

Four Rivers Currents

November 2013

From the Principal's Desk...

ARE WE HAVING A MOMENT? THE FUTURE OF SCHOOLS IN FLUX

While you might be most concerned right now about how your child is doing in school so far or what the carpool will do now that fall sports are over, I have a deep philosophical question I'd like to share this month. Three conversations last week suggest that we may be in the middle of a significant transformation of how schooling happens. One: Mr. Hornick (11th/12th grade math teacher), while attending a conference on teaching financial literacy, sent me an email wondering whether there are any great visions of education today. Two: I had an email exchange with a leading educational thinker with whom I worked many years ago about whether he is optimistic about how schools have changed or not these past 30 years. And three: the keynote speaker at last week's Expeditionary Learning National Conference said our schools have to change in order to prepare for a changing world.

Are there any great visions of education today? To Mr. Hornick's question, I think about Expeditionary Learning and I think about a group called the Coalition of Essential Schools that I was previously involved in. There are writers and practitioners connected to both groups who definitely describe what education should be and can be. Check out Ron Berger, TheodoreSizer, Tony Wagner, Eleanor Duckworth, Dennis Littky, Grant Wiggins, Deborah Meier, and many more, depending on your interests. Expeditionary Learning also has a page of [RECOMMENDED READING](#) you might check out. These people, and others, describe visions of schooling that are quite compelling, so the answer to Mr. Hornick's question is undoubtedly "yes"!

While there are many books, articles, and talks about what schools should be, there aren't that many schools that have figured out how to be different. Have schools changed for the better in the last 30 years? I asked this question to Grant Wiggins, who lectures and trains teachers across the U.S., trying to convince them that schools need to be different if we're going to prepare them for the present and future world. In a blog entry entitled [OPEN LETTER TO DIANE RAVITCH](#), Wiggins describes his serious concerns about the state of this country's schools. Yet in his email to me, he also describes being right in the middle of huge transition: "I think we are on the verge of more transformational change due to a slew of forces - the Internet, gaming, kid impatience, wisdom about best practice, accountability pressures, economic competition, etc. It takes 50 years at least to change an institution; we're only 25 years into reform. I think that when we look back on this period it will be like medicine in the late 19th and early 20th c - a track in which what was once a cottage industry became a profession."

Tony Wagner describes this transformation -- part of the same forces or perhaps different -- as an urgent need for schools to prepare all of our students to be innovators. He describes his point in an article entitled [EDUCATING THE NEXT STEVE JOBS](#): "Most of our high schools and colleges are not preparing students to become innovators. To succeed in the 21st-century economy, students must learn to analyze and solve problems, collaborate, persevere, take calculated risks and learn from failure. To find out how to encourage these skills, I interviewed scores of innovators and their parents, teachers and employers. What I learned is that young Americans learn how to innovate most often despite their schooling—not because of it."

Does Wagner's list sound familiar? Are we preparing our students to be innovators? Are we contributing to schools being different and getting better? Do we have a great vision of schooling? I think the answers to these questions might just be "yes".



Peter Garbus, Principal

Grade 7 News

STORY OF A SEVENTH GRADE BIKE TRIP in their own words

LEG 1 — FRCPS to Green River bike path parking lot We started off cold, but filled with enthusiasm. - *Jayden*

Our bike trip had lots of ups and downs; Literally! - *Maddy*



LEG 2 — to Greenfield High School's Veterans Memorial field

Then we went up a huge hill, waited at the top for all the others, then crossed a bridge. Then it was sidewalk the rest of the way. As we continued, there were lots of cars and bumpy sidewalks with lots of leaves and Halloween decorations. - *Chelsea*



LEG 3 — We took a snack and picture break at Beacon Field. - *Eolann*

LEG 4 - To Highland Park Parking Lot

At 10:26 we entered the woods. My chain fell off and it was SO TEMPTING to go over the jumps! - *Mac*

The trail led us to a path through the woods. We came out next to a DO NOT ENTER sign, and naturally we entered the area, passed a pond house and came to the next checkpoint. - *Mica*



LEG 5 - To Yellow Gate at the end of Bear's Den Road

Then we went to a dirt road. I wiped out and bashed my knee on sharp rocks going up hill. Over the course of that stretch of riding we went slower because of the steep incline. - *Adam*

