



The Current

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



Ms. Sonja takes Jellybean, Riverway's mother hen, for a walk around the playground. Jellybean enjoys bread treats, cracked corn and perching with her pal, Oliver.

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Calendar Reminders

January 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 18-1 Winter Break
- 2 First Day of Quarter 3
First day of Semester 2
- 15 No School - MLK Day
- 19 Early Release 12 pm Staff Workshop

February 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

- 7 Enrollment Meetings for 2024-2025 @6 pm
- 10 Saturday School
- 12 No School
- 14 Enrollment Meetings for 2024-2025 @6 pm
- 16 Early Release 12 pm Staff Workshop
- 22 Presentation Night 4-6 pm
- 28 Lottery for 2024-2025 @3:30 pm
Last day of Quarter 3
No School **Primary**
- 29-1 No School - Student Conferences

Instruction days - 20



Meet Brianna Cripps

Children's House Learning Leader



Hello! My name is Brianna Cripps, I am the new CH Learning Leader this year. I have had the joy of meeting a lot of families here at RLC, but if we have not met yet, here is a little bit about me. I am originally from the Winona area, have a degree in Elementary Ed, and am in my fourth year teaching. In my free time, I love kayaking, practicing photography, visiting local coffee shops and restaurants with friends, and spending time with my dogs outdoors. I have had such a great time getting to know this awesome community, group of students, and staff. I can't wait to see what the rest of the year holds.

This Fall, CH has been practicing important social and emotional skills, working together to create a classroom and school community, and practicing foundational skills for being lifelong learners. Students have been growing their knowledge through teacher led lessons, peer-to-peer interactions, and hands-on exploration of CH's amazing amount of Montessori materials. Kindergarteners have also been working hard on their phonics lessons and growing their reading and writing skills. Preschoolers have been building their confidence and a love for learning while they continue to develop their academic knowledge.

Meet Jeri Harper

Primary Special Education Learning Leader



Hello families. My name is Jeri Harper and I am a new special education teacher at Riverway. I am excited to be part of this incredible community. I grew up in Iowa but have lived in this area since 1990. I retired after the 20-21 school year from the Arcadia School District in Arcadia, WI after 31 years of teaching. During those years I was a special education teacher, a second and third grade teacher and a reading teacher. I soon missed teaching, started subbing and now I'm here.



I live in Trempealeau with my dog, Theo, my cat, Pruitt and my snake, Simon. I enjoy spending time outside; camping, hiking, kayaking, cross country skiing, and snowshoeing. I also enjoy word games, puzzles, reading, dancing, watching movies, creating art, and spending time with family and friends.

E2 The Bizarre Bazaar

By Miranda Harper

E2 students planned, designed, and marketed their Bazaar projects this year. They had a blast choosing their own groups and product ideas. Students made a list of materials needed and worked together to gather them.

Our class exhibited teamwork and responsibility by following through and bringing what they needed on designated project days. Students even worked extra hard on their school work in the morning in order to earn extra project time in the afternoon.

Groups also designed their own signs and considered several relevant factors to determine pricing. They really shined on the day of the Bazaar by working together to set up, take turns selling items, and clean up.

We must extend an extra special thank you to Amanda Gillett and Heather Holmes for organizing an E2 silent auction in which lots of local businesses donated gift cards and items to help raise money for our school. It was a hit! We really appreciate their extra time and effort.



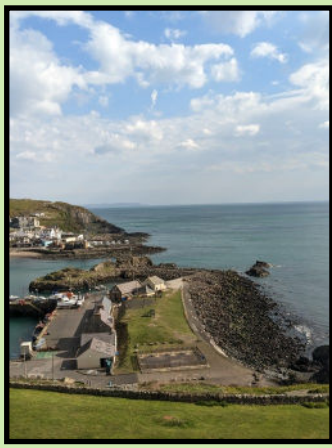
Thank you to ALL Riverway families for helping with individual projects and attending the event! It is one of our favorite events at Riverway.

Torii Gates

By Kevin Krieg

The landscape steps entry to the playscape is designed in line with the Frank Lloyd Wright style of architecture/design which was heavily influenced from the Japanese aesthetic. The three gates are modeled after Torii Gates, which are commonly found at the entrance to shrines and gardens. They mark the transition between worlds--earthly and spiritual; inside and outside; the mundane and the sacred. The walkway is designed first for safety and accessibility, and also for students to recognize the transition in thinking and behavior from one place to the next. The school signs are also built in this fashion, with a design that blends the famous Prairie Style Architecture with Japanese influence that recognizes Winona's sister city, Misato, Japan and the architectural style so famous to the driftless region of the Midwest. In recognizing our environment is sacred, the gates are a physical reminder of this aspect of the educational program at Riverway Learning Community. Thank you so much to the students and staff who were involved in creating them!





