River Valley Charter School

Board Meeting

Published on September 21, 2026 at 5:12 PM EDT

Date and Time

Wednesday September 23, 2026 at 5:30 PM EDT

Location

Middle School Great Room

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.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
A.	Record Attendance		Jonathan Nickerson	1 m

		Purpose	Presenter	Time
B.	Call the Meeting to Order		Tanya Murdy	
C.	Review Trustee Code of Conduct		Tanya Murdy	1 m
D.	Public Comment	Discuss	Tanya Murdy	9 m

The Board welcomes public comment on matters within its governance authority. Comments concerning operational matters, individual personnel, students, or other issues outside the Board's purview will not be discussed or addressed during the meeting and may be referred to the Executive Director or other appropriate channel. The Board will not respond to or deliberate on public comments during the meeting.

II. Approve Previous Board Minutes — 5:41 PM

A.	Approve Minutes	Approve Minutes	Tanya Murdy	1 m

Approve minutes for Board Meeting on June 30, 2026

III. Board Business — 5:42 PM

A.	Secretary	Vote	Tanya Murdy	5 m

Meredith Makin

B.	Special Projects Officer role description	Vote	Tanya Murdy	1 m
C.	Alnoba Board Norms	Vote	Tanya Murdy	5 m

IV. Finance Committee — 5:53 PM

A.	Update	FYI	Gary LeFave	8 m

- Review of August Financials

B.	Capital Budget	Vote	Gary LeFave	5 m

Vote

V. Development Committee — 6:06 PM

		Purpose	Presenter	Time
A.	Update Development Update	FYI	Farrell Boghos	5 m

VI. Exectuive Committee — 6:11 PM

A.	Update • Search firm • Committee meetings	FYI	Tanya Murdy	5 m

VII. Director's Update — 6:16 PM

A.	Director's Report • Director's Report • Annual Report • September Updates • RVCS Dashboard **The Director's Report is Attached**	Discuss	Joey Gustafson	20 m

VIII. Closing Items — 6:36 PM

A.	Board Meeting Survey Please refer to your dashboard for the survey link. Board Survey	FYI	Tanya Murdy	1 m
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 Board Meeting on June 30, 2026

APPROVED

River Valley Charter School

Minutes

Board Meeting

Date and Time
Tuesday June 30, 2026 at 6:00 PM

Location
Middle School Great Room

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.

Trustees Present
A. Godino, A. Ting, B. MacQuade, C. Getz, D. Herrera, D. Mitchell, E. Bradley, E. Rankin, G. LeFave, J. Nickerson, M. Connerton, T. Murdy

Trustees Absent
None

Ex Officio Members Present
J. Gustafson

Non Voting Members Present
J. Gustafson

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 Tuesday Jun 30, 2026 at 6:00 PM.

C. Public Comment

No public comment

D. Review Trustee Code of Conduct

Code of conduct reviewed

II. Approve Previous Board Minutes

A. Approve Minutes

E. Rankin made a motion to approve the minutes from Board Meeting on 06-17-26.
G. LeFave seconded the motion.

- Add contributions from Mark in terms of context on the decisions
- Add Meg's name to the election of the new role
- Adjust public speakers to include Aly
- Add Achala's statement to the documents
- Add "Daniel Dennis & Company"

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

III. Director's Update

A. Director's Report-Joey Gustafson

Interim Executive Director Joey Gustafson provided an update on her first ten working days in the role. Joey shared that while she has heard concerns about challenges experienced by the school community over the past year, she has also been encouraged by the quality of student work, the dedication of faculty and staff, and the strong commitment of families and caregivers to River Valley. She expressed confidence in the school's future and emphasized the importance of maintaining focus on students, classrooms, and day-to-day school operations.

Highlights and Updates

- Met individually with approximately 30 staff members and contractors to better understand current operations, opportunities, and challenges.
- Attended student presentations, celebrations, and graduation activities, which she described as highlights of her time at the school thus far.
- Participated in leadership meetings, IEP meetings, compliance reviews, and family meetings while supporting ongoing school operations.
- Conducted faculty meetings and staff listening sessions to gather feedback and strengthen communication throughout the school community.
- Engaged with the Massachusetts Charter School Association and supported positive media coverage highlighting student learning and school accomplishments.

Looking Ahead

- Summer work will focus on operational improvements, accountability requirements, and preparation for the upcoming school year.
- Joey will be meeting with DESE and local community leaders to reinforce confidence in the school's leadership and governance.
- Emphasized the importance of leadership and governance stability as River Valley continues through its current charter term.
- Plans to support the Board through improved agenda development, meeting preparation, and stronger committee processes to allow Board meetings to focus on strategic governance matters.

Board Discussion
Board members thanked Joey for her leadership and the significant amount of work completed during her first days in the role. Trustees discussed the importance of providing stability for students, families, faculty, and staff during this period of transition and expressed appreciation for the positive direction established during Joey's initial weeks.

Discussion Topics

- Importance of leadership continuity and organizational stability during the upcoming school year.
- Balancing community input with timely decision-making while maintaining focus on long-term school success.
- The Board's responsibility to demonstrate strong governance and accountability to DESE and other stakeholders.

River Valley Charter School Board Meeting Minutes - Tuesday, September 30, 2026 at 5:30 PM

- Continued efforts to strengthen board governance practices, trustee training, onboarding, and the distinction between governance and management responsibilities.

IV. Interim Executive Director

A. Interim Executive Director vote

E. Bradley made a motion to Elect Joey Gustafson to the role of Interim Executive Director for the 26-27 school year.
G. LeFave seconded the motion.

- Agreement that end of term would be 7/31/27

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

Roll Call

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

V. Executive Director Search

A. Executive Director Search

The Board discussed the timing and approach for the Executive Director search process in the context of the school's recent leadership transitions and the appointment of Interim Executive Director Joey Gustafson. Trustees emphasized the importance of providing stability for students, families, faculty, and staff while also ensuring a thoughtful and deliberate process for identifying long-term leadership.

Discussion Topics

- Concerns regarding the number of leadership transitions experienced by the school and the importance of minimizing further disruption.
- The value of maintaining leadership stability while governance, operational structures, and organizational priorities continue to be strengthened.

- The need to ensure the school has the appropriate leadership structure in place before initiating a permanent Executive Director search.
- Discussion of the organizational chart, leadership roles, and supporting positions needed to effectively support the Executive Director role.
- The importance of a comprehensive and transparent search process that incorporates stakeholder input while remaining focused on the long-term needs of the school.
- Lessons learned from prior leadership transitions and search efforts.

Actions and Next Steps

- Obtain proposals from three executive search firms for consideration by the Board.
- Finalize the organizational chart to clarify reporting relationships and leadership structure.
- Complete and refine job descriptions for key leadership positions.
- Use the finalized organizational structure and position descriptions to inform the Executive Director search process and future hiring decisions.
- Continue gathering input and preparing the Board for a formal Executive Director search at the appropriate time.

Summary
The Board discussed preparations for a future Executive Director search, recognizing that organizational stability remains the immediate priority. Trustees agreed that key foundational work—including evaluation of executive search firms, finalization of the organizational structure, and completion of leadership job descriptions—should be completed to support a successful and sustainable search process.

VI. Board of Trustee 2026-2027 Planning

A. Planning

The Board discussed priorities and planning activities for the 2026–2027 school year, with an emphasis on strengthening governance, supporting new trustees, improving board effectiveness, and reinforcing the distinction between governance and school management. Trustees reflected on lessons learned during the past year and identified opportunities to improve board operations, committee engagement, and overall effectiveness.

Discussion Topics

- Importance of establishing a strong governance foundation for the upcoming school year.
- Plans for board leadership training and Open Meeting Law training.
- Onboarding and orientation activities for newly elected trustees.
- Continued partnership with governance consultants and training resources to support board development.

- Strengthening understanding of governance responsibilities versus operational management responsibilities.
- Improving committee engagement to allow substantive work to occur outside of full board meetings.
- Ensuring board meeting agendas and materials are focused on governance, accountability, and strategic decision-making.
- Building trust, collaboration, and consistency among trustees as the Board enters the new school year.

Actions and Next Steps

- Conduct trustee onboarding and orientation sessions for new board members.
- Schedule and complete Open Meeting Law and governance training for trustees.
- Continue committee development and clarify committee goals, responsibilities, and annual work plans.
- Review board processes and meeting structures to improve effectiveness and efficiency.
- Support Board leadership transition and implementation of priorities for the 2026–2027 school year.

Summary
The Board discussed planning priorities for the 2026–2027 school year, focusing on trustee onboarding, governance training, committee effectiveness, and strengthening board operations. Trustees emphasized the importance of building a collaborative and effective governance structure that supports school leadership, fulfills regulatory responsibilities, and promotes long-term organizational stability.

VII. Executive Committee

A. DESE Complaint

The Board reviewed DESE's response to a parent complaint concerning Board oversight of Place-Based Education (PBE). Board leadership reported that DESE dismissed the complaint and indicated that no further action would be taken. Trustees discussed the significance of the response and the clarification it provided regarding the Board's governance responsibilities.

Discussion Topics

- DESE dismissed the complaint and closed the matter with no further action required.
- The complaint alleged that the Board lacked appropriate oversight of Place-Based Education and related programmatic decisions.
- Trustees discussed DESE's confirmation that curriculum and programmatic decisions are management responsibilities rather than Board responsibilities.

- The Board noted that DESE reaffirmed the distinction between governance oversight and day-to-day operational decision-making.
- Trustees discussed that the school's charter remains in compliance and that a specific PBE model is not required by the charter.
- Board members viewed the response as important guidance regarding the appropriate role of the Board when concerns arise related to curriculum, programming, and educational delivery.

Key Takeaways

- DESE dismissed the complaint without further action.
- DESE reaffirmed that programmatic and curriculum decisions are the responsibility of school leadership and administration.
- The discussion reinforced the Board's responsibility to focus on governance, accountability, and charter oversight rather than operational decision-making.
- Trustees agreed that the response provides helpful clarity for future discussions involving curriculum and educational programming.