On our downhill path through the woods, we all had to use our brakes a lot when we went down the rocky slopes. - *Charles*

LEG 6 – To Unity Park

We got to go down a huge hill and it was super fun! We were all afraid to go at first but once you started going down, you didn't want to stop! – *Maddy*

I broke the speed limit according to my speedometer! – *Jayden*

The next stretch was the longest of all, but very pretty, taking us across a big bridge and eventually to the bike path along the canal in Turner's Falls. Although one group went the wrong way at first, we all ended up at Unity Park for lunch together. – *Allouette*

While we stopped for lunch at Unity Park it began to get drizzly and the drizzle continued for the rest of the trip. – *Emily*



LEG 10 – Back to FRCPS

It was the home stretch! We had great communication the entire way, good navigation and no serious crashes. – *Riley*

We made our slow way back and caught up with the medium group. – *Max*

Then, when we were almost at Four Rivers, I realized how tired I was. Also my butt hurt! – *Thia*

We got up and over the bridge onto the road to Four Rivers. Then we went into the driveway with people from the other groups cheering us on. – *Paige* (*Paige rode a bicycle-built-for-two with her dad on the trip – a first in the history of the 7th grade bike trip—photo at bottom right*)

I was so tired I couldn't stand up.... It was a long 17.6 miles but it was fun! – *Raine*

We made it back at school only a little damp, and were able to call the whole trip a success! – *Julia*



LEG 7 – Back to the Red Gate at the start of the Bike path

As we left to go back on the bike path we saw geese and ducks. Charles, Jared and Mac had a race. – *Riley*

LEG 8 – To the Ol'e Mill Shop parking lot at 5-10 intersection

As we retraced our way back toward the base of Mountain Road, we were detoured around some power-line work (a first in the history of the bike trip) adding unexpected and unmeasured mileage to our trip. – *Ms. Locke*

We took a short detour

For it didn't pour.

A train on the bridge

Rain and Sun Marriage – Allouette (who took some poetic license with our trip J)

We went up and down slopes and under train tracks and plenty more slopes and sharp turns – *Wil*

We reached the next stop, the Ole Mill Shoppe. It looked abandoned. We stopped for water and to record data. One more stop before we reach Four Rivers. – *Grace*

LEG 9 – We continued toward the Enterprise Rental lot.

On the Way we hit trees, bushes and other things like that. Olivia got hit with a bush and said, "I got attacked by a bush!" It started to rain harder and Ms. Locke told us there were no more stops before we got back to school. – *Rachel*



GRADE 8 NEWS

LORD OF THE FLIES—in Montague!

On Friday, October 18th, the eighth grade traveled to Montague to participate in fieldwork, a culminating activity and learning, after reading and studying the various themes in *Lord of the Flies*. Neill Bovaird of WolfTree Programs, and previously of Four Rivers, with another instructor, led the 8th grade in a group challenge to find the means of starting, maintaining and sharing fire, to find, carry and trade potable water, and to correctly identify, gather and cook wild edible food. The 8th grade did a great job accomplishing their goals, as well as realizing the importance of clear communication, sharing knowledge, working together, and other group qualities that make fieldwork go much more smoothly than in *Lord of the Flies*!

On campus this week, the 8th grade continued these themes by harvesting sunchokes and mint, dehydrating apples and carrots, and steeping mint and white pine tea. We celebrated our efforts and harvest with an 8th Grade Tea Party! Each small group consisted of one individual from the fire, water and food teams from fieldwork the week before. The groups spent some time reflecting on their experiences and brainstormed qualities that make a team work well together. Some of their qualities were communication, acceptance, happiness, team work, being open to outcomes, patience, trust and cooperation.

Jackie MacNeish, Niki Gilbert and Melinda McCall



more GRADE 8 NEWS

Barriletes Gigantes: A Spanish-Math-Science-Humanities Mini-Expedition

By Ms. Beardslee

The 8th grade class has been studying and creating barriletes gigantes, a style of giant kite traditionally created and flown every November 1st in Sumpango, Guatemala.

