



River Valley Charter School

Board Meeting

Published on April 27, 2026 at 5:59 PM EDT

Date and Time

Wednesday April 29, 2026 at 7:00 PM EDT

River Valley Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Trustees (“Board”) is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, are available on our Board on track public portal found at rivervalleycharter.org.

<https://us02web.zoom.us/j/8516508581?pwd=8roWrPp5aJXvEAFctC4bxo69QnaDfv.1>

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:00 PM
A. Record Attendance		Jonathan Nickerson	1 m
B. Call the Meeting to Order		Tanya Murdy	
C. Review Trustee Code of Conduct		Tanya Murdy	5 m

	Purpose	Presenter	Time
D. Public Comment	Discuss	Tanya Murdy	15 m
II. Approve Previous Board Minutes			7:21 PM
A. Approve Minutes	Approve Minutes	Tanya Murdy	2 m
Approve minutes for Special Board Meeting on March 13, 2026			
III. Consent Agenda			7:23 PM
The Items Below form our consent agenda			
A. Accountability Committee	FYI	Tanya Murdy	1 m
B. Development Committee	FYI	Tanya Murdy	1 m
C. Executive Committee	FYI	Tanya Murdy	1 m
D. Committee on Trustees	FYI	Tanya Murdy	1 m
E. Finance Committee	FYI	Tanya Murdy	1 m
F. Vote on Consent Agenda	Vote	Jonathan Nickerson	5 m
Vote to Approve Consent Agenda			
IV. Board Business			7:33 PM
A. Montessori Moment	FYI	Achala Matthew Godino	10 m
Bringing back the Montessori Minute			
B. Board Audit Review	FYI	Tanya Murdy	15 m
Board Audit Review with Kate Scott			
C. Timeline/PBE discussion	FYI	Tanya Murdy	15 m
Discuss			
<ul style="list-style-type: none"> • Timelines • PBE-History. • Programmatic decisions 			

	Purpose	Presenter	Time
D. Policy Vote Professional Code of Conduct Policy	Vote	Tanya Murdy	2 m
V. Committee on Trustees			8:15 PM
A. Update <ul style="list-style-type: none"> • Trustee Recruitment • Trustee interest in leadership positions for 2026-2027 • Bylaws update 	FYI	Jonathan Nickerson	5 m
VI. Executive Committee			8:20 PM
A. Update <ul style="list-style-type: none"> • Executive Director Review/Tool • Succession Planning: ED & BOT • BoT RVCS emails 	FYI	Tanya Murdy	10 m
VII. Finance Committee			8:30 PM
A. Update Current financial position To approve a 3.5% increase in the salary line item of the budget. Total budget in 2027 would be \$4,130,258 compared to \$3,989,487 in the prior year. This cost represents 69.6% of 2027 expected tuition revenue, compared to 68.6% in 2026.	FYI	Chris Whitford	5 m
VIII. Accountability Committee			8:35 PM
A. Update <ul style="list-style-type: none"> • Caregiver survey update 	FYI	Albert Ting	5 m

	Purpose	Presenter	Time
IX. Development Committee			8:40 PM
A. Update	FYI	Elizabeth Rankin	5 m
• Maritime Mixer			
X. Director's Update			8:45 PM
A. Director's Report	Discuss	Karen Kuse	20 m
• First/last day of school			
• Enrollment			
• MCAS			
• Staff Updates			
• Accountability			
• DESE Audits			
• Playground			
• Events			
XI. Closing Items			9:05 PM
A. Board Meeting Survey	FYI	Tanya Murdy	1 m
Please refer to your dashboard for the survey link.			
B. Adjourn Meeting	Vote	Tanya Murdy	

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REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY The Board Chair reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

Coversheet

Approve Minutes

Section: II. Approve Previous Board Minutes
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on March 13, 2026

DRAFT**RIVER VALLEY
CHARTER SCHOOL**
montessori made public

River Valley Charter School

Minutes

Special Board Meeting

OML Violation

Date and Time

Friday March 13, 2026 at 5:00 PM

Location

Zoom

River Valley Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Trustees ("Board") is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, are available on our Board on track public portal found at rivervalleycharter.org.

Zoom Link: <https://us02web.zoom.us/j/8516508581?pwd=8roWrPp5aJXvEAFctC4bxo69QnaDfv.1>

Trustees Present

A. Godino (remote), A. Ting (remote), B. MacQuade (remote), C. Getz (remote), C. Whitford (remote), D. Herrera (remote), E. Bradley (remote), E. Rankin (remote), G. LeFave (remote), J. Nickerson (remote), M. Connerton (remote), T. Murdy (remote)

Trustees Absent

D. Mitchell

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

T. Murdy called a meeting of the board of trustees of River Valley Charter School to order on Friday Mar 13, 2026 at 5:02 PM.

C. Public Comment

- Jared Hubbard - community member, provided public comment regarding an **Open Meeting Law complaint** previously filed. He emphasized the importance of transparency, compliance with Open Meeting Law requirements, and public accountability, noting the use of public funds and the school's responsibility to students and families.

II. OML Violation

A. Address OML Violation

The Board discussed the Open Meeting Law complaint related to the **February 25, 2026 Board Meeting**, specifically regarding documentation associated with the **30/60/90 plan**. Key points discussed:

- The agenda and materials had been approved and included in Board records; however, a technical issue with **BoardOnTrack** prevented documents from posting to the public-facing website.
- The issue has since been resolved, and the relevant documents have been manually published.
- The Board reviewed procedures related to the **Complaint Committee**, confirming that it is an open meeting body and that minutes are maintained.
- Executive Session is used when personnel matters require confidentiality; executive session minutes are maintained and released when legally appropriate.
- Best practices were discussed regarding minimizing unnecessary identifying details in public minutes while preserving the substance of deliberations.
- The Board confirmed that legal counsel is assisting in ensuring compliance and appropriate responses.

E. Bradley made a motion to To authorize Mark Terry, School Counsel, to draft and submit the Board's formal response to the Open Meeting Law complaint on behalf of the Board.

D. Herrera seconded the motion.

- **Scope of the Open Meeting Law complaint**, including that it related to the February 25 meeting and the posting of the 30/60/90 plan materials.
- **Explanation of the issue**: a technical problem with BoardOnTrack prevented documents from posting to the public site, which has since been corrected.
- **Complaint Committee process**:
 - Confirmation that the Complaint Committee is an open meeting body.
 - Clarification that minutes are required and maintained.
 - Discussion of when executive session is appropriate (e.g., personnel matters).
- **Minutes and transparency practices**:
 - Whether minutes should be redacted versus moved into executive session.
 - Best practice of recording substance without unnecessary identifying or sensational detail.
- **Anonymity considerations** in complaints and grievances, noting that while the process is not inherently confidential, discretion and restraint are used in public minutes.
- **Role of legal counsel** in ensuring compliance and drafting the formal response.

Multiple trustees asked questions and commented during this discussion, and only **after that exchange** was the motion formally made, seconded, and voted upon.

The board **VOTED** to approve the motion.

Roll Call

D. Mitchell	Absent
G. LeFave	Aye
E. Rankin	Aye
M. Connerton	Aye
T. Murdy	Aye
B. MacQuade	Aye
C. Getz	Aye
A. Ting	Abstain
E. Bradley	Aye
A. Godino	Aye
J. Nickerson	Aye
D. Herrera	Aye
C. Whitford	Aye

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:12 PM.

Respectfully Submitted,

E. Bradley

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Coversheet

Accountability Committee

Section: III. Consent Agenda
Item: A. Accountability Committee
Purpose: FYI
Submitted by:
Related Material: 2026_02_10_rvcs_accountability_committee_meeting_minutes.pdf

DRAFT



River Valley Charter School

Minutes

RVCS Accountability Committee Meeting

Date and Time

Tuesday February 10, 2026 at 6:00 PM

Location

By video conference

River Valley Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Trustees (“Board”) is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, are available on our Board on track public portal found at rivervalleycharter.org.

Committee Members Present

A. Salerno (remote), A. Thoele (remote), A. Ting (remote), C. Irose (remote), K. Kuse (remote), P. Ganley (remote)

Committee Members Absent

A. Godino, D. Herrera, J. Patterson, M. Mitchell-Daniels

I. Opening Items

A. Record Attendance

B.

Call the Meeting to Order

A. Ting called a meeting of the Accountability Committee of River Valley Charter School to order on Tuesday Feb 10, 2026 at 6:08 PM.

C. Approve January 2026 Minutes

A. Ting made a motion to approve the minutes from January Accountability Meeting on 01-20-26.

P. Ganley seconded the motion.

The committee **VOTED** to approve the motion.

D. Fall Screener Review

Jane P. was unavailable. Karen presented Jane's presentation that gave an overview of the Fall screeners administered in Fall 2025 for both Math and English (Accadience and Dibels).

A key takeaway was math performance, especially in at E2 level.

The committee suggested that the data for the screeners would be much more helpful if they could be compared to historical data, for easier trend observations.

In the past, there has also been inconsistencies in the administration of the screeners from classroom to classroom at the same levels.

Committee suggested that screeners going forward should be administered, as per the vendor instructions (timed), so that the outcomes have validity.

Committee suggested that a flowchart to outline responsibilities from the data gleaned from the screener can be used effectively. Who is responsible for consistent data collection, data analysis, interventions if needed, tracking progress by students, etc.?

Committee suggested that the Fall screener review to be updated with trend and desegregated data at the next Accountability Committee meeting.

E. Accountability Plan Updates

Caregiver survey updates:

-Caregiver survey will close on February 13th, Admin to send out one more reminder to the community to participate in the survey.

-Timeline for report out of survey results will be similar to last year - with a summary published The Current, as well as presented to Accountability and Full BoT.

-Open response questions on the survey will be reviewed by non-parent audit committee members and reported back to the Accountability Committee.

Internal audit updates:

- On track, Colin Vanderberg will assist in preparation of the Audit
- Karen will create the policy(s) for English Language Learners (requirement from DESE). DESE has been helpful in helping RVCS to create one.
- In person visits by DESE representatives to be scheduled.

II. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:04 PM.

Respectfully Submitted,
A. Ting

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Coversheet

Development Committee

Section: III. Consent Agenda
Item: B. Development Committee
Purpose: FYI
Submitted by:
Related Material: 2026_03_03_development_committee_meeting_minutes.pdf

DRAFT



River Valley Charter School

Minutes

Development Committee Meeting

Date and Time

Tuesday March 3, 2026 at 6:00 PM

Location

RVCS Middle School Great Room

2 Perry Way

Newburyport, MA 01950

River Valley Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Trustees ("Board") is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, are available on our Board on track public portal found at rivervalleycharter.org.

Committee Members Present

C. Getz, E. Rankin, K. Kuse, M. Connerton (remote), M. Makin, T. Murdy

Committee Members Absent

E. Bradley, J. Leslie, M. Curcio

Guests Present

Jaime Clowe (remote), Joshua Gould (remote), K. Brockmeier (remote), Kristen Natario (remote)

I. Opening Items

A. Call the Meeting to Order

E. Rankin called a meeting of the Development Committee of River Valley Charter School to order on Tuesday Mar 3, 2026 at 6:05 PM.

B. Record Attendance

At various times throughout the meeting new meeting participants were recognized and introduced in as timely a manner as the chair could manage. Welcome to all meeting participants and RVCS parents - thank you for attending!

C. Approve Minutes

T. Murdy made a motion to approve the minutes from Development Committee Meeting on 02-03-26.

C. Getz seconded the motion.

In order to approve minutes from the February 3, 2026 meeting of the RVCS Development Committee, the committee took individual votes to reflect participation of those who attended via zoom.

M. Makin arrived later (~6:15PM) at which point we revisited the minutes and M. Makin voted to approve the minutes with one small correction to spelling.

The committee **VOTED** to approve the motion.

Roll Call

M. Curcio	Absent
M. Connerton	Aye
T. Murdy	Aye
M. Makin	Aye
K. Kuse	Abstain
E. Bradley	Absent
C. Getz	Aye
J. Leslie	Absent
E. Rankin	Abstain

II. Development at RVCS

A. Annual Appeal Update & Review

In reviewing details from the 2025-2026 K. Kuse highlighted areas of the Development Plan where we have seen success. RVCS has grown the number of leadership gifts this year. This was a target on the Development Plan - we are receiving more larger gifts on a regular basis. In addition, she shared that in all enrollment events, RVCS Annual

Fund/giving opportunities have been introduced to those in attendance. 2026-2027 Kinderhaus families will have a better understanding of how family involvement improves school community.

Discussion included looking ahead to the spring and continuing to build the RVCS culture of giving. How does development cmtc want to communicate supporting annual fund through the end of the year? What type of communication would we like to send and when do we want to send? E. Rankin shared a recent print piece from another school as an example of a simple annual fund reminder. K. Kuse noted that the timing in spring is such that people are often more receptive to giving opportunities. To that end it was determined that an email reminder to community members would be appropriate and efficient to connect with community and falls within the committee's abilities when considering the spring calendar and remaining time.

Discussion included reintroducing past community building, communication and education efforts to guide new families. E. Rankin shared a binder from her son's kinderhaus year at RVCS. The binder included the following material: an introduction to Montessori education, preparing pre-schoolers for Kinderhaus and the RVCS Handbook 2017-2018. In addition, a folder from a 2017-2018 end of summer kinderhaus orientation event was shared this included the agenda for the event - making this something we could replicate. T. Murdy shared that "Popsicles on the Playground" was the post-covid iteration of this event and there was consensus that a more formal event that included an introduction to the school's interior for families would garner interest and connection with new families. Both orientation and popsicle event provide meet & greet and better understanding of the montessori classroom.

K. Kuse will connect with contact about hosting a welcome event for new families at the Custom House Maritime Museum. This event would feature 8th grade families hosting kinderhaus families to help to orient them to the school, community and culture. Suggested dates to pursue included, Thursday, May 21 OR Thursday, May 28. Meg C. suggested reaching out to 8th grade families to make sure there is representation prior to confirming the event date.

B. Review of Development Plan

The committee briefly reviewed the Development Plan to make sure we are implementing goals and staying on target. E. Rankin reviewed the mission of the development plan, noted that we are more than halfway to our \$50,000 annual goal. Goals of including additional community businesses, keeping alumni families and inviting business leaders to visit the school were discussed. Cognizant of the remaining meeting time and deteriorating weather, E. Rankin encouraged all present to review the plan independently in order to adjourn on time and avoid icy conditions.

Discussion of charitable funds included pursuing Institution for Savings. K. Kuse is interested in asking L. Fable to pursue this opportunity. E. Rankin emphasized that IFS offers multiple giving opportunities per year, has an online portal and RVCS should not focus too much on amount, but on creating a relationship with the bank and its Charitable Giving Foundation.

Other community banks were discussed, and committee members will review application processes. Engaging other board members to appropriately leverage opportunities was discussed.

E. Rankin touched on planning ahead for fall 2026 by considering annual fund dates chairs and class captains before year end.

K. Kuse has a new connection with the Masonic Lodge - they are able to assist with small internal school and student needs to connect RVCS families with resources. C. Getz noted that Community Service of Newburyport could be a resource for this as well.

C. Read A Thon (2/2-2/13/2026)

E. Rankin took a moment to thank everyone from this committee as well as teachers, community partners and friends and family for making this year's read a thon successful. Teachers were especially instrumental in success. They were engaged, encouraged children to read, read to them, created time for them to read and participated in the dress up day in creative ways which is perceived to be instrumental in the increased engagement and participation this year.

