

# THREE RIVERS MONTESSORI



COMBINED WORLD'S  
BEST WORKFORCE &  
ANNUAL REPORT

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**2021-2022**



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A PUBLIC  
CHARTER  
SCHOOL

District #4266-07

# SCHOOL INFORMATION



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## Contact Information

17267 Yale St. NW

763-595-1213

admin@threeriversmontessori.org

Website: [www.threeriversmontessori.org](http://www.threeriversmontessori.org)

## Grades Served

Kindergarten through 6th Grade

## Year Opened

2020

## MISSION

EMPOWERING STUDENTS TO REACH THEIR FULL  
POTENTIAL THROUGH AUTHENTIC MONTESSORI  
LEARNING

## VISION

ACADEMIC EXCELLENCE | COMMUNITY ENGAGEMENT |  
ENVIRONMENTAL STEWARDSHIP





# GOVERNANCE AND MANAGEMENT

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TRM is authorized by Osprey Wilds. The authorizing mission of Osprey Wilds Environmental Learning Center is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

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## **CONTACT INFORMATION FOR OSPREY WILDS:**

ERIN ANDERSON, DIRECTOR OF CHARTER SCHOOL AUTHORIZING  
OSPREY WILDS ENVIRONMENTAL LEARNING CENTER  
CHARTER SCHOOL DIVISION  
1730 NEW BRIGHTON BLVD  
SUITE 104, PMB 196  
MINNEAPOLIS, MN 55413  
(612) 331-4181  
[OSPREYWILDS.ORG/CHARTER-SCHOOL-DIVISION/](https://OSPREYWILDS.ORG/CHARTER-SCHOOL-DIVISION/)

# TRM BOARD OF DIRECTORS

**\*\*REQUIRED TRAINING**

## TRM Board of Directors Development and Training for 2021-2022

Board Director	Finance**	Governance**	Employment**	Other Training
<p><b>Chris Castagneri</b>  <b>Date Seated/Expire:</b>                      05.16.2022 / 06.30.2023  <b>Affiliation:</b>                      Community  <b>Officer Position:</b>                      Chair</p>	<ul style="list-style-type: none"> <li>Audit Season: What it means (Osprey Wilds) 11/17/2021</li> </ul>	<ul style="list-style-type: none"> <li>Charter Source Board Chat: Ask the Expert 08/18/2021</li> </ul>	<ul style="list-style-type: none"> <li>Employment practices: Consultation with HR Representative Kara Sime from Designs for Learning 05/02/2022</li> </ul>	
<p><b>Shanny Snyder</b>  <b>Date Seated/Expire:</b>                      05.16.2022 / 06.30.2024  <b>Affiliation:</b>                      Teacher  <b>Officer Position:</b>                      Member</p>	<ul style="list-style-type: none"> <li>What boards need to know about charter school financial management (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about their roles and responsibilities (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about charter school employment policies and practices (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>Osprey Wilds Leadership Retreat 08/18/2022</li> <li>What boards need to know about the Charter School contract (Osprey Wilds) 08/02/2022</li> </ul>
<p><b>Lindsay Tilley</b>  <b>Date Seated/Expire:</b>                      05.16.2022 / 08.16.2022  <b>Affiliation:</b>                      Parent  <b>Officer Position: Chair</b>                      Member</p>	<ul style="list-style-type: none"> <li>Charter school financial management 101 (Osprey Wilds) 02/22/2022</li> <li>Building your school budget-a board perspective 02/24/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about their roles and responsibilities (Osprey Wilds) 08/02/2022</li> <li>Open meeting law and you (Osprey Wilds) 02/08/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about charter school employment policies and practices (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>So you're a member of an OW Authorized Charter School Board: understanding the authorizer relationship 02/08/2022</li> </ul>
<p><b>Sara Maravelas</b>  <b>Date Seated/Expire:</b>                      05.16.2022 / 09.20.2022  <b>Affiliation:</b>                      Parent  <b>Officer Position: Chair</b>                      Secretary</p>	<ul style="list-style-type: none"> <li>Charter school financial management 101 (Osprey Wilds) 02/22/2022</li> <li>Building your school budget-a board perspective 02/24/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about their roles and responsibilities (Osprey Wilds) 08/02/2022</li> <li>Open meeting law and you (Osprey Wilds) 02/08/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about charter school employment policies and practices (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>So you're a member of an OW Authorized Charter School Board: understanding the authorizer relationship 02/08/2022</li> </ul>
<p><b>Andrea Cuellar</b>  <b>Date Seated/Expire:</b>                      11.16.2021 / 02.21.2021  <b>Affiliation:</b>                      Community  <b>Officer Position: Chair</b>                      Member</p>	<ul style="list-style-type: none"> <li>Charter school financial management 101 (Osprey Wilds) 02/22/2022</li> <li>Building your school budget-a board perspective 02/24/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about their roles and responsibilities (Osprey Wilds) 08/02/2022</li> <li>Open meeting law and you (Osprey Wilds) 02/08/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about charter school employment policies and practices (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>So you're a member of an OW Authorized Charter School Board: understanding the authorizer relationship 02/08/2022</li> </ul>
<p><b>Amanda Johnston</b>  <b>Date Seated/Expire:</b>                      05.16.2022 / 06.30.2024  <b>Affiliation:</b>                      Parent  <b>Officer Position: Chair</b>                      Treasurer</p>	<ul style="list-style-type: none"> <li>Charter school financial management 101 (Osprey Wilds) 02/22/2022</li> <li>Building your school budget-a board perspective 02/24/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about their roles and responsibilities (Osprey Wilds) 08/02/2022</li> <li>Open meeting law and you (Osprey Wilds) 02/08/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about charter school employment policies and practices (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>So you're a member of an OW Authorized Charter School Board: understanding the authorizer relationship 02/08/2022</li> </ul>
<p><b>Angie Johnson</b>  <b>Date Seated/Expire:</b>                      05.16.2022 / 06.30.2025  <b>Affiliation:</b>                      Parent  <b>Officer Position: Chair</b>                      Member</p>	<ul style="list-style-type: none"> <li>What boards need to know about charter school financial management (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about their roles and responsibilities (Osprey Wilds) 08/02/2022</li> <li>Open meeting law and you (Osprey Wilds) 02/08/2022</li> </ul>	<ul style="list-style-type: none"> <li>What boards need to know about charter school employment policies and practices (Osprey Wilds) 08/02/2022</li> </ul>	<ul style="list-style-type: none"> <li>Osprey Wilds leadership retreat 08/18/2022</li> </ul>

# DISTRICT ADVISORY COMMITTEE

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration Leadership Team? (Mark X if Yes)
Jonna Duke	Executive Director	X
Debbie Hutton	Montessori Curriculum Coordinator and Academic Excellence Committee Member	X
Sharon Peterson	Parent and Parent Committee Member	
Shanny Snyder	Teacher/Board Member/Academic Excellence Committee Member	X
Hannah Scholten	Teacher/Board Member/Academic Excellence Committee Member	

# STAFFING

**\*\*CURRENT EMPLOYEE**

Staff Member	Role in District	File Folder Number (for licensed staff)
<b>Administration/Operations</b>		
Rose Bringus**	Executive Director	N/A
Jonna Duke**	Interim Executive Director	N/A
Debbie Hutton**	Montessori Curriculum Coordinator	N/A
Jen Heuer	Office Manager	N/A
Amy Bruce	Receptionist	N/A
Jaime Miller	Receptionist	N/A
Julie Parish	Receptionist	N/A
Cassie Zezulka**	Receptionist	N/A
Ellyssa Tran	School Social Worker	1013410
Jessica Peterson	Food Service Aide	N/A
Summer Olson	Food Service Aide	N/A
Stacy Thooft	Food Service Aide	N/A
Laura Duce**	Food Service Aide	N/A

# STAFFING CONTINUED

Staff Member	Role in District	File Folder Number (for licensed staff)
<b>General Education</b>		
Shanny Snyder**	K/1 Teacher	517327
Gwen Lyon	K/1 Teacher	348350
Michelle Robinson	K/1 Teacher	370750
Laura Gaustad	K/1 Teacher	1015171
Chris Olson	E1 (Grades 2-3) Teacher	466354
Kelsie Hargreaves	E1 (Grades 2-3) Teacher	501633
Lori George**	E1 (Grades 2-3) Teacher	516911
Hannah Scholten	E2(Grades 4-6) Teacher	512929
Heather Weems**	Educational Assistant K1	N/A
Angela Adam**	Educational Assistant K1	N/A
Rebecca Scott	Educational Assistant K1	N/A
Patricia Gingras**	Educational Assistant E1	N/A
Lyudmila Belair**	Educational Assistant E1	N/A
Jonna Duke**	Educational Assistant E2	N/A
Rebecca Lehn**	Educational Assistant E2	N/A

# STAFFING CONTINUED

Staff Member	Role in District	File Folder Number (for licensed staff)
<b>Special Education</b>		
Alison Belford**	Educational Assistant K1	N/A
Micki Nelson	Educational Assistant K1	N/A
Sierra Samari	Educational Assistant K1	N/A
Lesla Peeler	Educational Assistant E1	N/A
Makayla Akkerman	Educational Assistant E1	N/A
Alyssa Johnson	Educational Assistant E2	N/A
Mikayla Lynn	Educational Assistant E2	N/A
Rebecca Malcolm	Special Education Paraprofessional	N/A
Samantha Maske**	Special Education Paraprofessional	N/A
Elizabeth Miller	Special Education Paraprofessional	N/A
Jessica Palmer	Special Education Paraprofessional	N/A
Kasey Palmer	Special Education Paraprofessional	N/A
Nicole Patterson**	Special Education Paraprofessional	N/A
Jacob Purnick	Special Education Paraprofessional	N/A
Rachel Wenz**	Special Education Paraprofessional	N/A



# STAFFING CONTINUED

Staff Member	Role in District	File Folder Number (for licensed staff)
<b>Before and After Care program</b>		
Mazzie Nichols	Child Care Coordinator	N/A
Jean Stanely	Child Care Aide	N/A
Janice Martyn	Child Care Aide	N/A
Maiya Frigaard	Child Care Aide	N/A
Raleigh Miller	Child Care Aide	N/A
Emily Rossmeisl**	Child Care Aide	N/A
Lauren Sandberg	Child Care Aide	N/A

**TOTAL STAFF = 51**

**\*DOES NOT INCLUDE CONSULTANTS OR CONTRACTORS**

**RETENTION RATE:**

2021-2022 STAFF TURNOVER WAS 68%; THIS HIGH NUMBER WAS DUE IN PART TO CREATION AND SHIFTING OF POSITIONS AND DISCOVERING NEEDS FOR A SCHOOL THAT DOUBLED IN SIZE FROM YEAR 1 TO YEAR 2



# STUDENT ENROLLMENT AND DEMOGRAPHICS

## STUDENT ENROLLMENT

THREE RIVERS MONTESSORI WAS FORTUNATE TO EXPERIENCE AN AVERAGE ADM OF 82 STUDENTS WITH A CAPACITY OF 90 STUDENTS DURING THE FIRST YEAR OF OPERATION DURING A PANDEMIC. ENROLLMENT WAS PRIMARILY DRIVEN AND MAINTAINED BY MARKETING ON THE SCHOOL'S WEBSITE, FACEBOOK PAGE AND WORD OF MOUTH.