In this cross-disciplinary expedition, students worked in teams to create their own version of a barrilete gigante that is both personal to them and reflective of the Guatemalan kite-making tradition. They learned why barriletes gigantes are made in Guatemala; created designs with radial symmetry and colors and patterns similar to the styles of Guatemala; chose a shared belief or message of hope for their kites; and engaged in the engineering process to figure out how to make their kites fly. In Spanish class, students read a story about a young boy who carries on the kite-making traditions of his grandfather, further explored Guatemalan culture, and learned the vocabulary needed to write and present the message of their kite in Spanish as well as in English. The 8th grade will present their barriletes in an all-school assembly on the morning of November 1st.



Pictured: Students create the final versions of their kites during our barriletes workshop day, with surprise



helpers



DIV 2 NEWS

Grade 9 Food and Farming Expedition

This fall the 9th graders have been learning about local food and agriculture in their Environmental Science and English classes. They visited ten farms in our community, taking pictures and interviewing farmers. They are using their interviews to write up a farm profile in English class. This writing and the photo-collages that they created will be displayed at our culminating event as well as Greenfield's Market.

In science class the students also raised cabbage butterfly larva to understand how much herbivorous insects eat and the kind of damage they can do to crops. The students developed organic pesticides that they tested on the cabbage butterfly larva. They found that soap, neem oil, lemon, and cayenne pepper were effective organic pesticides.

The students are also working on independent agriculture research projects. They are each researching a topic around issues with the industrial food system and using this research to create a visual that is inspired by the artist Douglas Gayeton and his Lexicon of Sustainability.



Clockwise from top left: Benny, Barnabus, Isaac and Cam interview farmers at Just Roots; Carrots at Picadilly Farm (inset); Sophie and cow at Sidehill Farm; Mr. Dyer and herd at Upinngil Farm (redheads all); Gina learns how to catch a cow at Foxbard Farm;



As a culmination to our study of local food and agriculture the 9th grade students from
Four Rivers Charter Public School would like to invite you to our

LOCAL FOOD AND AGRICULTURE CULMINATING EVENT

The students will be presenting an exhibit of their photographs, writing, and projects inspired by their visits to ten different farms in our local community and our study of the industrial agricultural system.



WHEN: On Thursday November 14th—From 6:30 to 8:00

WHERE: Second Congregational Church, 16 Court Square in Greenfield
Right next to Town Hall

WHAT TO BRING: If possible please bring a **potluck dish** that contains some local ingredients. Some examples of food that families have brought in the past include apple sauce, apple cider, squash soup, pumpkin bread, roasted root vegetables, local cheese, steamed kale, apple crisp and pumpkin pie.

Questions? Please email Laura Stamas at LStamas@fourriverscharter.org or call the school at 413-775-4577

What Goes Into a Typical Apple?

by Lucia Mason, 9th grade student at Four Rivers Charter School

It is a lovely fall day, the sky blue and clear. Yet the temperature is as crisp as the apples I am picking. As I scramble up the old Northern Spy in my backyard, I wonder just how many apples there are on this tree. All of them rosy at least on one side. They look large ripe red and healthy. And they have never even so much as touched any sort of pesticide. Combined with the auburn leaves the apple tree could make a perfect fall postcard. There is actually a reason behind the picking of the apples. Their fate is to be eaten in apple pie, to be squished into applesauce, to be eaten raw or especially today, to become lovely local apple cider. My job in this operation is to shake down apples, then they will be collected into a little red wagon by the other children on the ground. From there the apples will be rolled across the street to the cider press. This gathering is a time when people in Montague come together to make apple cider, and each family gets to take home a gallon in the end.



Now, I know exactly where my apples come from when they're in season, my trees. But what about the rest of the year? Where do they come from beyond the store? An apple can come from places as far as Germany, Italy, New Zealand, or Argentina, and end up in your grocery store. But this doesn't make sense. I know of at least two apple orchards around here, Atkins and Clarkdale. So, what are apples from over 1,000 miles away doing in Massachusetts? Well the answer is that it is actually cheaper to get the Italian apples, at least cheaper in money. In the U.S. we really only produce four major crops: corn, soybeans, hay, and wheat. These crops are mostly used to feed animals, but anyway, that doesn't leave much room for other crops. Little farms like Atkins, in Amherst, can't support the entire nation's thirst for apples (at least not the way our food system is set up now). So we buy the apples from somewhere else that mass produces them. Places like Argentina. But the problem with this is the resources it takes to ship, to preserve, and to package the imported apples are not really replaceable ones. Sure the apple is cheaper (in money), but it takes a lot of fossil fuels to grow it then get it to Massachusetts. On top of that I bet that it is not organic. This means that all the resources used to make and transport the pesticides, and chemical fertilizer must be added into the production of the apple. And these resources aren't easily replaced.