In all areas, participation of students and donations, sponsors was up from 2025 (whereas from 2024 to 2025 there was a drop in reader participation).

- Fundraising total = \$23,300 a 20% increase (\$4000) from 2025 (2025 was \$19,285),
- 169 total readers 58% of students participated - an increase of 40% from 2025 (2025 was 121= 42%)
- 44k minutes of reading logged (2025 was 30k) - just another measure of engagement
- 21% Increase in total number of donations to 524 (2025 was 432)
- This year we had 6 business sponsors plus a \$100 gift card from Jabberwocky where as in 2025 we had 5 business sponsors plus \$300 gift cards from Jabberwocky
- A comprehensive read a thon report/spreadsheet will be available at next meeting and stored in board on track in the development committee folder - donations can be made through Friday 2/26/26
- RVCS will receive first payment from Read a thon shortly - check for 80% cut on 2/24 and remainder will be sent two weeks later

- Next year try February again? Downside was that it was close to Christmas and more time between Christmas and Read a thon would be ideal for making connections to local businesses - regardless, the read a thon did well and the earlier timeframe did not appear to be detrimental to its success. It was suggested that cmte members connect with businesses prior to the holiday to obtain commitments, E. Rankin expressed that this is a challenge. Little receptivity and cmte bandwidth prior to Christmas and on the tails of fall efforts.

D. End of Year Summary - Annual Report

E. Rankin shared the Community of Giving Summary from 2023-2024 (posted in documentation for this meeting) and suggested that we do something similar this year. Simple, straightforward and something that doesn't have the hurdle of design or costs associated with it. To be shared with the whole community with the purpose of celebrating successes with the school community, highlight participation and community building events, PA and could be used to leverage additional funds from community giving partners.

E. Planning for PA

T. Murdy gave a review of upcoming PA events:

- Spring event with Cat canceled because of low sign-ups, exploring reschedule...
- March 31 flatbread fundraiser
- April garden clean up and clothing swap
- April Playground Ribbon cutting - tentatively
- May 15th Family Glow Dance!

T. Murdy will send out a link for volunteer sign-up for events. Help is always needed and appreciated.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:00 PM.

Respectfully Submitted,
E. Rankin

B. List of additional materials used during this meeting:

- RVCS Development Plan 2025-2028
- RVCS 201-2018 Welcome Binder - sample for possible replication for incoming 2026-2027 k-haus

- RVCS Kinderhaus Family orientation agenda and welcome folder - sample for possible replication for incoming kinderhaus
- Print piece Annual Fund sample from another school for inspiration
- 2023-2024 Community of Giving Summary
- Read a Thon 2026 summary

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Coversheet

Executive Committee

Section: III. Consent Agenda
Item: C. Executive Committee
Purpose: FYI
Submitted by:
Related Material: 2026_04_08_executive_committee_committee_meeting_minutes.pdf

DRAFT



River Valley Charter School

Minutes

Executive Committee Committee Meeting

Date and Time

Wednesday April 8, 2026 at 7:00 PM

Location

River Valley Charter School
Middle School Great Room

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Committee Members Present

C. Getz, C. Whitford, J. Nickerson, T. Murdy

Committee Members Absent

None

Guests Present

K. Kuse

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

T. Murdy called a meeting of the Executive Committee Committee of River Valley Charter School to order on Wednesday Apr 8, 2026 at 7:04 PM.

C. Approve Minutes

C. Getz made a motion to approve the minutes from Executive Committee Committee Meeting on 03-04-26.

C. Whitford seconded the motion.

The committee **VOTED** to approve the motion.

II. Director Update

A. Director Update

A. School Calendar

- Administration proposed **Tuesday, September 1, 2026** as the first day of school.
- Discussion occurred regarding the proposed last day of school and alignment with Newburyport Public Schools.
- It was clarified that bylaws require Board approval of the school calendar, with flexibility regarding first and last day approvals.

B. Enrollment Update

- Current enrollment stands at **287 students**, reflecting one recent withdrawal.
- Due to statutory limits, the seat cannot be filled after the February cutoff.
- Enrollment projections for 2026–2027 indicate the school will be **fully enrolled at 288 students** with a total **waitlist of 187 students** across grades.
- Administration reported strong demand across all grade levels.

C. Assessment and Program Updates

- MCAS testing is underway; ELA testing completed with remaining assessments scheduled after a break.
- Administration announced the return of the **Maritime Mixer** at the Custom House Museum on **May 7, 2026**, to support community connection for incoming families.

D. Place-Based Education (PBE) Discussion

- The committee discussed the distinction between Montessori “going out” experiences and Place-Based Education (PBE).

- Administration proposed forming a **diverse focus group** (parents, staff, and potentially students) to reflect varied perspectives and reimagine the PBE program in a sustainable way.
- No formal action was taken; discussion to continue.

E. Grounds and Facilities Update

- An update was provided on the playground project, including inspection timelines.
- Administration confirmed the playground **will not be used prior to passing inspection**.
- Target inspection dates are **April 22, 2026**, with **May 6, 2026** as a contingency date.
- Progress on easement approvals continues; approval would trigger release of CPA funds.

C. Getz made a motion to To approve Tuesday, September 1, 2026, as the first day of school.

C. Whitford seconded the motion.

The committee **VOTED** to approve the motion.

III. Executive Committee

A. Executive Committee

Finance Committee Update

- January financials show the school tracking **favorably to budget**.
- Budget planning for FY27 is underway, with conservative assumptions pending DESE updates.
- Salary planning focuses on equity and sustainability, with across-the-board increases projected between **3%–3.5%**.

Governance and Board Operations

- Ongoing work discussed related to:
 - Executive Director evaluation framework
 - Succession planning
 - Bylaws and policy consolidation
- Trustees confirmed adoption of **school-issued email accounts** to support Open Meeting Law compliance and public records requirements.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:56 PM.

Respectfully Submitted,
T. Murdy

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Coversheet

Committee on Trustees

Section: III. Consent Agenda
Item: D. Committee on Trustees
Purpose: FYI
Submitted by:
Related Material: 2026_04_08_committee_on_trustees_meeting_minutes.pdf

DRAFT



River Valley Charter School

Minutes

Committee on Trustees Meeting

Date and Time

Wednesday April 8, 2026 at 6:00 PM

Location

River Valley Charter School Middle School Humanities Room:

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Committee Members Present

C. Getz, J. Nickerson, T. Murdy

Committee Members Absent

E. Bradley, K. Kuse

Guests Present

G. LeFave

I. Opening Items

A.

Record Attendance

B. Call the Meeting to Order

T. Murdy called a meeting of the Committee on Trustees Committee of River Valley Charter School to order on Wednesday Apr 8, 2026 at 6:07 PM.

II. Committee on Trustees

A. Kate Scott-Board Audit Review

Kate Scott of KNS Consulting presented the findings of the **bi-annual Board Audit** of the River Valley Charter School Board of Trustees.

Audit Scope

Ms. Scott explained that the audit included trustee interviews, observation of board and committee meetings, and review of governing documents, meeting minutes, surveys, and DESE materials.

3. Summary of Findings

Ms. Scott highlighted the following **areas of strength**:

- Trustee commitment and professional expertise
- Strong financial oversight, including regular Finance Committee review and a recent clean audit
- Improved board practices, including the use of Board on Track, clear agendas, and a consent agenda
- Growing use of academic data through the Accountability Committee

Ms. Scott also identified **areas for improvement**, including:

- Board alignment and clarity between governance and management roles
- Absence of a formal Executive Director evaluation process
- Lack of documented leadership succession planning
- Limited use of the strategic plan in guiding board work
- Upcoming board turnover and consistency in communication with the school community

4. Compliance and Board Operations

Ms. Scott noted that the board is generally compliant with bylaws and Open Meeting Law requirements, with meetings properly posted and minutes publicly available.

She recommended consolidating public comment into a single period at board meetings and providing training on the appropriate use of Executive Session.

5. Leadership Structure

Ms. Scott indicated that senior leadership capacity and structure at the school has implications for governance effectiveness and emphasized the board's role in supporting the Executive Director in establishing a clearly defined and fully staffed leadership structure.

6. Board Composition and Committee Structure

Ms. Scott raised considerations regarding board composition, including the proportion of current parents serving as trustees, and noted that the **Committee on Trustees** is the appropriate body for further review of this topic.

Ms. Scott recommended discontinuing the Grievance Committee and instead strengthening school-level complaint procedures with appropriate board oversight.

7. Recommendations and Next Steps

Ms. Scott outlined near-term and longer-term governance recommendations for the board's consideration, including:

- Establishing a formal Executive Director evaluation process
- Documenting leadership and officer succession planning
- Strengthening board training, onboarding, and ongoing education

The Committee discussed prioritizing these recommendations and bringing selected items forward to the full Board for review and possible action.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:56 PM.

Respectfully Submitted,
T. Murdy

Documents used during the meeting

None

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Coversheet

Finance Committee

Section: III. Consent Agenda
Item: E. Finance Committee
Purpose: FYI
Submitted by:
Related Material: 2026_04_16_finance_committee_meeting_minutes.pdf

DRAFT



**RIVER VALLEY
CHARTER SCHOOL**
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River Valley Charter School

Minutes

Finance Committee Meeting

Date and Time

Thursday April 16, 2026 at 8:30 AM

Location

Microsoft Teams meeting

Join: <https://teams.microsoft.com/meet/267265776773538?p=P4k5ozRVK4bQb1KQTE>

Meeting ID: 267 265 776 773 538

Passcode: nX7SE9e7

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Dial in by phone

[+1 917-722-6956](tel:+19177226956), [251967298#](tel:+1251967298) United States, New York City

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Phone conference ID: 251 967 298#

River Valley Charter School welcomes your participation at Board meetings. The purpose of a public meeting of the Board of Trustees (“Board”) is to conduct the affairs of the organization in public. Your participation assures us of continuing community interest in our school and assists the Board in making the best decisions for our school. To assist you in the ease of speaking/participating in our meetings, guidelines are provided at the bottom of this agenda. All materials for all board and committee meetings, are available on our Board on track public portal found at rivervalleycharter.org.

Committee Members Present

C. Marie (remote), C. Whitford (remote), D. Draper (remote), D. Mitchell (remote), G. LeFave (remote)

Committee Members Absent

K. Kuse

Guests Present

M. Garnett (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Whitford called a meeting of the Finance & Facilities Committee of River Valley Charter School to order on Thursday Apr 16, 2026 at 8:30 AM.

II. Finance

A. Review March 2025 Financial Results

The Committee reviewed the March 31, 2025 financial statements and noted the following:

- Most recent tuition data from DESE indicates a 6% increase in 2026 revenue over what was originally budgeted (\$328K).
- Current budget (reforecasted) indicates a net income of \$140K. This moves some of the originally budgeted Foundation contributions to the following year.
- Expenses are within reason of budget for 75% of the year. There has been an increase in administrative fees but all other items are in budget. The timing of Q4 expenses was considered.

B. 2026 - 2027 Budget Discussion (Tuition and Salary Pool)

The Committee reviewed the 2026 reforecasted budget and a draft of the 2027 budget, noting the following:

- Central Source has conservatively budgeted a 2% increase in 2027 tuition dollars (\$116K over updated 2026, and \$445K over original budget).
- Initial healthcare and benefit cost estimates indicated a 17% increase.
- A 3.5% increase in salary results in a balanced budget

This cost represents 69.6% of 2027 expected tuition revenue, compared to 68.6% in 2026.

C. Whitford made a motion to To approve a 3.5% increase in the salary line item of the budget. Total budget in 2027 would be \$4,130,258 compared to \$3,989,487 in the prior year. .

D. Mitchell seconded the motion.

The committee **VOTED** to approve the motion.

Roll Call

C. Whitford Aye

C. Marie Abstain

G. LeFave Aye

K. Kuse Absent

D. Draper Abstain

D. Mitchell Aye

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:02 AM.

Respectfully Submitted,

C. Whitford

B. Approve Minutes

G. LeFave made a motion to approve the minutes from Finance Committee Meeting on 03-18-26.

D. Mitchell seconded the motion.

The committee **VOTED** to approve the motion.

Roll Call

D. Draper Aye

C. Marie Aye

C. Whitford Aye

K. Kuse Absent

D. Mitchell Aye

G. LeFave Aye

C. Approve Minutes

C. Whitford made a motion to approve the minutes from Finance Committee Meeting on 12-10-25.

G. LeFave seconded the motion.

The committee **VOTED** to approve the motion.

Roll Call

C. Marie Aye
D. Mitchell Aye
D. Draper Aye
C. Whitford Aye
G. LeFave Aye
K. Kuse Absent

Documents used during the meeting

- March Financials.xlsx
- FY27 Budget.xlsx

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY The Board Chair reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

Coversheet

Policy Vote

Section: IV. Board Business
Item: D. Policy Vote
Purpose: Vote
Submitted by:
Related Material: Professional Code of Conduct.docx

River Valley Charter School

Professional Code of Conduct

Purpose

River Valley Charter School is committed to maintaining a safe, ethical, and effective educational environment. This Professional Code of Conduct establishes required standards of conduct consistent with Massachusetts Department of Elementary and Secondary Education (DESE) expectations, including employee ethics, student protection, and reporting obligations.

Scope

This policy applies to all employees, contractors, volunteers, and individuals acting on behalf of the school. It applies during work hours, on school property, at school-sponsored activities, and in any context where an individual is representing the school.

1. Ethical and Professional Standards

Employees are required to:

- Act in the best interest of students and the school at all times
- Maintain honesty, integrity, and professional judgment
- Comply with all applicable federal and Massachusetts laws and regulations
- Adhere to all school policies and directives

Employees must conduct themselves in a manner that upholds public trust in the educational system.

2. Student Welfare and Professional Boundaries

Consistent with Massachusetts DESE expectations, employees must ensure the safety, well-being, and appropriate treatment of all students.

Employees must:

- Maintain appropriate professional boundaries with students at all times
- Ensure all interactions are appropriate, observable, and for legitimate educational purposes
- Use only school-approved methods of communication

Prohibited conduct includes, but is not limited to:

- Any form of abuse, neglect, or exploitation
- Inappropriate relationships, communications, or contact with students
- Behavior that could reasonably be interpreted as grooming or favoritism
- Private or secretive interactions with students outside of approved school practices

3. Mandatory Reporting Obligations

Employees are mandated reporters under Massachusetts law (M.G.L. c. 119, §51A) and are required to report:

- Suspected abuse or neglect of a child
- Any conduct that may endanger student safety or welfare

Reports must be made immediately in accordance with state law and school procedures. Failure to report may result in disciplinary action and potential legal consequences.

4. Professional Conduct and Chain of Command

River Valley Charter School maintains a defined leadership structure to support effective operations and accountability.

Employees are required to:

- Comply with all reasonable and lawful directives issued by authorized supervisors
- Follow established lines of authority and communication
- Address concerns or disagreements through appropriate internal channels

The following conduct is prohibited:

- Refusal to follow reasonable and lawful directives
- Actions that undermine, disregard, or interfere with leadership decisions
- Insubordinate, disruptive, or unprofessional behavior
- Conduct that negatively impacts school operations or workplace professionalism

Employees may raise concerns in good faith; however, concerns must be communicated professionally and in accordance with the school's grievance process.