Summary
The Board reviewed and discussed DESE's response to a parent complaint regarding oversight of Place-Based Education. DESE dismissed the complaint and reaffirmed that curriculum and programmatic decisions fall within the authority of school leadership rather than the Board of Trustees. Trustees noted that the response provided valuable clarification regarding governance responsibilities and reinforced the Board's role in oversight, accountability, and stewardship of the school's charter.

B. Year In Review

The Executive Committee reflected on a year marked by significant leadership transitions, governance challenges, and organizational change. Trustees acknowledged that the Board experienced turnover within its leadership team, navigated the departure of the Executive Director, and worked through a period of uncertainty while maintaining continuity of school operations. Throughout these challenges, the Committee focused on strengthening governance practices, improving organizational structure, and ensuring the Board remained focused on its fiduciary and oversight responsibilities.

Key Accomplishments

- Managed multiple leadership transitions within both the Board and school administration.
- Supported the recruitment and appointment of Interim Executive Director Joey Gustafson.

- Conducted an external Board governance audit to evaluate Board effectiveness, governance practices, and organizational structure.
- Identified opportunities to strengthen systems, processes, and governance practices.
- Increased focus on the distinction between governance responsibilities and management responsibilities.
- Worked to improve Board procedures, decision-making processes, and organizational accountability.
- Prioritized governance training and professional development opportunities for trustees.

Discussion Topics

- Lessons learned from a year of significant organizational and leadership change.
- The importance of maintaining clear boundaries between Board governance and school management.
- The need for stronger governance structures, processes, and Board development moving forward.
- Continued efforts to improve communication, accountability, and organizational stability.
- Planning for trustee onboarding, governance training, and leadership development for the 2026–2027 school year.

Actions and Next Steps

- Conduct Board leadership training and Open Meeting Law training during the summer.
- Complete onboarding and governance training for incoming trustees.
- Continue implementation of recommendations from the Board governance audit.
- Strengthen governance practices related to oversight, accountability, and strategic planning.
- Maintain focus on board development, organizational stability, and preparation for future charter renewal requirements.

Summary
The Executive Committee reflected on a year of significant transition and challenge while recognizing meaningful progress in governance, leadership, and organizational structure. Trustees highlighted the Board's work in navigating leadership changes, strengthening governance practices, conducting an external board audit, and laying the foundation for a more stable and effective Board. Discussion emphasized continued investment in trustee training, governance best practices, and organizational stability as priorities for the upcoming school year.

C. DESE Letter to Board

The Board reviewed and discussed a letter received from DESE regarding governance and board oversight responsibilities. Trustees viewed the letter as an important opportunity to strengthen governance practices and better understand the distinction between the Board's role and the role of school administration. The discussion focused on ensuring that Board activities remain aligned with the responsibilities outlined by DESE and the requirements of the school's charter.

Discussion Topics

- Review of DESE's observations and concerns regarding board governance and oversight.
- The importance of maintaining a clear distinction between governance responsibilities and management responsibilities.
- Recognition that the Board's primary responsibility is stewardship of the charter, oversight of school leadership, and support of the school's long-term success.
- Discussion of how governance decisions should be documented through meeting minutes and board records.
- The importance of avoiding involvement in day-to-day operational and personnel matters that fall within the authority of school leadership.
- The role of Board members in acting objectively and in the best interests of the school as a whole rather than individual stakeholders.
- The need for consistent governance practices and decision-making processes as the school approaches future charter renewal milestones.

Actions and Next Steps

- Conduct governance and leadership training for trustees during the summer.
- Complete Open Meeting Law training for current and incoming Board members.
- Continue onboarding and development activities for newly elected trustees.
- Reinforce governance best practices through committee work, board training, and ongoing board development.
- Review governance processes and board operations to ensure alignment with DESE expectations and charter school best practices.
- Track progress on governance improvement efforts through Committee on Trustees and Accountability Committee oversight.

Summary
The Board reviewed a letter from DESE regarding governance responsibilities and board oversight. Trustees discussed the importance of maintaining clear boundaries between governance and management, strengthening board practices, and ensuring compliance with charter school governance expectations. The Board agreed to continue governance training, trustee onboarding, and implementation of governance improvements to support organizational stability and long-term success.

VIII. Accountability

A. Year in Review

The Accountability Committee reflected on a productive year focused on strengthening the Board's understanding and use of school performance data. Committee members emphasized a shift from simply reviewing data to examining how data is used to support student outcomes, guide decision-making, and ensure accountability to the school's mission and charter commitments.

Discussion Topics

- Review of the committee's work evaluating academic, operational, and school performance data throughout the year.
- Increased focus on understanding what actions should result from the data being reviewed.
- Consideration of who is responsible for acting on and monitoring key performance measures.
- Continued emphasis on aligning accountability work with the school's mission, Montessori principles, and student success.
- Discussion of the importance of consistency in data collection, analysis, and reporting.
- Recognition that accountability work should focus not only on trends and outcomes but also on ensuring data informs decision-making and continuous improvement.

Accomplishments

- Continued regular review of school performance indicators and accountability measures.
- Increased discussion around ownership and accountability for key metrics and outcomes.
- Strengthened alignment between committee questions, school priorities, and charter expectations.
- Maintained focus on ensuring data collection efforts provide meaningful information for governance and oversight purposes.
- Advanced conversations about how performance data should be used to support students, staff, and overall school improvement.

Looking Ahead

- Continue monitoring key academic and organizational performance indicators.
- Focus on maintaining consistency in data reporting and analysis.
- Strengthen oversight of how data is used to inform decision-making and drive improvement efforts.
- Ensure accountability measures remain aligned with the school's mission, charter obligations, and student outcomes.

- Continue refining governance practices related to performance oversight and evaluation.

Summary
The Accountability Committee reflected on a year of meaningful progress in strengthening the Board's approach to performance oversight. Committee members highlighted a shift from simply reviewing data to understanding how that information can be used to support decision-making, improve outcomes, and advance the school's mission. Looking ahead, the committee will continue focusing on effective use of data, clear accountability, and alignment with charter and governance responsibilities.

IX. Development

A. Year in Review

The Development Committee reflected on a year focused on building long-term fundraising capacity, increasing community engagement, and establishing sustainable development processes. The committee worked closely with school leadership to create a multi-year development strategy designed to strengthen fundraising efforts while supporting the school's mission and future financial needs.

Discussion Topics

- Implementation of a three-year development plan designed to increase fundraising capacity and community engagement.
- Continued efforts to build a culture of philanthropy and fundraising within the River Valley community.
- Strengthening partnerships between the Development Committee, school leadership, the Parents Alliance, and the Foundation.
- Balancing fundraising goals with available volunteer and organizational capacity.
- Building sustainable systems and processes that can be carried forward by future committee members and school leadership.

Key Accomplishments

- Developed and implemented a multi-year development strategy aligned with the school's goals and financial needs.
- Successfully continued annual fundraising efforts and community-based fundraising events.
- Expanded use of DonorPerfect to improve donor management, engagement, and long-term relationship tracking.
- Strengthened coordination between the Development Committee, school administration, and community organizations.
- Built repeatable fundraising processes, communications, calendars, and event plans to support future development efforts.

- Improved communication with the school community regarding fundraising activities and the impact of donated funds.
- Continued growth of annual fundraising initiatives, including successful community-supported campaigns and events.

Looking Ahead

- Continue implementation of the multi-year development strategy.
- Expand donor engagement and alumni outreach efforts.
- Build upon the donor management and stewardship systems established during the year.
- Support future capital improvement projects and long-term fundraising priorities.
- Strengthen fundraising participation throughout the school community.
- Continue collaboration between the Board, school leadership, Foundation, and Parents Alliance to support development goals.

Summary
The Development Committee reflected on a year focused on strengthening fundraising infrastructure, improving community engagement, and creating sustainable development processes. Trustees highlighted the establishment of long-term fundraising systems, stronger donor management capabilities, successful fundraising initiatives, and increased collaboration across the school community. Looking ahead, the committee will continue building fundraising capacity and supporting the financial sustainability of River Valley through strategic development and community engagement efforts.

X. Committee on Trustees

A. THANK YOU!

The Committee on Trustees took time to recognize and thank departing Board members for their dedication, leadership, and service to River Valley Charter School. Trustees reflected on the significant contributions made by departing members, particularly during a period marked by leadership transitions, governance challenges, organizational growth, and increased community engagement.

Recognition and Appreciation

- Trustees expressed gratitude to departing members for their years of service and commitment to the school, students, families, and broader River Valley community.
- Board members were recognized for contributing their time, expertise, and leadership in support of the school's mission and long-term success.
- Several trustees were thanked for helping strengthen governance practices, improving board operations, and supporting organizational stability during periods of significant change.

- Departing members were acknowledged for mentoring newer trustees, serving in leadership positions, and helping guide the Board through complex decisions and challenges.
- Trustees noted the value of the diverse perspectives, professional experience, and commitment that departing members brought to Board discussions and decision-making.
- Appreciation was expressed for the strong relationships, collaboration, and sense of community built among Board members during their terms of service.

Discussion Topics

- Reflection on the Board's accomplishments over recent years.
- Recognition of the substantial volunteer commitment required of trustees.
- Appreciation for the leadership and stability provided during periods of transition.
- Discussion of the lasting impact departing trustees have had on governance, fundraising, accountability, committee work, and school improvement efforts.
- Recognition that the Board is benefitting from systems, processes, and organizational improvements established through the work of departing members.

Summary
The Committee on Trustees recognized and celebrated the contributions of outgoing Board members whose service helped guide River Valley through periods of growth, transition, and change. Trustees expressed deep appreciation for the leadership, expertise, dedication, and commitment demonstrated by departing members and acknowledged the lasting impact their service will have on the school and Board for years to come.

