in schools with a high concentration of minority students and students in free and reduced lunch. While Principal of Friedell Middle School, the school received the National Blue Ribbon award. Oscar has extensive experience in teacher evaluation and has served as an external evaluator for ADVANCE ED.

### Professional Development Goals/Areas of Focus for 2017-2018:

Oscar did not work in an educational institution for the 17-18 school year. He was a human resource generalist where he conducted several conflict resolution meetings and investigations in a large manufacturing setting. He also worked for Western Technical College mentoring new college instructors and conducted classroom observations. As part of his continuous effort to complete the superintendent license, he completed an internship in Arcadia Public Schools in Arcadia, Wisconsin.

### Activities Completed/Progress/Results from 2017-2018:

Oscar did complete professional development in the 2 months of work at Riverway during this period.

### Professional Development Goals/Areas of Focus for 2018-2019:

Oscar's professional development plan for 2018-2019 focuses on several aspects of leading a Montessori and project-based learning school. In 2018-2019 Oscar will attend the following conferences: First Education Resources conference in Kasson, MN; TIES 2018 conference in Minneapolis, MN; American Montessori Society National Conference in Washington, DC.; and the ACNW Leadership Training in Sandstone, MN. He will also attend the spring semester at Winona State University to continue his education in school leadership and school management. He will participate in the Minnesota Association of Charter Schools directors meetings series, and complete training related to charter school law. Oscar will complete three book studies with the Riverway Learning Community. *The Wholebrain Child* (D. Siegel and T. Payne Bryson), *Creating and Using Learning Targets and Performance Scales* (C. Moore and R. Marzano) and *Grading for Impact: Raising Student Achievement Through a Target – Based Assessment and Learning System* (T. Hierck and G. Larson). Oscar also will obtain the Crisis Prevention and Intervention training at CESA to maintain certification in CPI. Finally, Oscar will conduct three Montessori school visits to get a different perspective on how Montessori schools are managed and run.

- ***Leadership Review Process***

Riverway's Board of Directors evaluates all three administrators once per year. The Board of Directors developed a new, rigorous evaluation process during 2014-2015 to determine the performance of the leaders in its shared leadership model, and continued its use in subsequent school years. Using rubrics designed by MDE for Principal Evaluation, the Board modified the measures to work with our administrative structure. The areas that are evaluated include: Mission and Vision, Instructional

Leadership, Human Resources, Professional and Ethical Relationship, and Resource Management. Ratings are determined using rubrics, surveys of stakeholders including parents and staff members, and self-reflection. All three administrators are also evaluated on their progress in participating or completing the professional development opportunities in their professional development plans.

## **12. Staffing**

Students are grouped in classrooms of three year age spans (age 3- grade K is called Children’s House, grades 1-3 is called Elementary I, grades 4-6 is called Elementary II, grades 7-9 is called Secondary I, and grades 10-12 is called Secondary II). Each classroom has a Learning Leader (Licensed Teacher), and at least one Learning Leader Assistant (Paraprofessional). With a high percentage of our students receiving special education services, we also employ two full time special education licensed teachers, along with a number of special education paraprofessionals who service those students in the regular classroom. In addition to MN teaching licensure, staff in the primary school have Montessori Credentials for the level that they teach. Staff teaching in the secondary school have MN licensure or a waiver to teach in an Innovative Program for the core subjects required for graduation.

- ***Licensed Teaching Staff 2017-2018***

<b>Name</b>	<b>Teacher File Folder Number</b>	<b>Learning Leader Assignment</b>	<b>Years of Prior Experience at Riverway</b>	<b>Not Returning 18/19</b>
Dana Merkel	998213 (1 FTE)	Children’s House	9 Years	
Nicole Lux	463869 (1 FTE)	Elementary I	4 Years	
Jodie Mohan	420013 (1 FTE)	Elementary II	5 Years	
Zach Krage	456365 (1 FTE)	Secondary I/ Language Arts/ Social Studies	7 Years	
Sharon Foss	437973 (1 FTE)	Secondary II/ Science	8 Years	
Leslie Lehnertz	417582 (.4 FTE)	Secondary Math	14.5 years	X
Katey Wadewitz	420578 (.1 FTE)	Coordinator Special Ed./EBD	13.5 years	
Jaqueline Paulsen	408563 (1 FTE)	Elementary II	2 years	X
Erin Van Beek	448004 (1 FTE)	Secondary Special Education	7 Years	
Janine Stanton	4802661 (FTE)	Elementary Special Education	First Year	