5. Respectful and Non-Discriminatory Environment

Employees must:

- Treat all students, staff, and community members with dignity and respect
- Refrain from discrimination, harassment, bullying, or retaliation in accordance with Massachusetts law
- Support a safe and inclusive learning environment

6. Confidentiality and Student Records

Employees must:

- Protect the confidentiality of student records in compliance with FERPA and Massachusetts student record laws (603 CMR 23.00)

- Safeguard sensitive school and personnel information
- Avoid unauthorized disclosure of confidential information

7. Use of Technology and Electronic Communication

Employees are required to:

- Use school technology and communication systems appropriately
- Maintain professional boundaries in all electronic communications
- Avoid use of personal accounts or platforms for student communication unless explicitly authorized

8. Integrity and Conflicts of Interest

Employees must:

- Avoid conflicts of interest or situations that impair professional judgment
- Not use their position for personal gain
- Disclose any potential conflicts to school leadership

9. Cooperation with Investigations

Employees are required to:

- Fully cooperate with internal investigations and any inquiries by regulatory or legal authorities
- Provide truthful and complete information

Failure to cooperate may result in disciplinary action.

10. Violations and Disciplinary Action

Failure to comply with this Code of Conduct, applicable laws, or school policies may result in disciplinary action, up to and including termination of employment.

Violations involving student safety, mandatory reporting, or ethical misconduct may also result in reporting to appropriate state authorities, including the Massachusetts Department of Elementary and Secondary Education.

Acknowledgment

I acknowledge that I have received, read, and understand the River Valley Charter School Professional Code of Conduct. I agree to comply with its requirements and understand that violations may result in disciplinary action, up to and including termination, and potential reporting to state authorities.

Employee Name: _____

Signature: _____

Date: _____

Coversheet

Update

Section: V. Committee on Trustees
Item: A. Update
Purpose: FYI
Submitted by:
Related Material: Board Audit Report for RVCS.pdf



Board Audit Retreat

April 2025

Prepared by Kate Scott, KNS Consulting

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Executive Summary

Purpose and Methodology

Kate Scott was contracted in January 2026 by the Board of Trustees of the River Valley Charter School (RVCS) to conduct an audit of the Board. It was noted that this is a bi-annual practice of the Board.

For the purpose of the audit, Kate conducted individual interviews of each board member (n = 14). Interview responses have been aggregated with a focus on reporting trends across the interviews; identifying details have been removed. Kate observed the January and February 2026 Board meetings and the February 2026 Committee on Trustees and Executive Committee meetings and reviewed documents including the following:

- Current approved by-laws (5/23/19; note by-laws are in the process of being updated)
- Meeting minutes for Board meetings and Committee meetings: September 2025 - March 2026
- Board Meeting Effectiveness Surveys from September 2025, November 2025, and January 2026
- Massachusetts Department of Elementary and Secondary Education Summary of Review, 2024
- RVCS SY2024-25 Annual Report
- RVCS Accountability Plan

Summary of Findings

Strengths:

- Dedication and professional expertise of board members
- Financial oversight of the organization
- Ability to have productive conversation and healthy debate about issues that are less emotionally charged
- Improved board practices, for example the use of Board on Track, clear agendas, the use of the consent agenda, etc.
- Oversight of academic program at the Accountability Committee is grounded in data

Challenges:

- Lack of trust and cohesion; failure to rely on systems makes challenges highly personal
- Governance and management roles are understood in principle but somewhat blurred in practice
- Executive Director feedback and evaluation process and leadership succession require stronger policies and practices
- Structural gaps at the senior leadership level of the school are limiting effectiveness
- Data-informed decision-making and alignment among members need to be strengthened
- Strategic plans are in place but underutilized
- Board composition and onboarding require attention due to upcoming turnover
- Communication with the community lacks unity; board members reference “back channels”; this is exacerbated when board members have difficulty keeping their role as parents distinct

A prioritized summary of recommendations can be found at the end of this document.

Fiduciary & Regulatory Oversight: *Is the board fulfilling its core responsibilities?*

Awareness of the role of the board

- **Board members accurately articulated some key responsibilities of the board.** Eleven out of fourteen members stated that it was the board's responsibility to provide guidance and support to the Executive Director and/or to conduct the annual ED evaluation. Six board members mentioned the board's responsibility for financial oversight of the organization. Four board members indicated that the board is responsible for ensuring that the school is in good standing with DESE and/or in compliance with state laws and regulations. Two members referenced the board's responsibility for strategic planning and oversight, one board member noted that the board is responsible for conducting ongoing training for board members, and one board member mentioned the board's role in approving policies.
- When asked to describe the core roles of the board, board members did not specifically mention recruiting and onboarding new members, however board members were separately asked about board composition and demonstrated their awareness of this board function in their responses to that question.
- Board members with longer tenure named the past few years as a period in which the board has become much more professional. They specifically named that the board now has clearer agendas, more focused meetings, a better understanding of OML, and effectively uses Board on Track.

Compliance with bylaws

- **The board is in compliance with its by-laws;** there are currently thirteen members (one member stepped down between when the interviews were conducted and the writing of this report). and the following standing committees: Committee on Trustees, Finance, Development, Accountability, and Complaint Committee. The board has a Chair, Vice-Chair, Secretary, and Treasurer. During the period of this audit, the board experienced a succession of officers, with the former Chair stepping down due to time constraints. As is the board's practice, the former Vice-Chair was nominated to take over the role of Chair, and the former Secretary was nominated to take over as Vice-Chair. An additional board member was nominated to fill the Secretary vacancy. The Treasurer remained the same during this period. This succession plan was discussed at the Committee on Trustees and was voted on by the full board at the meeting on February 25, 2026.
- Regular meetings take place on a monthly basis during the school year and are posted consistently with Massachusetts Open Meeting Law. Board meetings as well as meetings of the Executive Committee, the Committee on Trustees, and the Development Committee, take place in person at the school. Accountability Committee and Finance Committees take place via video link.

- The by-laws are currently under review. At the February 25, 2026 meeting, board members discussed revisions to the by-laws as well as the Complaint and Whistleblower Policies, Document Retention Policy, and the Public Access to Records Policy.

Compliance with Open Meeting Law and public accountability requirements

- **Board members report having made significant efforts in the past several years to be in compliance with Open Meeting Law.** Board and Committee meetings are publicly posted adhering to the appropriate timeline. Agendas and meeting minutes are publicly available. Minutes note the date, time, and location of each meeting, the board members present and absent, and provide a summary of discussions as well as decisions made. Minutes further list documents that were reviewed at each meeting. Board and committee meetings are open to the public and there is a provision for public comment. It has been the Board's practice to hold public comment at the beginning and end of meetings. This is not a requirement of RVCS' bylaws and is not required by the state. **It is recommended that there be one public comment period at the beginning of meetings.**
- In 1:1 interviews, some board members expressed uncertainty about the allowable use of Executive Session. Board officers have clarity about allowable use and recent Executive Sessions have been appropriate; however in order to better educate the full board about what is allowable, **a training by school's counsel regarding Executive Session would ensure all board members have a shared understanding of this procedure.**

Understanding of governance vs. management roles

- In 1:1 interviews, board members expressed clarity that their role is one of governance, not management. However it is unclear whether board members appropriately defer to the school leader regarding management functions. For example, a recent discussion at the board level about Place Based Education (PBE), which arose from concerns raised by members of the school community, blurred these lines, with several board members taking a position in opposition to the Executive Director about the temporary suspension of PBE which had been made to staffing limitations and safety concerns.

Oversight of financial health as a governance function

- **Board financial oversight is strong.** Finance Committee minutes dated October 8, 2026 note a clean audit with no findings or issues to report. An isolated MTRS issue from the 2024 audit was resolved.
- At the October 8, 2025 Finance Committee meeting, minutes indicate that the school was on budget through the first three months of the school year and the December 10, 2025 Finance Committee meeting minutes indicate that tuition and interest on cash balances were tracking higher than projected while personnel expenses were down slightly.

Oversight, support, and evaluation of the school leader

- Board members are aware that the Executive Director is their sole employee and that it is their responsibility to annually evaluate the Executive Director. However the board lacks a documented structure for the evaluation process, and has not engaged with the process during the 2025-26 school year. **It is critical that the board develop, document, and implement an evaluation process for the school leader including a goals setting process, regular updates to the board on progress toward meeting goals, formative feedback loops, and a summative evaluation. This ought to be one of the highest priorities for the board in the coming months.**
- Despite several transitions over the past several years, the board does not have a documented succession plan for school leadership. **It is critical that the board develop and document leadership transition plans, including determining who will lead the school in an interim capacity if needed, as well as what processes would be undertaken in the search for a new leader should that need arise. This ought to be one of the highest priorities for the board in the coming months.**

Existence of and active use of a strategic plan

- While the board has an approved strategic plan for 2022-2027, those board members that talked about it in 1:1 interviews noted that relatively little attention has been paid to this document given leadership transitions and the board's focus on other areas over the past several years. **While not the highest priority for the board at the moment, it will be important for the board to lay the groundwork for an updated strategic plan in the coming years.**

Academic, Mission & Performance Oversight: *Is the board ensuring the school is delivering on its mission and outcomes?*

Fidelity to mission and charter commitments, monitoring progress toward goals and accountability metrics, and oversight of academic performance

- The board regularly reviews data related to the school's mission. The minutes of its meeting of October 17, 2025 noted that the Accountability Committee reviewed the findings of an internal Montessori Essential Elements Review which was conducted in the spring of 2025. The school's website contains annual Montessori audit reports however these links are from 2014, 2015, 2016, and 2017. **It is recommended that these links be removed or updated to share more recent reports.**
- The board also reviews data related to the school's compliance. In the September 16th meeting minutes, the Accountability Committee noted the process to track data regarding progress toward Accountability Plan goals. The agenda for the November 4, 2025 Accountability Committee includes an update from leadership on Accountability Plan progress and a review of the accountability dashboard.
- In meeting minutes from September 16 and October 14, 2025, the Accountability Committee noted that it reviewed disaggregated academic data. The full board reviewed MCAS data on October 22, 2025
- Structural issues related to a lack of clear job descriptions for members of the school's leadership team as well as the fact that one member is currently on medical leave, have resulted in senior leadership that is stretched thin in its ability to be responsible for the schools' academic program, day-to-day operations, and regulatory requirements. While others within the organization have been tapped to provide further assistance, this is an issue and one that is ultimately untenable. **The board must prioritize providing support for the Executive Director in determining and implementing a functional and fully staffed leadership team structure that clarifies roles and responsibilities and ensures that all of the major functions of leadership (instructional, operational, compliance, financial, board/community engagement, etc.) are led by qualified personnel. This ought to be one of the highest priorities for the board in the coming months.**
- As a manifestation of the above, board members are currently involved in policy drafting that would normally be taken on by members of a senior leadership team before being approved by the board. While higher board engagement in drafting or revising these policies is an understandable short term solution, over the intermediate and long term, emphasis should be placed on building up the structures to place this responsibility back with school leaders. **As a more robust leadership team structure is being clarified and implemented, senior leaders in addition to the Executive Director should take on a larger role in supporting the board through participation at board and committee meetings and advancing work to support the board between meetings.**

Board Composition, Structure & Development: *Does the board have the right people, structure, and capacity?*

Board composition, size, and structure

- **100% of board members stated in their 1:1 interviews that a strength of the board was the people.** Most noted that Board members demonstrate a high degree of commitment to the school; many expressed a variation of the sentiment expressed by one board member, that everyone on the board believes that “their hearts are in the right place.”
- **Respondents also noted the wealth of skills and talents among board members.** In 1:1 interviews, members noted the board is composed of individuals with a wide range of professional and personal expertise. Individuals have deep knowledge of finance and organizational leadership and in recent years, outreach has prioritized bringing on individuals with Montessori background and those with ties to community non-profits. Several board members have sat on boards of other non-profits and/or for-profit companies.
- With the exception of the staff board member, who is not required by the by-laws to join a committee, all other board members serve on a committee. Various committees such as the finance, accountability, and development committees also have non-board members. Several current board members noted that they originally got involved by serving on a committee prior to joining the board.
- The board is currently composed of thirteen voting members. Of these, nine are current RVCS parents, one is a recent parent, one is a current staff member, one is a school founder and former parent, and one has no further affiliation with the school.
- In 1:1 interviews, board members expressed a range of perspectives about the percentage of members who are current parents. Several board members raised concerns that it can be difficult for parents to separate their “parent hat” from their “board hat”. This can lead to confusion and mixed messaging as evidenced by the following quotes from different board members:
 - “Having so many parents on the board, you really have to take your parent hat off and put your board hat on. Some of us do that effectively with care but there are a few who do not.”
 - “As a parent and a board member, you know that there are back channels of conversation. If people come to you, that’s not the board’s place - you should be redirecting them to a central line of communication.”

Board members expressed differences of opinion about whether the ratio of parents to non-parents on the board should shift. Some members believe that it is important to get members of the community involved to strengthen ties between the local community and the school, both enhancing RVCS’ reputation more broadly and increasing its access to additional resources. Others question whether it’s really that hard to manage the complexity of being a board member and a parent and wonder whether community members would be as dedicated to the school as parents. **There is an opportunity for the Committee on Trustees, with engagement from the full board, to align on a clearly articulated point of view on this issue and consider providing guidelines for the percentage of board members who are current or recent parents.**

- Recent efforts to update the Complaint Policy resulted in the discovery of board documents from 2011 and 2015 which reflected the intention to disband the Grievance Committee. Furthermore, at the February board meeting, members raised important questions about the interplay between policies in the school's handbook as well as the Complaint and Whistleblower policies. In the resultant discussion, board members recognized the need for a clearly documented, balanced, and systemic approach to these issues which handles most complaints at the school level rather than escalating them to the board. **The existence of a Grievance Committee at RVCS is not a typical structure for charter school boards in Massachusetts and it is recommended that the current policy and by-laws update follow the board's logic from 2011 and 2015, moving forward to disband the committee while ensuring that there are clear policies and procedures regarding the process to address complaints for both staff and families.**

Recruitment, selection, and onboarding practice

- At the end of this fiscal year, the board is facing turnover of a number of long-standing members with deep knowledge of the Board's function. The Committee on Trustees has identified several prospective board members to replace those outgoing. Once these transitions take place, the majority of board members will be in their first three years of service. **The loss of longer serving board members with considerable institutional knowledge is a concern expressed by several trustees. Board onboarding and ongoing education will be particularly important in the coming years.**
- Several newer board members noted that they had participated in a board orientation. However most indicated that the learning curve for becoming a new board member was steep. As one newer board member put it, "In the first year, you are like a sponge. Then you can be more productive in future years." **While not the highest priority for board attention, adjustments to the new board member orientation process might speed the process of onboarding for new members, allowing them to be more productive in their first year.**

Succession planning and term limits

- During the period of this audit, the Board experienced a succession of officers, with the former Chair stepping down due to time constraints. As is its practice, the former Vice-Chair was nominated to take over the role of Chair, and the former Secretary was nominated to take over as Vice-Chair. An additional board member was nominated to fill the Secretary vacancy. The Treasurer remained the same during this period. This succession plan was discussed at the Committee on Trustees and was voted on by the full board at the February 25, 2025 meeting.
- While the recent transfer of board leadership took place in a smooth manner and was well understood by members of the Committee on Trustees and the Executive Committee, the board does not currently have a documented board succession plan. During the process of interviewing board members and prior to the motion to approve the new slate of officers, some newer board members expressed uncertainty about who would step into these roles. **Documenting this succession plan and highlighting it during board orientation and subsequent ongoing board education can address this sense of uncertainty and ensure that all board members are clear about succession plans.**

- RVCS Board members are currently limited to two consecutive three-year terms. Some charter schools in Massachusetts have by-laws that permit members to serve for three consecutive three-year terms. While there are pros and cons to this approach, boards with longer serving members can have more consistency as members cycle on and off. **The Committee on Trustees might consider whether recommending a change to the number of allowable terms is warranted as the board is currently in the process of revising its by-laws.**

Ongoing board training and development

- The board engages in ongoing training and development through yearly retreats. The 2024 retreat focused on charter school accountability and performance criteria related to governance, the board's role in accountability, management roles vs governance roles, and goals setting for the board. The 2025 retreat focused on reconnecting to RVCS' mission, habits for healthy board functioning, the differences between agreement and alignment, and establishing practices and documentation for key board responsibilities.
- The board regularly surveys members after monthly meetings and has participated in the MCPSA annual board survey. Resultant data can be used to determine areas of focus for ongoing board education.