Number of Students Enrolled	2020-21	2021-22	2022-23 (est.)
Kindergarten	17	45	24
1st Grade	14	33	30
2nd Grade	15	27	28
3rd Grade	9	28	26
4th Grade	11	11	29
5th Grade	13	11	15
6th Grade	3	3	8
<b>Total</b>	<b>82</b>	<b>160</b>	<b>160 (est.)</b>
<b>total ADM (Average Daily Membership) for the year</b>	<b>82</b>	<b>160</b>	<b>160 (est.)</b>



# STUDENT DEMOGRAPHICS



THE CHART BELOW SHOWS A RELATIVELY CONSISTENT TREND IN DEMOGRAPHICS BASED ON THE SIGNIFICANT INCREASE IN ENROLLMENT WITH THE SCHOOL'S EXPANSION DURING THE 2021-2022 SCHOOL YEAR. THE SCHOOL HAS SEEN AN INCREASE IN FAMILIES THAT QUALIFY FOR FREE OR REDUCED PRICE LUNCH. TRM HAS A GOAL TO PROVIDE A FREE MONTESSORI EDUCATION TO A DIVERSE POPULATION OF STUDENTS INCLUDING THOSE WHO QUALIFY FOR FREE AND REDUCED PRICE LUNCH. THIS MAY MEAN ADDITIONAL MARKETING TO ENSURE ALL POPULATIONS IN THE ELK RIVER AREA ARE REACHED WITH INFORMATION ABOUT THE SCHOOL.

Demographic Trends	2021-2022	2022-2023 (est.)
Total Enrollment	163	160
Male	86	89
Female	73	70
Special Education	26	27
English Learners	1	1
Free/Reduced Priced Lunch	20	36
Black, not of Hispanic Origin	6	10
Hispanic/Latino	5	2
Asian/Pacific Islander	1	0
American Indian/Alaskan Native	0	0
White, not of Hispanic Origin	144	135





# STUDENT ATTENDANCE, ATTRITION, AND MOBILITY

## STUDENT ATTENDANCE

TRM EXPERIENCED AN EXPECTED ATTENDANCE PERCENTAGE FOR THE 2021-2022 SCHOOL YEAR. OVERALL THE SCHOOL DID NOT EXPERIENCE ANY SIGNIFICANT ATTENDANCE ISSUES AND THE ISSUES THAT DID ARISE WERE PRIMARILY RELATED TO THE PANDEMIC.

2021-2022	
Consistent Attendance Percentage	91%

## STUDENT ATTRITION

Percentage of students who were continuously enrolled between October of 2021 - October of 2022	71%
Percentage of students who continued enrollment in the school from Spring 2022 to Fall of 2022	69%

## STUDENT MOBILITY

TRM EXPERIENCED A REASONABLE AMOUNT OF STUDENT MOBILITY DURING THE 2021-2022 SCHOOL YEAR AS INDICATED BY THE CHART BELOW. WAITLISTS FOR EACH GRADE WERE USED TO FILL SEATS THROUGHOUT THE SCHOOL YEAR AS SEATS BECAME AVAILABLE.

	Summer Transfers In	Number of Students on Oct. 1st	Mid Year Transfers In	Mid Year Transfers Out	Mid Year Total Transfers	Mobility Index* (as a percent)
2021-2022	0	165	38	45	83	50%

\*TOTAL MID-YEAR TRANSFERS (IN AND OUT) DIVIDED BY NUMBER OF STUDENTS AS OF OCTOBER 1ST



# WORLD'S BEST WORKFORCE REPORT



IN 2013, THE STATE LEGISLATURE PASSED A BILL CALLED THE WORLD'S BEST WORKFORCE TO ENSURE EVERY SCHOOL WITHIN THE STATE IS MAKING STRIDES TOWARD INCREASED STUDENT PERFORMANCE. THIS BILL IS A STRATEGIC PLAN THAT IS IMPLEMENTED IN EVERY SCHOOL AND ADDRESSES THE FIVE AREAS BELOW. IN THE FOLLOWING SECTION YOU WILL FIND HIGHLIGHTS OF THE PROGRESS THREE RIVERS MONTESSORI HAS MADE IN EACH SPECIFIC AREA.

<b>World's Best Workforce Goal</b>	<b>TRM 2021-2022 Goal</b>	<b>TRM 2021-2022 Results</b>	<b>Examples of Strategies to Achieve This Goal</b>
<b>All Children Are Ready for School</b>	<i>Over the period of the contract with Osprey Wilds, students at Three Rivers Montessori (TRM) will develop their executive function skills and behaviors.</i>	<i>Three Rivers Montessori K/1 students increased from 61% to 70% of students meeting or exceeding their Executive Function testing target from the Fall of 2021 to the Spring of 2022 29% of all students increased to a high-average during this period</i>	<i>Three rivers Montessori embeds Grace and Courtesy lessons which allow our youngest learners to develop and attain the necessary executive functioning skills. Intentional work on these lessons will lead to increases in the scores on the Minnesota Executive Function Scale over time.</i>
<b>All Third-Graders can Read at Grade Level</b>	<i>Over the period of the contract, students at TRM will demonstrate proficiency in reading as measured by state accountability tests. 1. From FY19 to FY22, the school's aggregate proficiency index score for students in grade 3 will be greater than that of the state for the same grade.</i>	<i>TRM worked with our Authorizer to create an attainable goal to ensure that all students are ready to read by grade three. 48% of TRM students in grade three were proficient on the Minnesota Comprehensive Assessment compared to 48.8% of the State. 1. The school's aggregate proficiency index score is within 10.0 points of the state's score and we were approaching the Authorizer's goal</i>	<i>Three Rivers Montessori embeds the foundational literacy skills of phonemic awareness and phonics into daily lessons and works to integrate literacy concepts across subject levels. TRM assesses using the Fastbridge test and creates targeted instruction based on individualized student results. This will directly correlate to increases on state accountability testing such as the Minnesota Comprehensive Assessment</i>

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# WBWF CONTINUED

World's Best Workforce Goal	TRM 2021-2022 Goal	TRM 2021-2022 Results	Examples of Strategies to Achieve This Goal
<p><b>All Racial and Economic Achievement Gaps Between Students Are Closed</b></p>	<p><i>Over the period of the contract, students at TRM will demonstrate proficiency in reading as measured by state accountability tests.</i></p> <p><b>1. The school's aggregate proficiency index score for students in the Special Education and Free/Reduced Priced Lunch subgroups will be greater than that of the state and resident district for the same subgroup and the same grades.</b></p>	<p><i>TRM worked with our Authorizer to create an attainable goal to ensure that all student subgroups are achieving at comparable levels. Many of the students in our subgroup opted out of testing leaving us with only 2 students who participated in State Accountability testing; of these two 0% met or exceeded the testing measures</i></p>	<p>Three Rivers Montessori utilizes individualized education plans and a student assistance team (SAT) to identify students who need additional support to ensure they remain in alignment with their peers. TRM continues to look at available testing and progress monitoring programs to support the student subgroups going into the future.</p>
<p><b>All Students Are Ready For Career and College</b></p>	<p><i>As an elementary school this goal was embedded within the first three goals. By meeting our Authorizer goals we will ensure all students are college and career ready by the time they leave school. TRM also strives to connect all learning to the outside world in authentic ways. It is our hope that this methodology of teaching will prepare our students for the challenges and rigor of college and careers beyond their school experience.</i></p>	<p>See Data Above</p>	<p>See Data Above</p>
<p><b>All Students Graduate From High School</b></p>	<p><i>As an elementary school this goal was not put in place</i></p>	<p>N/A</p>	<p>N/A</p>

# WBWF CONTINUED

## FULL AUTHORIZER GOALS BELOW (PRELIMINARY)

<b>School Goal:</b> <i>Over the period of the contract, students at Three Rivers Montessori (TRM) will develop their executive function skills and behaviors.</i>			
<b>Performance Ratings</b>	<b>Measure 1.1 – 8 Points:</b> In FY19, TRM will assess students according to the Minnesota Executive Function Scale. Baseline data will be gathered at FY19 year-end and performance targets agreed upon by TRM and Osprey Wilds for the remainder of the contract term.*	<b>Result:</b>	
<b>Exceeds Target (x1.5)</b>	To be determined.	TBD	
<b>Meets Target (x1.0)</b>	To be determined.	TBD	
<b>Approaches Target (x0.5)</b>	To be determined.	TBD	
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	TBD	

<b>School Goal:</b> <i>Over the period of the contract, students at TRM will demonstrate proficiency in reading as measured by state accountability tests.</i>			
<b>Performance Ratings</b>	<b>Measure 5.1 [RG3] – 1 Point:</b> From FY19 to FY22, the school's aggregate proficiency index score for students in grade 3 will be greater than that of the state for the same grade.	<b>Result:</b>	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the state's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the state's score.	X	<b>Approaching</b>
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.		

<b>Performance Ratings</b>	<b>Measure 5.5 [AGC] – 2 Points:</b> From FY19 to FY22, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the state for the same subgroup and the same grades.	<b>Result:</b>	
<b>Exceeds Target (x1.5)</b>	The school's aggregate proficiency index score is at least 10.0 points above the state's score.		
<b>Meets Target (x1.0)</b>	The school's aggregate proficiency index score is greater than the state's score.		
<b>Approaches Target (x0.5)</b>	The school's aggregate proficiency index score is within 10.0 points of the state's score.		
<b>Does Not Meet Target (x0.0)</b>	The school did not meet the criteria for any of the ratings above.	X	0% of students in Free and reduced met the MCA target

# WBWF CONTINUED

Performance Ratings	Measure 5.6 [AGC] – 2 Points: From FY19 to FY22, the school's aggregate proficiency index score for students in the Free/Reduced Priced Lunch subgroup will be greater than that of the resident district (ISD 728 – Elk River) for the same subgroup and the same grades.	Result:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 10.0 points above the district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is greater than the district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 10.0 points of the district's score.		
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.	X	0% of students in Free and reduced met the MCA target

Performance Ratings	Measure 5.7 [AGC] – 1 Point: From FY19 to FY22, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the state for the same subgroup and the same grades.	Result:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 10.0 points above the state's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is greater than the state's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 10.0 points of the state's score.	25%	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		

Performance Ratings	Measure 5.8 [AGC] – 1 Point: From FY19 to FY22, the school's aggregate proficiency index score for students in the Special Education subgroup will be greater than that of the resident district (ISD 728 – Elk River) for the same subgroup and the same grades.	Result:	
Exceeds Target (x1.5)	The school's aggregate proficiency index score is at least 10.0 points above the district's score.		
Meets Target (x1.0)	The school's aggregate proficiency index score is greater than the district's score.		
Approaches Target (x0.5)	The school's aggregate proficiency index score is within 10.0 points of the district's score.	25%	
Does Not Meet Target (x0.0)	The school did not meet the criteria for any of the ratings above.		





# IMPLEMENTATION OF PRIMARY AND ADDITIONAL STATUTORY PURPOSES

MINNESOTA STATUTE 124E.01, SUB. 1

“THE PRIMARY PURPOSE OF ALL CHARTER SCHOOLS IS TO IMPROVE ALL PUPIL LEARNING AND ALL STUDENT ACHIEVEMENT.”

