



Annual Report

August 1, 2019

Four Rivers Charter Public School

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INTRO TO FOUR RIVERS CHARTER PUBLIC SCHOOL

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	248 Colrain Road Greenfield, MA 01301
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	6 districts in Franklin County: Frontier Regional Gill-Montague Greenfield Mahar Regional Mohawk Trail Regional Pioneer Valley Regional
Year Opened	2003	Year(s) the Charter was Renewed (if applicable)	2008 2013 2018
Maximum Enrollment	220	Enrollment as of (fill in the date)	219 at EOY (17-18) 220 Pre-Enrolled for 18-19
Chartered Grade Span	Grades 7 - 12	Current Grade Span	Grades 7 - 12
Number of Instructional Days per School Year	180	Students on Waitlist as of	83 (as of Oct 8/1/17)
School Hours	Div 1: 1020 hours Div 2: 1030 hours Div 3: 1031 hours	Age of School as of 2018-2019 School Year	16 years
<p>Mission Statement</p> <p>Four Rivers 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 frameworks and an emphasis on character development for moral and social responsibility. Three central themes -- nature, technology and community -- guide teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community? The school works closely with parents and seeks both to serve and to learn from the many resources of Franklin County.</p>			

FAITHFULNESS TO CHARTER

MISSION AND KEY DESIGN ELEMENTS

The mission of Four Rivers--to prepare students for lives of learning and service--holds steady sixteen years after its founding, along with many key design elements. Specific objectives towards that mission have become more clear over the years, as have outcomes, which define the school's Key Design Elements.

1. Four Rivers students are strong KNOWLEDGE BUILDERS

Four Rivers students demonstrate a depth of knowledge, fluency with tools and techniques, and understanding of concepts central to the subject areas they study.

Note: The Four Rivers grading scale, shown below, sets passing at Ap+ (Approaching Plus), approximately a C+, which is a higher degree of academic achievement than is expected in many schools. We hope to get all students to a grade of Mt (Meeting), approximately a B+, indicating that a student has met the standards and has completed work of high quality.

WNA	Bg	Bg+	Ap-	Ap	Ap+	Mt-	Mt	Mt+	Ex-	Ex
0	0.5	1	1.5	2.0	2.5	3.0	3.5	4	4.25	4.5
Not Passing Standards				Passing		Meeting standards	Exceeding standards – Honors level work			

Evidence from Course Standards in all core subjects--English, Social Studies, Math, Science, and Spanish:

KNOWLEDGE BUILDERS	18-19	19-20	20-21	21-22	22-23
% students Passing	99				
% students Meeting	71				

2. Four Rivers students are strong INVESTIGATORS, CRITICAL THINKERS, AND COMMUNICATORS

Four River students develop skills important for college, career, and citizenship.

INVESTIGATORS: Four Rivers students actively seek out, synthesize, and apply new information; they investigate topics through a variety of sources, ideas and viewpoints. Students design and test solutions to problems; they find multiple ways to solve a problem and analyze the effects of different solutions.

CRITICAL THINKERS: Four Rivers students use evidence to support arguments and conclusions. They independently explain, analyze, synthesize and use information from different sources; they think creatively to look at information and ideas in new ways. Students approach problems with an open mind; they consider multiple perspectives. They make connections across subject areas.

COMMUNICATORS: Four Rivers students share passions, knowledge and ideas through

speaking, writing, media, and art. Students craft organized, articulate, compelling, focused communication for defined purposes and audiences. They develop a personal and authentic voice.

Evidence from Course Standards in all core subjects--English, Social Studies, Math, Science, and Spanish:

INVESTIGATORS	18-19	19-20	20-21	21-22	22-23
% students Passing	99				
% students Meeting	70				

CRITICAL THINKERS	18-19	19-20	20-21	21-22	22-23
% students Passing	98				
% students Meeting	74				

COMMUNICATORS	18-19	19-20	20-21	21-22	22-23
% students Passing	99				
% students Meeting	78				

3. Four Rivers students are EFFECTIVE LEARNERS

Four Rivers students develop the mindsets and habits for success in college, career, and life (e.g., responsibility, perseverance, problem-solving, collaboration). They employ strong Habits of Work and Learning (HOWLs), reflect on themselves as learners, advocate for their academic needs, and persevere through struggle and challenge. They stretch beyond their comfort zone.

Evidence from Course Standards for Habits of Work and Learning (HOWLs) in all core subjects--English, Social Studies, Math, Science, and Spanish:

EFFECTIVE LEARNERS	18-19	19-20	20-21	21-22	22-23
% students Passing	93				
% students Meeting	70				

Evidence from EL Education Survey on Character

TAKE PRIDE IN DOING MY BEST IN SCHOOL	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	71				

POSSIBLE TO CHANGE MY LEVEL OF EFFORT	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	70				

I KEEP TRACK OF MY ASSIGNMENTS	18-19	19-20	20-21	21-22	22-23
% students Mostly/Completely True	66				

4. Four Rivers students are ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD

Four Rivers students treat others well and have the courage to stand up for what is right. They demonstrate personal and academic integrity; they show respect for themselves and others in what they say and do; they show compassion for all members of the community. Four Rivers students put their learning to use to increase sustainability and improve communities through service and citizenship.