Board Culture: *How well does the board function as a cohesive governing body?*

Quality and structure of meetings, use of time, agendas, and materials

- Board meetings are tightly structured and generally adhere to the agendas. Various board practices such as the use of Board on Track and consent agendas are effective.

Clear and well-understood decision-making processes

- While the Accountability Committee is focused on using data to inform decision making, at the full board level recent high stakes board discussions, particularly those regarding PBE as well as board support for Executive Director, have been charged with emotion and have lacked a thorough grounding in data. **While it is natural and appropriate for there to be differences of opinion among board members, the practice of making data informed decisions can lead to stronger alignment among the board.**
- In board interviews, several board members evidenced a lack of understanding of the distinction between agreement and alignment. **In order to fulfill their responsibilities, board members do not need to agree (ie. share the same opinion) about everything, however they do need to align (ie. commit to a shared direction and message even when their opinions differ).**

Open, rigorous, and accountable discussion

- **All board members reported feeling comfortable raising questions, concerns, and dissenting views during board discussions**, though recent highly charged discussions have left some board members feeling more guarded about participating. Discussion at the February 25, 2026 board meeting regarding by-law revisions and policies was an excellent example of healthy engagement, where board members gave feedback on ways to improve and clarify language related to policies and practice and decided to delay votes until such changes could be made.

Trust and collaboration

- Pervasive across the board interviews was an acknowledgement that the board is currently divided and that trust has broken down. This has manifested in numerous ways:
 - There is a divide among the board which has been highlighted given recent debates regarding PBE as well as support for the Executive Director more broadly.
 - The Executive Committee holds a significant amount of responsibility for guiding the board through the current challenges. Board members who have previously served on the Executive Committee generally express more trust in that group given their history and knowledge of the

board's structures. Some who have not served on the Executive Committee expressed an intention to attend those committee meetings to become better informed and did not see this as a burden. Others expressed concerns about communication or a sense that information was being withheld. **In order to fulfill their responsibilities as board members, it is critical that all members feel informed about board business regardless of their committee assignments.**

- In interviews, multiple board members expressed a concern that individual board members are engaging in conversation with others in the community in ways that blur the line between their roles as parents and as board members. Because this communication comes from individuals as opposed to the board as a whole, it has contributed to the community's confusion about the actions of the board and to frustrations expressed toward the board. **It is critical that the board aligns behind unified messages in order to promote clarity in communication and to minimize divisiveness within the RVCS community.**
- Longer serving board members describe the ups and downs over the years, contextualizing the current situation. As one board member stated, "It's never been 'just a regular year'...Right now we've got a pretty major issue happening, but my historical perspective is that there is always an issue... this is just the crisis of the current moment." **While current challenges facing the RVCS board and community feel deeply personal, the pattern of past issues strongly suggests that underlying structural issues are at the root of current as well as past challenges. It is critical to address these structural issues in order to ensure that the future brings more stability to the organization.**

Summary of Recommendations

Phase 1: Highest Priority

- It is critical that the board develop, document, and implement an evaluation process for the school leader including a goals setting process, regular updates to the board on progress toward meeting goals, formative feedback loops, and a summative evaluation.
- It is critical that the board develop and document leadership transition plans, including determining who will lead the school in an interim capacity if needed, as well as what processes would be undertaken in the search for a new leader should that need arise.
- The board must prioritize providing support for the Executive Director in determining and implementing a functional and fully staffed leadership team structure that clarifies roles and responsibilities and ensures that all of the major functions of leadership (instructional, operational, compliance, financial, board/community engagement, etc.) are led by qualified personnel.
- While it is natural and appropriate for there to be differences of opinion among board members, the practice of making data informed decisions can lead to stronger alignment among the board. Furthermore, while board members do not need to agree about everything, it is critical that the board aligns behind unified messages in order to promote clarity in communication and to minimize divisiveness within the RVCS community.
- In order to fulfill their responsibilities as board members, it is critical that all members feel informed about board business regardless of their committee assignments.
- The existence of a Grievance Committee at RVCS is not a typical structure for charter school boards in Massachusetts and it is recommended that the current policy and by-laws update follow the board's logic from 2011 and 2015, moving forward to disband the committee while ensuring that there are clear policies and procedures regarding the process to address complaints for both staff and families.

Phase 2: Important but Lower Priority

- A training by the school's counsel regarding Open Meeting Law as well as the use of Executive Session would ensure all board members have a shared understanding of these requirements.
- There is an opportunity for the Committee on Trustees, with engagement from the full board, to align on a clearly articulated point of view on the role of parent trustees and consider providing guidelines for the percentage of board members who are current or recent parents.
- The Committee on Trustees might consider recommending a change to the number of allowable terms that board members may serve, providing an option for board members to serve up to three consecutive three year terms.
- Documenting a succession plan for board leadership and highlighting it during board orientation and subsequent ongoing board education can address a sense of uncertainty about these practices and

ensure that all board members are clear about the process.

- The loss of longer serving board members with considerable institutional knowledge is a concern expressed by several trustees. Board onboarding and ongoing education will be particularly important in the coming years. Adjustments to the new board member orientation process might speed the process of onboarding for new members, allowing them to be more productive in their first year.
- It will be important for the board to lay the groundwork for an updated strategic plan in the coming years.
- As a more robust leadership team structure is clarified and implemented, senior leaders in addition to the Executive Director should take on a larger role in supporting the board through participation at board and committee meetings and advancing work to support the board between meetings.

Quick Fixes:

- It is recommended that there be one public comment period at the beginning of board meetings as opposed to two public comment periods.
- Update links to Montessori audits on the school's website to provide reports from more recent years or remove entirely.

Coversheet

Director's Report

Section: X. Director's Update
Item: A. Director's Report
Purpose: Discuss
Submitted by:
Related Material: 4.29.2026 Director's Report - Google Docs.pdf
River_Valley_Charter_School_FY26_Internal_Audit.pdf
RVCS__Fall_Data_Overview_from_2025-26.pdf

4.29.2026 Director’s Report

Needs Vote and/or Review for Vote at Later Date

Proposed First Day of 2026-2027: Tuesday, September 1, 2026

Proposed Last Day of 2026-2027: Wednesday, June 16, 2027

Absentee Policy

Pet Policy

Enrollment #'s

	2025-2026	2026-2027	Waitlist
KH	32	32	59
1	31	32	27
2	32	31	24
3	33	32	15
4	32	33	18
5	31	32	17
6	31*	32	20
7	32	32	5
8	33	32	2
Total	287*	288	187

*One fifth grader withdrew this month. We are unable to offer spots after February, so an offer has been and accepted to a rising 6th grader for 2026-2027.

MCAS - MARCH

ELA 3-8th Grades

MCAS - MAY

Math 3-8th Grades

STEM 5-8th Grades

Civics 8th Grade Only

STAFF CHANGES

KH-3rd Special Education Coordinator, Meaghan DeMeo, will not be returning to RVCS next year. Meaghan is opening a child-advocacy business and will be working from home next year. Two of her three children will remain at RVCS, and she’s been an instrumental part of our program.

We have posted positions for teachers, administrators, a tech director, and licensed special education providers.

ACCOUNTABILITY

- Slideshow of Fall Screeners - Summary
- Slideshow of Internal Audit - Summary
- **7.31.2026** - Annual Report Due
- **7.31.2026** - SOA (Student Opportunity Act) Due

DESE AUDITS

April 10, 2026 Integrated Monitoring Review (SPED), Report received from DESE April 17, 2026. No Findings! Huge thanks to Lisa Kelley and her team.

June 1, 2026 - ELE Review (new date) all ELE policies must be submitted

June 3, 2026 - Interviews with EL Teacher (Morgan Harris), EL Director (Karen Kuse), and ESL Consultant (We are actively looking for someone to fill this role. Please let me know if you know a certified ESL teacher that is able to serve as a paid consultant for several hours annually.)

PLAYGROUND

Wednesday, April 22, 2026 at 10:30am-Noon

River Valley Charter School's new playground passed inspection!

Monday, April 27, 2026 Students may use playground equipment once teachers have familiarized themselves.

Wednesday, May 13, 2026

Faculty & Staff work together to create a common set of playground rules. Signage to follow.

NOT Open to Public Yet - The playground will be open to the public once the easement is officially recorded.

EVENTS

Thursday, May 7, 2026

Maritime Mixer at the Custom House Museum.

Invitees include:

- Incoming KH Parents and any NEW parents (no children besides current 8th graders)
- Current RVCS 8th Grade Students
- Parents of Current RVCS 8th Graders
- Board Members
- Faculty & Staff

Thursday, May 7, 2026

E2 Big Spring Shows at 9am and 1:30pm

Friday, May 29, 2026

Joe's Playland! Effortless Giving Night, 20% of proceeds generously donated to RVCS
Open to Everyone. Please spread the word to friends and family!

RIVER VALLEY CHARTER SCHOOL

montessori made public

FY26 Internal Audit

Prepared by:

Karen Kuse, Executive Director

Executive Summary

River Valley Charter School (RVCS) continues to demonstrate many of the core strengths of a high-quality public Montessori program. The school's mission-driven culture, strong relationships, and commitment to whole-child development are evident across classrooms and stakeholder groups. Students are engaged, demonstrate independence, and develop strong habits of learning, and families consistently describe the school as caring, welcoming, and community-oriented.

At the same time, findings from classroom observations, staff interviews, focus groups, caregiver survey data, and student performance data indicate that RVCS is at an important point of transition.

Key Strengths

- Strong student experience, including engagement, independence, and ownership of learning
- Deep alignment to Montessori philosophy and whole-child development
- Strong relationships and sense of community among students, staff, and families
- Presence of internal Montessori expertise among staff

Key Findings

Across all domains, several consistent challenges emerged:

- Inconsistent implementation of Montessori practices across classrooms and levels
- An opportunity to further clarify and align the instructional model, as current expectations and practices vary across classrooms
- Under-leveraged internal expertise, with limited structures for coaching and shared practice
- Fragmentation in adult culture and leadership alignment, including communication and transparency challenges
- Underdeveloped systems and structures that impact consistency and instructional time
- Uneven academic outcomes, particularly in math and across grade levels, reflecting variability in instruction

Overall Assessment

RVCS remains a strong program with a positive student experience and a deeply committed community. However:

The school's success is currently driven more by strong culture and individual teacher practice than by a coherent, aligned instructional and organizational system.

The school has the expertise and foundation needed to strengthen implementation. The next phase of work requires greater clarity, alignment, and consistency across the organization.

Priority Recommendations

To strengthen both fidelity and sustainability, RVCS should prioritize:

- Defining and aligning the instructional model, including clear non-negotiables for Montessori practice
- Leveraging internal expertise more intentionally through coaching, model classrooms, and aligned professional development
- Increasing consistency across classrooms and levels, including stronger vertical alignment in literacy and math
- Strengthening leadership alignment and communication, with greater clarity and transparency
- Simplifying and strengthening systems, including scheduling and protection of instructional time

Looking Ahead

River Valley Charter School is well-positioned to build on its strong foundation. With focused attention on coherence and alignment, the school can move toward:

Having a consistent, high-quality Montessori implementation for every student in every classroom.

Introduction

In SY25-26, an internal audit of River Valley Charter School (RVCS) was performed by:

Karen Kuse, Executive Director
Jane Patterson, Assistant Director
Colin Vandenburg, Middle School Coordinator

This report provides a description and analysis of the performance of River Valley Charter School as measured by standards and indicators of quality Montessori practice in the public sector.

The reflections and recommendations shared here are based on:

- Classroom observations (including structured work engagement observations)
- Interviews and focus groups with faculty and staff
- Review of student progress reports and outcomes
- Review of staffing credentials and Montessori training
- Comparison to the NCMPS Essential Elements framework

As in prior years, this report highlights both assets to leverage and areas for continued development, with a focus on strengthening both Montessori fidelity and organizational sustainability.

What follows is a discussion of the school's current strengths in providing a Montessori program of high-fidelity as well as recommendations for improvements in the future.

Assets to Leverage

RVCS continues to demonstrate strong foundational elements of a high-quality public Montessori program:

- Strong, mission-aligned culture
 - Deep commitment to whole-child development, independence, and respect for students
- Positive student engagement
 - Students consistently demonstrate strong engagement and habits of learning across grade levels
- High levels of student engagement and independence
 - Students across classrooms show ownership of learning, curiosity, and intrinsic motivation
- Authentic Montessori elements present
 - Multi-age groupings, choice, movement, and hands-on materials are evident
- Strong relationships
 - Positive relationships between students, staff, and families
- Collaborative team culture (within levels)
 - Teams demonstrate trust, support, and shared commitment

The Essential Elements for Public Montessori

The audit continues to assess performance across five domains:

1. Adults
2. Montessori Learning Environment
3. Family Partnership
4. Leadership & Organizational Development
5. Assessment

The first two domains reflect the fidelity of Montessori implementation, while the latter three domains provide insight into the level of a school's sustainability. Relatedly, each domain of the Essential Elements Implementation Rubric consists of a series of standards of practice (the "essential elements") that are described across a spectrum of indicators of implementation.

Indicator headings of the rubric's implementation standards are as follows:

- Exemplary Implementation
- Strong Implementation
- Partial Implementation
- Limited Implementation

Domain 1: Adults

2025 RVCS Admin Rating: Strong to Partial | 2026 RVCS Admin Rating: Partial

Reflections

RVCS benefits from a strong foundation of Montessori expertise among its instructional staff, particularly at the lead teacher level. Many lead teachers hold Montessori credentials and bring deep experience in implementing Montessori practices in the class room.

In addition, the school has internal capacity to support ongoing development of Montessori practice, including experienced educators and leaders who can serve as models and coaches.

However, this expertise is not yet being leveraged consistently across the school. There is an opportunity to further develop a shared, operational definition of what high -quality Montessori practice looks like at RVCS, and expectations for implementation vary across classrooms and levels. As a result, students experience differences in instructional approach, and staff report varying interpretations of key elements of Montessori practice.

This inconsistency is not due to a lack of expertise, but rather to a lack of alignment, clarity, and systems to ensure that expertise is shared and enacted consistently.