According to BASF (a pesticide manufacturer) a local apple is actually less "ecologically friendly." It takes energy to refrigerate a local apple for out of season consumption and supposedly a conventional apple takes no refrigeration because they are grown and imported year round. So after 5-6 months the energy it takes to grow an apple conventionally is outweighed by the energy of refrigeration for the local one. Now this is a good point, but there are ways around it. You can pick apples early and slow down the ripening process, without refrigeration. And another point is that commercially grown apples are using energy from oil and natural gas.

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Typical Apple

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Not easily replaced stuff. Refrigerated apples are using electricity, which can be made different ways and can be made more sustainable.

To recap, the supermarket apple is most likely grown with pesticides and chemical fertilizer. Then it is washed, packaged in plastic, and transported over sea or massive amounts of land to get put in your supermarket. That is a lot of resources and work for an apple that could be grown in Massachusetts. I hope I haven't turned you off apples entirely, because there are tons of apples worth eating-- like the ones in my apple cider. The little red wagon is just about full of rosy apples and ready to be pulled over to the cider press.

This piece was originally published in Just Roots News, October 2013 • Issue 10, the e-newsletter of JUST ROOTS, a nonprofit in the Pioneer Valley of western Massachusetts that is establishing the Greenfield Community Farm.

LOGO CONTEST

Four Rivers is a member of RVAL, the River Valley Athletic League. The league is running a logo contest for its web site and apparel. Students from each school can submit artwork and the winner will get their art displayed. The web site for the league is www.rvalonline.com

DISC ART CONTEST

Four Rivers is having new discs (frisbees) made this year for our competitive teams to use in the spring for ultimate. Again, we need artwork for the disc design. Students will vote on their favorite design. The winner gets a free disc and their artwork displayed on all our discs for the next two years. The specs for the disc can be found here: <http://www.discraft.com/art.html>

Submissions for both projects are due by the Thanksgiving break. Let me know if you have questions.

Terry Plotkin, Athletic Director

NURSE'S NOTES

I am missing many grade 10 physician exams. Massachusetts General Law states all public school students entering 10th grade must have a recent physical exam. Many doctors have their own forms or you can print one from our school web site. I will be sending letters to parents/guardians within the next few weeks.

FLU SEASON IS COMING ! Please go to www.cdc.gov/vaccines/vpd-vac/flu/fs-parents.html for all the facts. Everyone is encouraged to get a flu shot, especially those with a chronic illness. STAY HEALTHY.

Please feel free to contact me by phone, 775-4577; or e-mail jmilton@fourriverscharter.org

~ Jeanne Milton, R.N.

APPLE PIE SALE

How do you like them apples?

Four Rivers students are traveling to Nicaragua this Spring and will be making apple pies for sale: pies cost \$15 each.

To Order: Please email Becca Rice at (brice@fourriverscharter.org) or Eliza Beardslee (ebeardslee@fourriverscharter.org) with your order for a homemade pie. Please submit orders and payment (cash or check made out to Four Rivers) no later than the end of the day Wednesday, November 13.

Pie pick up will be on Monday, November 18 at 3:05pm in the Common Room. Spread the word! *What better way to be an Otter in Autumn?*



X-COUNTRY

Eliza Beardslee, Coach
ebeardslee@fourriverscharter.org



WINTER SPORTS

There are some good options for after school sports this year and sign-ups are beginning.

Competitive Basketball — will be held 4 days a week (Mon. Tues, Th. Fri.).

Intramural Ultimate - will be held in the dome at Indoor Action on Tuesdays and Thursdays after school. You can sign up for one or two days. This program is open to all students, and is a great way to enhance your skills, have fun, while staying in shape for the spring season.

Ski/snowboard Program will be on Wednesdays.

Winter Soccer — Charlie Olchowski, our middle school boys coach, is offering to coach a winter soccer team with games played at Indoor Action. If you are interested leave word with Terry Plotkin at the office or contact Charlie directly. This is a great opportunity to build on the soccer skills learned this past fall.

Terry Plotkin ~ Athletic Director

Transportation is provided for all these activities. You can get the forms at the office or download them off the Friday Flash.