- ***Licensed Teacher Retention***

All but 1.4 FTE of our teaching staff would return for the 2018-2019 school year. Jaqueline Paulsen resigned and was replaced by Miranda Peterson in EII. Leslie Lehnertz resigned and was replaced by a full-time math teacher in the Secondary school, MaryKate Franklin. In addition, we hired for two new teaching positions in 18-19, DJ Krause in special education and Kalika Valentine in Secondary Language Arts.

- ***Licensed Teaching Staff 2018-2019***

<b>Name</b>	<b>Teacher File Folder Number</b>	<b>Learning Leader Assignment</b>	<b>Years of Prior Experience at Riverway</b>
Dana Merkel	998213 (1 FTE)	Children’s House	10 Years
Nicole Lux	463869 (1 FTE)	Elementary I	5 Years

Jodie Mohan	420013 (1 FTE)	Remediation Specialist	6 Years
MaryKate Franklin	505856 (1 FTE)	Secondary I/ Math	First Year
Kalika Valentine	494030 (1 FTE)	Secondary I/Language Arts	First Year
Zach Krage	456365 (1 FTE)	Secondary II/ Social Studies	8 Years
Sharon Foss	437973 (1 FTE)	Secondary III/ Science	9 Years
Katey Wadewitz	420578 (.05 FTE)	Coordinator Special Ed./EBD	14.5 years
Miranda Peterson	508706 (1 FTE)	Elementary II	First Year
Erin Van Beek	448004 (1 FTE)	Secondary Special Education	8 Years
Janine Stanton	4802661 (FTE)	Elementary Special Education	1 Year
Daniel James Kraus	507379 (1 FTE)	Special Education	First Year

▪ **2017-2018 Teacher Professional Development Activities**

6 Staff Members/2 Parent Board Members	Audubon Center of the North Woods Board Fall Leadership Retreat	2 days
2 Staff Members	MnSTA Conference on Science Education	1 day
2 Staff Member	ELL & Reflection Relicensure Workshop	2 hours
2 Staff Members	Accommodations Workshop	1 hours
2 Staff Members	Reading Relicensure Workshop	1 hours
1 Staff Member	Brainstorm Technology	3 days
24 Staff Members	Trauma Informed Schools Training	3-3 hour sessions, 10 online sessions
2 Staff Members	PBIS Relicensure Workshop	1 hours
28 Staff Members	Completed CPR/First Aid/AED Certification	8 hours each
1 Staff Member	Bakken Teacher Academy: Reading in Science for grades 6-12	6.5 hours each
1 Staff Member	Minnesota Agriculture in the Classroom Program	1 day
1 Staff Member	The River Runs Through It: Watershed Workshop	2 days
10 Staff Members	Peacemaking Circles in School and Restorative Justice Practices Overview	3 hours
2 Staff Members	Environmental Education Teacher Workshop	3 days
2 Staff Members	Children, Youth & Adults with Mental and Learning Disabilities	1 day

▪ **Non-Licensed & Support Staff**

Name	Assignment	18-19 Status*	Comments
Katey Wadewitz	Leader of Operations	R	.60 FTE includes .60 Admin, .10 Special Ed. Coordinator
Patrick Sheedy (resigned 2/2018)	Primary Leader of Teaching and Learning	NR	1 FTE includes .60 Admin, .20 Public Relations, .20 Title I (position restructured for 18-19)
Oscar Uribe (hired 4/2018)	Primary Leader of Teaching and Learning	R	1 FTE, Hired as Director for 18-19
Leslie Lehnertz	Secondary Leader of	NR	1 FTE includes .60 Admin, .20