B. New Trustees

The Committee on Trustees provided an update on the onboarding of newly elected trustees. Board leadership reported that the new trustees had been entered into the Board management system and that the required documentation was being submitted to DESE for approval. Trustees discussed the importance of completing the state approval process promptly to ensure new members can fully participate in Board activities and obtain voting privileges as quickly as possible.

Discussion Topics

- New trustees have been onboarded into the Board management system and associated onboarding processes.
- Required documentation is being submitted to DESE for approval.
- Trustees discussed the timing of DESE approval and its impact on voting eligibility.
- New trustees may participate in meetings and discussions while awaiting final state approval.

- Board leadership emphasized the importance of completing all required forms and submissions promptly to avoid delays.
- Onboarding and training activities will continue throughout the summer to prepare new trustees for service.

Summary
The Committee on Trustees provided an update on the onboarding of newly elected trustees and the process of obtaining DESE approval. Board leadership reported that documentation had been submitted and that onboarding activities were underway. Trustees emphasized the importance of completing the approval process efficiently to ensure new members can fully participate in Board governance activities in the upcoming school year.

C. Thank you, Trustees!

As we close out 2025-2026, we have navigated unchartered territory, rough seas, made tough decisions but remained the course--unwavering focus on our mission. Thank you for the countless hours, meetings, committee work and dedication to RVCS.

XI. Closing Items

A. Board Meeting Survey

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:22 PM.

Respectfully Submitted,
T. Murdy

Documents used during the meeting

- BoT_Expectations_2_7_23__1_ (7).pdf
- 6.9.26 PRS 16227 River Valley Charter NFA Final.pdf
- DESE Letter to RVCS BOT June 26 2026.pdf
- AC_2025-26.pdf

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Coversheet

Special Projects Officer role description

Section: III. Board Business
Item: B. Special Projects Officer role description
Purpose: Vote
Submitted by:
Related Material: RVCS BOT Special Projects Role.pdf

Special Projects Officer

The Special Projects Officer supports discrete, time-limited governance projects on an as-needed, ad hoc basis as assigned by the Board Chair or the Board. Current responsibilities are limited to designated Board on Track administration and the organization and cleanup of specified governance records and documents.

The Special Projects Officer serves solely in a project-support capacity and has no independent authority to act or communicate on behalf of the Board. The position does not include authority over Board communications, committees, policy development, personnel matters, the Executive Director, school operations, or engagement with outside consultants unless specifically authorized by a vote of the Board.

All work performed in this role is subject to the direction of the Board Chair and any applicable actions of the Board. This position was established for the current officer term only. At the conclusion of the term, the Board will formally discontinue the position unless it affirmatively votes to renew it.

Coversheet

Alnoba Board Norms

Section: III. Board Business
Item: C. Alnoba Board Norms
Purpose: Vote
Submitted by:
Related Material: RVCS_Board_of_Trustees_Norms_Alnoba.docx

River Valley Charter School
Board of Trustees Norms

Distilled from the Alnoba Board Retreat | September 2026

These norms describe how trustees agree to work with one another. They apply equally to every trustee and focus on conduct and board culture; procedural requirements are maintained separately in bylaws, policies, and operating protocols.

1. **Treat others with respect and dignity.** Practice kindness, grace, and courtesy, especially when conversations are difficult.
2. **Assume good faith and remain accountable for impact.** Seek clarification before drawing conclusions, while taking responsibility for how words and actions affect others.
3. **Listen with openness and curiosity.** Consider different perspectives, experiences, and ideas before forming judgments or making decisions.
4. **Challenge ideas, not people.** Keep disagreement focused on facts, issues, and governance considerations rather than motives, personalities, or personal criticism.
5. **Address concerns directly and constructively.** Raise issues with the appropriate person or within the appropriate Board setting; avoid gossip, side conversations, and conduct that undermines colleagues.
6. **Communicate clearly, respectfully, and in a timely manner.** Check for shared understanding, provide necessary context, and avoid unnecessary escalation.
7. **Exercise sound judgment with information.** Share what trustees need for informed governance while protecting confidential, sensitive, or unnecessary details.
8. **Respect collective decision making.** Participate candidly in deliberation and, once the Board acts, support the integrity of the decision and the Board's public credibility.
9. **Honor governance roles and boundaries.** Distinguish the authority of the Board as a whole from the role of an individual trustee and remain focused on governance rather than school operations.
10. **Share responsibility for a healthy Board culture.** Come prepared, follow through on commitments, give and receive respectful feedback, and reflect on whether conduct aligns with these norms and the Board's purpose.

Board adopted: _____

Coversheet

Update

Section: IV. Finance Committee
Item: A. Update
Purpose: FYI
Submitted by:
Related Material: August_Financials (1).xlsx
RVCS_Capital_Plan_2026-27.docx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

August_Financials (1).xlsx

RVCS CAPITAL PLAN, 2026-2027				
Project Description	**Current Status**	**Estimated Date of Completion**	**Current Estimated Cost**	**How is/will this project be financed?**
Interior Paint	Complete	August 2026	Actual: $40,740	Capital Reserve Funds
Pathway & retaining wall for playground	Complete	August 2026	Actual: $13,700	Capital Reserve Funds
Hallway Tiling	Complete	2026-27	Actual: $3000	Capital Reserve Funds
Purchase of Maintenance Equipment (e.g. snow blower, etc.)	In Process	2026-27	Estimated: $4000	Capital Reserve Funds
Technology Upgrades (not chromebooks)	In Process	October 2026	Estimated: $40,000	Capital Reserve Funds
Furnishings & Signage	In Process	2026-27	Estimated: $5000	Capital Reserve Funds
Fencing for playground	Not Begun	Fall 2026	Estimated: $15,000	Capital Reserve Funds
Flashing of back of building	Not begun	Fall 2026	Estimated: $15,000	Capital Reserve Funds
Stone dust (second round for playground)	Not begun	Fall 2026	Estimated: $1500	Capital Reserve Funds
Shade Sail install	Not begun	Fall 2026	Estimated: $1500	Capital Reserve Funds
Roofing repairs	Not Begun	Fall 2026 or June 2027	Estimated: $30,000	Capital Reserve Funds
Window repointing/flashing	Not Begun	April Break or June 2027	Estimated: $10,000	Capital Reserve Funds
Estimated Total		2026-2027	$179,440 or Approx. $180,000	Capital Reserve Funds

Coversheet

Update

Section: VI. Exectuive Committee
Item: A. Update
Purpose: FYI
Submitted by:
Related Material: RVCS_ED_Leadership_Pathways_Board_Summary.pptx

RVCS has two credible paths to stable executive leadership

The decision is not search versus status quo. It is which path best combines continuity, forward momentum, and long-term fit.

WORKING RECOMMENDATION

Choose between two viable paths

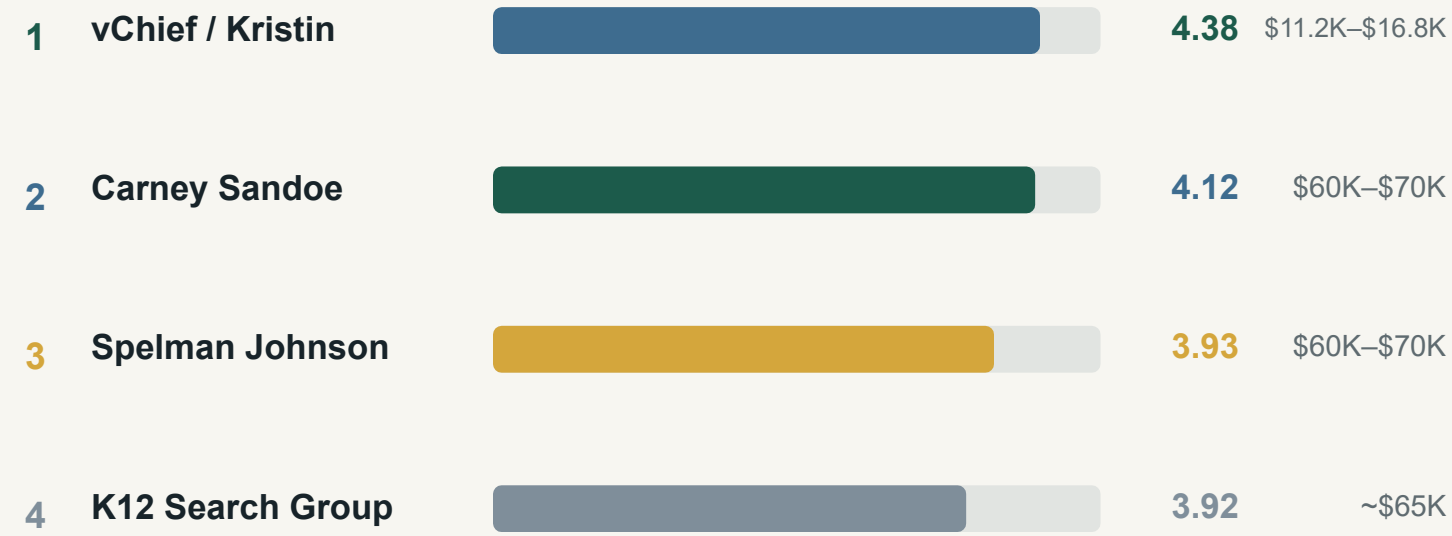
Either launch a full search with vChief / Kristin or extend Joey's interim appointment for one additional year.

WHAT BOTH PATHS MUST DELIVER

- Leadership stability
- Continued progress on governance and school priorities
- Strong Board–ED partnership
- Readiness for upcoming charter review

Overall fit & value assessment

Holistic scoring includes capability, RVCS fit, integration, transition support, and cost/value



vChief ranks first when the assessment reflects the full Board decision: comparable search capability, stronger RVCS integration and transition continuity, and materially lower cost.