BOYS SOCCER NEWS

The Boys Varsity enter the RVAL playoffs with the best record ever: 10 - 2 - 1. This has earned us a second seed in the RVAL playoffs. The team has excelled because of its focus on crisp passing, ball possession, solid defense, and a multifaceted offense that finds different ways to score in every game. The team is led by its seven seniors. Asher Kenen, Chandler Thoma, Jackson Reeves-Hennings, Sullivan Fraser, Sebastian Aruda, Ben Michel, and Alex Stenson.

~ *Terry Plotkin, Coach*

In late September, the Middle School Boys Soccer Team lost some games by one goal to Hartsbrook and Pioneer and then was upended 8-0 by a strong and physical Athol squad. The Boys rebounded nicely in a 3-0 shutout of a skilled Granby team in a game made memorable by high winds and a deluge in the second half. The game at Turners Falls was probably the best effort of the season with a well-balanced attack, excellent passing and scoring by a number of players in a 7-2 win. This spirit and level of play continued in the next game at Mohawk, but seven of their squad were our own as their JV squad players failed to show. A week later the team had a weak showing against the Academy at Charlemont with River Gregoire scoring our one goal, but fared better the next week, beating Greenfield 3-2 and upending Eaglebrook 2-0, despite our team dominating the play. The season ended with another tilt against Pioneer where the Boys avenged an earlier loss by beating them by 3-2.

Oshen Ramirez buzzed opponent goalies and led the scoring over the season. Barnabus Yu added both scoring punch and excellent sessions in goal. Co-Captain Milou Rigollaud and Morgan Magee contributed consistently to the offensive efforts. Riley Porter, Jayden Skelly, Ocean Bryan and Mica Van Iderstine contributed skill and energy when they were on the field. Riley also provided some steady goalie work. Adam Loubsky-Lonergan and Malik Baker-Gore provided great backup to the veteran and dependable middle unit of Co-Captain Tim Stuart, Mac Almeida and Kiernan Crough. Newcomers Jared Bergmann, Sean Clancy and Max Schnorr bolstered the deep back unit of Jordan Leh, Luka Newcombe and Toby Foster and demonstrated steady defensive play throughout the season. The team grew over the season in many dimensions. ~ *Charlie Olchowski, Coach*

DIV 3 NEWS

ENGLISH

Junior English — It's the first major essay of Division 3, and students are stepping up in amazing ways, progressing beyond the five-paragraph essay to develop unique thesis statements and support them with quotes and evidence. They're also well into reading their next book, which is either a Brit Lit text or a text written before 1900. This month, we'll start learning about the major literary periods of the 18th and 19th century, including the Enlightenment, the Romantic Era and the Victorian Era.

Senior English—Time for debate! After studying persuasive techniques, seniors have partnered up for public forum debates. They participated in warm-up debates to get used to the structure, but now they're beginning to prepare for their actual debate. They voted for the following resolution: "Developed countries have a moral obligation to mitigate the effects of climate change." Students must prepare a case both for and against this resolution, because their actual side will be determined by a coin toss before the round. They will be debating against other members of their class in a full-grade debate tournament later this month. Good luck to the seniors!

MATH

Algebra 2 has completed its study of math that opens up social studies and science. We are now starting our unit on mathematical modeling.

Advanced Math has begun its investigation of Fourier transforms with topics in trigonometry. Also, everyone is reading one of three books: *Zero: Biography of a Dangerous Idea*; *A Certain Ambiguity*; or *In Pursuit of the Unknown: 17 Equations That Changed the World*.

Applied Math students are improving their ability to unpack and present the meaning in infographics.

On October 24, 17 intrepid high school students participated in the Massachusetts Olympiad, which has some seriously difficult problems. *Photo at right.*



Left: On October 25-27, Division 3 Math Teacher Joshua Hornick attended a seminar on business and financial education at the Wharton School of Business at the University of Pennsylvania in Philadelphia. He poses here with Mukul Pandya, Executive Director of Knowledge@Wharton and Charlotte Coker Gibson, National Director, US Corporate Responsibility at PwC.