Commendations

- Staff demonstrate strong commitment to students and school mission
- Presence of experienced educators capable of supporting others
- Respectful, developmentally appropriate interactions between adults and students
- Strong collaboration within teams and commitment to students
- Clear alignment to Montessori values at the philosophical level

Recommendations

Define "Montessori at RVCS"

- Establish a clear, shared vision of high-quality Montessori practice
- Identify non-negotiables across classrooms (ex: work cycle, materials, instructional approach)

Leverage internal expertise more intentionally

- Identify and formalize roles for instructional leaders or model classrooms
- Create structures for peer observation, coaching, and shared practice

Increase consistency across classrooms

- Align expectations for instructional practices, materials, and student experience
- Ensure that all classrooms meet a common standard of implementation

Strengthen onboarding and ongoing development

- Ensure new staff are trained in the school's Montessori expectations
- Provide ongoing, aligned professional learning tied to the instructional vision

Domain 2: Montessori Learning Environment

2025 RVCS Admin Rating: Strong | 2026 RVCS Admin Rating: Strong to Partial

Reflections

Classrooms continue to reflect many core Montessori elements, including student choice, independence, and hands-on learning.

At the same time, there is some variability across classrooms in:

- Materials
- Instructional practices
- Work cycle integrity

Work engagement observations show variability across classrooms:

- Some classrooms demonstrate high levels of focused engagement
- Others show higher levels of wandering or heavy reliance on teacher direction

In some classrooms, non-Montessori materials and worksheets are increasingly present.

Commendations

- Students are generally engaged in meaningful work
- Classrooms reflect positive emotional climates
- Multi-age groupings remain intact
- Montessori materials are present in many classrooms

Recommendations

- Implement clear expectations for the prepared environment across all classrooms
- Reduce reliance on non-Montessori materials and worksheets
- Ensure all classrooms have a full complement of Montessori materials
- Protect and strengthen uninterrupted work cycles
- Increase consistency in instructional practices across classrooms

Domain 3: Family Partnership

2025 RVCS Admin Rating: Strong | 2026 RVCS Admin Rating: Strong

Reflections

RVCS continues to maintain strong relationships with families and a high level of community connection. Caregiver survey data indicates that families overwhelmingly experience the school as caring, safe, and supportive, and report that their children feel known, engaged, and happy at school.

Open-ended responses consistently highlight the school's strongest assets as:

- A close-knit and supportive community
- Dedicated and caring teachers
- A child-centered, individualized approach to learning

At the same time, caregiver survey data indicates a theme regarding communication and transparency from leadership.

Across responses, families expressed a desire for:

- More consistent and proactive communication
- Greater transparency around decision-making (ex: program changes, staffing, PBE)
- Clearer understanding of how and why key decisions are made

In several cases, feedback also reflects growing concern about:

- Leadership alignment
- Staff morale and retention
- Overall direction of the school

Overall, while family partnership remains a strength, there are emerging signals that communication challenges, particularly at the leadership level may impact trust and confidence among caregivers.

Commendations

- Strong sense of community and belonging among families
- High levels of caregiver satisfaction with student experience
- Families feel welcomed, respected, and connected to the school
- Caregivers report strong relationships with teachers and staff
- High likelihood of recommending the school to others

Recommendations

Strengthen communication systems with caregivers

- Provide consistent, proactive updates on key decisions and changes
- Ensure communication is clear, timely, and transparent

Increase transparency in leadership decision-making

- Clearly communicate the “why” behind major decisions
- Share context, trade-offs, and next steps

Rebuild and maintain caregiver trust

- Acknowledge concerns directly
- Create structured opportunities for caregiver voice and feedback
- Close the loop visibly (what was heard versus what is changing)

Clarify opportunities for family engagement

- Provide clearer pathways for involvement that are accessible to all families
- Improve communication about committees, events, and participation options

Domain 4: Leadership & Organizational Development

2025 RVCS Admin Rating: Strong | 2026 RVCS Admin Rating: Partial

Reflections

While leadership has historically supported the success of the school, there is potential need for:

- Clearer structures
- Stronger alignment
- More consistent communication

Staff feedback indicates:

- Opportunities to strengthen clarity in roles and decision-making
- Inconsistent communication
- Need for stronger leadership alignment

Commendations

- Leadership demonstrates commitment to school mission
- History of strong coaching and professional development
- High level of trust and autonomy for staff

Recommendations

- Clarify leadership roles and responsibilities
- Establish clear communication structures and decision-making processes
- Increase leadership alignment and consistency of messaging
- Rebuild trust through transparency and follow-through
- Strengthen organizational systems to support staff

Domain 5: Assessment

2025 RVCS Admin Rating: Strong | 2026 RVCS Admin Rating: Strong to Partial

Reflections

Student outcomes at RVCS remain a relative strength, particularly in student engagement, independence, and development of habits of learning.

Internal literacy data (DIBELS) indicates that a majority of students are meeting or exceeding benchmark expectations, with several grade levels performing at or near national targets. At the same time, performance varies across grade levels, with some grades falling slightly below benchmark expectations.

Math data (Acadience) shows greater variability and indicates areas where additional support may be needed, particularly in upper elementary grades, where a substantial percentage of students are below benchmark.

Across both literacy and math, there is clear evidence of growth for many students over time. However, results vary across classrooms or grade levels.

Overall, student outcomes are positive but uneven. This variability may reflect differences in instructional practices, alignment, and systems across the school.

Commendations

- Students demonstrate strong habits of learning, including independence, persistence, and engagement
- A majority of students meet or exceed benchmark expectations in literacy
- Evidence of student growth over time, particularly in early grades
- Systems are in place to review data and identify students in need of support

Recommendations

- Increase consistency in instructional practices aligned to assessment expectations, particularly in literacy and math
- Strengthen vertical alignment to ensure clear progression of skills across grade levels
- Develop a more cohesive approach to math instruction, with targeted focus on upper elementary
- Continue to refine intervention systems (ex: Tier 2 supports) to ensure timely and effective response to student needs
- Ensure assessment data is consistently used to inform instructional decisions across all classrooms

Conclusion

River Valley Charter School continues to provide a strong student experience rooted in Montessori philosophy and a deeply caring community.

However, the audit findings indicate that:

The school's success is currently being supported strongly by culture and individual teacher practice, with an opportunity to further strengthen coherence and alignment across systems.

To sustain and strengthen the program, RVCS must prioritize:

- Building a shared instructional vision
- Increasing Montessori expertise across staff
- Strengthening leadership alignment and organizational systems
- Ensuring consistency across classrooms and levels

With focused attention in these areas, RVCS is well-positioned to move from partial implementation toward strong and exemplary implementation across all domains.



Internal Assessments Data Overview

(2025-2026)

Accountability Committee Meeting

April 27th, 2026

Acadience Math K-6

Acadience Math is comprised of measures of early numeracy, computation, and problem-solving that function as indicators of the essential skills that every child must master in order to become proficient in mathematics.

Dibels Reading K-6

Dibels (Dynamic Indicators of Basic Early Literacy Skills) is used as a reading screener to identify students at risk for reading difficulties, monitor their progress, and inform instructional decisions by assessing foundational literacy skills.

	Above Benchmark
	At Benchmark
	Below Benchmark (Needs strategic, small group support)
	Far Below Benchmark (Needs intensive intervention)

Middle School

In contrast to our K-6 program, Middle School students are regularly assessed with tests and quizzes, therefore teachers have extensive data to track student progress. Middle School Math packets and Language Arts work, completed over the summer, enable teachers to group students according to ability.

Data Review

Fall and Spring Internal Assessment Data is reviewed each year by teachers and members of the Student Support team. Data is reviewed by:

- Class
- Grade Level
- Gender
- Race
- Special Education Qualification (IEP, 504)

After the review, teachers followed the actions steps:

- IF **yellow** or **red** (and not currently on IEP or 504):
 - Untimed retest
 - Test with materials
 - Gather other evidence of work (observation/work samples)
- IF still concerns, THEN:
 - Send to team meeting for intervention/ brainstorming/progress monitoring

Fall 2025 Notes/Interventions

- Untimed retest
 - Many students who took the Acadience test untimed significantly raised their scores. This enabled teachers to target the few who performed similarly to timed, in order to send those students to SST.
- Small group interventions
 - Small group/differentiated lessons for students in yellow or red
 - Lesson review (slower pace to allow for deeper understanding and practice)
 - Referral to SST if needed
- Tier 2 Intervention Teacher
 - We recently hired an additional staff member to help with Tier 2 interventions in the elementary classrooms.

DIBELS BoY-MoY (Fall '25-Winter '26) All Grades Composite

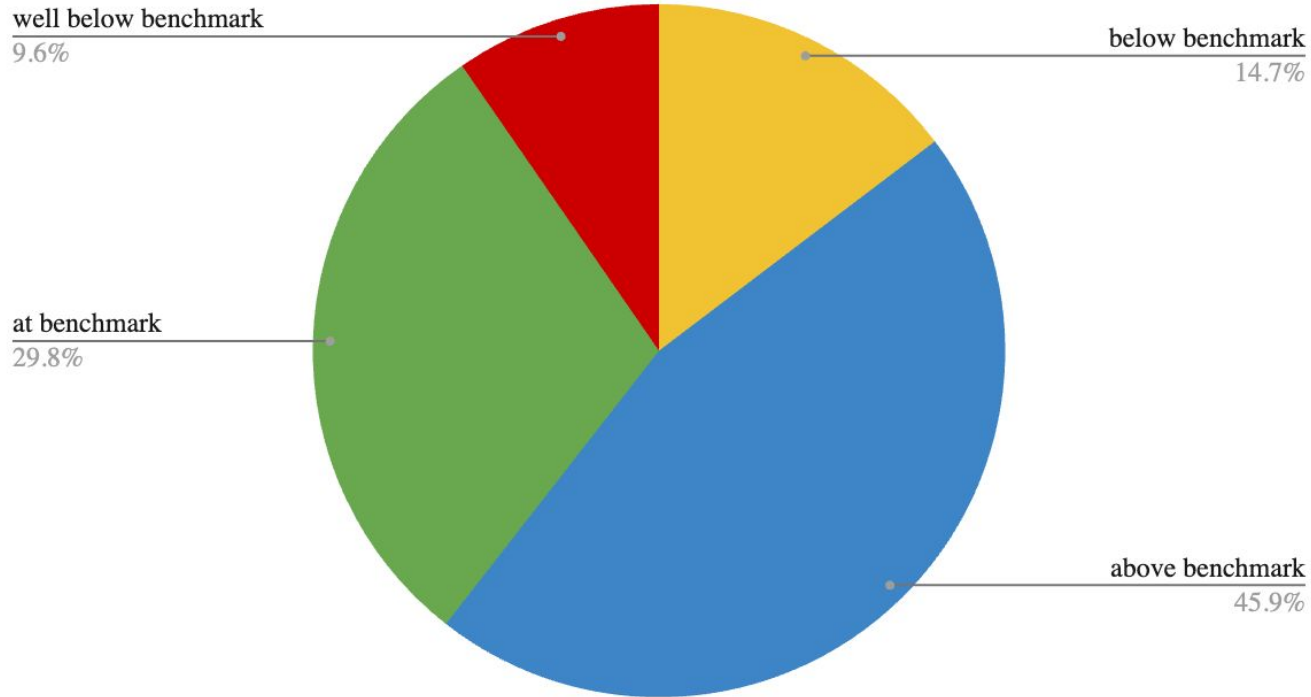
Grade	Beginning	Middle
K	<p>n=31 9 (29%) 7 (23%) 5 (16%) 10 (32%)</p>	<p>n=31 1 (3%) 6 (19%) 9 (29%) 15 (48%)</p>
1st	<p>n=28 1 (4%) 2 (7%) 13 (46%) 12 (43%)</p>	<p>n=31 5 (16%) 1 (3%) 12 (39%) 13 (42%)</p>
2nd	<p>n=32 4 (13%) 4 (13%) 9 (28%) 15 (47%)</p>	<p>n=31 5 (16%) 4 (13%) 6 (19%) 16 (52%)</p>
3rd	<p>n=33 2 (6%) 3 (9%) 11 (33%) 17 (52%)</p>	<p>n=33 3 (9%) 4 (12%) 12 (36%) 14 (42%)</p>
4th	<p>n=32 2 (6%) 6 (19%) 13 (41%) 11 (34%)</p>	<p>n=24 5 (21%) 1 (4%) 4 (17%) 14 (58%)</p>
5th	<p>n=32 2 (6%) 2 (6%) 8 (25%) 20 (63%)</p>	<p>n=24 2 (8%) 1 (4%) 8 (33%) 13 (54%)</p>
6th	<p>n=31 1 (3%) 8 (26%) 7 (23%) 15 (48%)</p>	<p>n=23 2 (9%) 1 (4%) 11 (48%) 9 (39%)</p>
7th	<p>n=30 0 (0%) 2 (7%) 11 (37%) 17 (57%)</p>	No students with data.
8th	<p>n=33 4 (12%) 4 (12%) 5 (15%) 20 (61%)</p>	<p>n=1 0 (0%) 1 (100%) 0 (0%) 0 (0%)</p>
All	<p>n=282 25 (9%) 38 (13%) 82 (29%) 137 (49%)</p>	<p>n=198 23 (12%) 19 (10%) 62 (31%) 94 (47%)</p>

Legend n = Number of Students Intensive Support Strategic Support Core Support Core^ Support

Results Based On DIBELS 8 Composite Score

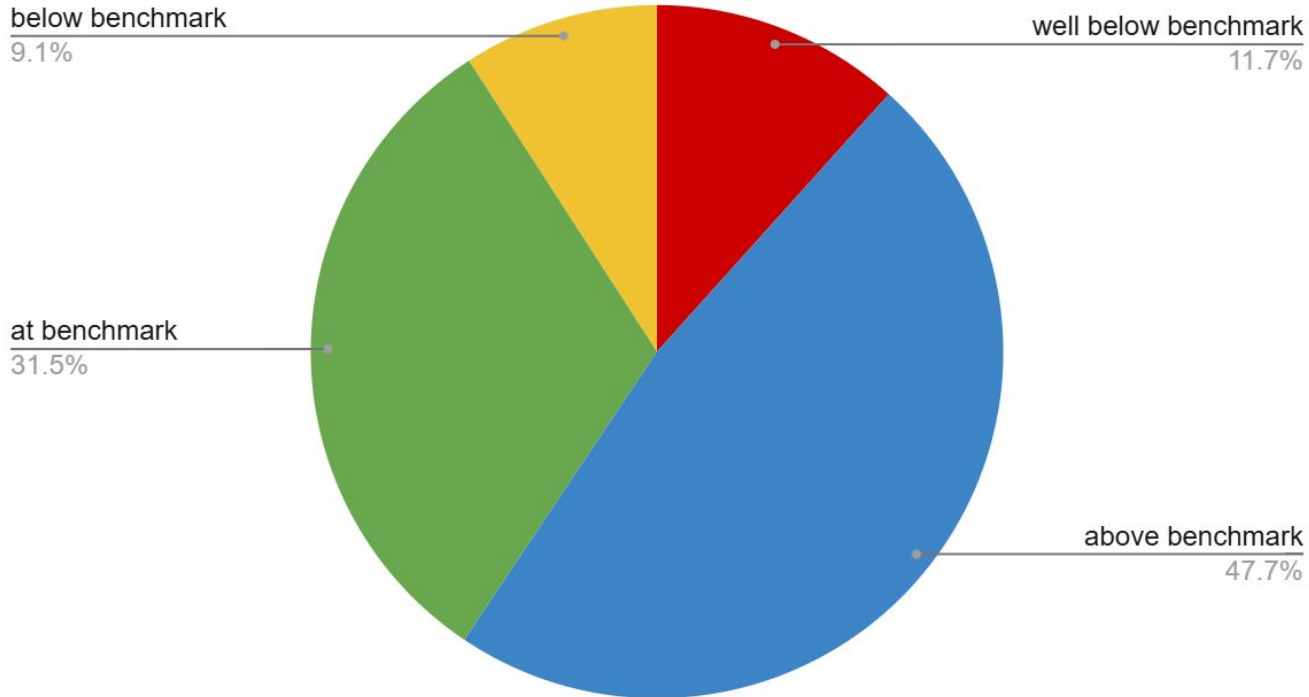
K-6 Dibels - All (Fall 2025)