Evidence from Course Standards for Habits of Work and Learning (HOWLs) in all core subjects--English, Social Studies, Math, Science, and Spanish:

ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD	18-19	19-20	20-21	21-22	22-23
% students Passing	98				
% students Meeting	91				

CREW GRADES FOR CHARACTER AND COMMUNITY	18-19	19-20	20-21	21-22	22-23
% students Passing	100				
% students Meeting	92				

CREW GRADES FOR SERVICE	18-19	19-20	20-21	21-22	22-23
% students Passing	94				
% students Meeting	89				

Evidence from School Climate Survey Results

STUDENTS RESPECT DIFFERENCES	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	72				

TEACHERS RESPECT DIFFERENCES	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	77				

Evidence from EL Education Survey on Character

IMPORTANT I CONTRIBUTE TO MY COMMUNITY	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	80				

IMPORTANT TO FIGHT INEQUALITY/INJUSTICE	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	92				

I WISH TO BE KIND/GOOD TO OTHER PEOPLE	18-19	19-20	20-21	21-22	22-23
% students True/Very True	65				

The Four Rivers Mission Statement presents the following: “Three central themes -- nature, technology and community -- guide teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community?”

“Education for sustainability is a lifelong learning process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound and economically prosperous future (Education for Sustainability: An Agenda for Action, President’s Council on Sustainable Development, 1994).” When teachers guide students in inquiry-based, problem-solving activities using authentic case-studies and real-world problems, they help them develop and utilize skills in all disciplines. When students identify a real problem, research it, create a strategy to solve it, and report on their work, they are engaged in authentic learning and are gaining life skills that will enable them to become the systems thinkers who will pioneer the ideas and innovations that will determine the shape of our future.

Evidence from Advisor Reporting

AT LEAST 1 PROJECT ON SUSTAINABILITY	18-19	19-20	20-21	21-22	22-23
% students Completing	99				

REFLECTION ON SCHOOL THEMES AND BIG EQ	18-19	19-20	20-21	21-22	22-23
% students Completing	99				

Evidence from School Climate Survey Results

SCHOOL THEMES PLAY A SIGNIFICANT ROLE	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	74				
% parents Strongly Agree/Agree	95				

5. Four Rivers students create HIGH QUALITY WORK

Four Rivers students create authentic work that demonstrates original thinking and voice, connection to real-world issues and formats, and meaning to communities beyond school. They create complex work that demonstrates their mastery of knowledge and skills. Four Rivers students create work that is accurate and beautiful in conception and execution.

Evidence from Quality Work Protocol

One or two times a year, faculty use a protocol to look at student work together. The objective is to engage in discussion and develop a shared vision of quality work characterized by complexity, craftsmanship, and authenticity, described by EL Education's [Attributes of High Quality Work](#). The results of each protocol are patterns of strength--things teachers and students are doing to achieve high quality work--and opportunities for improvement. The results of one protocol lead to goals for the next.

Evidence from Models of Excellence

Four Rivers has several projects that are included in Models of Excellence, an open resource featuring exemplary pre-K to 12th-grade student work. Created by EL Education and Harvard Graduate School of Education.

1. [The Wolf That Would Forgive](#), Original fables with scratchboard illustrations based on personally important life experiences.
2. [A Little More Than Just People](#), a book of monologues of community cultivators.
3. [Kids' Guide To The Rock Park](#), a field guide/museum guide to an outdoor museum of rocks called Rock Park, located on the campus of Greenfield Community College.
4. [A Rainbow of Religions](#), a book on different views on religion and religious topics, in collaboration with the Family Diversity Project.
5. [12 Angry Jurors](#), a playbill of original student writing.
6. [Life in a Vernal Pool Field Guide](#), an integration of science, art, and writing.

7. [Blades of Change](#), a documentary on the Block Island Wind project.
8. [Under Pressure](#), a documentary film on the 2018 Merrimack Valley Columbia Gas explosions and the natural gas industry in Massachusetts and nationally.

Evidence from Advisor Reporting

3 PIECES OF High Quality Work in Portfolios	18-19	19-20	20-21	21-22	22-23
% students Completing	90				

6. Four Rivers implements core practices of EL Education

To prepare students to meet the School-Wide Learning Outcomes, Four Rivers faculty and administration employ EL Education core practices related to Curriculum, Instruction, Culture and Character, Student-Engaged Assessment, and Leadership. For more information on the core practices, go to [EL EDUCATION CORE PRACTICES](#). For more information on the Four Rivers program, go to the [SCHOOL PORTFOLIO on the Four Rivers website](#).