(resigned 6/2018)	Teaching and Learning		Sec. Math, .20 Title I (position restructured for 18-19)
Kam Cranor	Children's House LLA	R	
Barb Kwolik	Special Education	R	
Sonja Romine	Special Education	R	
Marla Kuchler	Elementary I LLA	R	
Brianna Haupt	Elementary II LLA	R	
Kjersti Gelling	Children's House LLA	R	Part Time
Rheba Tullius	Special Education	NR	Part Time
Laura Van Winkle	Special Education	R	
Brian Sanders	Sec. History/PE/LLA	NR	Part Time
Jamie Harper	Secondary I LLA	R	
Jennifer Al-Saeed	Secondary II LLA	R	
Jamie Sanders	School Social Worker	R	Part Time
Julie Moldenhauer	Office Receptionist	R	
Mary Cumiskey	Business Manager	R	Part Time
Lindsay Krage	Food Service Manager	R	
Mary Jane Bigelbach	Food Service Support	R	Part Time
Orion Carlson	Food Service Support, Building/Grounds	R	Part Time
Jodie Smith	Transportation	R	Part Time
Patricia Larter	Transportation	NR	Part Time
Karine Pruka	Transportation	R	Part Time

R = Return, NR = Not Return

Riverway's full staff includes 31 employees (this does not include individual contractors (listed below)) like our school psychologist, speech and language pathologist, and Special Education Director).

- ***Contracted Employees or Agencies***

Jessica Metke	Special Education Director	R
Gayle Ruevers	School Psychologist	R
Speech Partners, LLC	Speech and Language	R
Elaine Rud	School Nurse	R

### **13. Operational Performance**

- ***Health and Safety at School***

Riverway took on new initiatives to ensure the safety of students at school. All students participated in a school safety month during the first month of school. The focus of the safety month was to train students on procedures that are part of Riverway's Crisis Management Policy, which includes fire drills, evacuation drills, severe weather shelter, and lock-down procedures.

Riverway continued to work with a licensed nurse to train all staff in CPR/First Aid. The nurse also ensured that all students were screened for vision and hearing.

- ***Facilities***

Riverway moved to the newly remodeled facility at 1733 Service Drive in the fall of 2012. The interior of the building is designed as an open environment to allow for the fluid movement of students between learning environments. The three primary classrooms are partially closed off by all-glass doors, and the secondary classrooms are open to a large “community space” that features breakout areas for small group work. The new facility meets the needs of our students, and will allow us to grow to a maximum enrollment of 130 students.

- ***Transportation***

Riverway operates its own in-house transportation system, and has since 2011. We currently have a fleet of two buses and one van that transports approximately 85% of our students to and from school. This has allowed us the flexibility to follow our own school calendar and set our own school hours, as well as providing a safe and efficient way for our students to get to and from school. In 2017-2018, we were also able to provide late bus services to students that stay for after school activities on Tuesdays and Thursdays.

- ***Food Service Programs***

With nearly 70% of our students qualifying for free and reduced priced meals, it has been one of our top priorities to provide nutritious, made-from-scratch foods for breakfast and lunch. Prior to 2013-2014, it had been a challenge for the food service program to operate within budget while still serving made-from-scratch, locally-grown, organic foods, but during all school years since, not only did the food service operate within budget, but it also maintained a food program promoting health and wellness for our at-risk population.

- ***Operational Performance In Compliance Areas***

The Leader of Operations is primarily responsible for the completion and compliance of the following items, which were carried through with fidelity in 2017-2018:

1. The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:
  - State reporting and applications, including but not limited to: MARSS, STARS, UFARS, SEDRA, DIRS, lease aid;
  - TRA/PERA;
  - School website is compliant with statutory and authorizer expectations;
  - Insurance coverage;
2. The school facilities, grounds and transportation, including but not limited to:
  - Fire inspections and related records;
  - Viable certificate of occupancy or other required building use authorization;
  - Physical space provides a safe, positive learning environment for students;
  - Appropriate and safe student transportation practices;
3. Health and safety, including but not limited to:
  - Nursing services and dispensing of pharmaceuticals;
  - Food service;