Hiking the Southern Upland Way

Bill Crozier—Secondary SPED Para

While teaching S2 English/Language Arts during my first year at Riverway, two units served to spur me into action. During the fall, we read *Canoeing with the Cree* and planned our own adventure inspired by the book. Later we read several native American authors, which led me to thinking about indigenous languages. I think we all have some form of indigenous language if we go back far enough. My “indigenous” language is Scots, a close relative of English recognized as one of Scotland’s three official languages. My grandpa and great aunt both came from southern Scotland and spoke Scots. I joined the Scots Leid Associe (Scots Language Association), but soon realized I needed to spend some time in Scotland to really catch on to the language. I realized that even an inexpensive B and B would be too expensive, so I hit upon the idea of camping. One of the unique laws in Scotland is the “Right to Roam” law. This means that there are, with few exceptions, no trespassing laws. A person can walk wherever they wish and camp as long as one is out of sight of houses, assuming the hiker follows proper trail etiquette. I decided to take the Southern Upland Way, a trail that goes across Scotland’s southern half from the Irish Sea in the west, to the North Sea on the eastern coast.

I started the trail at Portpatrick, where, following tradition, I stuck my toe in the Irish Sea. At the end of the trail, which I did not reach this time around, one is to stick one’s toe in the North Sea at Cockburnspath. While I am used to traveling trails in the wilderness, hiking the Upland Way has its own challenges. At times the trail seemed to disappear or a turn might be missed. For example, I was walking down a road on my second day out, and it took a turn by a farmhouse. I hadn’t recalled seeing a turn on the map, so I took a short break to check my directions. The map said I should have gone straight ahead, but straight ahead was just a driveway into the farm. Usually there are markers that show where the trail leads, but there were no markers to be found. So I walked up the driveway into the farmer’s lot, and sure enough, the trail went around an old barn and continued on its way. Another time, I found a marker, but the trail went into the woods which was blocked by fallen trees. I climbed over and under dozens of trees trying to find the trail, meanwhile getting further from the safety of the road I had just left. Finally, I looked at my location on my phone’s GPS and realized that the trail was actually up the road another quarter mile. When I got out of the woods, I couldn’t find the marker and started to wonder if I had imagined it.

The trail follows a wide variety of scenery. The first several miles followed the western coast with stunning views of the sea. Then it follows old country roads through farm and timberland. There were towns every several miles, although some places that looked like towns on the map were merely farms or country homes; luckily, I had a guidebook that let me know where food and drink could be found. One of the most beautiful sections in the west were moors. These are flat gray lands that extend as far as I could see. The trail could be seen far into the distance where it disappeared between two knowes, or small hills. It was important to stick to the trail at this point because stepping off could put you knee deep into the watery mud. This tended to happen even on the trail, since it had been raining the day before. I kept recalling the nursery rhyme, “Doctor Foster went to Gloucester, in a shower of rain. He stepped in a puddle, up to his middle and never went there again,” except, as I recalled it I was ending it with “and never was seen again.”

There were multiple historic sites along the way. Most of them had to do with the Covenanters. These were the predecessors of today’s Presbyterians. In the 1600’s King Charles I of England demanded that the Scottish people follow the Church of England, but they rebelled instead. Many of them hid in the wild moorlands. Stone piles and little monuments mark the locations where famous Covenanters were killed. Some of the Covenanters were buried where they fell, and tombs were built over their graves. There are also several standing stones to be seen. Some of these were over 1,000 years old.

Another man-made feature of the trail are the “kists.” These are small structures and statues placed a short distance from the trail. Inside each kist are coins designed by children that the hiker can collect along the way. Trail signs indicate when a kist is near. But my favorite man-made features were the bothies. A bothy is a rather large hut that can accommodate several people. Each is unique. I only reached one of the bothies on the section I hiked. It is called the “Beehive Bothy” because it looks like a beehive. Four other bothies can be found on the trail.