ACCESS AND EQUITY: Discipline Data

[FOUR RIVERS DISCIPLINE DATA in DESE School Profile](#)

Note: The high number of students who received Out-of-School Suspension was due to a student walkout to protest gun violence; a total of 88 students (95% of suspensions) received disciplinary consequence for that action. Without the walkout, only 8 students (4% of the student body) received disciplinary consequences this past year.

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out of School Suspension	Percent Emergency Removal
All Students	219	92	2	43	0
EL	0	0	0	0	0
Economically Disadvantaged	53	22	2	9	0
Students with Disabilities	28	7	0	3	0
High Needs	76	27	0	5	0
Female	113	52	1	23	0
Male	106	40	2	17	0
American Indian/Alaska Native	1	1	0	1	0
Asian	4	1	0	25	0
African American/Black	4	1	0	1	0
Hispanic/Latino	16	6	0	3	0
Multi-race, Non-Hispanic/Latino	15	11	1	5	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
White	179	72	3	32	0

Four Rivers and EL Education place great importance on access and equity, especially through its approaches to teaching and learning. The school has already greatly reduced the number of out of school suspensions and uses in school suspensions in most cases in which suspension is deemed necessary. School administrators and faculty employ restorative practices whenever possible, both in the classroom and for more significant incidents. The Student Success Team, comprised of the Dean of Students, the Director of Academic Support, the school psychologist, and the school Wellness teacher, discuss discipline data and implement supports for students with repeat infractions.

DISSEMINATION EFFORTS

Best Practice Shared	Year	Vehicle for Dissemination(describe the method, format, or venue used to share best practices)	Performance Criteria	With whom did the school disseminate its best practices?
Project-based learning	Oct 2018	Several students from the Mt Holyoke Master of Arts in Teaching program came for a tour of the school and to learn about project-based learning	Program Delivery, Key Design Elements	Mt Holyoke graduate program in Education
Introduction to the school's general approach to learning	Feb 2019	Visit from Principal and 2 staff, Erving Elementary.	Program Delivery, Key Design Elements	Staff from Erving Elementary School
Crew Program, Teacher Leadership, School Community	Mar 2019	Eliot Levin, Researcher Director from International Association for K-12 Online Learning, an educational reform non-profit, visited the school to learn more about how the school functions and then wrote four blogs on our practices in the organization's on-line educational journal	Key Design Elements	International Association for K-12 Online Learning
Special Education Inclusion	May 2019	Visit from Special Ed teachers from Pioneer Valley Regional HS. They came to learn more about how we do special ed inclusion and sat in on classes mostly in the MS, but also saw some classes in the HS.	Program delivery	Staff from Pioneer Valley Regional School
Introduction to the school's general approach to learning	May 2019	Visit from Pioneer Valley Regional Superintendent, John Scagel. Quick tour and introduction to the school.	Program Delivery, Key Design Elements	Pioneer Valley District leadership
Introduction to the school's general approach to learning	May 2019	Visit from new College President at Greenfield Community College, Yves Salomon-Fernandez. Conversation about possible collaborations between Four Rivers and the college.	Program Delivery, Key Design Elements	Greenfield Community College leadership
Introduction to the school's general approach to learning	May 2019	Visits by regional elected officials: state senator Jo Comerford, state representatives Paul Mark and Natalie Blais. Tour, classroom visits, and Q & A with the Principal.	Program Delivery, Key Design Elements	Local elected officials

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

[FOUR RIVERS CHARTER PUBLIC SCHOOL REPORT CARD](#)

Four Rivers' Accountability Report

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention	Found here: FOUR RIVERS PROFILE 68 Percentile	Meeting 38 percent of targets

PROGRAM DELIVERY

1. All teachers monitor and implement practices related to curriculum, instruction, and assessment.
2. The faculty worked last year to revise and enhance curriculum with the intent of increasing student engagement. Faculty also revised the school's School-Wide Learning Outcomes and integrated those outcomes throughout classes and assessments.
3. There were no significant changes to the school's curriculum, instructional model, assessment methods, and/or supports for diverse learners.

ACADEMIC PRIORITIES FOR THE YEAR AHEAD

1. This past year's MCAS participation rates continued to be strong and will not negatively affect the school's Accountability Status.
2. The school looked at the previous year's MCAS scores as baseline in the new accountability system with new tests. The school embraces what the new standards emphasize and pursues those outcomes through its regular program; no specific efforts were made to respond to test scores other than continued efforts to improve math learning and achievement.