The future-state role supports either leadership path

RVCS needs an executive leader who advances enterprise performance, Board partnership, charter accountability, financial sustainability, and external leadership.

ROLE DESIGN

Executive leader first

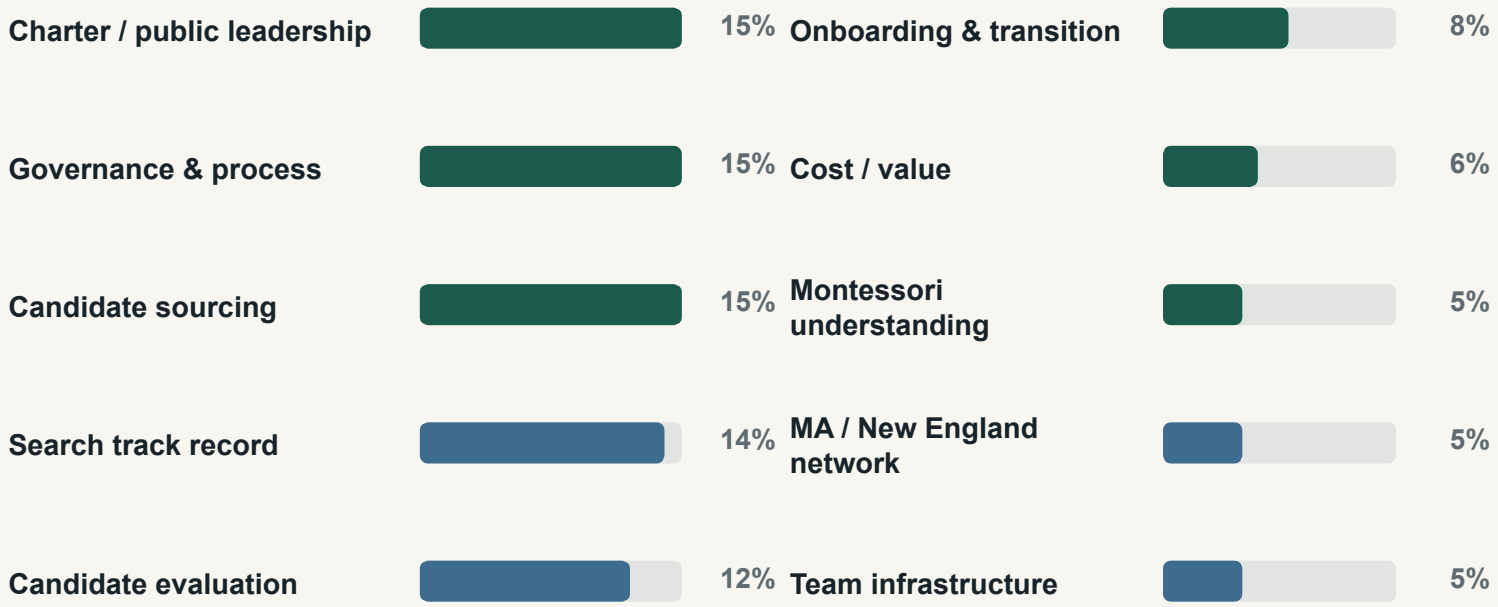
Montessori champion, not the primary Montessori instructional leader

DIRECTOR OF SCHOOL

Owns internal schoolhouse leadership, instructional leadership, and Montessori fidelity.

Implication: deep Montessori search volume remains relevant, but is no longer a dominant selection criterion.

Revised scoring weights



Implication: whether RVCS retains Joey or conducts a full search, the Board should use the same future-state role, goals, dashboard, and evaluation model to protect continuity and drive progress.

Action: select the leadership path that best protects stability and momentum

Both options are credible. The Board should decide based on continuity, readiness, execution risk, and long-term leadership fit.

PATH 1 | Full search

Engage vChief / Kristin and run a structured external search.

- Tests the market against the future-state role
- Adds structured sourcing, evaluation, and transition support
- Creates a deliberate long-term appointment decision
- Requires managing search and transition activity during charter-review preparation

PATH 2 | Extend Joey for one year

Continue the interim appointment through the next school year.

- Preserves leadership continuity and organizational knowledge
- Maintains focus on moving the school and governance work forward
- Reduces near-term transition risk during charter-review preparation
- Creates time to evaluate progress against agreed goals and metrics

NON-NEGOTIABLES FOR EITHER PATH

Confirm the future-state role • Set measurable annual goals • Use the governance dashboard and ED evaluation cycle • Define the Board's decision and review cadence

Recommended Board framing

Select the path most likely to provide stable leadership while moving RVCS forward. If the Board chooses search, approve vChief / Kristin. If the Board chooses continuity, extend Joey for one year with explicit goals, measures, and checkpoints.

Coversheet

Director's Report

Section: VII. Director's Update
Item: A. Director's Report
Purpose: Discuss
Submitted by:
Related Material: September 2026 IED Report (1).pptx
River Valley SY2025-26 Annual Report -2.pdf
RVCS Sept. Highlights (1).docx
DRAFT RVCS Data Dashboard (1).xlsx

RIVER VALLEY CHARTER SCHOOL

JOEY GUSTAFSON

INTERIM EXECUTIVE DIRECTOR REPORT

BOARD OF TRUSTEES MEETING

SEPTEMBER 23, 2026



BACK TO SCHOOL UPDATES

- Joyful Opening!
- Fully enrolled
- Fully staffed



SUMMER PROFESSIONAL DEVELOPMENT

- 1 day for new staff orientation
- 2 days of full staff in-house planning, training
  - Topics included:
    - RVCS History/Mission & Key Stats
    - MCAS analysis
    - Vertical planning for math with Biff Maier
    - School Scheduling
    - Demo on Branching Minds
    - Health & Safety
    - CPR
    - Sharing & Hopes for the Year



FIELD TRIP TO PUBLIC MONTESSORI IN ACTION

- Day-long conference with four other Montessori schools at Oak Meadow Montessori School in Littleton
- Topic was “From Engagement to Rigor,” focusing on observation









FIELD TRIP

- Our full faculty attended (including special education staff and specialists)

FAMILY BBQ

- School sponsored the event
- Family Alliance made it happen
- Large attendance of families and staff







SUMMER RECAP (ADMINISTRATIVE)

- Updated org chart
- Hiring: We ran a full hiring process inclusive of larger recruiting effort, initial application screening, phone screening, in person interviews, demo lessons, reference checks, and CORI/fingerprinting
- On-boarding of new staff
- Prep for and execution of professional development
- Ongoing financial work
- Review of current family handbook and policies handbook
- Compliance reports out (See 2025-26 Annual Report)
- Set regular meetings schedule
- Purchasing/Prep for school opening
- Legal activities

SUMMER RECAP (FACILITIES)

- Capital improvements: painting, deep clean, tile flooring, inspections of hvac/roof, HVAC repair and maintenance plan, playground, bid collection for these and upcoming project Clear Outs & Organization: many dumpsters of old items in classrooms and in other public spaces/offices
- Upcoming: roof repairs (fall), flashing under the building on backside (fall), window flashing on front (spring break or June 2027), modest improvements to the side yard for middle schoolers, shade for both yards, fencing for both yards, archiving of old files/organization of storage spaces, more tech improvements

SUMMER RECAP (TECH UPDATES)

- New server/wiring
- Updated network infrastructure
- New access points
- Google suite audit & licensing
- Mobile device management
- Upgraded data integrity & recovery
- Email security
- Hot spots for no-internet scenarios
- Mobile phones for off-site activities

UPCOMING (ACADEMICS)

- Deeper dive on current student performance (MCAS, DIBELS, and Acadience)
- Regular observations & understanding what teachers are teaching now, with what materials, and with which methods
- Refining our incident reporting and discipline system
- Math (math each day for K-E2, extra math block for neediest students in E1-E2)
- Lesson plans for field trips

UPCOMING (OTHER)

- Support for staff new to RV & full team acclimation
- Planning for ongoing professional development
- Parent Workshop Series
- DESE compliance & reporting
- Financial audit (now-Oct.)
- Updating operating budget & financial systems with Central Source
- Working with families on absenteeism and tardiness
- Over this year, updating policies for board review

OVER THE NEXT FEW YEARS

Work with the faculty on:

- Improving alignment between special education & general education
- Scope and sequence
- Lesson planning
- Evaluation system
- Use of assessment data
- Creation of a Community of Practice/Professional Learning Community
- Visits to other schools

QUESTIONS?

DRAFT RVCS DASHBOARD

RIVER VALLEY CHARTER SCHOOL
montessori made public

ANNUAL REPORT 2025-2026

Date Report Finalized: August 1, 2026

RIVER VALLEY CHARTER SCHOOL
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Newburyport, MA 01950

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INTRODUCTION TO THE SCHOOL

River Valley Charter School			
Type of Charter	*Commonwealth*	**Location**	*Newburyport*
Regional or Non-Regional	*Regional*	**Districts in Region**	*Amesbury, Newburyport, Pentucket, Triton*
Year Opened	*1999*	**Year(s) Renewed**	*2003, 2009, 2014, 2019, 2024*
Maximum Enrollment	*288*	**Chartered Grade Span**	*K-8*

Mission Statement:

The mission of River Valley Charter School is to provide a rigorous academic program based on the Montessori philosophy and rooted in the history, culture, and ecology of the Merrimack River Valley. Students will reach their full potential as scholars and become self-reliant and productive members of society. They will be adept at critical thinking and creative problem solving and will be fully prepared to succeed in future schools, careers, and civic life.

LETTER FROM CHAIR THE BOARD OF TRUSTEES

Dear Members of the Massachusetts Department of Elementary and Secondary Education,

On behalf of the Board of Trustees, I am pleased to present River Valley Charter School's 2025–2026 Annual Report. This year was one of meaningful progress as we worked to strengthen the foundation of our school while remaining steadfast in our commitment to providing an exceptional public Montessori education.