MONTESSORI IS BASED ON THE PHILOSOPHY OF EDUCATION AND HUMAN DEVELOPMENT. THIS SCIENTIFICALLY DESIGNED AND TESTED EDUCATIONAL APPROACH IS BASED ON THE UNDERSTANDING THAT HUMANS HAVE A NATURAL CURIOSITY AS WELL AS A NEED FOR AUTONOMY AND CONNECTION. THE MONTESSORI PHILOSOPHY SEES THE CHILD AS A MOTIVATED PARTICIPANT IN THEIR EDUCATION, LEARNING THROUGH SELF-INSTIGATED ACTIONS ON THE ENVIRONMENT.

THE MONTESSORI PHILOSOPHY OF EDUCATION IS SCIENTIFICALLY DESIGNED TO MEET THE NEEDS OF ALL STUDENTS AND ATTRACTS FAMILIES OF UNIQUE CULTURAL BACKGROUNDS, DIVERSE SOCIO-ECONOMIC BRACKETS, DIFFERENTLY ABLED STUDENTS, ALL GENDERS AND RACES. ITS FOUNDATION IS BASED ON PEACE, RESPECT, ADMIRATION, PATIENCE, AND UNDERSTANDING. STUDENTS ARE NATURALLY DRAWN TO THE OPPORTUNITIES FOR SELF EXPRESSION, AND THE ABILITY TO BE ACCEPTED AS AN INDIVIDUAL. STUDENTS BECOME EMPOWERED IN THEIR OWN EDUCATION, MAKE RESPONSIBLE DECISIONS, ARE SELF-MOTIVATED, CONFIDENT, CRITICAL THINKERS AND ARE JOYFUL IN LIFE. POSSESSING A STRONG SENSE OF WELL BEING, STUDENTS CAN MAKE GREAT STRIDES IN THEIR ACADEMIC DEVELOPMENT.

MONTESSORI SUPPORTS A MASTERY LEARNING MODEL WHICH AFFORDS STUDENTS THE OPPORTUNITY TO HAVE EXPERIENCES AND WORK WITH MATERIALS AT A PACE THAT MATCHES THEIR LEARNING. TEACHERS TRAINED IN THE MONTESSORI PHILOSOPHY AND CURRICULUM PRESENT LESSONS THAT APPEAL TO THE CHILD’S SENSES AND INTERESTS AND ALLOW THE CHILD TO PRACTICE UNTIL THE CONCEPT HAS BEEN MASTERED. THIS MEANS ASSESSMENT THROUGH DIRECT OBSERVATION OF STUDENTS IS A KEY COMPONENT OF A MONTESSORI ENVIRONMENT.



# ADDITIONAL PURPOSES OF THREE RIVERS MONTESSORI

## **A. IMPROVE LEARNING OPPORTUNITIES FOR ALL PUPILS**

## **B. ENCOURAGE THE USE OF DIFFERENT AND INNOVATIVE TEACHING METHODS**

### **A. IMPROVE LEARNING OPPORTUNITIES FOR ALL PUPILS**

THE MONTESSORI METHOD IS FOCUSED ON EDUCATION FOR THE WHOLE BEING. THIS MEANS THAT AT EVERY LEVEL TRM TEACHERS ARE CULTIVATING CURIOSITY AND OFFERING HIGH QUALITY ACADEMICS, FOSTERING HEALTHY SOCIAL/EMOTIONAL INTERACTIONS, AND PROVIDING WORK THAT IS EXPERIENTIAL AND HANDS-ON. THE PRACTICE OF ANCHORING ACADEMICS IN MEANINGFUL WORK INTEGRATES CONCEPT UNDERSTANDING AND SKILL-BUILDING WITH WHOLE BODY ACTIVITY.

THERE IS NOT JUST ONE MATERIAL TO INTRODUCE A CONCEPT. INSTEAD THE MONTESSORI TEACHER CAREFULLY OBSERVES THE STUDENT AND DETERMINES WHICH MATERIAL MIGHT SUIT THE NEEDS OF THAT INDIVIDUAL CHILD. OBSERVATION BECOMES A KEY FORM OF ASSESSMENT IN A MONTESSORI CLASSROOM. WITH OBSERVATION THE TEACHER CAN DETERMINE ADDITIONAL SUPPORTS THAT CAN HELP A CHILD EXPERIENCE MASTERY OF A SKILL AS WELL AS IF THE ENVIRONMENT IS APPROPRIATELY PREPARED.

### **B. ENCOURAGE THE USE OF DIFFERENT AND INNOVATIVE TEACHING METHODS**

THE MONTESSORI METHOD UTILIZES SCIENTIFICALLY DESIGNED, CONCRETE APPARATUS FOR AGES THREE TO FOURTEEN. THE MATERIALS ATTRACT THE STUDENT WITH THEIR BEAUTY AND GIVE AN OPPORTUNITY TO EXPERIENCE VERY LARGE CONCEPTS IN A CONCRETE WAY, AT AN EARLY AGE. THROUGH THE MANIPULATION OF MATERIALS AND A SPECIAL LESSON FROM THE TEACHER, STUDENTS CAN LEARN MULTIPLICATION INTO THE MILLIONS OR DIVISION BY DECIMALS, OR CAN RESEARCH AND EXPLORE THE FUNDAMENTAL NEEDS OF HUMANS ON AN AMAZING TIMELINE OF LIFE. "GREAT LESSONS" ARE USED TO TELL STORIES THAT INSPIRE THE STUDENTS TO THINK BEYOND WHAT IS CONCRETE.

THE YOUNG ELEMENTARY STUDENT IS READY TO DELVE INTO THE IMAGINATION. REPETITION OF ACTIVITIES LEADS TO MASTERY OF CORE SKILLS. MORE IMPORTANTLY, STUDENTS MAKE THE PASSAGE OF LEARNING CONCRETELY TO APPLYING THE KNOWLEDGE LEARNED ABSTRACTLY.

THE MONTESSORI MATERIALS ARE DESIGNED AT THE ELEMENTARY LEVEL TO BE USED INDEPENDENTLY, OR WITH A FEW CLASSMATES. THIS HELPS THE STUDENTS SUPPORT ONE ANOTHER ON THEIR QUEST FOR THE ANSWER, OR THE INFORMATION THEY ARE SEARCHING FOR. MONTESSORI IS COLLABORATIVE IN THE PUREST WAY. EVERYONE IS SEARCHING AND RESEARCHING, NO ONE KNOWS ALL THE ANSWERS, AND EVERYONE LOVES TO HEAR ABOUT DISCOVERIES ALONG THE WAY.

MONTESSORI LEARNING IS A WAY OF LIFE THAT ENCOURAGES STUDENTS TO ASK FOR HELP, AND PROVIDES A SAFE FEELING FOR DOING SO. MONTESSORI TEACHERS WILL ALSO ALLOW STUDENTS TO TEACH THEIR PEERS AS BEING ABLE TO TEACH OTHERS IS A SIGN OF MASTERY. A MONTESSORI COMMUNITY CULTIVATES A FEELING OF TRUST, AND STUDENTS KNOW THAT THE TEACHERS AND STAFF ARE AVAILABLE NOT ONLY AS SOURCES OF KNOWLEDGE BUT ALSO SUPPORT.

# EQUITABLE ACCESS TO EXCELLENT AND DIVERSE EDUCATORS

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THREE RIVERS MONTESSORI SCHOOL'S MISSION IS TO OFFER AN AUTHENTIC MONTESSORI EDUCATION THAT CULTIVATES THE DEVELOPMENT OF THE WHOLE PERSON, PROVIDING THE STRONGEST POSSIBLE ACADEMIC FOUNDATION, EMPOWERING EACH STUDENT TO REACH THEIR FULLEST POTENTIAL AS ENGAGED, EMPATHETIC CITIZENS IN THEIR COMMUNITIES AND BEYOND. WE UNDERSTAND THAT ONLY WITH A HIGHLY EFFECTIVE STAFF CAN THIS MISSION BE ACHIEVED. FOR THIS REASON, WE TAKE CARE TO INVEST IN EXCELLENT TEACHERS AND SUPPORT STAFF. ALL QUALIFYING CANDIDATES GO THROUGH AN INTENSE INTERVIEWING PROCESS WHERE THEIR ATTITUDE AND ABILITIES TO CARRY OUT THE MONTESSORI METHOD IS DETERMINED. KEY TENETS OF OUR PHILOSOPHY ARE SHARED AND UNDERSTOOD BY ALL TRM EMPLOYEES TO ENSURE THAT THEY FULLY UNDERSTAND THE MISSION AND VISION OF THE SCHOOL. ALL EMPLOYEES ARE OFFERED SEVERAL PROFESSIONAL DEVELOPMENT TRAINING SESSIONS TO HELP BETTER UNDERSTAND THE MONTESSORI METHOD AND PHILOSOPHIES. FOR EXAMPLE, IN THE SUMMER OF 2022 ALL LEAD TEACHERS PARTICIPATED IN A TRILLIUM COURSE WHICH PREPARED THEM FOR STARTING A MONTESSORI CLASSROOM IN THE FALL. SUPPORT STAFF WERE ALSO OFFERED TRAINING THROUGH THE TRILLIUM PROGRAM TO BETTER UNDERSTAND HOW TO SUPPORT STUDENTS USING MONTESSORI METHODS. FURTHERMORE, THE MONTESSORI CURRICULUM COORDINATOR WORKS ON AN ONGOING BASIS WITH ALL STAFF TO ENSURE THAT ALL CLASSROOM PRACTICES AND LESSONS ARE IN LINE WITH THE MONTESSORI METHOD.

TRM TEACHERS ARE HELD TO HIGH STANDARDS AND EACH UNDERGO A VIGOROUS EVALUATION PROCESS EACH YEAR. IF A TEACHER IS IDENTIFIED AS INEFFECTIVE OR NOT ADHERING TO THE SCHOOL'S MISSION/VISION THEN ADMINISTRATION EVALUATES THE POTENTIAL OF THAT TEACHER, AND MAY CHOOSE TO EITHER DISMISS THE TEACHER OR HELP THEM CREATE GOALS AND PLANS FOR IMPROVEMENT. CURRENTLY 33% OF OUR TEACHING STAFF HOLD ADVANCED MONTESSORI CERTIFICATIONS WITH THE OTHER 67% CURRENTLY ENROLLED IN CERTIFIED MONTESSORI TRAINING PROGRAMS. IN THE SUMMER OF 2022 THE TRM BOARD OF DIRECTORS PASSED A RESOLUTION REQUIRING ALL LICENSED TEACHERS ENTER WITH OR IDENTIFY A PATH TO MONTESSORI CERTIFICATION.

THREE RIVERS MONTESSORI REPORTED A LESS THAN 1% POPULATION OF STUDENTS OF COLOR. THE TEACHING STAFF AT THREE RIVERS MONTESSORI ALSO REPRESENTED A LOW NUMBER AT 0% OF OUR TEACHING STAFF BEING TEACHERS OR SUPPORT STAFF OF COLOR. THREE RIVERS MONTESSORI IS WORKING TOWARDS THE ADDITION OF MORE TEACHING AND ADMINISTRATIVE STAFF OF ALL BACKGROUNDS, EXPERIENCES, AND ETHNIC MAKEUPS. TRM ACTIVELY RECRUITED FROM OUTSIDE OF THE LOCAL ELK RIVER AREA AND IN THE METRO AREA IN HOPES TO INCREASE THE DIVERSITY WITHIN OUR STAFF.