K-6 Dibels - Fall 2025



K-6 Dibels - All (Winter 2026)

K-6 Dibels - Spring 2026



DIBELS Fall to Winter Progress: At or Above Benchmark

	Fall '25	Winter '26	+/-
Kindergarten	48%	77%	+29%
1st Grade	89%	81%	-8%
2nd Grade	75%	71%	-4%
3rd Grade	85%	78%	-7%
4th Grade	75%	75%	No Change
5th Grade	88%	87%	-1%
6th Grade	71%	87%	+16%

Dibels National Comparison: Winter 2026

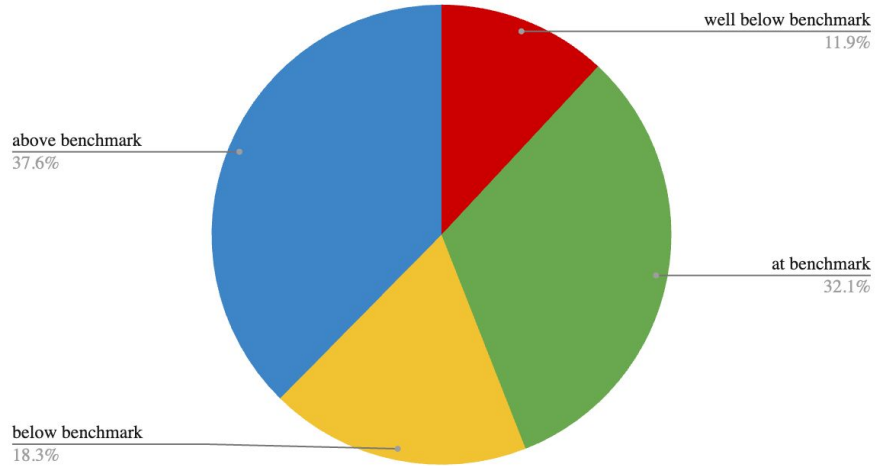
Grade	% at or Above Benchmark	Strong National Target	% Well Below (High Risk)	Our Status
KH	77%	65-75%	3%	On Track
1st	81%	70-80%	16%	On Track
2nd	71%	75-85%	16%	Slightly Below
3rd	78%	80-90%	9%	Slightly Below
4th	75%	80-90%	21%	Slightly Below
5th	87%	85-95%	8%	On Track
6th	87%	85-95%	9%	On Track

DIBELS Historical Data Comparison: At or Above Benchmark at Winter (Mid Year)

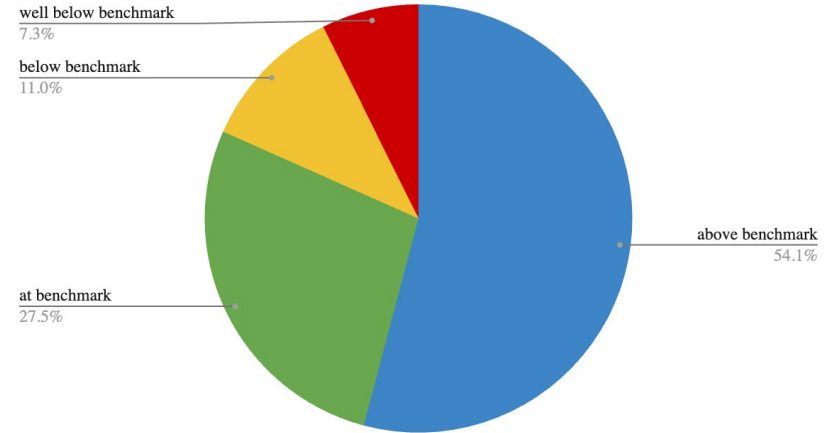
	22-23	23-24	24-25	25-26
Kindhaus	90%	85%	85%	77%
1st Grade	71%	73%	91%	81%
2nd Grade	84%	78%	77%	71%
3rd Grade	87%	81%	84%	78%
4th Grade	94%	96%	83%	75%
5th Grade	80%	73%	80%	87%
6th Grade	73%	74%	72%	87%

K-6 DIBELS Fall 2025 (Gender)

K-6 Dibels - Female (Fall 2025)

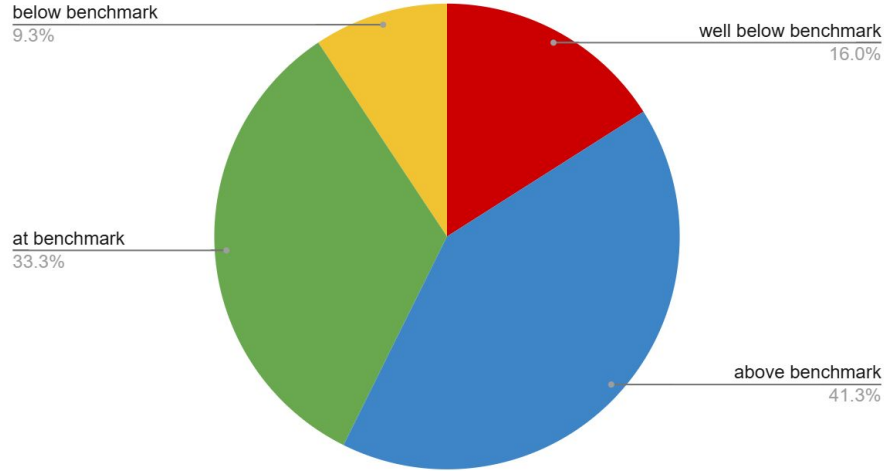


K-6 Dibels - Male (Fall 2025)

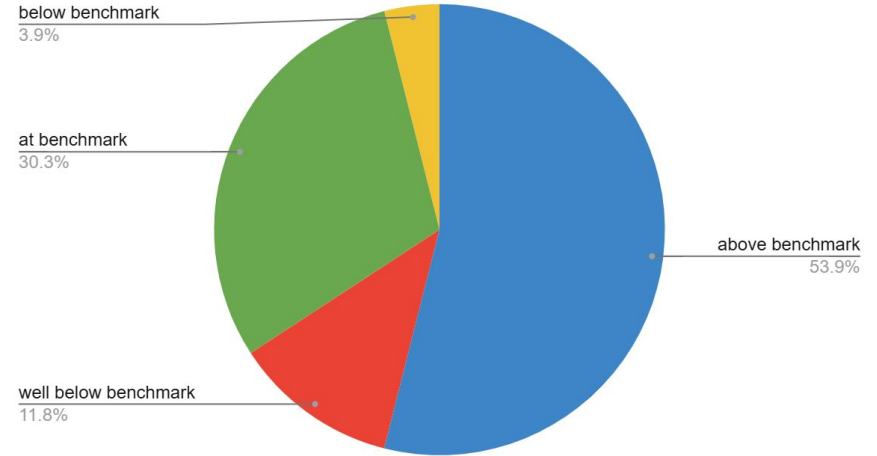


K-6 DIBELS Winter 2026 (Gender)

K-6 Dibels - Female (Winter 2026)

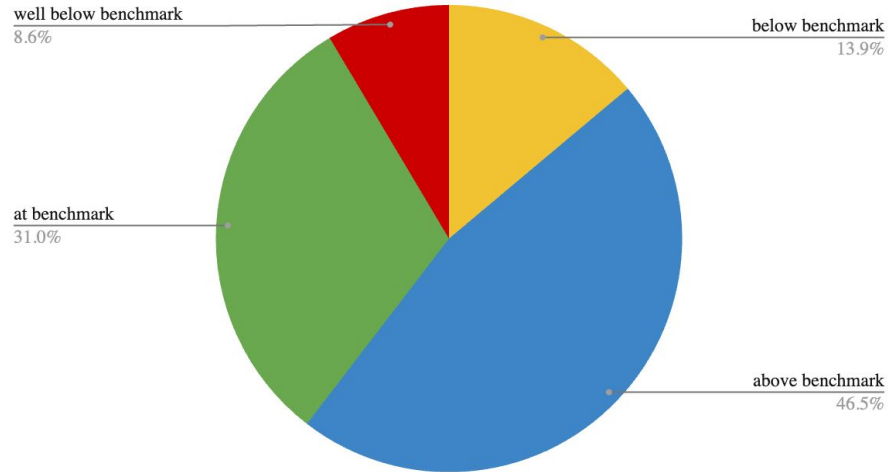


K-6 Dibels - Male (Winter 2026)

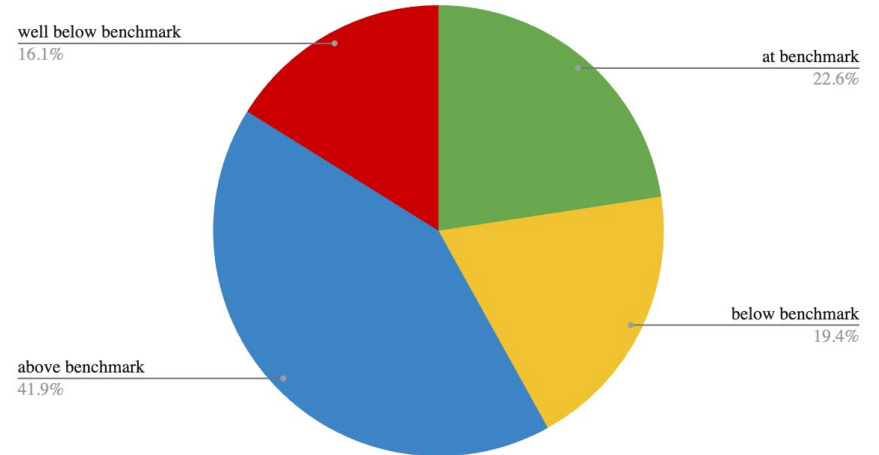


K-6 DIBELS Fall 2025 (Race)

K-6 Dibels - White (Fall 2025)

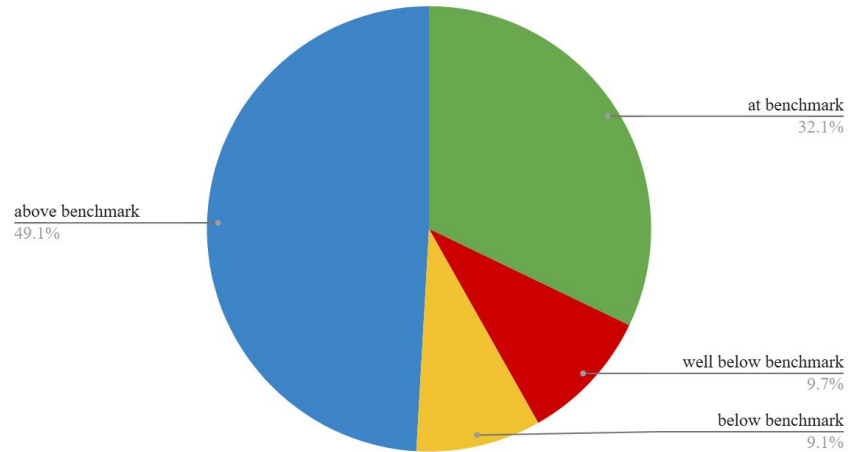


K-6 Dibels - Global Majority (Fall 2025)

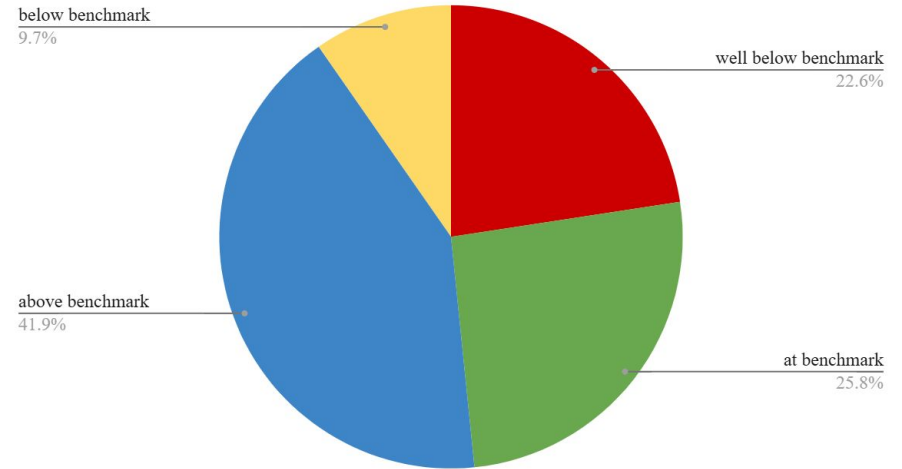


K-6 DIBELS Winter 2026 (Race)

K-6 Dibels - White (Winter 2026)

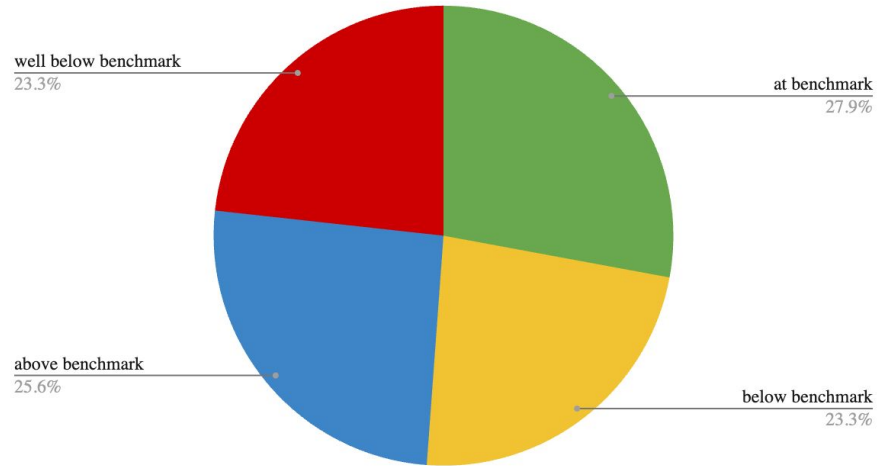


K-6 Dibels - Other Races (Winter 2026)

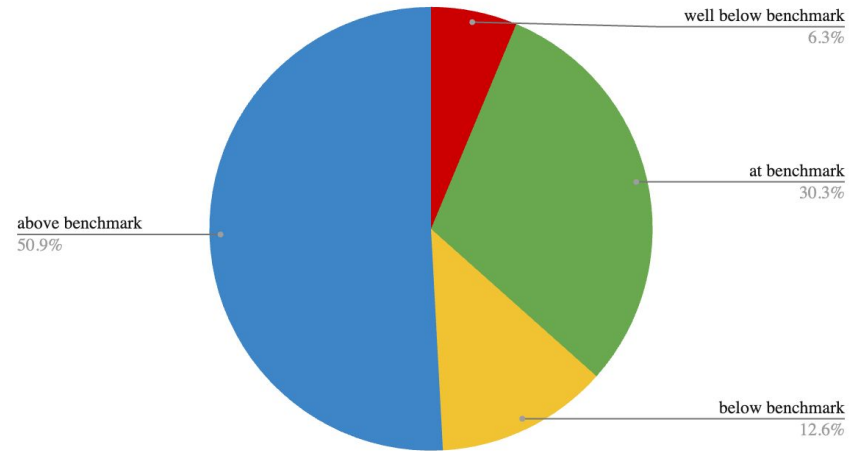


K-6 DIBELS Fall 2025 (IEP)

