



Annual Report

August 1, 2021

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 7/1/21	213 at EOY (20-21) 220 Pre-Enrolled for (21-22)
Chartered Grade Span	Grades 7 - 12	Current Grade Span	Grades 7 - 12
Number of Instructional Days per School Year	170 33 in person 137 remote learning	Students on Waitlist as of 7/1/21	45
School Hours	Div 1: 1020 hours Div 2: 1030 hours Div 3: 1031 hours	Age of School as of 2021-2022 School Year	19 years (Reduced hours due to reduced Instruc- tional days)
Mission Statement 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.			

FAITHFULNESS TO CHARTER

MISSION AND KEY DESIGN ELEMENTS

The mission of Four Rivers--to prepare students for lives of learning and service--holds steady 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	96	93		
% students Meeting	71	71	69		

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	96	95		
% students Meeting	70	75	65		

CRITICAL THINKERS	18-19	19-20	20-21	21-22	22-23
% students Passing	98	97	93		
% students Meeting	74	73	73		

COMMUNICATORS	18-19	19-20	20-21	21-22	22-23
% students Passing	99	96	94		
% students Meeting	78	73	73		

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	95	93		
% students Meeting	70	73	73		

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.

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

ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD	18-19	19-20	20-21	21-22	22-23
% students Passing	98	99	NA		
% students Meeting	91	92	NA		

CREW GRADES FOR CHARACTER AND COMMUNITY	18-19	19-20	20-21	21-22	22-23
% students Passing	100	99	NA		
% students Meeting	92	90	NA		

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

Evidence from School Climate Survey Results

STUDENTS RESPECT DIFFERENCES	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	72	78	82		

TEACHERS RESPECT DIFFERENCES	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	77	79	91		

Evidence from Advisor Reporting

AT LEAST 1 PROJECT ON SUSTAINABILITY	18-19	19-20	20-21	21-22	22-23
% students Completing	99	95	80		

REFLECTION ON SCHOOL THEMES AND BIG EQ	18-19	19-20	20-21	21-22	22-23
% students Completing	99	84	64		

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 Advisor Reporting

3 PIECES OF High Quality Work in Portfolios	18-19	19-20	20-21	21-22	22-23
% students Completing	90	90	86		

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

[2019-2020 DISCIPLINE DATA in DESE School Profile](#)

2019-20 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out of School Suspension	Percent Emergency Removal
All Students	225	1	.004	0	0
EL	0	0	0	0	0
Economically Disadvantaged	64	1	0	0	0
Students with Disabilities	31	0	0	0	0
High Needs	83	1	0	0	0
Female	121	1	0	0	0
Male	102	0	0	0	0
Non-binary	0	0	0	0	0
American Indian/Alaska Native	2	0	0	0	0
Asian	5	0	0	0	0
African American/Black	1	0	0	0	0
Hispanic/Latino	16	0	0	0	0
Multi-race, Non-Hispanic/Latino	12	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
White	189	1	.005	0	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, composed of the Dean of Students, the Director of Academic Support, the school nurse, the school Wellness Advocate, and the school psychologist, discusses discipline data and implements support systems for students with repeat infractions.

This past year in the school continued its examination and use of Restorative Practices to build stronger culture, reinforce community connections, and address disciplinary incidents when they occurred. This shift in practice reduced the number of suspensions. Additionally, we were working remotely for all but 6 weeks of the school year and there were no incidents that rose to the level of significant discipline in that setting.

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Anti-racism in schools	Regional school leader's network	Principal and teachers	EL Education regional leaders network	Sharing of promising practices, as well as sharing information and ideas to impact current issues.
Senior documentary films	Zoom-based showing of senior films about the climate crisis.	Students and Teachers	Global audience of community members and educators	Sharing of promising practices, as well as sharing information and ideas to impact current issues.
Covid response	Participation in ongoing meetings with charter school leaders, district colleagues.	Principal	State audience of school leaders	Sharing of promising practices, approaches, plans, and resources.

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

A. [FOUR RIVERS CHARTER PUBLIC SCHOOL REPORT CARD 2020](#)

B. [FOUR RIVERS ACCOUNTABILITY REPORT 2020](#)

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2020	2020	2020
Not requiring assistance or intervention	77 Percentile	64% -- Substantial progress toward targets

PROGRAM DELIVERY

1. All teachers monitor and implement practices related to curriculum, instruction, and assessment.
2. As teaching was remote in 2020-21 for all but the last 6 weeks of the school year, teachers worked to ensure equitable access to materials and content for students and families. The school distributed laptops to students who needed them and provided physical copies of materials when needed. A supported in-school option was provided for students who needed help accessing their remote classes.
3. The school made efforts to ensure minimal changes to the curriculum during remote learning which sometimes meant a reduction in the number of assignments required.

ACADEMIC PRIORITIES FOR THE YEAR AHEAD

1. The school has been focused on reducing the gap between the number of students who merely pass their standards and those who meet or exceed standards.
2. The work plan for the upcoming year will continue to focus on conditions for effective learning, with specific focus on addressing equity and gaps for subgroups.
3. The school will be assessing student needs and potential learning loss due to remote learning as it prepares to be in person for the duration of the upcoming school year.