SOCIAL, EMOTIONAL, AND HEALTH NEEDS

1. The number of out-of-school suspensions remained low; disciplinary incidents overall--other than suspensions for the walkout against gun violence--continue to be very low.
2. Faculty continue to pay attention to the school's character virtues, upholding norms, and using restorative practices to build community and solve problems.
3. The school's Wellness Program continues to serve students well.
4. The school's Student Support Team continues to follow-up on students of concern.
5. This coming year, the school will be part of a pilot program to provide Mental Health First Aid training and interventions.

ORGANIZATIONAL VIABILITY

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There one significant organizational change this year, shifting from a leadership team to an Instructional Leadership Team, with a purpose focused on learning over logistics.

TEACHER EVALUATION

Four Rivers continues to use its own model of Teacher Evaluation, described below:

1. Goal Setting: Teachers submit 1-3 professional goals for the year ahead. Goals should be related to the school's STANDARDS FOR TEACHER PRACTICE. The Principal may also require specific goals; the Principal reviews and approves goals.
2. Performance Data and Documentation: Teachers are responsible for gathering artifacts and data that show them making progress with the standards.
3. Improvement Plans: With teachers for whom there are known areas of concern that could lead to non-renewal, the Principal discusses the concern with the teacher, discusses relevant expectations, and documents the communication. The teacher submits an Improvement Plan – approved by the Principal -- by January 1.
4. Performance Reviews: By April 1, the Principal completes a performance review for all teachers with less than 3 years in the school. For teachers with 3 or more years in the school, the Principal completes a performance review every other year.
5. Renewal: The Principal informs all teachers of their renewal status for the following year by the April break. There may be circumstances under which a teacher with no Improvement Plan is not renewed for the following year. Teachers receive letters of agreement for the next year by June.

This year, the principal completed performance reviews for 14 faculty and 4 members of the administrative staff.

BUDGET AND FINANCE

UNAUDITED FY19 INCOME STATEMENT

<u>Operating Revenues</u>	Tuition	3,678,073
	Grants	129,113
	Program, athletic and student fees	66,239
	Food services	20,501
	Other revenues	19,559
Total operating income		3,913,484
<u>Operating Expenses</u>	Salaries and wages	2,413,132
	Payroll taxes	76,472
	Fringe benefits	334,949
	Office supplies & materials	12,766
	Advertising/Recruitment	4,222
	Contracted services	32,362
	Fees, Dues, Memberships	9,110

	Instructional Expenses	124,204
	Insurance	42,460
	Maintenance and repairs	112,784
	Occupancy	468,137
	Prof. Development	29,383
	Pupil Services	36,517
	Technology	84,827
	Testing & Assessment	1,036
	Utilities	41,640
	Depreciation expense	24,881
	Food Services	21,310
	Total operating expenses	3,870,192
	Net Ordinary Income	43,292
Non-operating revenues (expenses)	FREF grants	20,141
	Contributions, in-kind	23,960
	Contributions	500
	Rents	4,150
	Investment Income	740
	Fundraising Income	9,475
	Fundraising expenses	(4,520)
	Net Non-Operating revenues (expenses)	54,446
	Net Income	97,739

STATEMENT OF NET ASSETS FOR FY19 (BALANCE SHEET)

ASSETS	Current Assets:	
	Cash and cash equivalents	1,247,293
	Accounts Receivable	265,615
	Prepaid Expenses	39,144
	Other Assets	
	Total current assets	1,552,052
	Noncurrent Assets:	
	Capital Assets, net of depreciation	241,814
	Total noncurrent assets	241,814
TOTAL ASSETS		1,793,866
LIABILITIES AND NET POSITION	Current Liabilities:	
	Accounts payable	40,039
	Accrued wages payable	216,211
	Accrued payroll liabilities	5,119
	Total current liabilities	261,369
TOTAL LIABILITIES		261,369
NET POSITION	Net investment in capital assets	241,814
	Unrestricted	1,290,683
	Total net position	1,532,497

TOTAL LIABILITIES & EQUITY	1,793,866
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APPROVED SCHOOL BUDGET FOR FY20

REVENUES	
Tuition	3,741,772
Federal Grant Revenue	115,000
Revenue from Local Sources	127,800
TOTAL REVENUE	3,984,572
EXPENSES	
Salaries, Benefits and Taxes	3,000,845
Instructional Expenses	243,800
Business Services	99,700
Operations and Maintenance	126,400
Physical Plant	414,362
Pupil Services	69,650
Depreciation Expense	28,000
TOTAL EXPENSES	3,982,757
INCREASE IN NET ASSETS	1,815
OPERATING MARGIN	.05

CAPITAL PLAN

The School acquired a number of new capital assets in fiscal year 2019:

Description	Current Status	Cost	Source of Funding
High School Air Conditioning	Operational	\$ 214,552	Four Rivers Educational Foundation
Barn Roof Replacement	Completed	\$ 49,681	Four Rivers Educational Foundation
Phone System (replaced original phone system)	Installed	\$ 13,261	School reserves
Copiers (2) (replaced 2 copiers)	Installed	\$ 10,342	School reserves
2018 Activity Bus (replaced original 2003 bus)	Purchased	\$ 50,350	School reserves
Building Security Measures - replace interior door handles in High School with lockable handles	Completed	\$4,985	School reserves
6-7 Passenger vans (2) (replaced two 13 year old vans)	Purchased	\$ 35,900	School reserves
Energy Conservation - insulation in attics and basement in the three school buildings	Completed	\$ 40,019	Berkshire Gas grant \$23,960; School reserves \$16,059

The School has approved funds, or is considering capital projects listed below. The school has not established a capital project reserve account for these projects.