# EDUCATIONAL APPROACH AND CURRICULUM

## OUR APPROACH TO EDUCATION

THE MONTESSORI METHOD OF EDUCATION, DEVELOPED BY DR. MARIA MONTESSORI, IS A CHILD-CENTERED EDUCATIONAL APPROACH BASED ON SCIENTIFIC OBSERVATIONS OF CHILDREN FROM BIRTH TO ADULTHOOD. DR. MONTESSORI'S METHOD HAS BEEN SUCCESSFULLY USED FOR OVER 100 YEARS IN MANY PARTS OF THE WORLD. THREE RIVERS MONTESSORI IS AN AUTHENTIC MONTESSORI SCHOOL. WE BELIEVE CHILDREN ARE NATURALLY EAGER FOR KNOWLEDGE AND CAPABLE OF INITIATING LEARNING IN A SUPPORTIVE, THOUGHTFULLY PREPARED LEARNING ENVIRONMENT.

OUR GOAL IS TO PROVIDE AN OPTIMAL ENVIRONMENT THAT ALLOWS OUR STUDENTS TO DEMONSTRATE THEIR TRUE NATURE AS MOTIVATED, RESPECTFUL, AND CONSIDERATE INDIVIDUALS. AT TRM EACH CLASSROOM WILL EMBRACE THE MONTESSORI PHILOSOPHIES AND GRANT THE FREEDOMS OF CHOICE, MOVEMENT, AND REPETITION WHILE ALLOWING FOR BOTH THE HUMAN TENDENCIES AND THE SENSITIVE PERIODS OF THE STUDENT. OUR CAREFULLY PREPARED CLASSROOM ENVIRONMENTS ALLOW FOR EXPOSURE TO HANDS-ON MATERIALS AND EXPERIENCES THROUGH WHICH THE CHILD IS ABLE TO DEVELOP INTELLIGENCE AS WELL AS PHYSICAL AND PSYCHOLOGICAL ABILITIES.



# TRM'S EDUCATIONAL APPROACH

THREE RIVERS MONTESSORI VALUES THE DEVELOPMENT OF THE WHOLE CHILD—PHYSICAL, SOCIAL, EMOTIONAL, AND COGNITIVE. MONTESSORI CLASSROOMS OFFER MIXED-AGE CLASSROOMS. AT THREE RIVERS MONTESSORI, WE HAVE THREE DIFFERENT GROUPINGS, KINDERGARTEN AND 1ST GRADE, 2ND THROUGH 3RD GRADE AND 4 THROUGH 6TH GRADE. THIS ALLOWS YOUNGER CHILDREN TO LEARN FROM THEIR PEERS AND THE OLDER CHILDREN TO SERVE AS ROLE MODELS AND LEADERS WITHIN THE ENVIRONMENT. THIS OPPORTUNITY HELPS TO FOSTER SELF-ESTEEM, CONFIDENCE, AND COMMUNITY ENGAGEMENT IN OUR STUDENTS. MIXED-AGE CLASSROOMS ALSO ALLOW OUR TEACHERS TO FOLLOW EACH CHILD AT HIS/HER OWN PACE. WITH A SCOPE AND SEQUENCE THAT SPANS THREE YEARS AND MATERIALS DESIGNED TO MEET THE NEEDS OF VARIOUS AGE GROUPS THE TEACHER IS ABLE TO CUSTOMIZE CURRICULUM FOR EACH CHILD. IF A CHILD IS SHOWING MASTERY IN A SUBJECT HE/SHE CAN CONTINUE TO PROGRESS. ALTERNATIVELY, IF A CHILD NEEDS MORE TIME TO EXPLORE A TOPIC THERE'S NO STIGMA AS THE CHILDREN ARE ALL AT DIFFERENT STAGES OF DEVELOPMENT.

IN ORDER TO BEST FOLLOW THE CHILD IN THEIR OWN DEVELOPMENT, MOST LESSONS ARE GIVEN INDIVIDUALLY OR IN SMALL GROUPS. MONTESSORI CLASSROOMS OFFER LARGE BLOCKS OF UNINTERRUPTED WORK TIME. AT THREE RIVERS MONTESSORI, WE STRIVE TO PROVIDE A THREE HOUR UNINTERRUPTED MORNING AND AFTERNOON WORK PERIOD. THIS ALLOWS OUR STUDENTS THE OPPORTUNITY TO FULLY EXPLORE A TOPIC, GO DEEPER, AND COMPLETE A WORK TO THEIR FULL POTENTIAL. THIS ALSO HELPS FOSTER A SENSE OF SATISFACTION IN WORK AND A LOVE OF LEARNING. IT ALSO HELPS THE STUDENTS DEVELOP INDEPENDENCE, TIME MANAGEMENT AND OTHER IMPORTANT EXECUTIVE FUNCTIONING SKILLS.

MARIA MONTESSORI BELIEVED THAT “WHAT THE HAND DOES, THE MIND REMEMBERS.” FOR THIS REASON, MONTESSORI CLASSROOMS OFFER HANDS-ON LEARNING. AT THREE RIVERS MONTESSORI EACH CLASSROOM OFFERS A FULL ARRAY OF MONTESSORI DIDACTIC MATERIALS. THE PURPOSE OF EACH MATERIAL IS TO ISOLATE A CERTAIN CONCEPT. THESE MATERIALS ARE DESIGNED TO GIVE CONCRETE EXPERIENCES OF ACADEMIC CONCEPTS. CONCRETE MATERIALS MAKE CONCEPTS REAL, AND THEREFORE EASILY INTERNALIZED. OUR TEACHERS SERVE AS FACILITATORS, GUIDING THE STUDENT TOWARDS SELF DISCOVERY AND UNDERSTANDING. THE TEACHER GIVES A LESSON ON HOW TO USE THE MATERIALS AND THEN ALLOWS THE CHILD THE TIME TO WORK WITH AND MANIPULATE THE MATERIALS UNTIL MASTERY. THE TEACHER POSES QUESTIONS, ISOLATES ANY POINTS OF CONFUSION, AND OFFERS FOLLOW UP OPPORTUNITIES FOR THE CHILD. AS THE CHILD SHOWS MASTERY THE LESSONS BECOME LESS CONCRETE UNTIL FINALLY THE CONCEPT IS UNDERSTOOD IN THE ABSTRACT. THE STUDENT WORKS ABSTRACTLY (PAPER AND PENCIL) ONLY WHEN HE OR SHE HAS INTERNALIZED THE INFORMATION AND NO LONGER NEEDS THE MONTESSORI MATERIAL. CONCEPTS ARE INVESTIGATED THROUGHOUT FUTURE SCHOOL YEARS IN INCREASING DEPTH, BREADTH AND COMPLEXITY.

# TRM'S EDUCATIONAL APPROACH

AT THREE RIVERS MONTESSORI, WHENEVER POSSIBLE, SUBJECT AREAS ARE INTEGRATED THROUGHOUT THE CURRICULUM RATHER THAN BEING PRESENTED AS SEPARATE TOPICS. FOR EXAMPLE, A CHILD THAT IS STUDYING A COUNTRY WILL REVIEW AND RESEARCH ITS PHYSICAL GEOGRAPHY, CLIMATE, ECOLOGY, CULTURES, HISTORICAL TIMELINE, GOVERNMENT, FAMILY LIFE, ETC. HIS/HER READING AND WRITING ACTIVITIES MAY HIGHLIGHT THAT COUNTRY'S LITERATURE. MUSIC MIGHT REFLECT THAT COUNTRY'S MUSICAL STYLE, AND SO ON. WE STRIVE TO HAVE OUR STUDENTS LEARN IN CONTEXT. OUR CURRICULUM INTEGRATES EXPERIENCES ACROSS DISCIPLINES TO HELP THE CHILD IDENTIFY THE WHOLE-TO-PART PERSPECTIVE AND IDENTIFY THEIR INDIVIDUAL PLACE IN THE WORLD. THE TEACHER DOES NOT TEACH FROM TEXTBOOKS BUT RATHER SUPPLIES THE STUDENTS WITH MATERIALS AND RESOURCES TO AID IN THEIR UNDERSTANDING OF THE CONCEPTS THAT HAVE BEEN PRESENTED. OUR TEACHERS USE STORIES, TIMELINES, AND OTHER RESOURCES TO PIQUE INTEREST AND ENRICH THE CHILD'S LEARNING. OUR STUDENTS ARE ENCOURAGED TO ANALYZE, QUESTION, AND CONTRIBUTE THEIR OWN THOUGHTS ON A TOPIC.

AT TRM WE CONSISTENTLY BRING THE OUTSIDE ENVIRONMENT IN AND BRING THE CLASSROOM AND LEARNING PHILOSOPHY OUT IN ORDER TO MAXIMIZE LEARNING AND DISCOVERY. WE SEE EDUCATION AS AN AID TO LIFE. FOR THIS REASON, OUR CURRICULUM GOES BEYOND THE MAJOR SUBJECT AREAS OF MATH, LANGUAGE, SCIENCE, AND HISTORY TO INCLUDE PRACTICAL LIFE SKILLS AND GRACE & COURTESY LESSONS. STUDENTS ARE ENCOURAGED TO PRACTICE THOSE SKILLS THAT SUPPORT THEIR OWN SUCCESS ALONG WITH THE SUCCESS OF THE COMMUNITY AT LARGE. THREE RIVERS MONTESSORI CHALLENGES OUR STUDENTS TO BECOME COMPASSIONATE CITIZENS OF THE WORLD. OUR GOAL IS TO FOSTER A GLOBALLY CONSCIOUS AND CIVICALLY RESPONSIBLE STUDENT ABLE TO GO FORTH, HAVING MET THEIR FULLEST POTENTIAL BEING READY TO BECOME AN ENGAGED CITIZEN OF THE WORLD



MARIA MONTESSORI SAID, "ALL THINGS ARE PART OF THE UNIVERSE, AND ARE CONNECTED WITH EACH OTHER TO FORM ONE WHOLE UNITY." MONTESSORI ELEMENTARY IS OFTEN REFERRED TO AS, "COSMIC" CURRICULUM. THIS APPROACH IS USED TO EMPHASIZE THE CONNECTEDNESS OF ALL THINGS AND ENVIRONMENTAL STEWARDSHIP. OUR GOAL IS FOR EACH STUDENT TO FURTHER DEVELOP A SENSE OF RESPECT FOR OUR PLANET AND UNDERSTAND THE URGENCY OF PROTECTING THE PRECIOUS RESOURCES WE OFTEN TAKE FOR GRANTED.

# REMEDICATION AND ACCELERATION PRACTICES

STUDENTS ARE EVALUATED THROUGHOUT THE SCHOOL YEAR ON THEIR PROGRESS THROUGH TEACHER OBSERVATION, THE CLASSROOM CURRICULUM, AND FASTBRIDGE ASSESSMENTS IN READING AND MATHEMATICS AS WELL AS MCA TESTING EACH SPRING. FASTBRIDGE TESTING WAS CONDUCTED TWICE DURING THE 2021-2022 SCHOOL YEAR. WE USE THIS DATA, ALONG WITH TEACHER INPUT, TO DETERMINE THOSE STUDENTS WHO WOULD BENEFIT FROM INTERVENTION OR ACCELERATION. THE TEACHER MAY CONDUCT AN IN-CLASS INTERVENTION. PROGRESS MONITORING DURING THIS PROCESS WILL BE CONDUCTED. IF A STUDENT IS FLAGGED AS POSSIBLY NEEDING FURTHER SUPPORT HIS/HER NAME IS BROUGHT TO THE STUDENT ASSISTANCE TEAM (SAT).