On the fourth day of the hike I was struck with a painful stress injury in my achilles tendon. This was partially due to walking on paved roads with an overweight backpack. On a soft woodland trail, there’s less impact with each step. I had made some errors in deciding what to take on the trail. Additionally, I was a good 10 pounds overweight myself. So I left the trail a little after reaching the town of Bargrennan and taking the bus back to Ayr, and then the train to Glasgow where I ended my adventure for the time being.

While my original intention was to get an earful of Scot’s language, I found out that the trail was deserted for the most part. I only met one other hiker, and he was from Devonshire. He was an avid hiker, and he let me know that the Southern Upland Way was the second most difficult trail in Great Britain, and that very few people ever walked the whole distance. I had hoped to return to finish the trail with my wife this summer; unfortunately, I found out that flying across the ocean emits one ton of carbon dioxide per person along with other greenhouse gasses. So I will continue to hike the mountains, canyons, and coasts of the USA and be happy for our own great wilderness areas.



Map taken from Cicerone Press. “An Intro to . . . the Southern Upland Way, Scotland’s Coast to Coast Walk. *Cicerone.co.uk*. <https://www.cicerone.co.uk/an-intro-to-the-southern-upland-way-scotlands-coast-to-coast-walk>. (2023).

Riverway Families...

 <p>Watch for new YMCA waivers coming your way to be signed in the new year!</p>	 <p>Looking for a quick and easy way to support our school? Learn more at BTFE.com!</p>
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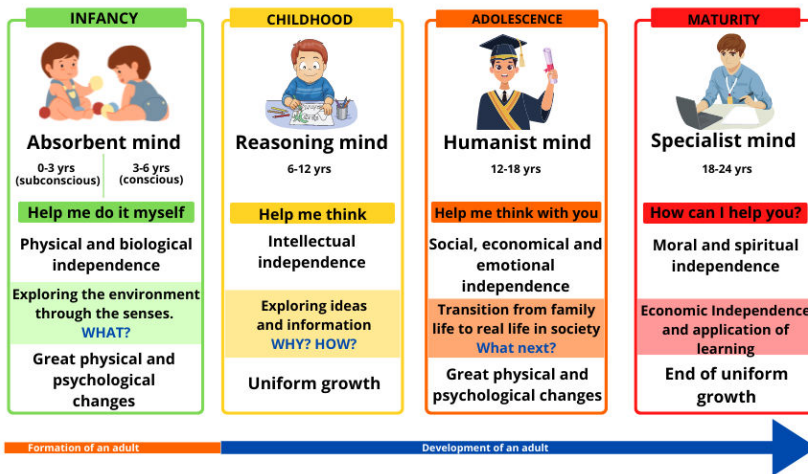
Montessori Moments from E1

By Dana Merkel



For those of you new to Riverway, did you know our Primary grades are Montessori? The Montessori philosophy mirrors Riverway’s vision, mission, and values. E1 has been getting back to their Montessori roots by re-establishing classroom norms and community. Below you will find visuals about Montessori. E1 would also like to share some of their very own Montessori Moments from the beginning of the school year. If you’re interested in learning more about Montessori, stop in and observe in E1.

MONTESSORI 4 STAGES OF DEVELOPMENT



S1 Environmental Entrepreneurship

By MaryKate Cizak



Secondary I spent the first quarter preparing for the Bizarre Bazaar taking an Environmental Entrepreneurship class. In this class students spent time learning about environmental impacts and businesses. Students started off the class by learning about the cost of fast fashion and the impact that it is having on the amount of trash that is produced. Secondary I then compared that to the growing waste problem that is also in construction. To find out where a lot of the waste goes students watched Plastic Paradise. In the documentary Plastic Paradise students learned about how all of that trash has a negative impact on the environment.

With that knowledge of waste students went to work thinking of projects that would include recycled materials that would still be appealing to people. Some designs that students come up with such as solar ovens didn’t pan out well in the making process. When that happened students had to try out another idea that their group came up with to see what would work better.

While working on these projects students learned about perseverance, team building, product design, marketing, and how to learn in a tent. Due to being in a tent for the first quarter that added on other challenges. Overall, these SI students did a great job and are excited to improve their ideas and projects for next year.

Tent Life on Stage

By Kate Errthum



This was the Fall of Tent Life. Tent Life meant the pitter patter of rain on a canvas roof, opening the side flaps to let in the breeze, and buttoning up the sidewalls to keep out the geese. We could step outside the tent and read, hold a discussion around the fire ring, or practice mindfulness under the trees. In S2 we gained five new students and joked that no one was new after a week of Tent Life.