K-6 Dibels - IEP (Fall 2025)

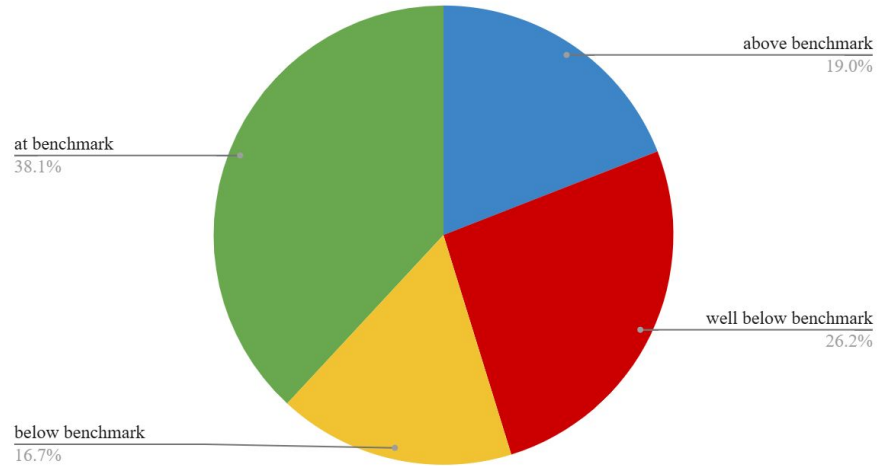


K-6 Dibels - None (Fall 2025)

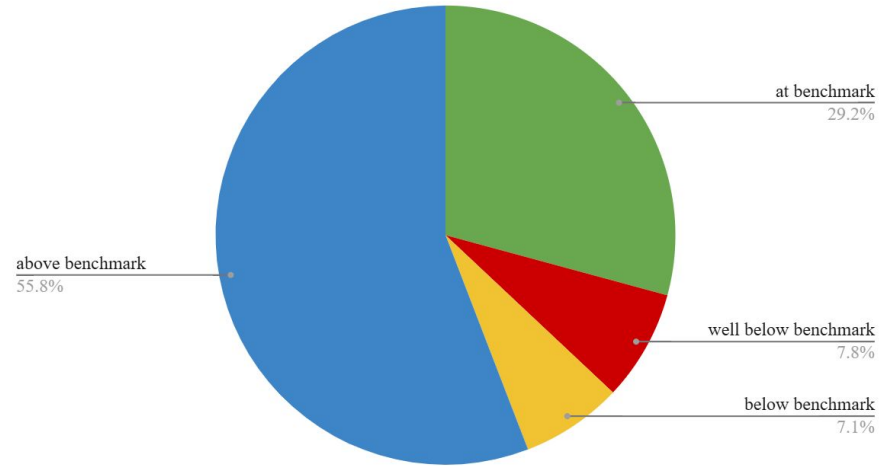


K-6 DIBELS Winter 2026 (IEP)

K-6 Dibels - IEP (Winter 2026)



K-6 Dibels - None (Winter 2026)

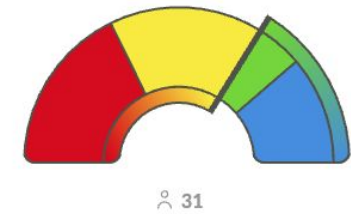
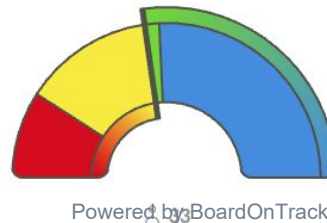
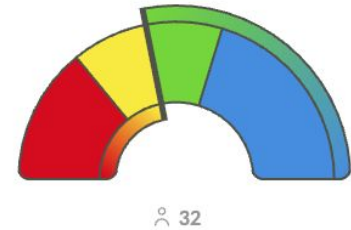
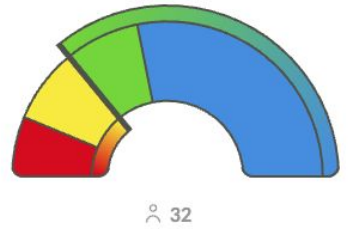
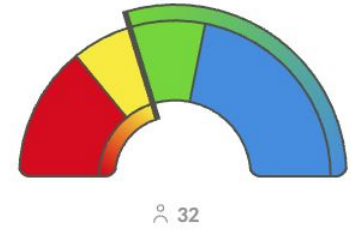
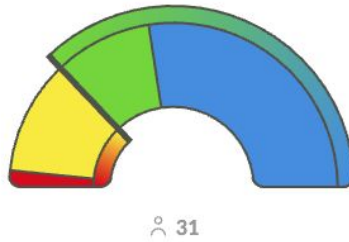
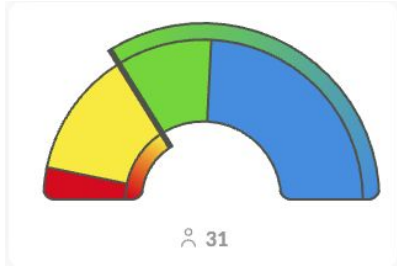


Acadience Fall 2025 K-6 Composite

Kinder

E1

E2



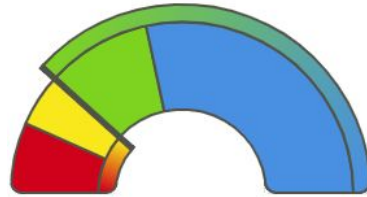
Acadience Winter 2026 K-6 Composite

Kinder

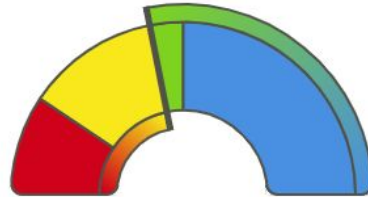


31

E1



30

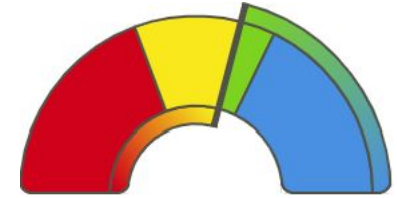


32



32
Powered by BoardOnTrack

E2



31



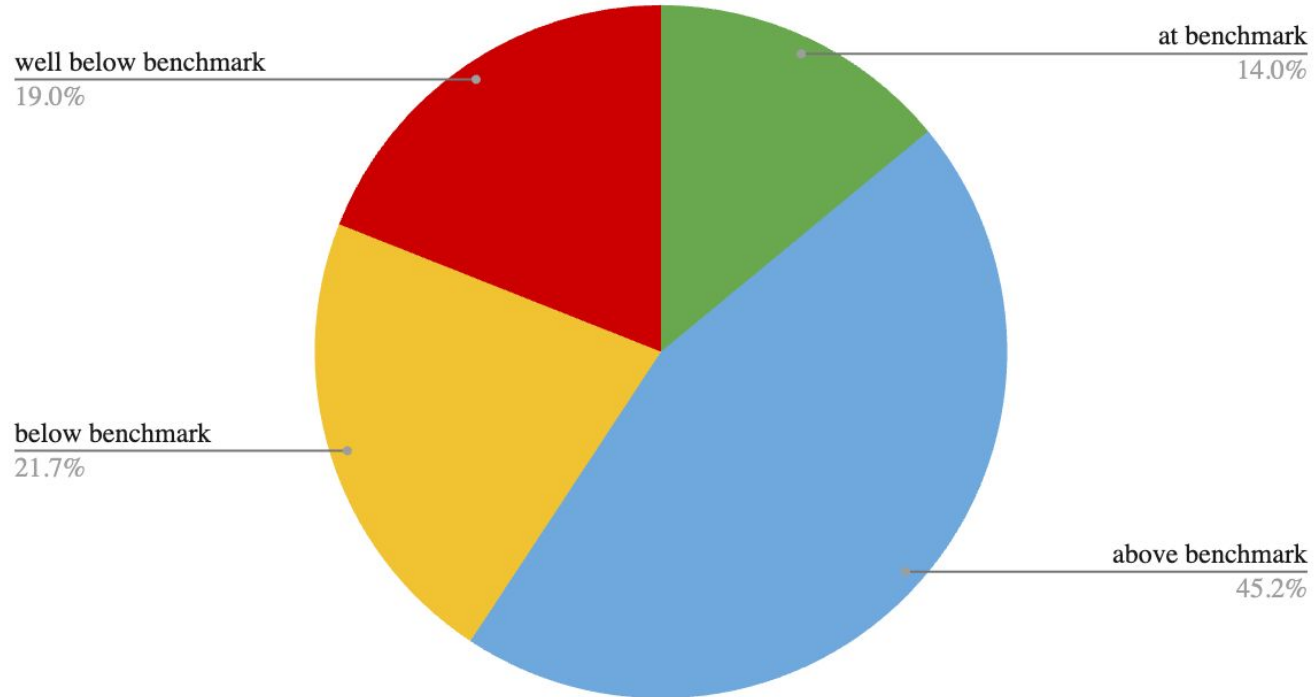
31



31

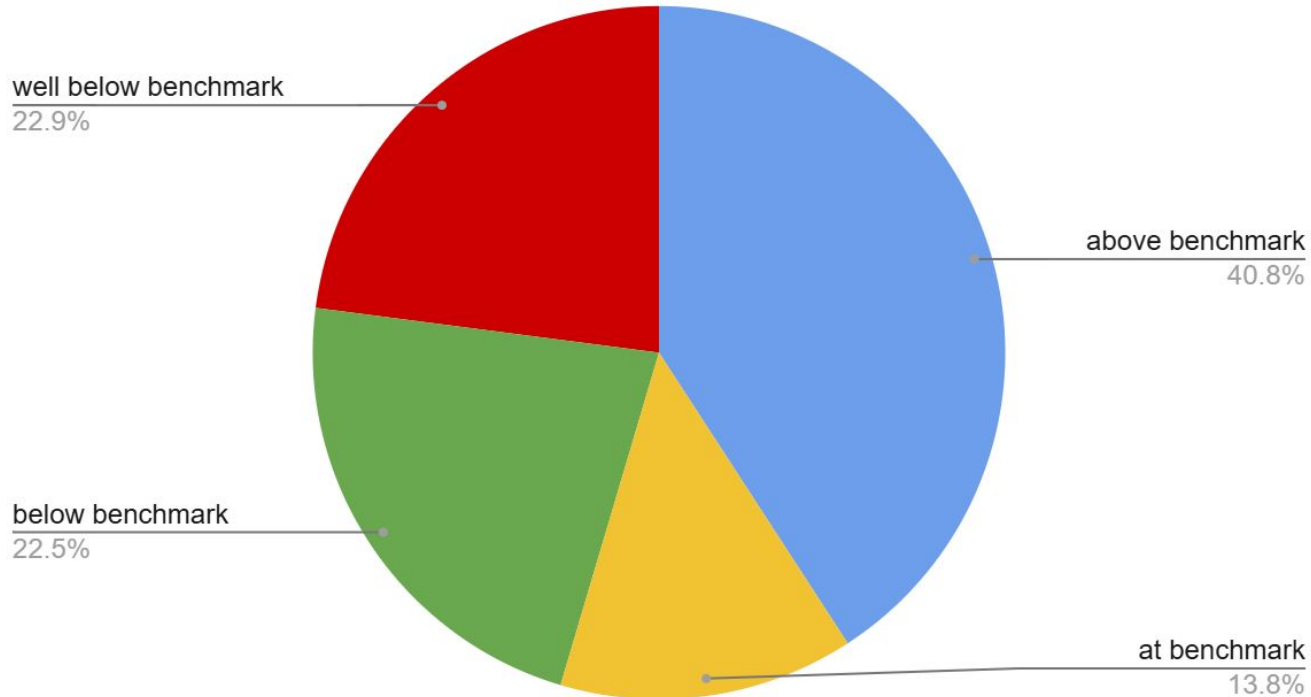
K-6 Acadience - All (Fall 2025)

K-6 Acadience - Fall 2025



K-6 Acadience - All (Winter 2026)

K-6 Acadience - Winter 2026



Acadience Fall to Winter Progress: At or Above Benchmark

	Fall '25	Winter '26	+/-
Kindergarten	67%	74%	+7%
1st Grade	74%	77%	+3%
2nd Grade	72%	56%	-16%
3rd Grade	55%	50%	-5%
4th Grade	60%	41%	-19%
5th Grade	57%	48%	-9%
6th Grade	33%	35%	+2%

Acadience National Comparison: Winter 2026

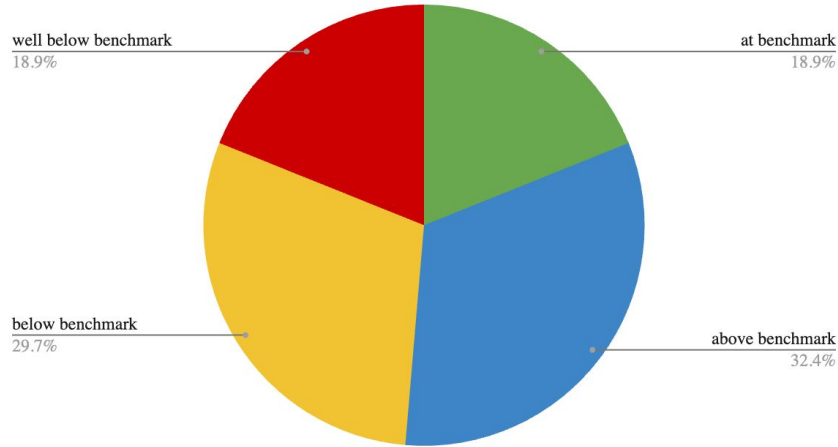
Grade	% at or Above Benchmark	Strong National Target	% Well Below (High Risk)	Our Status
Kinder	74%	65-75%	3%	On Track
1st	77%	70-80%	13%	On Track
2nd	56%	75-85%	19%	Off Track
3rd	50%	80-90%	28%	Off Track
4th	41%	80-90%	39%	Off Track
5th	48%	85-95%	26%	Off Track
6th	35%	85-95%	32%	Off Track

Acadience Historical Data Comparison: At or Above Benchmark at Winter (Mid-Year)