Throughout the year, our school continued to invest in the quality of teaching and learning. Faculty engaged in extensive professional development focused on strengthening Montessori practice, instructional coherence, restorative practices, and thoughtful integration of emerging technologies into teaching and learning. These efforts reflect our belief that investing in educators ultimately provides the greatest benefit to our students.

River Valley also remained deeply committed to the experiences that make our school unique. Students connected classroom learning to the history, culture, and ecology of the Merrimack River Valley through authentic place-based learning, community partnerships, outdoor education, and environmental stewardship. These opportunities continue to bring our mission to life while fostering independence, curiosity, and responsibility in every learner.

Like many schools, River Valley also experienced leadership transitions during the year. The Board appreciates the dedication of our faculty, staff, administration, and families, whose resilience and partnership ensured that students continued to receive a high-quality educational experience while the school planned thoughtfully for the future. The Board also devoted significant attention to strengthening governance practices, increasing transparency, and responding thoughtfully to concerns raised by members of the school community as part of its commitment to continuous improvement.

Looking ahead, we are excited to build upon this year's work. Priorities for the coming year include strengthening instructional systems, enhancing student support services, continuing improvements to our campus and outdoor learning environments, and expanding opportunities for family engagement. These efforts are grounded in our commitment to continuous improvement and to providing an outstanding public Montessori education for every student.

On behalf of the Board of Trustees, thank you to our students, families, faculty, staff, community partners, and the Department of Elementary and Secondary Education for your continued partnership and support. We are proud of what River Valley has accomplished this year and remain optimistic about the opportunities ahead.

Sincerely,

Tanya Murdy
Chair, Board of Trustees
River Valley Charter School

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

An Education Program Based on the Montessori Philosophy

River Valley Charter School continues to cultivate a learning community grounded in authentic Montessori philosophy. Each classroom is led by a Montessori-trained and/or Montessori-certified teacher, and many assistant teachers and specialists have also received Montessori training. The school's multi-age classrooms encourage students to learn collaboratively, develop independence, and assume increasing responsibility for their own learning through carefully prepared environments and individualized instruction.

During the 2025–26 school year, River Valley made a significant investment in strengthening Montessori practice through sustained professional learning. Faculty participated in two days of professional development with nationally recognized Montessori educator **Elizabeth Slade**, whose work focused on the Nautilus Approach and strategies for developing greater student independence, executive functioning, and authentic Montessori classroom practices. Staff also engaged in curriculum alignment work with Montessori consultant **Biff Maier**, helping strengthen instructional coherence across classrooms while maintaining fidelity to Montessori principles.

River Valley also supported teachers in preparing students for a rapidly changing world by providing professional learning with **Greg Kulowiec** on the thoughtful integration of artificial intelligence into teaching and learning. Through multiple workshops, middle school faculty explored how AI can responsibly enhance student learning while supporting teacher planning and instructional practice.

Beyond instructional practice, the school invested in building an inclusive, relationship-centered learning community. Students, families, and staff participated in programming led by nationally recognized educator **Jen Cort**, including student workshops, parent education, and staff professional development focused on technology, trust, identity, and belonging. Staff also participated in restorative practices training with **Christina Horner**, strengthening the school's capacity to build community, resolve conflict, and support students through restorative approaches.

These professional learning opportunities reflect River Valley's ongoing commitment to continuous improvement and to creating a Montessori learning environment where students develop independence, curiosity, responsibility, and a strong sense of belonging.

A Curriculum Rooted in the History, Culture, and Ecology of the Merrimack River Valley

Place-based learning remains a defining feature of the River Valley educational experience. Throughout the year, students connected classroom learning to the history, ecology, and culture of the Merrimack River Valley through authentic experiences both on campus and throughout the local community.

Elementary students participated in a year-long partnership with Maple Crest Farm, planting thousands of tulip bulbs in the fall and returning in the spring to harvest the flowers for a Mother's Day fundraiser. This experience connected students to the agricultural traditions of the region while

providing meaningful opportunities to study plant life cycles, environmental stewardship, entrepreneurship, and community service. Students also continued River Valley traditions such as maple sugaring and participated in numerous field studies that deepened their understanding of the natural environment and local history.

River Valley's commitment to environmental stewardship also extended to campus improvements. As planning progressed for the school's new nature-based playground, the project incorporated sustainable design principles and included restoration work in the school's wetland areas, creating additional opportunities for outdoor learning that align with Montessori philosophy.

Collaboration

Collaboration continues to be central to the River Valley experience for both students and adults. Students participated in cross-age learning experiences, community service projects, and outdoor education opportunities throughout the year. Middle School students concluded the school year with an overnight educational trip to Maine that emphasized teamwork, leadership, and environmental exploration.

The school also strengthened its partnerships with families through increased parent engagement opportunities, including community forums, educational workshops, and listening sessions that invited families to share feedback and deepen their understanding of Montessori education. These efforts reinforce River Valley's belief that strong partnerships between school and home are essential to student success.

CRITERION 2: ACCESS AND EQUITY

Enrollment by Race/Ethnicity (2025-26)

Selected Populations (2025-26)

2024-25 Student Discipline Data Report

CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	With whom did the school disseminate its best practices?	Result of dissemination
Montessori Philosophy	Presentation to the Newbury Rotary Club	Executive Director	Community members, local business leaders, public education stakeholders	School leadership shared River Valley's public Montessori model, increasing community understanding of Montessori education and River Valley's mission
Public Montessori School Community	Legislative Dinner	Board members and school leadership	State legislators, education leaders, and community stakeholders	River Valley shared information about the school's mission impact, and public Montessori model with policymakers and education partners
Family Engagement and Montessori Education	Parent education workshops and community forums	School leadership, faculty, and invited presenters	River Valley families and community members	National experts including Jen Cort and Greg Kulowiec partnered with the school to provide workshops on technology, student well-being, and artificial intelligence, strengthening school-family partnerships and extending learning beyond the classroom
Montessori Practice and Continuous Improvement	Participation in the Montessori Schools of Massachusetts Conference	School leadership and faculty	Montessori educators from across Massachusetts	Faculty collaborated with Montessori educators statewide to share practices and strengthen implementation of public Montessori education
School Communication and Transparency	Weekly River Valley newsletters distributed through Constant Contact	School leadership	River Valley families, community members, and leaders from sending districts	Regular communication kept stakeholders informed about school initiatives, student learning, and community events while continuing River Valley's commitment to transparent communication with sending districts

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ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

2025 School Report Card

CRITERION 6: PROGRAM DELIVERY

Curriculum & Instruction: The Montessori Method at River Valley Charter School (RVCS)

River Valley Charter School continued to provide a high-quality Montessori education through prepared environments, multi-age classrooms, individualized instruction, and authentic hands-on learning experiences. During the 2025-26 school year, the school also made investments in strengthening instructional quality and program coherence.

Faculty participated in sustained professional learning designed to deepen Montessori implementation and improve instructional practice. This included two professional development sessions with nationally recognized Montessori educator Elizabeth Slade focused on the Nautilus Approach and strategies for fostering student independence, curriculum alignment work with Montessori consultant Biff Maier, and multiple workshops with Greg Kulowiec exploring responsible and meaningful applications of artificial intelligence in teaching and learning.

These investments supported River Valley's ongoing commitment to continuous improvement while maintaining fidelity to its Montessori philosophy.

Assessment

To monitor student growth and inform instruction, River Valley continued to utilize multiple sources of evidence, including:

- MCAS
- DIBELS and Acadience assessments
- Ongoing Montessori observation and documentation
- Student Support Team meetings
- Classroom-based formative assessment

Teachers regularly analyzed assessment data alongside daily classroom observations to identify student needs, adjust instruction, and provide targeted interventions.

Supports for All Learners

During the 2025-26 school year, River Valley expanded its capacity to support students with diverse learning needs.

A former engineering classroom was redesigned into a dedicated Motor Room to provide occupational therapy, physical therapy, sensory regulation, and small-group instructional space. The room includes therapeutic swings and specialized equipment that better support students requiring sensory and motor interventions.

The school also created a specialized instructional setting to meet the needs of a student whose Individualized Education Program required a more intensive learning environment for portions of the school day. Staff intentionally increased opportunities for participation alongside general education peers throughout the year, supporting progress toward the student's least restrictive environment while maintaining individualized supports.

Recognizing the importance of integrating academic, behavioral, and social-emotional services, River Valley also redesigned its Student Services Department for implementation during the 2026-27 school year. The new structure will strengthen coordination across special education, intervention, counseling, and student support services to better meet the needs of all learners.

Accelerated Learning

River Valley continued to provide targeted academic interventions throughout the year for students requiring additional support in literacy and mathematics. Student needs were identified through DIBELS, Acadience Mathematics, classroom performance, and Student Support Team meetings.

Small-group instruction, individualized interventions, and additional classroom support allowed students to receive timely assistance while remaining fully engaged in their Montessori classroom communities. The school also continued to provide additional instructional assistants for students requiring individualized support and expanded intervention services at the Kinderhaus and Elementary 1 levels.