THE PROCESS FOR ADDRESSING CONCERNS REGARDING A STUDENT'S ACADEMIC PROGRESS OR SOCIAL/EMOTIONAL/BEHAVIOR NEEDS IS AS FOLLOWS:

1. THE CHILD IS REFERRED TO THE SAT TEAM BY A TEACHER OR A FAMILY MEMBER OF THE CHILD.
2. THE CHILD'S PARENTS OR GUARDIANS ARE CONTACTED TO INFORM THEM THE SAT WILL BE EVALUATING THE CHILD'S NEEDS.
3. THE SAT COORDINATOR WILL SET A MEETING TO DISCUSS THE SPECIFIC CONCERNS IDENTIFIED BY THE GENERAL EDUCATION TEACHER AND MONTESSORI CURRICULUM COORDINATOR. THESE INDIVIDUALS WILL HAVE WORK SAMPLES AND/OR DATA AS A REFERENCE FOR HOW THE CHILD PERFORMS IN RELATION TO HIS OR HER PEERS.
4. AT THE MEETING THE TEAM WILL DISCUSS POSSIBLE INTERVENTIONS AND CHOOSE AT LEAST ONE INTERVENTION FOR IMPLEMENTATION AND DATA COLLECTION. THE SPECIAL EDUCATION TEACHER(S) MAY ASSIST THE GENERAL EDUCATION TEACHER WITH DATA COLLECTION OPTIONS.
5. IN ORDER TO DETERMINE THE CHILD'S BASELINE DATA, TWO DATA POINTS WILL BE RECORDED WITHIN A ONE WEEK TIME FRAME.
6. THE 4-8 WEEK INTERVENTION PROCESS IS STARTED WITH A MINIMUM OF 8 DATA POINTS.
7. WHEN THE INTERVENTION PROCESS IS COMPLETE THE SAT MEETS AGAIN TO REVIEW.
  - A. IF THE INTERVENTION WORKED, THE GENERAL EDUCATION WILL USE THE INTERVENTION UNTIL NO LONGER NEEDED
  - B. IF THE INTERVENTION DID NOT WORK, THE TEAM CHOOSES A DIFFERENT INTERVENTION AND REPEATS STEPS 4 AND 5
8. WHEN THIS INTERVENTION PERIOD IS COMPLETE, THE TEAM MEETS AGAIN TO REVIEW RESULTS.

EITHER THE INTERVENTION WAS SUCCESSFUL AND THE TEACHER WILL CONTINUE OR THE INTERVENTION WAS NOT SUCCESSFUL AND THE CHILD IS REFERRED TO THE CHILD FIND TEAM WHO MEETS TO DETERMINE WHETHER A SPECIAL EDUCATION EVALUATION IS NECESSARY. IF A SPECIAL EDUCATION EVALUATION IS DISCUSSED THE SPECIAL EDUCATION TEAM WILL CONTACT THE PARENTS AND INFORM THEM OF THE ADDITIONAL STEPS IN THE EVALUATION PROCESS.



**STUDENTS REQUIRING ACCELERATION:** THE MONTESSORI CLASSROOM PROVIDES AMPLE OPPORTUNITIES FOR ACCELERATED LEARNING. STUDENTS WORK AT THEIR OWN PACE WHICH ALLOWS FURTHER STUDY IN ANY SUBJECT AT ANY TIME AS GUIDED BY THE TEACHER.

# SPECIAL EDUCATION



IN MANY WAYS, THE MONTESSORI ENVIRONMENT OFFERS AN IDEAL LEARNING ENVIRONMENT FOR CHILDREN WITH SPECIAL NEEDS. THE HANDS-ON ASPECT OF OUR MATERIALS ALLOW CHILDREN TO TOUCH, FEEL, SEE, AND MANIPULATE THE OBJECTS. THIS CONCRETE LEARNING EXPERIENCE CAN AID IN LEARNING. THIS OFTEN LEADS TO CONFIDENCE AND GROWTH IN CHILDREN WITH SPECIAL NEEDS.

AT TRM TEACHERS ARE ALSO ABLE TO CREATE INDIVIDUALIZED LESSON PLANS THAT MEET THE NEEDS OF EVERY CHILD. BEYOND THESE INTRINSIC QUALITIES TO THE PEDAGOGY, THREE RIVERS MONTESSORI OFFERS EXCELLENT SPECIAL EDUCATION PROGRAMMING. WE HAVE HIGHLY QUALIFIED, LICENSED STAFF, DEDICATED TO PROVIDING SERVICES TO ALL STUDENTS THAT QUALIFY FOR SPECIAL SERVICES. ALL STUDENTS WITH AN IEP (INDIVIDUALIZED EDUCATION PROGRAM) HAVE THEIR NEEDS MET THE WAY THEY WOULD AT ANY OTHER PUBLIC SCHOOL. STUDENTS ARE ELIGIBLE FOR SPECIAL EDUCATION SERVICE UNTIL THE IEP TEAM DETERMINES THAT SERVICES ARE NO LONGER NECESSARY AND TERMINATION OF THE IEP CAN BE MADE.

DUE TO THE SIZE OF CURRENT ENROLLMENT WE UTILIZE EXTERNAL CONTRACTS TO SUPPORT SPECIALIZED SERVICES SUCH AS SPEECH, OCCUPATIONAL THERAPY, AND PHYSICAL THERAPY.



# ENGLISH LEARNER PROGRAM



UPON ACCEPTANCE TO TRM EACH FAMILY RECEIVES A HOME LANGUAGE QUESTIONNAIRE IN THE ENROLLMENT PACKET. PARENTS OR GUARDIANS OF INCOMING STUDENTS NOTE THE PRIMARY LANGUAGE SPOKEN AT HOME. IF THE PARENT(S)/GUARDIAN(S) NOTE ANOTHER LANGUAGE OTHER THAN ENGLISH IS SPOKEN AT HOME THEN THE SCHOOL TEAM AND PARENT WILL MEET TO DETERMINE ADDITIONAL NEEDS THE STUDENT MAY HAVE AND SERVICES ARE PROVIDED ACCORDINGLY THROUGH AN OUTSIDE CONTRACTOR.



# TRM CHILDCARE PROGRAM

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## **BEFORE AND AFTER CARE PROGRAM**

THREE RIVERS MONTESSORI OFFERS A PAID BEFORE AND AFTER CARE PROGRAM FOR CURRENTLY ENROLLED STUDENTS. THE GOAL IS TO PROVIDE FAMILIES WITH A SAFE, CONVENIENT AND ENJOYABLE PLACE FOR THEIR CHILDREN TO ATTEND WHILE THEIR PARENTS ARE AT WORK. THE PROGRAM RAN FROM 6:30AM-8:00AM AND 3:00PM-6:00PM FOR THE 2021-2022 SCHOOL YEAR. ALL SERVICE IS INDIVIDUALIZED FOR FAMILIES BASED ON THE HOURS THEIR CHILD ATTENDED THE EXTENDED CARE PROGRAM. THIS PROGRAM IS POPULAR WITH MANY FAMILIES AS TRM IS LOCATED IN A LARGELY COMMUTER BASED CITY. MANY PARENTS WORK IN THE TWIN CITIES METRO AREA AND NEED QUALITY CARE WHILE THEY COMMUTE BACK AND FORTH TO WORK.



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## **PATHFINDERS SUMMER CARE**

THE 2022 PATHFINDERS SUMMER CARE PROGRAM AT TRM WAS VERY EXCITING. APPROXIMATELY 30 STUDENTS HAD THE OPPORTUNITY TO PARTICIPATE IN OUR NEWLY NAMED PATHFINDERS PROGRAM. THESE STUDENTS WERE ABLE TO ENJOY UNIQUE AND INSPIRING CLASSES IN A MONTESSORI ENVIRONMENT. TRM STUDENTS EXPLORED VARIOUS TOPICS INCLUDING ART AND CREATIVE PROJECTS WITH TRM STAFF MEMBERS. SOME PROJECTS INCLUDED YOGA POSTURES AND MINDFULNESS EXERCISES AND CREATING TOOLS THAT THEY COULD USE AT HOME TO PRACTICE MINDFULNESS. MANY ACTIVITIES WERE CONDUCTED OUTSIDE WITH AMPLE SPACE FOR MOVEMENT AND INTERACTIONS WITH PEERS. STUDENTS LEARNED ABOUT NEW CULTURES AND VARIOUS PARTS OF THE WORLD THROUGHOUT THE SUMMER. TRM ALSO USED THE LATEST TESTING DATA AND TEACHER RECOMMENDATIONS TO IDENTIFY STUDENTS THAT QUALIFIED FOR ADDITIONAL SUMMER SUPPORT. THESE STUDENTS WERE THEN OFFERED FREE TUTORING SESSIONS.

# SCHOOL CALENDAR AND DAILY SCHEDULE

## SCHOOL CALENDAR

THREE RIVERS MONTESSORI MIRRORS ITS ANNUAL SCHOOL CALENDAR FROM ELK RIVER SCHOOL DISTRICT #728 AS THIS BEST SERVES THE FAMILIES WHO HAVE CHILDREN ENROLLED IN MULTIPLE DISTRICTS AND FOR BUSSING PURPOSES. WE ALSO DETERMINE SCHOOL CLOSINGS AND EARLY DISMISSALS BASED ON THE CALL OF ELK RIVER SCHOOL DISTRICT #728. DURING THE 2021-2022 SCHOOL YEAR TRM HAD 161 SCHEDULED INSTRUCTIONAL DAYS WITH SCHOOL STARTING AT 8:00 A.M. AND ENDING AT 2:30 P.M. WITH A 30 MINUTE LUNCH. THIS EQUALS 360 MINUTES PER DAY AND 57,960 MINUTES OR 966 HOURS FOR THE SCHOOL YEAR FOR STUDENTS IN KINDERGARTEN THROUGH 6TH GRADE.

## GENERAL DAILY SCHEDULE

THE FOLLOWING IS A GENERAL SCHOOL DAY SCHEDULE AT TRM:

\*PLEASE NOTE THAT THIS IS A GENERAL SCHEDULE FOR CLASSES AT TRM

**6:30AM AM EXTENDED CARE OPENS (OPTIONAL ATTENDANCE)**

**7:35AM-7:55AM CAR DROP OFF**

**7:55AM-8:00AM BUS DROP OFF**

**8:00AM SCHOOL BEGINS/ MORNING WORK CYCLE**

**11:30AM RECESS**

**12:00PM LUNCH**

**12:30PM AFTERNOON WORK CYCLE**

**2:30-2:35PM DISMISSAL/BUS PICK UP**

**2:35-2:50PM CAR PICK UP**

**2:30PM PM EXTENDED CARE (OPTIONAL ATTENDANCE)**

**6:00PM PM EXTENDED CARE CLOSES**





# INNOVATIVE PRACTICES & IMPLEMENTATION

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THE MONTESSORI METHOD IS NOT ONLY INNOVATIVE IN ITS PEDAGOGICAL PRACTICES BUT ALSO CULTIVATES INNOVATION IN THE STUDENTS. INDIVIDUALISM, FREEDOM OF CHOICE, GREATER PROBLEM-SOLVING ABILITY, AND CREATIVITY ARE SUPPORTED BY THE VERY METHOD TRM ADHERES TO. THE CLASSROOM ACTIVITIES PROMOTE THE DEVELOPMENT OF SELF-EXPRESSION, SELF-AWARENESS AND CRITICAL THINKING. STUDENTS ARE ENCOURAGED TO THINK FOR THEMSELVES AND BECOME ENGAGED IN THE LEARNING PROCESS. THEY ARE TAUGHT TO ASK QUESTIONS AND SEEK ANSWERS.