- Emergency management plan;
  - Admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
4. Due process and privacy rights of students, including but not limited to:
- Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
  - Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
  - Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
  - Transfer of student records;
5. Employment including transparent hiring, evaluation and dismissal policies and practices; required background checks for all school employees



6. Community Engagement (Photo Above: Winona Area Chamber of Commerce Leadership Team Ribbon Cutting Ceremony, Fall, 2017; Patrick Sheedy, Leslie Lehnertz, & Katey Wadewitz)

- ***Description of admissions policies and practices and recruitment strategies that ensure equitable access for all students***

Riverway complies with applicable federal and state laws prohibiting discrimination to the end that no person protected by such a law, on the grounds of race, color, national origin, creed, religion, gender, sexual orientation, marital status, status with regard to public assistance, age, or disability be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any educational program.

As a tuition-free, Minnesota public charter school, Riverway has a fair and open enrollment policy. Riverway does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. Riverway enrolls any eligible pupil, pre-kindergarten through 12<sup>th</sup> grade, who submits a timely application, unless the number of applications exceeds the capacity of our program, class, grade level, or building. In that case, pupils are accepted by lot. Limits on the number of students enrolled in any grade level will be a decision that is made by the Leaders of Teaching and Learning and approved by the Board of Director's annually. This decision will take into account the number of students in each 3 year age span, the number of students allowed in each learning group, and financial implications.

## **14. Finances**

Questions regarding school finances and for audited financials for 2017-18 and/or an organizational budget for 2019-20:

Contact: Katey Wadewitz, Director of Operations  
 Phone: 507-474-6120  
 Email: kwadewitz@riverwaylearningcommunity.org

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2018.

**RIVERWAY LEARNING COMMUNITY  
 WINONA, MINNESOTA  
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
 GOVERNMENTAL FUNDS  
 For the Year Ended June 30, 2018  
 With Partial Comparative Data for the Year Ended June 30, 2017**

	General	Food Service	Community Service
<b>Revenues</b>			
Local sources:			
Other local and county sources	\$ 34,174	\$ 17,081	\$ 6,434
Investment income	75		
State sources	1,328,149	13,267	
Federal sources	86,299	51,494	
<b>TOTAL REVENUES</b>	<b>1,448,697</b>	<b>81,842</b>	<b>6,434</b>
<b>Expenditures</b>			
District and school administration	76,762		
District support services	208,091		
Regular instruction	476,311		
Special education	326,637		
Community education and services			15,355
Pupil support services	82,824		
Site, buildings, and equipment	191,074		
Fiscal and other fixed cost programs	16,784		
Food service		75,013	
<b>TOTAL EXPENDITURES</b>	<b>1,378,483</b>	<b>75,013</b>	<b>15,355</b>

<b>EXCESS OF REVENUES OVER (UNDER) EXPENDITURES</b>	70,214	6,829	(8,921)
<b>Other Financing Sources (Uses)</b>			
Transfers in			8,921
Transfers out	(8,921)		
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>(8,921)</b>		<b>8,921</b>
<b>NET CHANGE IN FUND BALANCES</b>	61,293	6,829	
<b>FUND BALANCES - BEGINNING</b>	515,790	13,668	
<b>FUND BALANCES - ENDING</b>	<b>\$ 577,083</b>	<b>\$ 20,497</b>	<b>\$</b>

<b>Income Statement (All Funds)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Total Revenue	\$1,339,855	\$1,356,882	\$1,388,813	\$1,371,905	\$1,536,973
Total Expenditures	\$1,237,242	\$1,349,692	\$1,328,614	\$1,333,828	\$1,468,851
Net Income	\$102,613	\$7,190	\$60,199	\$38,077	\$68,122
Total Fund Balance	\$423,992	\$431,182	\$491,381	\$529,458	\$597,580

▪ *Net Income and Fund Balance*

Key financial highlights for the 2017-2018 year include the following:

- Total Assets and Deferred Outflows \$1,726,728.
- Overall revenues for the General Fund were \$1,448,697 while overall expenses totaled \$1,378,483.
- The General Fund Unassigned Fund Balance is \$516,471. This represents an increase of \$22,760 from last year.
- The General Fund total fund balance increased by \$61,293 from the prior year.
- The Food Service Fund total fund balance increased by \$6,829 from the prior year.
- The Community Service Fund received a transfer from the General Fund of \$8,921 to keep the Community Service Fund Balance at zero.