SOCIAL, EMOTIONAL, AND HEALTH NEEDS

1. In looking at conditions for Effective Learners, there was increased focus on social/emotional components of motivation, confidence, willingness to make mistakes, and other academic mindsets.
2. Circumstances of distance learning required new focus on social-emotional learning.
3. Faculty continue to pay attention to the school's character virtues, upholding norms, and using restorative practices to build community and solve problems.
4. The school's Student Support Team continues to follow-up on students of concern.
5. The school will continue to expand its pilot program to provide Mental Health First Aid training and interventions. The school created a part-time position for a counselor/social worker in 2021, a role which will continue in the coming year.
6. The school will expand its use of Restorative Practices to increase student voice, engagement and agency in the community.

ORGANIZATIONAL VIABILITY

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There was one significant organizational change this year; with the retirement of the Assistant Principal, the role has been revised to that of an Instructional Guide, a key leadership position in the school responsible for supporting all teachers and ensuring excellent instruction, assessment, and curriculum in all classrooms.

ADMIN ROLES AND RESPONSIBILITIES

Principal/Head of School <ol style="list-style-type: none"> 1. Academic Program 2. Accountability 3. Enrollment 4. Board Relations 5. Core Practices 6. External Relations 7. Supervision 8. Development 9. Instructional Leadership 10. School Mission 11. Hiring 	Instructional Guide <ol style="list-style-type: none"> 1. Community Connections 2. Dissemination 3. Expedition Support 4. Presentations of Learning 5. Instructional Support 6. Senior Sem 7. New Teacher Orientation 8. Public Art/Displays 9. Senior Ex 	Dean of Students <ol style="list-style-type: none"> 1. Attendance 2. Clubs 3. Crew Program 4. Discipline 5. Extracurriculars 6. Intensives 7. School Culture 8. St. Support Team 9. Service 10. Student Events 11. Student Leadership 12. Student Orientation 	Guidance/College Counselor <ol style="list-style-type: none"> 1. College Counseling 2. Scheduling 3. Alumni Relations 4. Junior Sem 5. Course Enrollments 6. GCC/VHS courses 7. ILO's/Alt Tribs/LTWW 8. Academic Recovery 9. ELL
Director of Finance and Operations <ol style="list-style-type: none"> 1. Budget/Accounting 2. Grants 3. Facilities 4. Building Care and Use 5. Financial Management 6. FREF support 7. FR Board support 8. Human Resources 9. Lunch Program 10. Purchasing 11. Special Projects 	Academic Support Director <ol style="list-style-type: none"> 1. Assessments 2. 504 Plans 3. Individualized Education Plans 4. MCAS Testing 5. Special Ed Team 6. SSPs 7. Title I 8. Monday Academic Status meetings 	Registrar and Administrative Assistant <ol style="list-style-type: none"> 1. Admissions 2. Enrollment 3. Student Records 4. State Reporting 5. Transcripts 6. Student Permits 7. Substitute Teachers 8. School Closings 9. Currents 	Front Office Manager <ol style="list-style-type: none"> 1. Front Office 2. Attendance 3. Communications 4. Lunch program 5. Special Education 6. The Flash 7. Transportation scheduling

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. This process was abbreviated due to remote learning.

2. Performance Data and Documentation: Teachers are responsible for gathering artifacts and data that show them making progress with the standards. This process was abbreviated due to remote learning.
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. This process was abbreviated due to remote learning.
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 abbreviated performance reviews for faculty and administrators.

BUDGET AND FINANCE

UNAUDITED FY21 INCOME STATEMENT

<u>Operating Revenues</u>	Tuition	3738350
	Grants	259427
	Program, Athletic and Student fees	26296
	Other Revenues	16707
Total operating income		4040780
<u>Operating Expenses</u>	Salaries and Wages	2466137
	Payroll taxes	90255
	Fringe benefits	291219
	Board of Trustees	7200
	Administration	40606
	Instruction	232635
	Pupil Services	21074
	Plant Operations & Maintenance	94601
	Utilities	40912
	Insurance/Fixed Charges	56695
	Facility Costs/ Rent	362962
	Depreciation Expense	50510
Total operating expenses		3754806
Net Ordinary Income		285974
<u>Non-operating revenues (expenses)</u>	FREF grants	50891
	Contributions, in-kind	78632
	Investment Income	860
	Non-operating expenses	(680)

Net Non-Operating revenues (expenses)		129703
Net Income		415677

STATEMENT OF NET ASSETS FOR FY21 (BALANCE SHEET)

ASSETS	Current Assets:	Cash and cash equivalents	1959612
		Accounts Receivable	92970
		Prepaid Expenses	45548
	Total current assets		2098130
	Total Noncurrent Assets:	Capital Assets, net of depreciation	364172
TOTAL ASSETS			2462302
LIABILITIES AND NET POSITION			
	Current Liabilities:	Accounts payable	30600
		Accrued wages payable	301067
		Accrued payroll liabilities	23355
		Total current liabilities	355022
TOTAL LIABILITIES			355022
NET POSITION		Net investment in capital assets	364172
		Unrestricted	1743108
	Total net position		2107280
TOTAL LIABILITIES & EQUITY			2462302