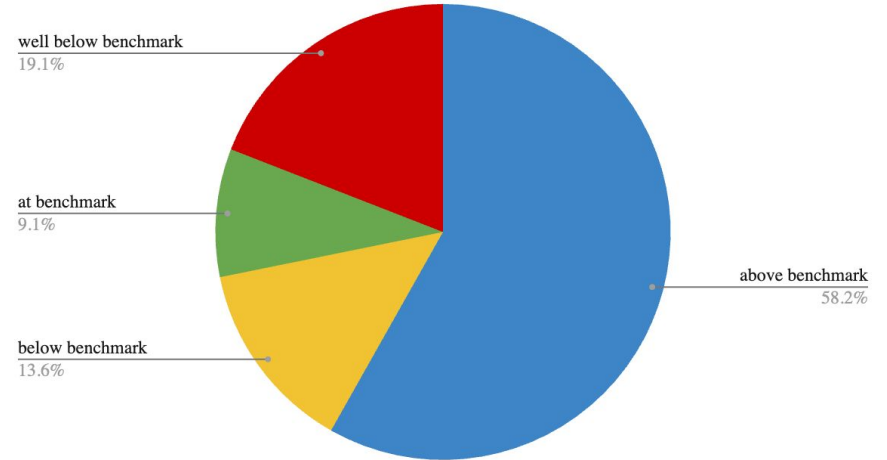
	23-24	24-25	25-26
Kindergarten	n/a (n=1)	78%	74%
1st Grade	74%	81%	77%
2nd Grade	72%	68%	56%
3rd Grade	61%	78%	50%
4th Grade	55%	67%	41%
5th Grade	42%	39%	48%
6th Grade	34%	56%	35%

K-6 Acadience Fall 2025 (Gender)

K-6 Acadience - Female (Fall 2025)

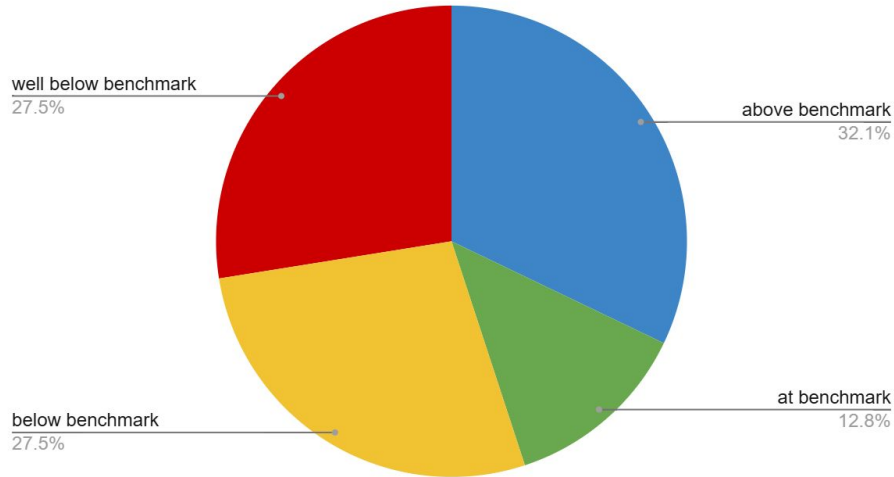


K-6 Acadience - Male (Fall 2025)

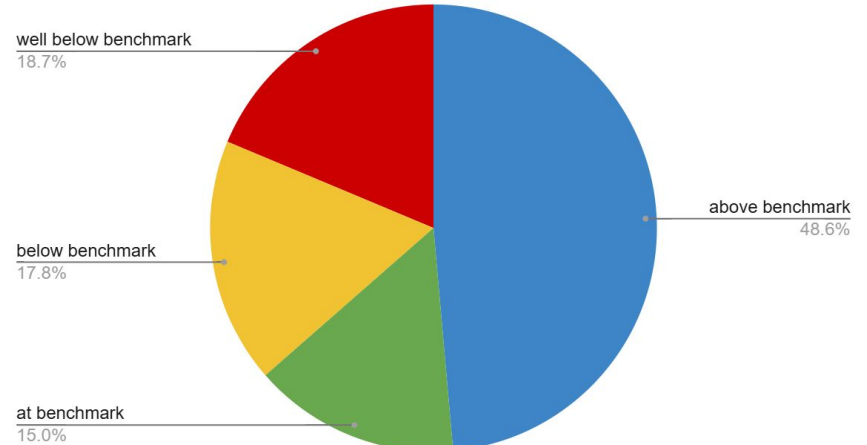


K-6 Acadience Winter 2026 (Gender)

K-6 Acadience - Female (Winter 2026)

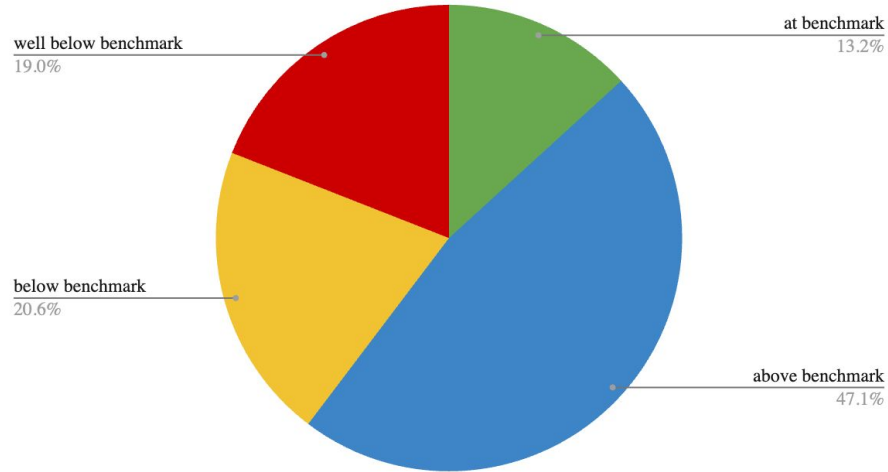


K-6 Acadience - Male (Winter 2026)

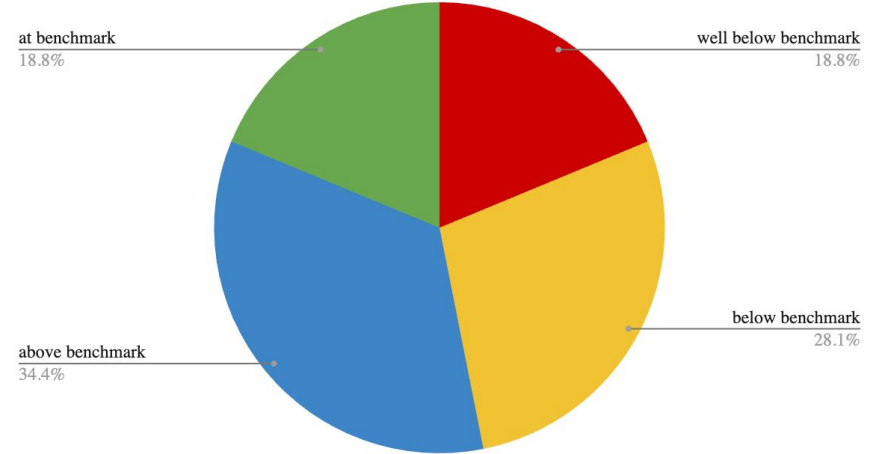


K-6 Acadience Fall 2025 (Race)

K-6 Acadience - White (Fall 2025)

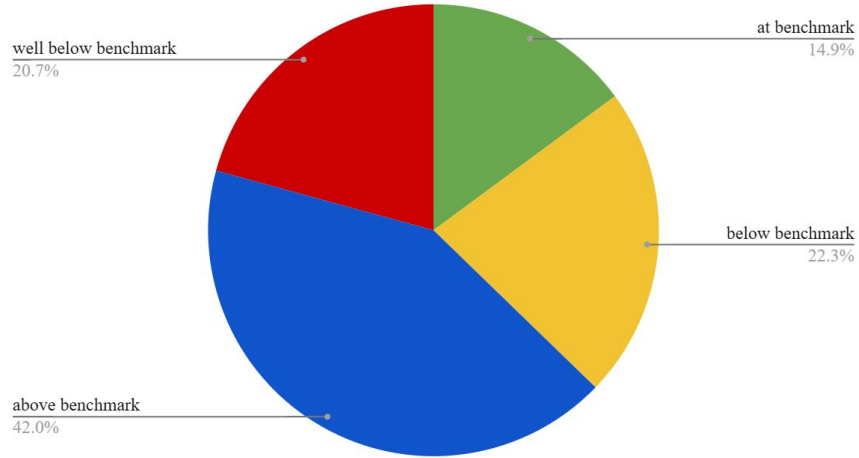


K-6 Acadience - Global Majority (Fall 2025)

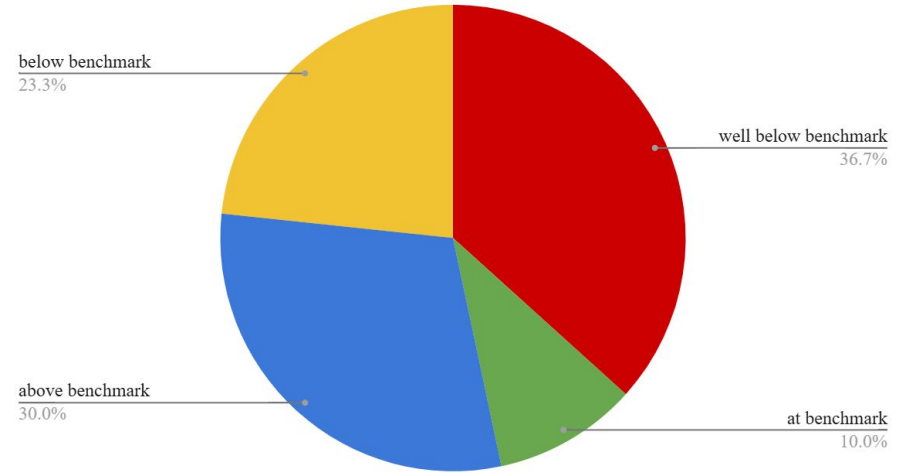


K-6 Acadience Winter 2026 (Race)

K-6 Acadience - White (Spring 2026)

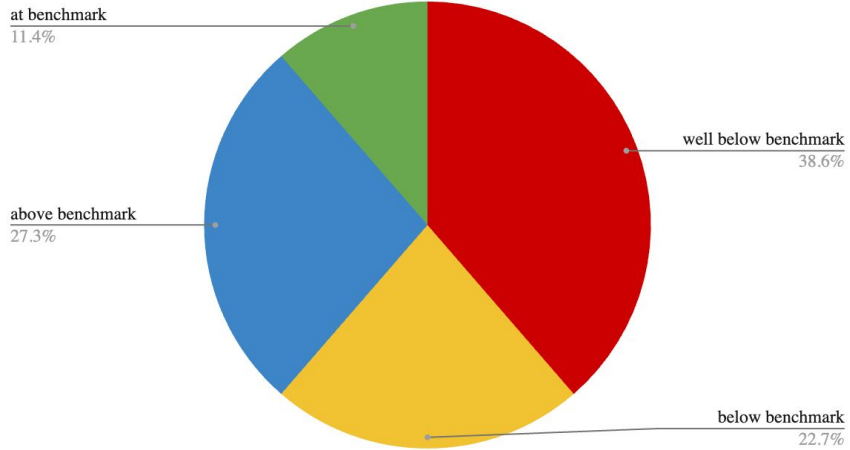


K-6 Acadience - Other Races (Spring 2026)

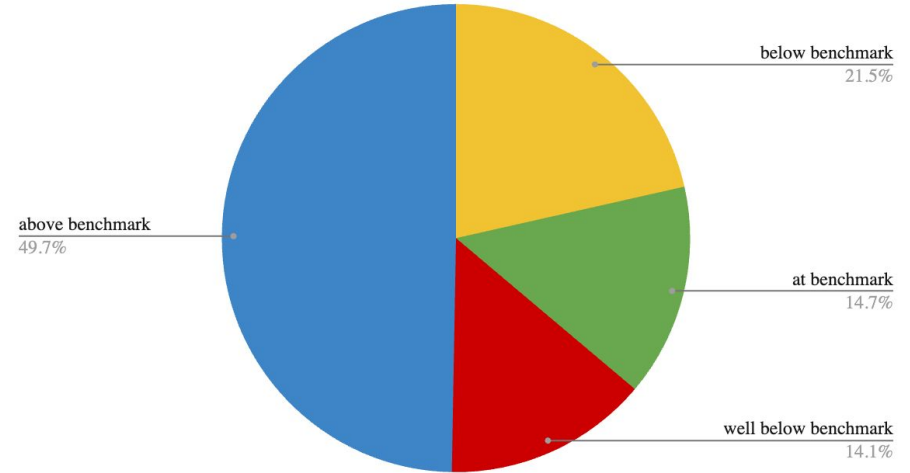


K-6 Acadience Fall 2025 (IEP)

K-6 Acadience - IEP (Fall 2025)

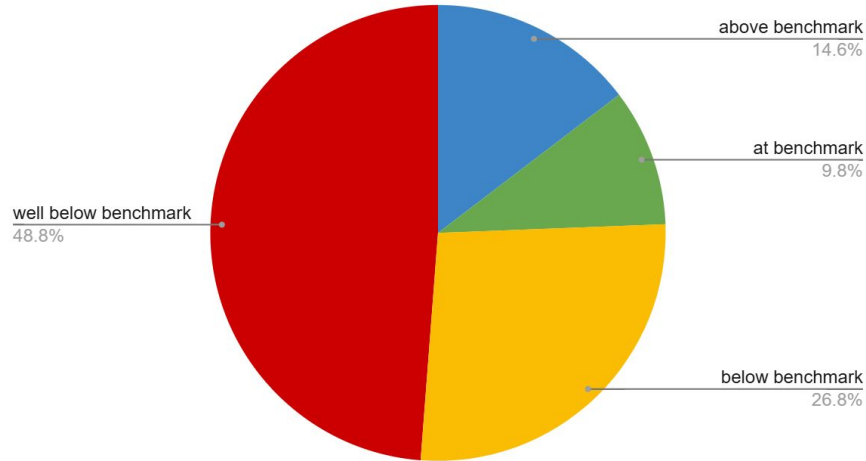


K-6 Acadience - None (Fall 2025)

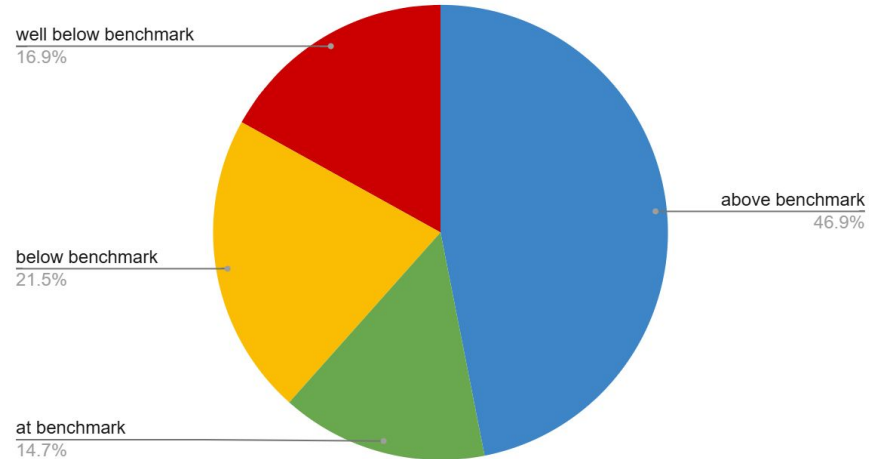


K-6 Acadience Winter 2026 (IEP)

K-6 Acadience - IEP (Winter 2026)



K-6 Acadience - None (Winter 2026)



Next Steps Spring 2026

- Spring Dibels & Acadience K-6 due May 8
- Small group, targeted instruction (and progress monitoring if needed) continues for students in **Yellow** or **Red**
- Recent hire of a Tier 2 teacher to assist with instruction and interventions
- Teachers will review student progress right after the spring break to determine who is improving and who needs to continue with what interventions.