Riverway’s (preliminary) total fund balance (all funds- assigned and unassigned) increased from \$529,458 in FY17 to \$597,580 in FY18. The increase of \$68,122 brings our fund balance to nearly 40% of our annual revenues, which meets our goal for the 2017-2018 school year. The increase in our total fund balance is a success for our overall program.

Enrollment has remained steady for the last three years prior to 2018, but is projected to increase significantly from 93 to 115 pupil units for the 2018 school year. Part of that is because of Voluntary Pre-Kindergarten Funding- count for the first time includes 4 year olds enrolled in the school which adds an additional 4.8 pupil units annually.

Fiscal	Year ADM	% Change
2009	82.18	
2010	84.52	2.8%

2011	79.39	-6.1%
2012	84.20	6.1%
2013	95.77	13.7%
2014	95.60	-0.2%
2015	95.80	0.2%
2016	92.08	-3.9%
2017	93.72	1.8%
2018	105.84	12.9%

Beginning in 2018-19 school year, Riverway Learning Community will allow a maximum enrollment of 130 students, which includes pre-kindergarten students. The pre-kindergarten expenses (community service fund) continued to operate with a deficit in 2017-18, however this deficit is much smaller due to the school receiving state funded Voluntary PreKindergarten program approval, which, in 2017-18, funded up to nine, 4-year old seats in the pre-kindergarten. This significantly decreased the deficit in the community service fund and brought in nearly \$48,000 in revenue to the General Fund in school year 2017-2018. Due to this increase in funding, the Board has made the decision to discontinue tuition for the pre-kindergarten students, and the community service fund will be closed beginning with the 2018-19 school year.

The School's investment into initiatives to improve public relations and community outreach had a significant impact on enrollment for school year 2017-18. In the summer of 2018, all classrooms had a waiting list for enrollment and the Board made the decision to expand the secondary program to 3 multi-age groups instead of two, allowing enrollment for an additional 10 secondary students. This, combined with the new, voluntary prekindergarten funding, will increase the school's average daily membership to over 115 in the future. The increase in revenue will increase the School's ability to meet the needs of individual learners. The school has hired a new Director and additional licensed teaching staff in secondary for school year 2018-19. Other planned areas of increased expenses in 2018-19 besides staffing include technology, use of the community as a classroom (community partnerships and residencies), Montessori Teacher Training, and primary classroom libraries.

Riverway's Fund Balance Percentage of 40% is a strong indicator of the school's financial stability. Because we have been able to meet our fund balance goals for the last 3 years, we have been able to focus on program improvement initiatives such as expansions to our after school and summer school programs, staff development, competitive teacher and support staff wages, and building and grounds improvement. We have completed in-depth data analysis of student academic achievement, and through that process, have developed areas of focus to directly impact student academic achievement, including the World's Best Workforce initiatives.

- ***World's Best Workforce Annual Budget***

We haven't categorized the WBWF into the annual budget as a specific category because we are so small, but through our elementary and secondary regular instruction, administration, and title programs, we have allocated over 75% of our annual expenditures to increasing student academic achievement and prioritizing WBWF initiatives as outlined in this annual report (this includes special education expenditures).

## **15. Future Plans**

- ***Grant Applications***

During the 2017-2018 school year, the Leader of Operations facilitated the development of several grants to enrich the experiences of the students who attend Riverway. This included application for funding in 2018-2019 for:

The Fresh Fruit and Vegetable (snack) Program- \$3,224

Action for Healthy Kids Grant- \$1,000

Erate- \$2,065.22

Small, Rural School Achievement Program (REAP)- \$18,056

Voluntary Pre-Kindergarten (VPK), Including Parent Aware Rating - \$48,000

The main focus of our grant applications are to provide healthy minds, bodies, and spirits, and the funds will allow us to develop our food service programs, environmental education programs, physical education programs, technology programs, and preschool programs.