Description	Current Status	Current Estimated Schedule	Current Estimated Cost	Financing
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14 Passenger Bus	Replace oldest working bus purchased in 2007	By Fall 2021	\$60,000	To be funded from school available funds. Board of Trustees has approved funds for this capital purchase.
Middle School Siding repair	In planning stage	Summer 2020	\$10,000	Funded by Four Rivers Educational Foundation.
HS Siding repair, east side door	In planning stage	Summer 2020	\$6,000	Funded by Four Rivers Educational Foundation.
Parking Lot Redesign	In planning stage	Considered part of new multi-purpose building	Up to \$300,000	To be funded from available funds and/or donations.
New multi-purpose building	In exploration stage	unknown	Up to \$3,000,000	To be funded by donations, borrowing and available funds.
Building Security Improvements	Identifying most effective measures	As projects are identified and approved	unknown	To be funded from school available funds.
6 or 7 passenger van	Replace 2000 Toyota Tacoma	By spring 2022	\$20,000	To be funded from school available funds.

ADDITIONAL INFORMATION

ACCOUNTABILITY PLAN PERFORMANCE for 2018-2019

Note: What appears below are objectives and measures as part of a draft plan approved by the Four Rivers Board of Trustees. The Charter School Office has given provisional approval of this draft plan and will continue to work with the school to finalize objectives and measures.

Faithfulness to Charter	2018-2019 Performance	Evidence
Objective 1: KNOWLEDGE BUILDERS: Four Rivers students demonstrate a depth of knowledge, fluency with tools and techniques, and understanding of concepts central to the subject areas they study.		
Measure: Annually, term grades for learning key content (Knowledge Builder standards) across core academic subjects, as determined by teacher assessments, show at least 90% of all students are passing standards.	Met	<ul style="list-style-type: none"> ● 98% passed. ● 74% met standards.
Objective 2: INVESTIGATORS, CRITICAL THINKERS, AND COMMUNICATORS: Four River students develop skills in these three categories, important for college, career, and citizenship.		
Measure: Annually, term grades for Investigator standards across core academic subjects, as determined by teacher assessments, show at least 90% of all students are passing standards.	Met	<ul style="list-style-type: none"> ● 99% passed ● 74% met standards.
Measure: Annually, term grades for Critical Thinker standards across core academic subjects, as determined by teacher assessments, show at least 90% of all students are passing standard.	Met	<ul style="list-style-type: none"> ● 98% passed ● 78% met standards.
Measure: Annually, term grades for Communicator standards across core academic subjects, as determined by teacher assessments, show at least 90% of all students are passing standards.	Met	<ul style="list-style-type: none"> ● 99% passed ● 81% met standards
Objective 3: EFFECTIVE LEARNERS: Four Rivers students develop the mindsets and skills for success in college, career, and life (e.g., responsibility, perseverance, collaboration).		
Measure: Annually, term grades for Habits of Work and Learning, as determined by teacher assessments, show at least 90% of all students are passing standards.	Met	<ul style="list-style-type: none"> ● 93% passed ● 73% met standards.
Objective 4: ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD: Four Rivers students treat others well and stand up for what is right. They demonstrate personal and academic integrity; they show respect for themselves and others; they show compassion for all members of the community. Four Rivers students put their learning to use to increase sustainability and improve communities through service and citizenship.		
Measure: Annually, term grades for Character and Community and for Service, as defined by advisor assessments, show at least 90% of all students are passing standards.	Met	<ul style="list-style-type: none"> ● 98% passed ● 92% met standards
Measure: Annually, at least 95% of all students complete at least 1 project that addresses the school's big Essential Question.	Met	<ul style="list-style-type: none"> ● 99% completed at least 1 related project.