AT TRM CHILDREN HAVE THE OPPORTUNITY TO CHOOSE THEIR OWN WORK AND GO AT THEIR OWN PACE. WHEN EXPLORING NEW CONCEPTS OR TOPICS THE STUDENTS ARE ENCOURAGED TO FOLLOW THEIR INTERESTS OR BUDDING IDEAS AND SEE WHERE IT MAY TAKE THEM. THEY ARE ALLOWED THE TIME TO WORK OUT PROBLEMS THAT MAY COME UP DURING THIS PROCESS. THE END RESULT IS SOMETHING SPARKED BY THEIR OWN IMAGINATION, CREATIVITY, AND COMPLETELY OF THEIR OWN DOING. WITHIN OUR CLASSROOMS INNOVATION FLOURISHES.



# **FOLLOW THE CHILD**

**FOLLOW THE CHILD: NOT ONLY IS THE CONCEPT OF FOLLOWING THE CHILD'S INDIVIDUALIZED PACE AND OFFERING A CUSTOMIZABLE CURRICULUM AN INNOVATIVE CONCEPT IT ALSO INSPIRES INNOVATION IN OUR STUDENTS. BOTH THE ENVIRONMENT AND OUR TEACHERS SERVE TO FACILITATE INNOVATION. THE TEACHER BEGINS BY MEETING THE NEEDS OF THE INDIVIDUAL CHILD. THE TEACHER WILL CONSIDER THE CHILD'S INTERESTS WHEN LESSON PLANNING. IF, FOR EXAMPLE, A CHILD IS VERY INTERESTED IN ANCIENT CIVILIZATIONS, THE STUDENT MAY STUDY THIS TOPIC IN MANY DIFFERENT WAYS. THE TEACHER MAY GIVE A LESSON ON A CERTAIN TIME IN HISTORY AND ENCOURAGE THE CHILD TO ASK QUESTIONS AND FOLLOW UP ON PARTICULAR POINTS OF INTERESTS. RESEARCH PAPERS, MODELS, DIORAMAS, POWERPOINT PRESENTATIONS CAN ALL BE USED TO DEMONSTRATE THE CHILD'S DISCOVERIES.**

**THE POSSIBILITIES ARE ONLY LIMITED TO THE CHILD'S OWN IMAGINATION. INNOVATION IS OFTEN THOUGHT OF AS TAKING A SMALL IDEA (OFTEN BORN OF INTEREST OR LOVE) AND WORKING WITH IT UNTIL THE LARGER PICTURE OR IDEA IS BORN AND BROUGHT TO FRUITION. THIS IS THE PRACTICE TRM ENCOURAGES WITHIN OUR CLASSROOMS.**

**FURTHERMORE, THE MATERIALS IN OUR CLASSROOMS ARE DESIGNED TO APPEAL TO DIFFERENT STYLES OF LEARNING. THE TEACHER MAY USE THE MATERIAL THAT IS BEST SUITED TO THE CHILD. FOR EXAMPLE, WITHIN OUR ENVIRONMENTS THERE ARE SEVERAL DIFFERENT MATERIALS THAT ARE USED TO TEACH LONG DIVISION. ONE CHILD MAY COME TO UNDERSTAND THE PROCESS BY USING THE RACKS AND TUBES MATERIALS BUT ANOTHER MAY NEED TO BE SHOWN THE LONG DIVISION WITH BOWS. ANOTHER CHILD NEEDS TO USE BOTH IN ORDER TO COME TO THE SAME UNDERSTANDING. IF A FOURTH CHILD SEEMS TO REQUIRE ANOTHER STYLE OF TEACHING MATERIAL THE TEACHER MAY LOOK FOR ANOTHER MATERIAL OR METHOD TO TEACH THE SAME CONCEPT. THE TEACHER HAS THE OPPORTUNITY TO OFFER OPTIONS TO EACH CHILD AND FIND THE MATERIAL OR STYLE THAT BEST MEETS THEIR NEEDS.**

**THE MATERIALS ARE ALSO DESIGNED TO BE MANIPULATED AND OFTEN HAVE A BUILD IN CONTROL OF ERROR. THIS LEADS TO SELF-DISCOVERY. THE STUDENT IS ABLE TO DISCOVER HER OWN MISTAKES OR MISUNDERSTANDINGS. SHE IS ABLE TO WORK TO CORRECT IT WITHOUT INTERFERENCE OR INTERRUPTION BY ANOTHER. THE STUDENT CONTINUES TO BE ENGAGED IN THE PROCESS UNTIL SHE MASTERS THE MATERIALS. OUR MATERIALS FOSTER SELF-DISCOVERY AND PERSEVERANCE, QUALITIES THAT ARE NECESSARY FOR TRUE INNOVATION TO TAKE PLACE.**

# **MULTI-AGE CLASSROOMS**

OUR MULTI-AGE CLASSROOMS OFFER MANY ADVANTAGES. THIS EXPERIENCE AIDS IN THE STUDENT'S SOCIAL DEVELOPMENT AND OFFERS STUDENTS THE OPPORTUNITY TO DEVELOP DEEP BONDS, DEVELOP A SENSE OF COMMUNITY AND THEIR PLACE IN IT. IT CAN LEAD TO PEER MENTORSHIP, LEADERSHIP SKILLS AND CONFIDENCE. IT OFTEN HELPS FACILITATE MORE REAL LIFE DYNAMICS AND SCENARIOS. THIS OFFERS AMPLE OPPORTUNITY FOR BOTH GRACE AND COURTESY LESSONS AND PEACE EDUCATION.

OUR STUDENTS ARE OFFERED THE GIFT OF TIME. THEY CAN GO AT THEIR OWN PACE WITH EACH TOPIC. THE TEACHER KNOWS THEY HAVE TWO TO THREE YEARS TO GET TO ALL OF THE LESSONS AND MATERIALS. SO, IF A STUDENT NEEDS MORE TIME ON A PARTICULAR CONCEPT OR IDEA THEY CAN BE GRANTED THAT TIME WITHOUT ISSUE. THE TEACHER CAN ALLOW MORE FOLLOW UP OPPORTUNITIES OR TRY ANOTHER APPROACH IN TEACHING THE CONCEPT.

ALTERNATIVELY STUDENTS ARE ALLOWED TO STRETCH THEMSELVES. THE CONSTRAINTS OF AGE AND A SINGLE GRADE CLASSROOM HAVE BEEN ELIMINATED. A STUDENT THAT HAS MASTERED A TOPIC CAN CONTINUE TO PROGRESS BECAUSE MATERIALS FOR MANY YEARS OF LEARNING ARE AVAILABLE. IN THIS WAY, THERE IS NO TEACHING TO THE NORM (OR MIDDLE) INSTEAD EACH CHILD'S DEVELOPMENT IS JUST THAT, THEIR DEVELOPMENT.

MULTI-AGE CLASSROOMS CAN ALSO HELP SOLIDIFY LEARNING. YOUNGER STUDENTS ALWAYS HAVE THE OPPORTUNITY TO OBSERVE LESSONS THAT INTEREST THEM (EVEN IF IT IS NOT A LESSON BEING GIVEN TO THEM PERSAY). LATER THAT SAME STUDENT WILL RECEIVE A LESSON AT A TIME WHEN IT IS DEVELOPMENTALLY APPROPRIATE. THE MATERIALS HAD FIRST BEEN INTRODUCED TO THE CHILD THROUGH OBSERVATION AND LATER A MORE THOROUGH UNDERSTANDING WAS GAINED THROUGH THEIR OWN EXPERIENCE WITH IT.



# INTEGRATING SUBJECTS



OUR MONTESSORI “COSMIC EDUCATION” SEEKS TO EMPHASIZE THE CONNECTEDNESS OF ALL THINGS AND THE VALUE EACH PIECE HAS TO THE GREATER PICTURE. ONE WAY WE DO THIS AT TRM IS BY FEATURING A CURRICULUM THAT INTEGRATES SUBJECTS. AS OFTEN AS POSSIBLE WE SEEK TO USE A THEME TO DEMONSTRATE THE INTERCONNECTEDNESS OF THE SCIENCES, MATH, LANGUAGE, MUSIC, ART, ETC. INSTEAD OF BREAKING UP LESSONS INTO DISTINCT AREAS AND ASKING FOR ROTE LEARNING THAT PERTAINS TO A SINGLE TOPIC. OUR STUDENTS ARE ASKED TO LOOK AT THE SCIENCES, MATH, LANGUAGE, MUSIC, ART, FROM A CERTAIN PERSPECTIVE. THEN TO DRAW FROM THIS KNOWLEDGE, AN UNDERSTANDING OF HOW EACH ADDS TO THE LARGER PICTURE.



# A HOLISTIC APPROACH

AT TRM WE ADHERE TO THE MONTESSORI PHILOSOPHY OF TAKING A HOLISTIC APPROACH TO EDUCATION. WE BELIEVE THAT EDUCATION SHOULD BE AN AID TO LIFE. WE STRIVE TO CREATE OPPORTUNITIES TO HELP CHILDREN IN ALL ASPECTS OF THEIR DEVELOPMENT. THIS MEANS WE GO BEYOND THE TRADITIONAL EDUCATIONAL PRACTICE OF TEACHING READING, WRITING AND ARITHMETIC. WE TAKE TIME TO PURPOSEFULLY FOCUS ON OUR STUDENT'S SOCIAL AND EMOTIONAL DEVELOPMENT AS WELL. OUR CURRICULUM INCLUDES THINGS LIKE GRACE AND COURTESY. GRACE AND COURTESY ARE THOSE SKILLS THAT ALLOW US TO LIVE COHESIVELY IN A SOCIETY. IT IS LEARNING HOW TO CONDUCT ONESELF IN CERTAIN SITUATIONS. THESE SKILLS INCLUDE EVERYTHING FROM HOW TO BE POLITE, TO HOW TO COMMUNICATE YOUR FEELINGS. AT TRM GRACE AND COURTESY BEGINS WITH INTENTIONAL MODELING BY ALL ADULTS IN THE CLASSROOM. ASIDE FROM MODELING, MONTESSORI GUIDES GIVE LESSONS TO EXPLICITLY TEACH GRACE AND COURTESY. THEY WILL SHOW THE CHILD STEP BY STEP HOW A CERTAIN BEHAVIOR OR ACTIVITY IS DONE.

**HERE ARE JUST A FEW OF THESE TYPES OF LESSONS A CHILD MIGHT RECEIVE:**

- **HOW TO WELCOME A VISITOR**
- **HOW TO GET A TEACHER'S ATTENTION WITHOUT INTERRUPTING**
- **HOW TO PARTICIPATE IN A GROUP DISCUSSION WITHOUT INTERRUPTING**
- **HOW TO LISTEN IN A CONVERSATION**



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THE ELEMENTARY CLASSROOM COMMUNITY IS A CULTURE IN MICROCOSM. MONTESSORI DEFINED THIS PLANE OF DEVELOPMENT AS BEING THE AGE OF SOCIAL, WHERE THE RELATIONSHIPS BETWEEN STUDENTS, AND BETWEEN STUDENTS AND TEACHERS, HOLDS MORE IMPORTANCE TO THE CHILD THAN THE CONTENT OF A LESSON OR THE ANSWER TO A QUESTION. FOR THIS REASON MANY OF OUR GRACE AND COURTESY LESSONS, DURING THE ELEMENTARY YEARS, FOCUS ON SOCIAL INTERACTIONS.