ORGANIZATIONAL VIABILITY

CRITERION 10: FINANCE

FY26 Unaudited Statement of Revenues, Expenses and Changes in Net Assets

River Valley Charter School
Unaudited Profit and Loss Statement
July 2025 - June 2026

	Total
Income	
4000 Tuition	5,783,435.00
4100 Grant Income	70,884.47
4200 Private Income	200,860.00
4410 Contributions-Transportation	33,627.00
4420 Contributions, In-Kind, Other	622,051.00
4300 Program Fees	113,973.97
4700 Interest/Investment Income	82,346.80
4900 Other Income	16,990.54
Total Income	**6,924,168.78**
Expenses	
01 Personnel & Related (new)	5,518,532.42
02 Occupancy (new)	453,006.38
03 Instructional (new)	324,470.58
04 Pupil Services (new)	69,995.06
05 Administration (new)	564,617.63
Total Expenses	**6,930,622.07**
Net Operating Income	**(6,453.29)**

River Valley Charter School
Unaudited Balance Sheet
As of June 30, 2026

	Total
Assets	
Current Assets	
Bank Accounts	
Cash/Cash Equivalents	$2,092,153.23
Restricted Cash	390,638.60
Total for Bank Accounts	**$2,482,791.83**
Accounts Receivable	
1110 Grants Receivable-Federal	6,960.39
1200 Accounts Receivable	464,667.00
Total for Accounts Receivable	**$471,627.39**
Other Current Assets	
1280 Payroll Clearing A/C	-710.99
1300 Prepaid Expenses	29,694.85
1600 Due From Foundation	145,137.00
Total for Other Current Assets	**$174,120.86**
Total for Current Assets	**$3,128,540.08**
Fixed Assets	
1500 Property,Plant & Equipment	$767,371.86
1501 Right to Use Lease Asset	$2,326,941.57
1502 Construction in Progress	467,616.17
Total for Fixed Assets	**$3,561,929.60**
Total for Assets	**$6,690,469.68**

Liabilities and Equity	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	130,286.26
Total for Accounts Payable	**$130,286.26**
Credit Cards	
Credit Card (7007)	-1,428.91
Divvy	16,437.13
Total for Credit Cards	**$15,008.22**
Other Current Liabilities	
2100 Accrued Expenses	23,430.79
2120 Accrued MTRB Retirement	21,704.30
2130 Accrued Payroll	891,677.49
2140 Accrued Payroll Taxes & Fringe	82,122.87
Total for Other Current Liabilities	**$1,018,935.45**
Total for Current Liabilities	**$1,164,229.93**
Long-term Liabilities	
2365 Lease Liability-L/T	2,639,016.87
Total for Long-term Liabilities	**$2,639,016.87**
Total for Liabilities	**$3,803,246.80**
Equity	
3610 Operating	1,200,821.87
3620 Capital Reserve	376,791.87
Total for 3600 Unrestricted-Operating	**$1,577,613.74**
3650 Invested in Capital	974,150.12
3800 Opening Bal Equity	2.00
3900 Retained Earnings	341,910.31
Net Income	-6,453.29
Total for Equity	**$2,887,222.88**
Total for Liabilities and Equity	**$6,690,469.68**

FY27 Approved Budget

River Valley Charter School
Budget Overview
July 2026 -June 2027
Date Approved by BOT: June 17, 2026

	FY27 Budget
Income	
4000 Tuition	5,932,009.92
4100 Grant Income	70,000.00
4200 Private Income	100,000.00
4300 Program Fees	110,000.00
4700 Interest/Investment Income	45,000.00
Total Income	**6,257,009.92**
Gross Profit	**6,257,009.92**
Expenses	
01 Personnel & Related	4,921,258.00
02 Occupancy	488,698.00
03 Instructional	324,000.00
04 Pupil Services	66,000.00
05 Administration	456,500.00
Total Expenses	**6,256,456.00**
Net Operating Income	**553.92**

FY27 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	*288*
Number of students upon which FY26 budget tuition line is based	*288*
Number of expected students for FY26 first day of school	*288*

FY26 Capital Plan Update

The River Valley Charter School Board of Trustees has committed to funding a restricted Capital Reserve Fund for future infrastructure needs. Through careful fiscal planning, the Trustees expect to position the school to absorb any unforeseen infrastructure costs without significant impact on annual operations. The Capital Reserve Funds balance as of 6/30/2026 was **$390,638.60.**

During FY2026, River Valley Charter School completed the largest phase of its multi-year Grounds Redesign Project. As of July 1, 2026, the project was substantially complete and placed into service, representing a capital investment of **$352,133** through June 30, 2026. (Added to $115,483 spent in prior years) The redesigned outdoor spaces provide enhanced opportunities for learning, play, and community gathering while supporting the school's Montessori philosophy of connecting students with the natural environment. Minor finishing work, including installation of stone dust pathways, remained underway at the close of the fiscal year.

Additionally, $7,274 was spent on a new phone system in FY26.

FY27 Capital Plan Summary

River Valley Charter School commissioned a Capital Needs Assessment and Replacement Reserve Analysis from On-Site Insight in 2022. According to the plan, FY27 will have the Capital Expenditures listed below. The school is continuing to fundraise for a larger grounds redesign plan, making some of the items this year and last accounted for in that plan.

CURRENT OR FUTURE CAPITAL PLANS				
Project Description	**Current Status**	**Estimated Date of Completion**	**Current Estimated Cost**	**How is/will this project be financed?**
Paint interior	Begun	August 30, 2026	$30,000	Capital Reserve Funds
Window repointing	Not Begun	2026-2027 school year	TBD	Capital Reserve Funds
Roofing repairs	Beginning	Fall 2026	$25,000	Capital Reserve Funds

APPENDICES

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2025-26

Faithfulness to the Charter

	2025-26 Performance M (Met) NM (Not Met)	Evidence
Objective 1: River Valley Charter School will provide a high quality Montessori learning environment for all students.		
Measure 1A: River Valley will alternate between internal and external audits of its Montessori program using the National Center for Montessori in the Public Sector's (NCMPS) Essential Elements Rubric during the course of the charter term. Internal audits will be completed in years 1, 2, 4, and 5, and an external audit by NCMPS will be completed in year 3 (Fall of 2026-27). By the end of the charter term, River Valley will move from a rating of Strong to Exemplary in 3 out of 5 domains. The rating scale is as follows: 1 - Limited, 2 - Partial, 3 - Strong, 4 - Exemplary.	**M**	**Data to be reported:** ● Scores from the Essential Elements Rubric in all five domains (Adults, Montessori Learning Environment, Family Partnership, Leadership & Organizational Development, and Assessment) **Data collection plan:** ● The Director and Assistant Director will compile and analyze rubric data every school year. ● An internal audit was completed in FY26.
Measure 1B: All Kinderhaus, Elementary 1, and Elementary 2 classrooms will be observed effectively at least 2 times per year using the DERS* (Developmental and Environmental Rating Scale) tool developed by the National Center for Montessori in the Public Sector.	**NM**	During the 2025–26 school year, all Kinderhaus, Elementary 1, and Elementary 2 classrooms received at least one formal instructional observation. However, the school did not consistently complete a second DERS (Developmental and Environmental Rating Scale) observation for every classroom, and therefore did not fully meet this accountability measure.

	2025-26 Performance M (Met) NM (Not Met)	**Evidence**
By the end of the charter term, 70% of K-6 classrooms will show growth of at least 5 percentage points in two or more domains of human development recorded in the observations (Initiation & Concentration, Inhibitory Control, Working Memory, Linguistic and Cultural Fluency, Social Fluency & Emotional Flexibility). *Example DERS Inventory Observation Tool for Elementary		Several leadership vacancies during the spring semester reduced the school's administrative capacity to complete the planned observation cycle. To maintain instructional support for teachers during this period, school leaders prioritized coaching, classroom visits, and collaborative feedback over completion of the full DERS observation schedule. Although the formal DERS process was not completed for every classroom, River Valley continued to strengthen instructional practice through cross-level peer observations and collaborative learning opportunities. Teachers visited classrooms across grade levels to observe Montessori implementation, share instructional practices, and build greater alignment across the program. These observations supported professional growth and instructional consistency, even though they did not replace the formal DERS process required by the accountability plan. **Data collection plan:** ● Beginning in 2026–27, River Valley will reestablish a consistent observation calendar to ensure that all Kinderhaus, Elementary 1, and Elementary 2 classrooms receive two DERS observations annually. Observation data will continue to be compiled and stored within the DERS platform and the Administrative Staff Shared Google Drive to monitor implementation and classroom growth over time.

	2025-26 Performance M (Met) NM (Not Met)	**Evidence**
Objective 2: River Valley Charter School will provide educational experiences that connect student learning to the history, culture, and ecology of the Merrimack River Valley.		
Measure 2A: Annually, every classroom will participate in educational experiences related to the history, culture or ecology of the Merrimack River Valley. Kinderhaus classes will participate in at least 3 experiences, Elementary 1 classes will participate in at least 5 experiences, Elementary 2 and Middle School classes will participate in at least 7 experiences.	**M**	All Kinderhaus, Elementary 1, Elementary 2, and Middle School classrooms participated in educational experiences connected to the history, culture, or ecology of the Merrimack River Valley, meeting or exceeding the accountability plan expectations for each grade span. Throughout the year, students engaged in authentic place-based learning experiences that extended classroom instruction into the local community. Experiences included ecological studies at Plum Island and Parker River Wildlife Refuge, maple sugaring and seasonal observations at local conservation areas, industrial history programs at the Tsongas Industrial History Center in Lowell, Revolutionary War and maritime history at the Custom House Maritime Museum and Lexington Visitor Center, Merrimack River ecology aboard the Yankee Clipper, and ongoing partnerships with local organizations including Port Healthcare Center and Northern Essex Community College. Elementary students also participated in annual traditions such as trout release activities and environmental field studies, while Elementary 2 students concluded the year with a three-day overnight environmental

	2025-26 Performance M (Met) NM (Not Met)	**Evidence**
		education experience at Nature's Classroom that emphasized ecology, teamwork, and outdoor learning. River Valley maintains a comprehensive tracking system documenting classroom participation in place-based educational experiences to ensure each grade level fulfills the school's commitment to connecting learning with the history, culture, and ecology of the Merrimack River Valley. **Data Collection Plan** Each classroom will continue to document place-based learning experiences annually through the school's tracking system. School leadership will review participation each year to ensure every classroom meets or exceeds the accountability plan expectations while continuing to expand opportunities for authentic learning throughout the Merrimack River Valley.
Measure 2B: All Elementary 2 students will participate in a written reflection once a year in the spring, demonstrating their understanding of the history, culture, and ecology of the Merrimack River Valley. 80% of students will score 3.0 or better on a rubric that assesses their knowledge and connection between classroom learning and their history, culture, and ecology lesson experiences.	**NM**	River Valley did not administer the Elementary 2 written reflection during the spring of the 2025–26 school year and, therefore, was unable to collect rubric scores for this accountability measure. Although students continued to participate in numerous educational experiences connected to the history, culture, and ecology of the Merrimack River Valley throughout the year, the formal written reflection and accompanying rubric were not