SCIENCE — Mr. Patari

In Physics class, seniors will be using what they know about electricity and magnetism to build electromagnets and electric generators. Next, they will take a look at how electricity is generated and distributed using wind energy as a case study. Juniors are working with ionic compounds in Chemistry and they will soon be using their understanding of ions and how they combine to look at food labels to decode and investigate many of the ionic compounds that are found in both natural and processed foods.

COLLEGE COUNSELING & GUIDANCE

Seniors

Seniors are starting to apply to colleges and this will continue to gather speed over the next couple of months. Most of them are beginning to finalize the list of schools to which they are going to apply – some of them are done, some are close, while others still have a lot to do. If you haven't already done so, it would be a great time to check in with your child to see where they are at in the process and to help them work through their choices

A critical, and perhaps the most difficult, component of a college application is the college essay, as well as any supplemental writing samples that schools ask for. While we do work on college essays in English class, students often want to continue working on, and refining, their work after the fact. There are lots of great internet based resources that offer advice, suggestions and ideas for crafting college essays. Enter the search term "Writing a great college essay" into Google and you'll get 16,500,000 responses! Here are a couple to get you started:

<https://bigfuture.collegeboard.org/get-in/essays>

www.smith.edu/admission/simply/docs/essay.../CollegeEssayTips.pdf

December 7th is essentially the last opportunity to take the SAT for those who will be applying to college this year. The deadline to register is November 8th and you can register here:

<http://sat.collegeboard.org/register>

Juniors

In junior seminar the majority of our time has been focused on career exploration. All of the juniors have complete the Career Decision Making interest inventory and profile tool, and are now exploring different careers that might be of interest. This work will feed directly into identifying areas and possible placements for junior internships which will take place in the spring. Most recently we began exploring college research materials and using these to gather information about particular colleges. We also plan on spending some time researching gap year and career options.

Questions? Contact Andy Stenson, astenson@fourriverscharter.org 413 7754577 ext. 222

SOCIAL STUDIES — *Mr. Wilson*

Students in Junior year Modern World History have been studying worldwide struggles for democracy as a part of the Power and Freedom standard. Students have analyzed the political situations in Egypt, Malaysia, Venezuela, Ukraine, and Zimbabwe. They took part in a Harkness Discussion, a unique discussion format, where students are responsible for the overall discussion process and they all get the same grade at the end.

Students in Senior year Civics have been working to develop Systems Thinking Maps. Systems Thinking is a way of thinking about an issue that attempts to gather the most comprehensive, overarching view. Systems maps are mental models or visual representations of an individual's understanding of a complex current issue. First, students developed maps looking at the congressional debate around SNAP benefits (food stamps). Currently, they are studying an issue of their choice, with topics ranging from climate change to racism to self-reliance. In the maps, students identify "leverage points" where any citizen can enter into the system and have an impact.

SPANISH — Ms. Beardslee

SPANISH 2 — After a preliminary examination of new vocabulary related to food and farming, Spanish 2 students continued to ask the question: where does my food come from? They were visited by students of Spanish 5 and learned about the idea of fair trade, particularly as it related to coffee production and sales. In small groups, they have visited open air mercados in Ecuador, Costa Rica, Colombia, Mexico and Nicaragua. From these virtual visits they have generated vocabulary lists and are using this information to generate a skit that is authentic. Bargaining has been something that we have seen in the model skits and students skill in their work as well. The next step is developing a map that shows where food comes from if it is not local.

SPANISH 3 students are traveling to Chile in their minds as they read poetry, see documentation and hear testimony regarding the fall of Allende and the rise of Pinochet. They are exploring vocabulary in detail and have created scratch art prints that communicate a word with an image. The artist's statements explain how they chose the images and how they set up their work logistically on the page. A visit with an expert on ARPILLERAS gave students even more of a sense of how that art form was used as a form of both resilience and resistance for women and the families of the disappeared during this time in Chile. Students are piecing together the timeline of the Chile's history through more examples of personal stories, clips from interviews, poems, songs, photographs, examples of artwork and more formal documentaries. Next is an in-depth analysis of an Arpillera and the actual design and creation of one! *At right, scratch art print by Spanish 3 student Celia Bales.*



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Four Rivers Charter Public School
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Four River Charter Public School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum framework and an emphasis on character development for moral and social responsibility. Three central themes – nature, technology and community – pervade the teaching and learning at the school. Four Rivers works closely with parents and seeks both to serve and learn from the many resources of Franklin County.