WE ALSO USE CLASS MEETINGS, FACILITATED DISCUSSIONS, MEDIATION, AND NEGOTIATION. ALL TO HELP THE GROUP, AND THE INDIVIDUAL, LEARN HOW RESPECT, MUTUAL SUPPORT, AND HUMOR CAN KEEP THE SOCIAL FABRIC OF A CLASSROOM STRONG.



# KEY SUCCESSES

**THREE RIVERS MONTESSORI HAD MANY SUCCESSES DURING THE 2021-2022 SCHOOL YEAR. WE WERE ABLE TO DOUBLE THE NUMBER OF CLASSROOMS BY EXPANDING INTO THE LOWER LEVEL OF OUR BUILDING. THIS ALSO ALLOWED US THE OPPORTUNITY TO DOUBLE OUR ENROLLMENT. THIS YEAR WE WERE ABLE TO OFFER TWO KINDERGARTEN/1ST GRADE CLASSROOMS, TWO 2ND/3RD GRADE CLASSROOMS, AND TWO 4TH-6TH GRADE CLASSROOMS.**

**ANOTHER KEY SUCCESS TO OUR PROGRAM WAS THE ORGANIZATION OF OUR STUDENT ASSISTANCE TEAM (SAT). THIS TEAM IS DEDICATED TO IDENTIFYING STUDENTS WHO ARE AT-RISK ACADEMICALLY, EMOTIONALLY OR SOCIALLY AND PROVIDING THEM WITH PREVENTATIVE SUPPORT PRIOR TO CONSIDERING SPECIAL EDUCATION SERVICES. THE SAT TEAM DEVELOPS STRATEGIES AND INTERVENTIONS FOR THE IDENTIFIED STUDENTS. A SCHOOL WIDE SYSTEM FOR THIS PROCESS WAS DEVELOPED AND IMPLEMENTED OVER THE 2021-2022 SCHOOL YEAR. THIS ALLOWED US TO BETTER IDENTIFY STUDENTS' NEEDS AND HELP LIFT THEM UP. IT ALSO ALLOWED A PROCESS IN WHICH STUDENTS COULD BE REFERRED TO THE CHILD STUDY TEAM IF NECESSARY.**

**THREE RIVERS MONTESSORI'S MISSION STATEMENT IS "EMPOWERING STUDENTS TO REACH THEIR FULL POTENTIAL THROUGH AUTHENTIC MONTESSORI LEARNING." OVER THE 2021-2022 SCHOOL YEAR WE WERE ABLE TO MAKE TWO BIG STRIDES TOWARDS FULFILLING THIS MISSION.**

- 1. ALL EDUCATIONAL ASSISTANTS AND PARAPROFESSIONALS WERE REQUIRED TO ATTEND WEEKLY TRAINING SESSIONS. THIS TRAINING, LED BY OUR MONTESSORI CURRICULUM COORDINATOR HELPED STAFF TO BECOME MORE KNOWLEDGEABLE ON THE MONTESSORI METHOD AND PEDAGOGY. EACH WEEK A NEW TENET OF THE MONTESSORI METHOD WAS DISCUSSED AND VARIOUS ASSIGNMENTS AND**
- 2. OVER THE 2021-2022 THE ACADEMIC EXCELLENCE COMMITTEE WORKED TO IDENTIFY WAYS TO BEST PREPARE OUR TEACHING STAFF TO FULFILL OUR MISSION. THE TEAM WAS THEN ABLE TO COMPRISE A LIST OF QUALITY TRAINING OPTIONS AND A PLAN TO GET ALL TEACHERS MONTESSORI CERTIFIED. THIS PLAN WAS PASSED BY THE BOARD. IT IS NOW A REQUIREMENT THAT ALL LEAD TEACHERS BE TRAINED BY AN ACCREDITED OR APPROVED MONTESSORI TRAINING PROGRAM. THIS HAS ALREADY BEGUN TO STRENGTHEN OUR EDUCATIONAL APPROACH.**



# **KEY CHALLENGES**

**THE KEY CHALLENGES THREE RIVERS MONTESSORI FACED IN 2021-2022 WAS CHANGE IN LEADERSHIP MID YEAR. THREE RIVERS HAD THEIR EXECUTIVE DIRECTOR RESIGN AND REPLACED HER WITH AN INTERIM DIRECTOR WHO COMPLETED THE YEAR AND ENDED HER SERVICE AT THE END OF JUNE OF 2022. BECAUSE OF THIS SHIFT IN LEADERSHIP MID-YEAR MANY COMPLIANCE AND REGULATORY ITEMS WERE MISSED. IN RESPONSE, THREE RIVERS MONTESSORI HIRED A FULLY LICENSED K-12 PRINCIPAL TO TAKE OVER LEADERSHIP OF THE SCHOOL IN JULY OF 2022. IT IS OUR HOPE THAT PROCESSES AND PROCEDURES WILL BE PUT IN PLACE THAT ENSURE WE REMAIN IN COMPLIANCE WITH OUR AUTHORIZER, THE MINNESOTA DEPARTMENT OF EDUCATION, AND FEDERAL ENTITIES GOING FORWARD.**

# TRM 2021-2022 STRATEGIC PRIORITIES



## ACADEMICS:

### PRIORITY: TEACHER TRAINING IN MONTESSORI METHOD

GOAL 1: ALL TEACHERS HAVE BEEN MONTESSORI TRAINED OR ARE ENROLLED IN A TRAINING PROGRAM AS OF FALL 2022.

OBJECTIVE: HIRE MONTESSORI TRAINED TEACHERS WHEN HIRING NEW STAFF.

OBJECTIVE: DEVELOP PD PLANS FOR CURRENT STAFF WHO ARE UNTRAINED IN MONTESSORI METHODS.

OBJECTIVE: INCREASE IN-HOUSE PD OPPORTUNITIES FOR STAFF DURING THE SCHOOL YEAR.

### PRIORITY: CREATE CLASSROOM SPACE TO MAXIMIZE INDIVIDUAL INSTRUCTION OPPORTUNITIES

GOAL 1: ENSURE APPROPRIATE CLASS SIZE FOR ALL LEARNING SPACES.

OBJECTIVE: DESIGN FUTURE BUILDOUT TO MATCH ENROLLMENT PROJECTIONS FOR EACH AGE SPAN AND ACCOUNT FOR ADDITIONAL SPACE NEEDED SUCH AS A MULTIPURPOSE USE SPACE, SPECIAL EDUCATION SPACES, SPECIALIST CLASSROOMS, AND DEDICATED SUPPORT STAFF SPACE SUCH AS A NURSES SUITE.



# STRATEGIC PRIORITIES CONTINUED

## COMMUNITY ENGAGEMENT:

### PRIORITY: BOARD DEVELOPMENT

GOAL 1: EXPAND BOARD TO INCLUDE TECHNICAL SKILLS NECESSARY FOR SCHOOL EXPANSION AND ONGOING STABILITY.

OBJECTIVE: ADD AN INDIVIDUAL WITH CONSTRUCTION MANAGEMENT EXPERTISE TO ADVISE ON ONGOING PHYSICAL EXPANSION OPPORTUNITIES.

OBJECTIVE B: IDENTIFY PREFERRED ESSENTIAL SKILLS FOR NEW BOARD MEMBERS.

OBJECTIVE C: IDENTIFY WHICH CURRENT BOARD MEMBERS ARE LEAVING TRM AND DEVELOP A CYCLE FOR BOARD TERMS THAT OVERLAP BETWEEN OLD AND NEW MEMBERS.

### PRIORITY: CLEAR COMMUNICATION OF SCHOOL CULTURE AND EDUCATIONAL PROGRAM (MONTESSORI/ ENVIRONMENTAL)

GOAL 1: ESTABLISH CONSISTENT EASILY ACCESSIBLE COMMUNICATION CHANNELS WITH FAMILIES REGARDING THE EDUCATIONAL PROGRAM AND ACTIVITIES.

OBJECTIVE A: IDENTIFY BEST FORMS OF COMMUNICATION FOR FAMILIES



# OPERATIONAL PERFORMANCE

## HEALTH AND SAFETY AT THE SCHOOL

THE SCHOOL'S EMERGENCY PLAN REQUIRES TRAINING FOR ALL STAFF AND IS REVIEWED WITH THE DIRECTOR PRIOR TO THE START OF EACH EMPLOYEE'S HIRE DATE. EMERGENCY MAPS ARE LOCATED AROUND THE BUILDING IN ALL COMMON AREAS AND CLASSROOMS AND STATE REQUIRED DRILLS ARE FACILITATED AND LOGGED THROUGHOUT EACH SCHOOL YEAR AND DURING THE SUMMER.

THREE RIVERS MONTESSORI'S BUILDING WAS FULLY RENOVATED IN 2021 AND THE SCHOOL WAS EQUIPPED WITH A NEW SPRINKLER SYSTEM AND FIRE EXTINGUISHER. THE STATE FIRE MARSHAL DID AN INSPECTION IN MARCH OF 2022 WITH THE DIRECTOR.

THE BUILDING'S EXTERIOR DOORS REMAIN LOCKED AND SECURED WHEN STUDENTS ARE PRESENT. A SCAN CARD SYSTEM IS USED FOR ALL EMPLOYEES TO GAIN ACCESS TO THE BUILDING. FAMILIES WHO ATTENDED BEFORE AND AFTER CARE ALSO HAD KEY CARDS WITH LIMITED ACCESS.

UPDATED IMMUNIZATION RECORDS WERE KEPT FOR EACH STUDENT (INCLUDING EXEMPTIONS) AND ARE MAINTAINED IN STUDENT FILES AND IN THE STUDENT INFORMATION SYSTEM.

A MEDICATION POLICY IS IN PLACE AND REQUIRED FOR ALL OVER THE COUNTER AND PRESCRIBED MEDICATIONS ADMINISTERED AT TRM. ALL STAFF ADMINISTERING MEDICATION ARE TRAINED BY THE CONTRACTED NURSING CONSULTANT WE HAVE THROUGH NAVIGATE CARE AND ALL MEDICATION IS KEPT IN A LOCKED CABINET.





# TRANSPORTATION, FACILITIES, & FOOD SERVICE

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## **TRANSPORTATION**

TRM CONTINUES TO CONTRACT WITH ISD 728 (ELK RIVER SCHOOL DISTRICT) WHO UTILIZES VISION TRANSPORTATION FOR BUSSING NEEDS. THERE WERE THREE TRANSFER SITES FOR TRM AND THE STAFF EMPLOYED A SUPPORT PROCESS FOR STUDENTS IN THE FIRST WEEKS OF SCHOOL TO ENSURE THEY WERE ABLE TO LEARN THEIR TRANSFERS AND ARRIVE HOME SAFELY. TRM WORKS IN ALIGNMENT WITH THE TRANSPORTATION COORDINATOR AT ISD 728 AND WITH VISION BUSSING TO ENSURE SEAMLESS PROCESSES.