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	2025-26 Performance M (Met) NM (Not Met)	Evidence
		completed. As a result, the school is unable to report the percentage of students who would have met the performance benchmark of scoring 3.0 or higher. **Data Collection Plan** Beginning in the spring of 2026–27, River Valley will reinstate the annual Elementary 2 written reflection as part of the school's place-based learning curriculum. Student reflections will be scored using the established rubric, and results will be analyzed annually to monitor student understanding of and connection to the history, culture, and ecology of the Merrimack River Valley. Reflection samples, rubrics, and scoring data will be maintained in the Administrative Staff Shared Google Drive.
Objective 3: Learning experiences at River Valley Charter School will support students in the development of critical thinking and creative problem solving.		
Measure 3A: All 6th grade students will participate in a 6th Grade Project Presentation and 90%, including River Valley's primary subgroups (students with high needs and students with disabilities), will earn an average final score of 3.0 or better on a **rubric** that assesses content and presentation (scale of 1-4).	**M**	All **31 sixth-grade students** participated in the Sixth Grade Project Presentations, the culminating Elementary 2 research experience designed to demonstrate critical thinking, problem solving, and effective communication. Students researched a

These presentations are an Elementary 2 culminating research project based on a specific area of interest and demonstrate critical thinking and problem solving.		topic of personal interest, synthesized information from multiple sources, and presented their learning to a panel of evaluators. Presentations were evaluated using a common rubric assessing both content knowledge and presentation skills. **90%** of students, including River Valley's primary subgroups, earned an average score of **3.0 or higher**, meeting the accountability plan target. Student work reflected the Montessori emphasis on inquiry, independence, and authentic application of learning. A spreadsheet documenting student presentation topics, rubric scores, and overall results is maintained in the Administrative Staff Shared Google Drive.
Measure 3B: All graduating students will participate in a Celebration of Learning (COL)* event, and 90%, including River Valley's primary subgroups (students with high needs and students with disabilities), will earn an average final score of 3.5 or better on a **rubric** that assesses content and presentation (scale of 1-4). The presentation is a culminating experience that integrates the River Valley Charter School academic curriculum as well as our Habits of Learning curriculum, thereby representing application of critical thinking and creative problem solving.	**M**	All **33 graduating eighth-grade students** participated in a Celebration of Learning (COL) presentation, the culminating demonstration of learning at River Valley Charter School. Through their presentations, students synthesized their academic learning and demonstrated the Habits of Learning developed throughout their Montessori experience, applying critical thinking, problem solving, and effective communication skills. Students were evaluated by a panel of **five or more evaluators** using a common rubric assessing both content and presentation. **91%** of students, including River Valley's primary subgroups, earned an average score of **3.5 or higher**, meeting the accountability plan target.

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		A spreadsheet documenting student names and rubric scores is maintained in the Administrative Staff Shared Google Drive.

Dissemination

	2024-25 Performance M (Met) NM (Not Met)	**Evidence**
Objective 4: River Valley Charter School will share its Montessori curriculum with other public schools in Massachusetts over the course of its charter term.		
Measure 4A: River Valley will share school newsletters with leadership from sending districts.	**M**	Throughout the 2025–26 school year, River Valley Charter School maintained regular communication with leadership in its four sending districts—Amesbury, Newburyport, Pentucket, and Triton—by including district leaders on the distribution list for the school's electronic newsletters. Through these regular communications, district partners received updates on school initiatives, student learning, community events, and other aspects of River Valley's Montessori program throughout the year. A sample of the newsletters and the distribution list are maintained in the Administrative Staff Shared Google Drive.
Measure 4B:	**NM**	River Valley Charter School did not host or deliver a mission-related presentation to a Massachusetts public

	2024-25 Performance M (Met) NM (Not Met)	**Evidence**
By the end of the charter term, River Valley will host or deliver five mission-related presentations to Massachusetts public school audiences.		school audience during the 2025–26 school year. As a result, no additional qualifying dissemination activities were added toward this accountability measure during the reporting period. The school remained actively engaged in professional organizations and community partnerships throughout the year; however, these activities did not include formal mission-related presentations to Massachusetts public school audiences as defined by the accountability plan. **Data Collection Plan** During the 2026–27 school year, River Valley will identify opportunities to present its public Montessori model and share effective practices with Massachusetts public school educators through conferences, professional organizations, district partnerships, and other educational forums. Documentation of presentations will be maintained to monitor progress toward the charter-term accountability measure.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2026-27

Recruitment Plan 2026-27

2025-26 Implementation Summary
Successes: ● "Word of mouth" continues to be what most families list on survey of how they heard about River Valley ● Strong attendance at information sessions held at school ● Strong engagement with River Valley social media ● Applications received 224 (up from 223 for 2024-25) Challenges: ● Staffing to advertise and connect with local organizations ● Connecting with families from other towns for whom transportation is a challenge ● Collecting and tracking data as to which strategies are making the most impact

List the school's anticipated general recruitment activities, i.e. those intended to reach all students.
General Recruitment Activities for 2026-27: ● Hold in-person and online enrollment and information sessions ● Advertise in local libraries, preschools, and community organizations ● Create updated flyers and recruitment materials (online and print) ● Email all families on our waitlist to invite them to reapply for our next lottery ● Continue social media marketing efforts ● Work with current students and families to share information by word-of-mouth and information sessions to support a diversity of applicants across our community

Recruitment Plan – 2026-27 Strategies	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 19.4% CI percentage: 15.8% **The school is <u>above</u> CI percentages**	**(b) Continued 2025-26 Strategies** ☑ **Above CI: no enhanced/additional strategies needed** ● Observe and meet with preschools serving kindergarten applicants to better support transition to River Valley ● Meet with prior schools of new students to support the transition to River Valley if applicable

<table>
<tr><th colspan="2">Recruitment Plan – 2026-27 Strategies</th></tr>
<tr><td colspan="2">English learners</td></tr>
<tr><td rowspan="2">(a) Charter School Dashboard data

School percentage:
0.7%
CI percentage:
3%

The school is <u>below</u> CI percentages</td><td>(b) Continued 2025-26 Strategies
“Google Translate” link will be available on our website
Our website will include a statement welcoming LEP applicants
Find and reach out to local preschools known to have greater populations of limited English proficient families
Reach out to local religious organizations that provide services in languages other than English
Reach out to local refugee organizations (North Shore Friends of Refugees)
Connect with current bilingual families to serve as tour guides for information sessions
Research adult ESL programs in our areas to advertise, distribute translated flyers
We expect it will take three years using these strategies to realize their effectiveness.</td></tr>
<tr><td>(c) 2026-27 Enhanced/Additional Strategy(ies), if needed
☑ Below CI: list additional and/or enhanced strategies needed.
River Valley staff will research areas in our region in order to identify target areas for non-English speaking populations
River Valley will enlist current families to co-host community events to promote the school
River Valley will offer childcare to families at some evening recruitment events
We expect it will take three years using these strategies to realize their effectiveness.</td></tr>
<tr><td colspan="2">Low income</td></tr>
<tr><td>(a) Charter School Dashboard data

School percentage:
7.3%

CI percentage:

14.7%

The school is <u>below</u> CI percentages</td><td>(b) Continued 2025-26 Strategies
Outreach and connections at local WIC and SNAP sites
Information made available at local food pantries and Head Start locations (Seacoast Center Head Start)
State in our flyers and website that our program serves all students, including students of all socio-economic backgrounds
Distribute materials at local libraries in our sending districts
Include advertising signage on local busses
Provide refreshments and child care at one or more information session
Partner with affordable housing networks to share promotional materials
Promote our continued participation in free/reduced lunch via social media and in our flyers</td></tr>
</table>

Recruitment Plan – 2026-27 Strategies	
	We expect it will take three years using these strategies to realize their effectiveness.
	(c) 2026-27 Enhanced/Additional Strategy(ies), if needed ☑ **Below CI: list additional and/or enhanced strategies needed.** ● Research additional preschool programs in the area that offer free or reduced tuition in order to identify target recruitment populations ● Further develop collaborations with local nonprofits, religious institutions, and community groups that serve low-income families ● Utilize social media platforms to reach and engage with the community, highlighting the River Valley's benefits, including after-school programs and extracurricular activities, free meals, counseling support services, and health screenings performed by School Nurse ● Research community-based organizations to host information sessions ● Host information session via Zoom to accommodate families who cannot come to River Valley in person We expect it will take three years using these strategies to realize their effectiveness.
Students who are sub-proficient	**(d) Continued 2025-26 Strategies** ● Provide summer sessions to qualifying students ● Provide Homework Help for grades 4-8 ● Provide students with computer-based programming to reinforce/practice math skills
Students at risk of dropping out of school	**(e) Continued 2025-26 Strategies** ● Providing summer school programs and after-school drop-in sessions for middle school students are helpful for families who may have students at risk of dropping out of school.