- ***Voluntary PreKindergarten Program Development***

Riverway applied for and received Voluntary PreKindergarten program approval for over \$48,000 to begin in the 2017-2018 school year and continue for the 2018-2019 school year, which will provide state general education aid for our 4 year old preschool students. According to the Office of the Governor in the press release dated August 4, 2017, “This summer, 223 Minnesota school districts and charter schools applied for that new state funding, seeking funding for 243 voluntary preK sites and 84 school readiness plus sites that would have served over 12,000 four-year-olds. Limited funds provided by the Legislature allowed for only 59 of those school districts, serving about 3,000 kids, to receive funding – meeting less than 25 percent of the need.”

Riverway Learning Community was selected as one of the 59 school districts to serve four-year olds in Voluntary Prekindergarten, and the charter public school is approved for funding to serve up to 9 four-year olds in the multi-age group. The school’s educational program has always provided prekindergarten education for children age 3 & 4, using a sliding fee schedule based on income; this funding will allow all four-year old students to attend Riverway’s program for free, dramatically increasing access for students to participate in this crucial learning opportunity, regardless of their ability to pay. Riverway’s program is also unique for a state funded Voluntary Prekindergarten program in that it serves children all day, every day, following the school’s calendar. The district’s K-12 program is also tuition free; in total, the Charter serves up to 130 students prek-grade 12.

- ***Restructuring Leadership Model***

The school will go from a 3-person leadership model to a 2-person leadership model. The Board moved to hire one Director of Academic Programs (full-time) to serve as the new instructional leader prek-12 grade. Oscar Uribe started in April 2018, and will be the Director beginning with the 2018-19 school year. Katey Wadewitz, the Leader of Operations, will stay on as the Director of Operations (part-time), and will still be directly responsible to the Board of Directors. This new 2-person Director model will serve the school’s needs better moving forward, allowing for a more cohesive academic program and less separation between the two schools.

- **Restructuring Secondary Program**

The secondary program will add a third learning group, and instead of 2 groups with a maximum of 25 students, there will be three groups with a maximum of 20 students. We will hire an additional licensed teacher and expand enrollment by up to 10 additional students to serve up to 60 total students in 2-year age spans (7-8, 9-10, 11-12), allowing us to have rotations of core classes of math, language arts, social studies, and science for half of the day. An additional teacher and licensure in all four core classes will aid us in fulfilling our mission of providing high quality instruction from licensed teachers in our secondary program.

- *Expansion plans- no plans*
- **Facility changes**
- The Board of Directors has formed a Facilities Committee and developed a charge statement for that committee, described below. To date, the committee has no plans for changes to the current facility, but the committee is in discussion about plans for school year 2022 when the facilities 10 year lease expires.

<b>Committee Title:</b> Facilities Committee	
Board Level Advisory Committee	<b>Date:</b> 10/27/2017
<b>Committee Charge:</b> This committee is charged with researching and implementing a development plan for a future building site and lease agreement (Fall of 2022).	
<b>Membership:</b> The facilities committee shall be composed of at least 3 members, appointed by the Board. The Leader of Operations is also a member. The Chair of the committee shall be appointed by the Board, and shall not be the Leader of Operations. Chair: Dana Merkel Members: Erin Van Beek, Leslie Lehnertz LO: Katey Wadewitz	
<b>Products:</b> <b>The products of the committees work shall be:</b> Develop long range goals for building “must haves” and determine if those needs can be met at current location or would require relocation. Research Laws and Regulations associated with Charter School Lease Aid Develop a timeline to accomplish tasks associated with building at a new site, if applicable, and negotiating a new lease (for fall of 2022).	
<b>Accountability and Duration:</b> The committee shall comply with the requirements of MN Statue 13D (Open Meeting Law) and the provisions of the By-Laws and Board Policies. The committee shall submit bi-monthly written reports to the Board. The committee chair and members should make themselves available for presentations upon request of the Board. Anticipated meeting schedule (meetings per month, hours per meeting) Meetings are held bi-monthly, after school hours, and posted on the school’s website. ( <i>Third Monday at 4 pm starting July 18<sup>th</sup>, 2016.</i> ) The facilities committee is a standing committee.	