Measure: Annually, at least 95% of all students complete a reflection on their learning and thinking about sustainability.	Met	<ul style="list-style-type: none"> 99% completed a reflection on sustainability..
Objective 5: HIGH QUALITY WORK: Four Rivers students create authentic work that demonstrates original thinking and voice, connection to real-world issues and formats, and meaning to the community beyond school. They create complex work that demonstrates their mastery of knowledge and skills. Four Rivers students create work that is accurate and beautiful in conception and execution.		
Measure: Annually, A. At least 95% of all student portfolios include 3 pieces of work that demonstrate attributes of High Quality Work; or B. There is improvement in the % of all students who include 3 pieces of High Quality Work.	Not Met	<ul style="list-style-type: none"> 90% of all student portfolios include 3 pieces of High Quality Work. <p>Using a process called the Quality Work Protocol, faculty look at student work to determine patterns of strength and areas for improvement in complexity, authenticity, and craftsmanship.</p>

Dissemination	2018-2019 Performance	Evidence
Objective 6: DISSEMINATION: Four Rivers collaborates with its sending districts and other educators to share innovative practices.		
Measure: By the end of year 2 (2019-2020), the Instructional Leadership Team will develop a list of promising practices that visitors can learn more about.	NA	No evidence on this measures to report this year.
Measure: By the end of year 3 (2020-2021), the school will apply to host an EL Education Site Seminar, sharing from its list of promising practices.	NA	No evidence on this measures to report this year.
Measure: By the end of year 4 (2021-2022), visitors from public schools in the county, state, and beyond will have come to the school to learn more about promising practices.	NA	No evidence on this measures to report this year.

RECRUITMENT AND RETENTION PLAN

Students with Disabilities (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	13.2				
Comparison Index	13.6				
Gap Narrowing Target	13.0				

English Learners (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	0				
Comparison Index	.5				
Gap Narrowing Target	NA				

Economically Disadvantaged (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	24.2				
Comparison Index	25.0				
Gap Narrowing Target	23.1				

High Needs (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	34.7				
Comparison Index	35.4				
Gap Narrowing Target					

School Name: FOUR RIVERS CHARTER PUBLIC SCHOOL

2018-2019 Implementation Summary:

Activity 1: Advertising: The school places ads in local newspapers just prior to information sessions. We place additional ads in various supplements throughout the year.

Activity 2: Information Sessions: The school hosts 3 information sessions through January and February to ensure that families learn about the school and have a chance to ask questions. These information sessions are advertised on the school's website, in the school's office, and in local media.

Activity 3: Brochures: The school reaches out through printed brochures to ensure that low income families, Spanish-speaking families, and families of color have access to information about Four Rivers. The school places brochures for information sessions throughout the county in places where people gather or are likely to visit.

Activity 4: Translations: School brochures are translated into Spanish and Romanian (the language of Moldova, a common country of origin for immigrants in our region).

Activity 5: Engaging and Accessible Programs: The school implements a District Accommodation Plan that supports all learners.

Activity 6: Word of Mouth Outreach: The school encourages current families to tell friends, colleagues, and neighbors about the school and upcoming information sessions.

General Recruitment Activities for 2019-2020:

1. Continue regular practices to attract students:
 - a. Place ads in local newspapers just prior to information sessions.
 - b. Hold 3 information sessions at the school during January and February.
 - c. Place additional ads through the spring and summer, as necessary.
2. Reach out to ensure that low income families, Spanish-speaking families, and families of color have access to information about Four Rivers.
 - a. Place brochures for information sessions throughout the county in public libraries; book stores; food markets; social service agencies, etc.
 - b. Make brochures in Spanish and Romanian (the language of Moldova) available.
3. Continue to implement the school’s District Accommodation Plan which describes how the school works to support all learners.

Recruitment Plan – 2019-2020 Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percent: 13.2% GNT percentage: 13.0% CI percentage: 13.6%</p> <p>The school is <u>above</u> GNT percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • At information sessions, we describe our approach to special education and supporting the learning needs of all students. • The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw special education students. • To ensure that Special Education students feel welcomed at Four Rivers, all information session fliers and application materials include the following statement: “Four Rivers welcomes all students, including those with disabilities and limited English proficiency.” • In all recruitment materials, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0% GNT percentage: NA CI percentage: .5%</p> <p>The school is <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw limited English-proficient students.</p> <ul style="list-style-type: none"> • The school has brochures – some in Spanish and some in Romanian – for local organizations that serve immigrant families to make sure they know about the school. • The school offers outreach meetings to local organizations that serve immigrant families to meet with them first in their own settings. • The school places ads in any local publications that serve immigrant families. • To ensure that limited-English proficient students feel welcomed at Four Rivers, all information session fliers and application materials include the following statement: “Four Rivers welcomes all students, including those with disabilities and limited English proficiency.”
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	<p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>X Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • Work through the Center for New Americans in Greenfield to meet families who might be interested in the school (2-3 years for results). • Involve Spanish-speaking faculty in speaking with families about the school (1-2 years).
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percent: 24.2% GNT percentage: 23.1% CI percentage: 25%</p> <p>The school is above GNT percentages</p>	<p align="center">(b) Continued 2018-2019 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Send brochures to local organizations that serve low income families to make sure they know about the school. • Offer outreach meetings to these local organizations that serve low income families to meet with them first in their own settings. We hope to arrange at least 2 or 3 such meetings. • Consult with local community leaders who work with low income populations for further advice on how to reach these families. • Contact local pediatricians and family practice doctors with information they can share with their patients. • Analyze and publish information that highlights the success low income students have had at Four Rivers. This strategy has been intended, but not followed through on. We plan to complete such an analysis.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. • The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who are sub-proficient. • The school offers teacher after school help and Title 1 support to students who might join the school after having not passed the 10th grade MCAS.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. • The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who are at risk of dropping out of school. • The school offers an intake meeting to determine what obstacles to graduating a student might face, as well as a range of academic supports to help that student succeed.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students. • The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who have dropped out of school.