In the ELA tent, I moved in bookshelves, and we started our novel units. Sometimes our read aloud times were peppered with squeals from the Primary student recess, and trips to the bathroom took longer because of the temptation to throw a football, but we managed.



I offered a theater elective during the first quarter. I casually called the class “Fight Club.” This may seem like an interesting choice for a school with a core value of Peacefulness. However, we focused primarily on ways to work through conflict, avoid conflict, and see that differences are not reasons for hatred and fear. The class was more aptly titled, Fight Club: Working Through Conflict.

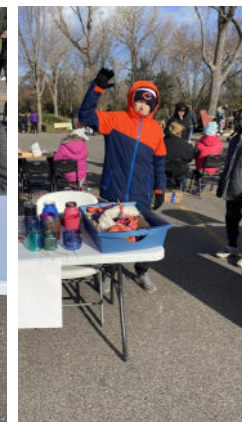
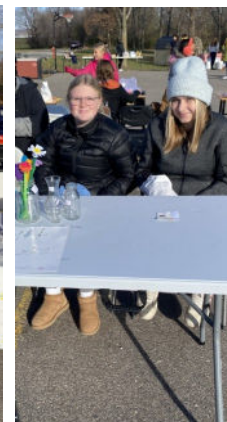


The students ended up creating their own plays and figured out basic sets and costuming. Along the way they learned stage combat and what it means to be a good partner in a fight scene and in life. We discussed ways to reduce uncertainty to lessen the likelihood of conflict, and we discussed Imagined Interaction Theory and how to think before we speak. Students had assignments where they planned scripts of what to say in heated conversations. We also learned from three guest speakers: Mike Speck, a certified teacher in the Society of American Fight Directors, Kara Eggers who is currently with the Theatre Du Mississippi, and Debbie Berhow who directs at the Winona High School theater.



In my description of the class I said that students who sign up for the class should be open to looking ridiculous and making a fool of themselves on stage. The students were all good sports and our weeks were filled with laughter and ridiculousness. The students were respectful in voicing their ideas about how to help the class work for them. When I suggested ways to lighten their loads and not require a play to be created in eight weeks, they insisted that they could do it and they wanted to see their projects through.

I am extremely proud of the students and hope that they carry some lasting memories of the strange Fall when we learned Stage Combat in the era of Tent Life.



S1 students sell their creations to many happy customers.

Monday Morning Meetings

Once the dust literally and figuratively settled in the new community space, Riverway staff resurrected school-wide Monday morning meetings. Each meeting is lead by a dynamic staff duo of primary and secondary staff. They discuss one of our 5 key principals in greater detail, recognize staff and student revolutions around the sun, share pertinent announcements and participate in a school-wide activity to build relationships across the grades. The meeting is wrapped up by reciting Riverway's mission statement as a whole school.

Key Principals

*We will be respectful
We will be responsible
We will be peaceful
We will be prepared
We will be safe*



Sleeping Beauty vs. the Not So Evil Fairy

An original play for young audiences
by Seamus Schwaba

Auditions: Jan. 10 (ages 12-adult)

School Performance: March 15

Public Performances: March 16 @ 2pm
& 6pm & March 17 @ 2pm.

Where: Bluffview Montessori School



Learn more at: [Linktr.ee/sugarloaftheatre](https://linktr.ee/sugarloaftheatre)



507-858-1916



SEAMUSSCHWABA@GMAIL.COM

Family Engagement Committee

Riverway Parents & Volunteers

What is it?

The Family Engagement Committee (FEC) is: *an inclusive, volunteer, family-led committee dedicated to fostering positive engagement, collaboration and community-building among families, students, learning leaders, staff, and school board at Riverway Learning Community.*

Interested in being more involved at Riverway as a family member?

Consider joining the FEC!
fam-engage@riverway.org

Riverway Board of Directors

The purpose of the Board of Directors is to promote, support, advance, and represent the interests of a fully accountable, financially, legally and educationally autonomous results-oriented public charter school.

THANK YOU!

Chair

Dennis Pedrick (Community)

Secretary:

Dana Merkel (Teacher)

Treasurer

MaryKate Ciszak (Teacher)

Members

Janine Stanton (Teacher)

Mike Knudson (Parent)