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## **FACILITIES**

TRM EMPLOYS MN SERVICES, A CLEANING COMPANY WHO SERVES THE TWIN CITIES AND SURROUNDING AREAS. THE COMPANY CLEANS ALL CLASSROOMS, BATHROOMS, FOOD SERVICE AREAS, AND THE COMMON SPACES DAILY. TRM STUDENTS AND STAFF ALSO HELP TO CARE FOR THEIR SPACES BY CLEANING THROUGHOUT THE DAY AND AT THE END OF EACH SCHOOL DAY.

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## **FOOD SERVICE PROGRAM**

THREE RIVERS MONTESSORI UTILIZED THE CATERING COMPANY, PREMIERE KITCHENS INC. DURING THE 2021-2022 SCHOOL YEAR. PREMIER KITCHEN PROVIDED BOTH BREAKFAST AND LUNCH TO STUDENTS ON A DAILY BASIS. STUDENTS WERE SERVED A VARIETY OF FOODS ON A ROTATING BASIS AND HAD THE OPTION FOR VEGETARIAN AND GLUTEN FREE MEALS AS WELL. THE MINNESOTA DEPARTMENT OF HEALTH COMPLETES TWO ANNUAL INSPECTIONS TO ENSURE ALL FOOD AND NUTRITION GUIDELINES ARE FOLLOWED AND THE PROCEDURES AT TRM ADHERE TO MDH POLICIES.

TRM PARTICIPATED IN THE FEDERAL NATIONAL SCHOOL LUNCH PROGRAM (NSLP) WHICH APPROVED FREE MEALS FOR STUDENTS DURING THE 2021-2022 SCHOOL YEAR DUE TO THE PANDEMIC.



# PARENT ENGAGEMENT

**THREE RIVERS MONTESSORI RELIES HEAVILY ON PARENT ENGAGEMENT AND INVOLVEMENT. PARENTS ARE ENCOURAGED TO SERVE ON THE BOARD OF DIRECTORS, WITHIN BOARD DESIGNATED COMMITTEES, AND TO VOLUNTEER DURING SCHOOL SPONSORED EVENTS. PARENTS WERE INSTRUMENTAL IN THE DECISION TO EXPAND THE SCHOOL FOR THE 2021-2022 SCHOOL YEAR. THREE RIVERS MONTESSORI HELD FUNDRAISERS WITH LOCAL RESTAURANTS AND SCHOLASTIC BOOKS WITH A CULMINATING EVENT IN THE SPRING, A COLOR RUN. ALL OF THESE FUNDRAISING EFFORTS LED TO A \$5,000.00 PROFIT WHICH WE USED TO CONTINUE TO INVEST IN OUR PLAYGROUND DEVELOPMENT. THE EFFORTS WERE PRIMARILY LED BY PARENT VOLUNTEERS.**





# HIRING PRACTICES

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THREE RIVERS MONTESSORI FOLLOWS FAIR AND EQUITABLE HIRING PRACTICES. WHEN THERE IS AN OPENING FOR EMPLOYMENT AT TRM, THE DIRECTOR OR HIRING COMMITTEE POSTS THE OPEN POSITION ON THE SCHOOL'S WEBSITE, FACEBOOK PAGE, AND INDEED JOB BOARDS. FURTHER, TRM POSTS ALL LICENSED STAFFING POSITIONS ON ST. CLOUD STATE'S SITE, EDPOST.

ONCE THE APPLICATION WINDOW CLOSSES RESUMES AND COVER LETTERS ARE REVIEWED BY THE DIRECTOR.

THE DIRECTOR AND THE HIRING COMMITTEE CONDUCT INTERVIEWS WITH AN APPROPRIATE SET OF QUESTIONS FOR EACH POSITION. THESE QUESTIONS WERE DEVELOPED AND THEN REVIEWED BY THE CONTRACTED HR REPRESENTATIVE AT DESIGNS FOR LEARNING. QUESTIONS ARE THE SAME FOR ALL APPLICANTS APPLYING FOR A GIVEN POSITION.

THE HIRING COMMITTEE AND THE DIRECTOR THEN DETERMINE WHICH CANDIDATE WILL BE THE BEST FIT FOR THE POSITION AND REACH OUT WITH AN OFFER LETTER OF EMPLOYMENT.

SHOULD THE CANDIDATE ACCEPT THE POSITION, THE BOARD OF DIRECTORS IS NOTIFIED AT THE MONTHLY BOARD MEETING AND THE CANDIDATE IS VOTED FOR APPROVAL.





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SHOULD THE CANDIDATE ACCEPT THE POSITION, THE BOARD OF DIRECTORS IS NOTIFIED AT THE MONTHLY BOARD MEETING AND THE CANDIDATE IS VOTED FOR APPROVAL.

## **BACKGROUND CHECK POLICIES FOR STAFF, BOARD MEMBERS (INCLUDING COMMITTEE MEMBERS), AND VOLUNTEERS**

**BACKGROUND CHECKS ARE CONDUCTED FOR ALL EMPLOYEES AND VOLUNTEERS THAT INTERACT WITH CHILDREN AT THREE RIVERS MONTESSORI AS WELL AS FOR THOSE SERVING ON THE BOARD OF DIRECTORS. THIS SEARCH INCLUDES STATE AND NATIONAL REGISTRIES. EMPLOYMENT AND SCHOOL INVOLVEMENT IS CONTINGENT UPON A SATISFACTORY BACKGROUND CHECK AS DETERMINED BY THE DIRECTOR.**





# FINANCES

**DESIGNS FOR LEARNING TOOK OVER ACCOUNTING AND FINANCE SERVICES FOR TRM IN JANUARY OF 2022.**

**FOR QUESTIONS REGARDING SCHOOL FINANCES AND FOR COMPLETE FINANCIALS FOR 2021-2022 AND OR ORGANIZATIONAL BUDGET FOR 2021-2022, CONTACT:  
LISA HASLEDALEN AT DESIGNS FOR LEARNING  
SENIOR SCHOOL FINANCE SPECIALIST  
LHASLEDALEN@DESIGNLEARN.NET  
651.255.8826**

<b>FY22 Finances</b>	<b>All Funds Including Fund 1; Fund 2, Fund3, and Fund 4</b>
<b>Total Revenues</b>	<b>+\$2,423,428.29</b>
<b>Total Expenditures</b>	<b>-\$2,270,282.66</b>
<b>Net Income</b>	<b>\$153,145.63</b>
<b>Total Fund Balance</b>	<b>\$264,838.83</b>



# FINANCIAL OVERVIEW

**THREE RIVERS MONTESSORI ENDED THE YEAR WITH A 12.65% FUND BALANCE. OUR ADM INCREASED FROM 76.72 IN 2021 TO 158.72 IN THE SPRING OF 2022. TRM UTILIZED THE REMAINDER OF ITS CSP GRANT FOR CLASSROOM MATERIALS, SUPPLIES, AND EQUIPMENT.**

## **REVENUES**

TRM RECEIVED THE MAJORITY OF REVENUE FROM STATE SOURCES AS RELATED TO OUR ADM. THERE WAS SOME ADDITIONAL GRANT MONEY RELATED TO COVID. TRM ALSO RECEIVED A SIGNIFICANT AMOUNT OF REVENUE FROM THE CSP GRANT FOR IMPLEMENTATION PHASE 2.

REVENUE FROM FUND 2 IS TIED TO MEALS SERVED. MOST OF THE REVENUE WAS FROM THE NATIONAL SCHOOL LUNCH PROGRAM.

REVENUE FROM FUND 4 WAS GENERATED FROM OUR BEFORE AND AFTER SCHOOL CARE PROGRAM WHICH SERVED A SMALL NUMBER OF STUDENTS.

## **EXPENDITURES**

TRM EXPERIENCED LARGE COSTS ASSOCIATED WITH STAFFING, INCLUDING SPECIAL EDUCATION TEACHERS, AND THE FURNISHING OF CLASSROOMS WITH MONTESSORI MATERIALS RELATED TO OUR DOUBLING OF STUDENTS FROM AN AVERAGE OF 84 TO AROUND 150. MATERIALS WERE STILL PRIMARILY SUPPORTED BY THE CSP GRANT. TRM UTILIZED ISD 728 FOR TRANSPORTATION AND THEREFORE NO SIGNIFICANT COSTS WERE IMPOSED FOR TRANSPORTATION.

## **NET SURPLUS OR DEFICIT AND FUND BALANCE**

THREE RIVERS MONTESSORI MAINTAINED THEIR FUND BALANCE OF 12% AT THE END OF FY22. TRM HAS THE GOAL TO MEET OSPREY WILDS REQUIREMENT OF A 20% FUND BALANCE BY THE END OF YEAR FIVE OF OPERATION.

# FUTURE PLANS

## SAFE LEARNING PLAN

THREE RIVERS MONTESSORI CONTINUED TO EVALUATE AND ASSESS THEIR SAFE LEARNING PLAN IN THE 2021-2022 SCHOOL YEAR. THE PLAN WAS EFFECTIVE AT MINIMIZING THE SPREAD OF COVID 19 AND KEEPING OUR SCHOOL OPERATIONAL AND STUDENTS IN PERSON THROUGHOUT THE YEAR. THE NEEDS OF THE STUDENTS AND STAFF WERE PLACED AT THE FOREFRONT OF THE SAFE LEARNING PLAN. TRM IMPLEMENTED SANITIZING MEASURES THROUGHOUT THE FACILITY, OBTAINED AND DISTRIBUTED COVID TESTING KITS, AND CONTINUED TO STREAMLINE AND MONITOR COVID PROTOCOLS AND PROCESSES AS THE YEAR PROGRESSED. ALL STAFF WERE TRAINED ON PROTOCOLS PRIOR TO THE START OF THE SCHOOL YEAR. CHALLENGES PRESENTED THEMSELVES WITH SPACE LIMITATIONS, LACK OF DISTANCE LEARNING IN AN AUTHENTIC MONTESSORI ENVIRONMENT, AND STAFFING CONCERNS WHEN POSITIVE CASES AROSE. TRM NAVIGATED ALL OF THIS TO REMAIN OPEN AND SERVE OUR STUDENTS FOR THE ENTIRE 2021-2022 SCHOOL YEAR. WE WILL CONTINUE TO MONITOR CASES, TAKE GUIDANCE FROM MDH AND THE CDC AND REFINE OUR PROCESSES TO ENSURE SAFE LEARNING CAN OCCUR GOING INTO THE 2022-2023 SCHOOL YEAR





# FUTURE PLANS

BASED ON THE SUCCESS OF THE FIRST TWO YEARS OF OPERATION AND CONTINUED INTEREST FROM THE COMMUNITY, TRM IS IN PRELIMINARY TALKS ABOUT FUTURE EXPANSION AND WHAT THAT MIGHT LOOK LIKE. 2021-2022 SAW US OCCUPY EACH SPACE WITHIN THE CURRENT BUILDING AND A NEED FOR MORE SPACE FOR RELATED SERVICES SUCH AS SPECIAL EDUCATION, A LARGE MOTOR SPACE, SPACES FOR CONTRACTED SERVICES TO OPERATE OUT OF, AND ADDITIONAL CLASSROOM SPACE. TRM WILL ALSO CONTINUE TO PROVIDE IN-HOUSE MONTESSORI TRAINING FOR ALL STAFF TO ENSURE SUPPORT STAFF HAVE THE BACKGROUND KNOWLEDGE AND EXPERTISE TO SUPPORT THE AUTHENTIC MONTESSORI PROGRAMMING WE HAVE IN PLACE.