Retention Plan – 2019-2020

2018-2019 Implementation Summary:

Our general strategy for student retention has been to engage our students so they enjoy learning and value our community. It has also been to make sure that low income and special education students thrive academically and personally in the school. More specifically, we want students to get the support they need to meet high academic expectations. As long as students are willing to work hard, we have been able to provide them with support and multiple opportunities to succeed. We continue to review students on a weekly basis; all teachers offer after school extra help; we provide in school Title I support; and we write Student Success Plans for any student who might be struggling. We also want students to be known well by at least one adult in the school. Knowing students well allows us to see their struggles, to understand their obstacles, and to know what they need. We continue to assign each student an advisor and crew, we provide time for advisors and students to work together on academic and personal skills, and we establish procedures that ask students to set goals, assess strengths and challenges, reflect on their progress, and set new goals. Finally, we want students to be engaged through active learning and learning expeditions. We strive to make learning active and relevant so that all students are inspired to learn as much as they can. We continue to train teachers in the practices of EL Education (formerly Expeditionary Learning) (specifically active pedagogy, differentiated instruction, and assessment for learning), and we provide time and opportunity for teachers to plan how to use these practices.

1. For SY 2018-19, the # of students on an IEP or 504 was 63 (28 on IEPs; 35 on 504s).
2. Of the 13 students who decided not to return to Four Rivers in the Fall of 2018, 2 were special education students (15% compared to 13% in the total school population) and 3 were eligible for Free or Reduced price lunch (23% compared to 28.8% in the total school population).
3. For SY 2019-20, 2 special education students are not returning: both graduated in Spring 2019. Of the Summer 2019 transfers, none are on an IEP.
4. For fall 2019, current numbers indicate that 5 out of 42 new students (12%) have an IEP or a 504 plan.
5. For 2019-20, the IEP and 504 population is expected to be 61 out of 220 (27.7%).

Retention -- All Students (Percent Retention)					
	2019	2020	2021	2022	2023
Four Rivers	92.3				
Median	91.1				
Third Quartile	87.8				

Retention -- Students with Disabilities (Percent Retention)					
	2019	2020	2021	2022	2023
Four Rivers	91.3				
Median	90.4				
Third Quartile	86.0				

Retention -- Low Income (Percent Retention)					
	2019	2020	2021	2022	2023
Four Rivers	90.7				

Median	89.7				
Third Quartile	87.6				

Retention -- High Needs (Percent Retention)					
	2019	2020	2021	2022	2023
Four Rivers	91.7				
Median	89.9				
Third Quartile	86.2				

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94%

Retention Plan –2019-2020 Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 8.7%</p> <p>Third Quartile: 14%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> The school's District Accommodation Plan describes the procedures we follow to provide support for student learning. Special education teachers at each division level provide support through Learning Center classes and as co-teachers in regular education classrooms. At Weekly Student Reviews, students on plans – Special education students -- are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: NA</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed.</p> <p>X No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 9.3%</p> <p>Third Quartile: 12.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>X Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> The school subsidizes Intensives, sports teams, and all fieldwork activities for these students so they can fully participate in the school's programs. At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> The school's District Accommodation Plan describes the procedures we follow to provide support for student learning.

	<ul style="list-style-type: none"> At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students. Students struggling academically may use Title I services during the school day, after school, and during summer to try to address their struggles.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) Continued 2018-2019 Strategies</p> <p>The school's District Accommodation Plan describes the procedures we follow to provide support for student learning.</p> <ul style="list-style-type: none"> At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students. Advisors have daily contact with students in their crews, so they know when students might be at risk for dropping out. They schedule meetings with students and families to discuss interventions and possible paths forward.
<u>Students who have dropped out of school</u>	<p align="center">(f) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> The Academic Support Director may follow up with students who have dropped out and might consider returning. The Registrar stays in touch with any student who has dropped out in order to encourage them to consider returning or to find out whether they have completed their education elsewhere.
Other subgroups of students -- Hispanic and Multi-race	<p align="center">(g) Continued 2018-2019 Strategies</p> <p>Given a possible pattern of higher attrition for these two subgroups, we hope to watch what's happening. Specific strategies:</p> <ol style="list-style-type: none"> Conduct exit interviews with students and families who have left. Conduct interviews with current students and families to see what issues or factors might affect their experience in our school