Retention Plan 2026-27

2025-26 Implementation Summary
Successes: ● 94.9 retention rate, exceeding last year's numbers and our goal for 2025-26 ● Collaboration with Triton schools for free breakfast and lunch for all students ● Minimal withdrawals going into the 2026-27 school year Challenges: ● Serving students with complex needs on IEP's with our current programming ● Maintaining SEI/ELL staff when we do not currently have any ELL students

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94.5%

Retention Plan – 2026-27 Strategies	
Students with disabilities	
(a) Charter School Dashboard data **School percentage**: 10% **1 Standard Deviation:** 10.83% **The school's attrition is below 1 standard deviation.**	**(b) Continued 2025-26 Strategies** ● Child Study process for early intervention on a pre-special education evaluation basis ● Frequent family conferences ● Student Support staff will meet regularly with general education teachers to monitor and accommodate students on IEPs ● Ensure that special education teachers, general education teachers, and members of the Student Support Team collaborate with the use of data and instructional strategies to support students with disabilities **(c) 2026-27 Enhanced/Additional Strategy(ies), if needed** ☑ **Above 1 standard deviation: list additional and/or enhanced strategies needed.** ● Reinstate our SEPAC (Special Education Parent Advisory Council) to support students and families ● Collaborate with Special Education programs in our sending districts for professional development and programming ideas We expect it will take three years using these strategies to realize their effectiveness.
English learners/Limited English-proficient students	
(a) Charter School Dashboard data **School percentage**: N/A **1 Standard Deviation:** 48.22% **The school's attrition is below 1 standard deviation.**	**(b) Continued 2025-26 Strategies** ● Maintain a relationship with an ELL service provider ● Ensure adequate number of teaching staff are SEI-endorsed ● Maintain SEI endorsement of at least one member of the administrative team and increasing number of the teaching staff ● Provide extra services (by an ELL service provider) to students who are not qualified ESL learners but whose backgrounds suggest that they are struggling due to English language learning (e.g., parents speak a language other than English at home, etc.) ● Ensure current families are aware that RVCS offers ELL services **(c) 2026-27 Enhanced/Additional Strategy(ies), if needed** ☑ No ELs were enrolled during the 2024-25 school year. No retention strategies needed.

Retention Plan – 2026-27 Strategies	
Low Income	
(a) Charter School Dashboard data **School percentage**: 4.5% **1 Standard Deviation:** 17.53% **The school's attrition is below 1 standard deviation.**	**(b) Continued 2025-26 Strategies** ☑ **At or below 1 standard deviation: no enhanced/additional strategies needed** ● Provide summer sessions to qualifying students ● Provide Homework Help for grades 7-8 ● Provide students with computer-based programming to reinforce/practice math skills ● Reduced cohort sizes in grades K-6 to ensure students receive additional 1:1/small group instruction ● Provide access to school-based counselor to identify additional services available in the area ● Provide reduced cost before care program to qualifying students ● Provide reduced cost enrichment programming to qualifying students ● Specifically state in our promotional materials that our program serves all students, including students of all socio-economic backgrounds
Students who are sub-proficient	**(d) Continued 2025-26 Strategies** ● Provide summer sessions to qualifying students ● Provide Homework Help for grades 4-8 ● Provide students with computer-based programming to reinforce/practice math skills ● Reduced cohort sizes in grades K-6 to ensure students receive additional 1:1/small group instruction
Students at risk of dropping out of school	**(e) Continued 2025-26 Strategies** ● Provide drop-in summer sessions for Middle School students

APPENDIX C: SCHOOL DATA TABLES

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2025-26 School Year			
Name	**Title**	**Start date**	**End date**
Karen Kuse	Director	06/01/2024	06/30/2026
Jane Patterson	Assistant Director	07/01/2023*	6/30/2026
David Draper	Operations Manager	07/01/2023*	4/27/2026
Tricia O'Leary	Data and Compliance Coordinator	07/01/2015*	NA
Colin Vandenburgh	Middle School Coordinator	09/01/2014*	NA
Pamela Dawe Jones	Technology Coordinator	11/01/2011	06/24/2026
Lisa Kelley	Special Education Team Facilitator	08/01/2015*	NA
* date represents start date for this position; staff was previous River Valley employee			

Teacher and Staff Attrition for the 2025-26 School Year				
	Number employed as of the last day of the 2025-26 school year	**Number of departures during the 2025-26 school year**	**Number of departures following the end of the 2025-26 school year through July 31st**	**Reason(s) for Departure**
Teachers	44	1	5	Contract not renewed, Employment elsewhere, Moved
Other Staff	16	2	3	Employment elsewhere

Information About the Board of Trustees

Board Membership During the 2025-2026 School Year					
Name	**Position on the board**	**Committee affiliation(s)**	**Number of terms served on the board**	**Length of each term**	**Final year of service possible based on term limits in bylaws**
Bradley-Irose, Erin	Trustee	Committee on Trustees, Development	First and second term completed	07/20-06/23 07/23-06/26	2026
Connerton, Meg	Trustee	Development	First term in progress, extending into second term	07/23-06/26 07/26-06/29	2029
Gustafson, Joey	Ex-officio Interim School Leader	Executive Accountability Finance Development	First term in progress	06/4/26 07/31/27	NA
Ganley, Patricia	Trustee	Accountability	First term in progress, resigned.	07/24-02/26	2030
Getz, Christie	Trustee	Committee on Trustees, Development	First term in progress, extending into second	07/23-06/26 07/26-06/29	2029
Godino, Achala Matthew	Trustee	Accountability	First term in progress	07/24-06/27	2030
Herrera, Denise	Committee Chair Board Officer (Chair 07/25-02/4/26))	Executive	First term in progress, extending into second term. Resigned as board chair 02/04/26.	07/22-06/25 07/25-06/26	2028
Kuse, Karen	Ex-officio, School Leader	Executive Accountability Finance	First term in progress	07/24-06/26	NA

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Board Membership During the 2025-2026 School Year					
		Development Committee on Trustees			
MacQuade, Beth	Trustee, Faculty Representative		1 Yr Term Completed, extended into 2nd year.	07/22-06/24 End of Term: 06/30/2026	N/A
Mitchell, Derek	Trustee	Finance	First term in progress	07/24-6/27	2030
Murdy, Tanya	Trustee Board Officer (Vice Chair 7/1/25-02/24/26) Board Officer (Chair 02/25/26)	Accountability, Development, Committee on Trustees, Executive	First term in progress, extended into second term	07/22-06/25 07/26-06-28	2028
Nickerson, Jonathan	Board Officer (Secretary 7/1/25-02/24/26) Board Officer (Vice Chair 02/25/26)	Committee on Trustees, Executive	First term in progress	07/24-06/27	2030
Rankin, Elizabeth	Trustee, Chair	Development	First term completed.	07/23-06/26	2029
Lefave, Gary	Trustee	Finance	First term in progress	07/25-06/28	2031
Ting, Albert	Trustee, Chair	Accountability	First term completed, extending into second term	07/20-06/23 07/23-06/26	2026
Whitford, Chris	Board Officer (Treasurer (7/1/25-4/29/26) Committee Officer	Finance, Executive	First term completed.	07/22-06/25 07/25-04/26	2028

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Board of Trustee and Committee Meeting Notices

APPENDIX D: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Department of Elementary and Secondary Education

During the 2025–2026 school year, one formal complaint was submitted to the Massachusetts Department of Elementary and Secondary Education concerning the Board's oversight of the temporary pause of the school's Place-Based Education program. Following its review, DESE determined that the complaint did not identify a material violation of the school's charter or applicable charter school regulations within the Department's authority. The matter was closed without further action required by the Department.

Attorney General Open Meeting Law Complaints

During the reporting year, several Open Meeting Law complaints were filed with the Massachusetts Attorney General regarding actions of the Board of Trustees. At the time this report was prepared, these matters remained pending and no findings of violation had been issued by the Attorney General.

Board of Trustees Contact Information

RVCS

September Highlights by Level

Kinderhaus

Kinderhaus is taking the time to develop routines and support the children in their independence while becoming a community of learners. The children are learning self- help skills as we develop strategies to use when we have a conflict. They have learned about the peace rose as a tool to solve problems and listen to each other. We celebrated Dot Day and are working on making a community sign using circles that will be used as a reminder of how we want to feel and be treated at school.

We read a story and sang a song about Maria Montessori to introduce the areas of the classroom. Before going to specials we toured the school and met other adults and children in the building. Many of our children know students outside of school so it's fun to see them in the halls and outside at recess. We are looking forward to our first field trip together to Russell Orchards in Ipswich for apple picking.

E1

On Monday Sept 21st the E1 team will present to the whole level Montessori's Great Lesson the Coming of the Universe at 10:00 am in the middle school's Great Room. On Tuesday Sept. 22nd at 9:00 all the E1 classes will have students working on follow up experiments in their classrooms. Prior to Mystery History on October 30, all E1 classes will be learning about genres of literature with an emphasis on biographies.

E2

In E2, we all met to discuss Summer Books. Each teacher read one book that was offered, then on Friday kids showed off their book projects. Hallways are clean, teachers are communicating around recess, kids feel rather settled, older kids stepping into leadership roles or working on doing so, classroom routines being established, cubbies are less busy and more streamlined which makes things feel more organized. We're doing a lot of independent research on animals students think we should get for class pets, stories, and daily reflecting in their work planners. The class has been learning how to use a compass (circle creating kind) and making mandalas that we will soon hang up around the school. We are going to the Industrial History Museum in Amesbury to learn about local labor hero, George McNeill!

Middle School

The Middle School has had a great start to the year working on getting our "systems up" and having conversations with students about the mission and culture of our middle school and how they can support that work this year. We talked with the students about a shared understanding of our overarching goal as a middle school community, which is to create a safe and inclusive environment where all students can look forward to coming to school and can focus on learning. We have a number of "Community Values" that we emphasize to help us cultivate and support that mission. Some of those values include: Inclusion, Flexibility, Celebrating Our Differences, Kindness, Compassionate Field Sense, and Belonging. We strive as a community to help all students feel that they belong here, and that we value who they are as people and what makes them

wonderful! Project Groups and Spelectives have begun and students are engaged and focused in their academic work. It's been a great start to the year.

Specialists

Specialist classes are off to an industrious and joyful start! Students are hitting the ground running in PE, creating and exploring in Art, and building community identity in LAT. E2 engineers are designing tools to retrieve lost items in the "storm drain challenge," and the entire school is beginning a project in music to compose an official RVCS school song.

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

DRAFT RVCS Data Dashboard (1).xlsx