SCHOOL AND STUDENT DATA

[FOUR RIVERS DESE SCHOOL PROFILE](#)

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	5	2.3
Asian	4	1.8
Hispanic	16	7.3
Native American	1	0.5
White	183	83.6
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	10	4.6
Special education	28	13.2
Limited English proficient	0	0
Economically Disadvantaged	53	24.2

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Peter Garbus Principal/Head of School	Academic Programs, Curriculum, Instruction, Faculty Supervision	August 2007	

Susan Durkee Assistant Principal	Community Resources, Instructional Support, Junior and Senior Seminar	August 2002	
Amy Wales Director of Finance & Operations	Financial Management, Human Resources, Technologies, Facilities Management	May 2016	
Matt Leaf Dean of Students	School-wide Discipline, School Culture, Crew Program, Community Events,	August 2003	
Andy Stenson Guidance/College Counselor	Guidance Counseling, College Counseling	August 2004	
Kate Conant Director of Academic Support	IEPs, 504s, MCAS, Title 1, Success Plans, ELL Program, Homeless Liaison	August 2005	
Bill Fogel School Psychologist	Counseling and Evaluations	August 2004	
Dan Lederer Director of Technology	Networks, Hardware, Software	August 2004	
Terry Plotkin Athletic Director (part-time)	Scheduling, Transportation, Sports Facilities	August 2002	June 2019

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for 2Departure*
Teachers	31	0	2	Retirement (1) Voluntary (1)
Other Staff	14	0	0	

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of 8.1.19	8
Minimum number of board members in approved by-laws	10 (7 with revised bylaws)
Maximum number of board members in approved by-laws	20 (15 with revised bylaws)
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year	1

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (terms start and end in September)
Regina Campbell	Secretary	Cmt. on Trustees & Personnel Policy	VP, Valley Med Group; 4R Alum Parent	Appointed 2009 Term ends 2021
Peter Garbus	Ex-officio	Committee on Accountability	Principal/Head of School; 4R Alum Par.	Appointed 2009 expires on termination
Mikayla Goodwin	Trustee	Facilities & Finance Committee	Sales Fin. Mgr, Commonwealth Dairy 2013 graduate	Appointed 2018 Term Ends 2021
John Guenther	Trustee	Committee on Accountability	Former Math Teacher, Gfld	Appointed 2016 Term ends 2019
Jay Lord	Treasurer	Committee of Accountability	Director of Program Development, Just Roots Farm, Gfld.	Appointed 2011 Term ends 2020

Joshua Parker	Chair	Committee on Trustees & Personnel Policy	VP, Operations Mgr., Gfld Savings Bank, 4R Parent	Appointed 2015 Term ends 2021
Leah Plath	Trustee	Development Committee	Four Rivers Faculty Trustee	Appointed 2018 Term Ends 2020
Libby Woodfin	Trustee	Facilities & Finance Committee	Director of Publications, EL Education	Appointed 2017 Term Ends 2020

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Joshua Parker	boardchair@fourriverscharter.org	New
Charter School Leader	Peter Garbus	pgarbus@fourriverscharter.org	No change
Assistant Charter School Leader	Susan Durkee	sdurkee@fourriverscharter.org	No change
Special Education Director	Kate Conant	kconant@fourriverscharter.org	No change
MCAS Test Coordinator	Kate Conant	kconant@fourriverscharter.org	No change
SIMS Coordinator	Leslie Taylor	ltaylor@fourriverscharter.org	No change
ELL Director	Andy Stenson	astenson@fourriverscharter.org	No change
School Business Official	Amy Wales	awales@fourriverscharter.org	No change
SIMS Contact	Leslie Taylor	ltaylor@fourriverscharter.org	No change

Facilities	Location	Dates of Occupancy
	248 Colrain Road, Greenfield	8/2003 to the present

Enrollment	Action	2019-2020 School Year Date(s)
	Student Application Deadline	February 25, 2020
	Lottery	February 27, 2020

COMPLAINTS

The Board received one official complaint this past year related to school policies and procedures for athletics. The Board Chair conducted a thorough investigation of the complaint, but found no evidence to substantiate the concerns outlined in the complaint. He did however make several recommendations to the Head of School for improvements related to certain policies and procedures.

ANTICIPATED BOARD MEETING SCHEDULE for 2019-2020

Monday	September 9, 2019	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	October 21, 2019	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	December 9, 2019	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	February 10, 2020	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	March 9, 2020	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	April 13, 2020	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	May 11, 2020	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	July 13, 2020	7:00-9:00 pm	248 Colrain Road, Greenfield