APPROVED SCHOOL BUDGET FOR FY22

REVENUES	
Tuition	3624685
Federal Grant Revenue	394075
Revenue from Local Sources	193800
TOTAL REVENUE	4212560
EXPENSES	
Salaries, Benefits and Taxes	3188805
Board of Trustees	500
Administration	63750
Instruction	193319
Pupil Services	145000
Plant Operations & Maintenance	110000
Utilities	40000
Insurance/Fixed Charges	56853
Facility Costs/Rent	362962
Depreciation Expense	51000
TOTAL EXPENSES	4212189
INCREASE IN NET ASSETS	371
OPERATING MARGIN	.0001

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	220
Number of students upon which FY22 budget tuition line is based	215
Number of expected students for FY22 first day of school	220
Please explain any variances: <i>Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5 less than the expected students.</i>	

CAPITAL PLAN

In FY 2021 the School installed a solar array on the barn roof, replaced many light fixtures and other energy efficient upgrades, and replaced the year 2000 van with a used 2016 van. In response to COVID-19 and to allow the school to reopen, the school upgraded the middle school HVAC system and purchased tables and chairs.

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
14 Passenger Bus	Replace oldest working bus purchased in 2007	Summer 2021	\$60,000	To be funded from school available funds. Board of Trustees has approved funds for this purchase.
Middle School Siding repair	In progress	Summer 2021	\$10,000	Funded by Four Rivers Educational Foundation.
High School HVAC Control System upgrade	In progress	Summer 2021	Up to \$17,000	To be funded from school available funds. Board of Trustees has approved funds for this purchase.
Parking Lot Redesign	Deferred	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	\$3,000,000	To be funded by donations, borrowing and available funds.

ADDITIONAL INFORMATION

ACCOUNTABILITY PLAN PERFORMANCE for 2020-2021

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"> 93% passed. 69% 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"> 95% passed 65% 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"> 93% passed 73% 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"> 94% passed 73% 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.	NA	<ul style="list-style-type: none"> NA passed NA met standards <p>NA for Community and Service--not assessed this year.</p>
Measure: Annually, at least 95% of all students complete at least 1 project that addresses the school's big Essential Question.	Not Met	<ul style="list-style-type: none"> 64% completed at least 1 related project.

		Remote learning for most of the year followed by an intense 5 weeks in-person interrupted typical end of year reflection process for many.
Measure: Annually, at least 95% of all students complete a reflection on their learning and thinking about sustainability.	Not Met	<ul style="list-style-type: none"> 80% completed a reflection on sustainability. Remote learning for most of the year followed by an intense 5 weeks in-person interrupted typical end of year reflection process for many.
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, <ul style="list-style-type: none"> 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"> 86% of all student portfolios include 3 pieces of High Quality Work, a lower % than last year. Remote learning for most of the year followed by an intense 5 weeks in-person interrupted typical end of year reflection process for many.

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.	Not Met	No evidence to report this year. To be completed at the start of the 20-21 school 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.	Not Met	No evidence to report this year. Plans were put on hold due to the pandemic. To be completed at the start of the 2021-22 school 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	The pandemic has interrupted the school's timeline on this plan

RECRUITMENT AND RETENTION PLAN

Students with Disabilities (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	13.2	12.9	14.4		
Comparison Index	13.6	13.9	14.0		
Gap Narrowing Target	13.0	13.4	13.6		

English Learners (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	0	0	0		
Comparison Index	.5	.6	0.5		
Gap Narrowing Target	NA	.6	NA		

Economically Disadvantaged (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	24.2	24.0	27.9		
Comparison Index	25.0	26.3	30.0		
Gap Narrowing Target	23.1	22.3	24.7		

School Name: FOUR RIVERS CHARTER PUBLIC SCHOOL

2020-2021 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 in 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. In January and February 2021, the school held these information sessions via ZOOM and did additional promotion on social 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 have been 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 2021-2022:

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.
 - d. Promote School events and Admissions Information Sessions on social media.
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; churches, social service agencies, etc.
 - b. Increase efforts to build relationships and reach out to these communities.
3. Continue to implement the school's District Accommodation Plan which describes how the school works to support all learners.

Recruitment Plan – 2021-2022 Strategies

Special education students/students with disabilities

(a) CHART data

School percent: 14.4%
GNT percentage: 13.6%
CI percentage: 14%

The school is above
GNT percentages.

(b) Continued 2018-2019 Strategies

☒ Met GNT/CI: no enhanced/additional strategies needed

- 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.

(c) 2020-2021 Additional Strategy(ies), if needed

- ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
- With approval from area district school principals, we will contact Special Education PACs at area schools to provide information and answer questions about our program. (1-2 years for results)

Limited English-proficient students/English learners

(a) CHART data

(b) Continued 2018-2019 Strategies

☐ Met GNT/CI: no enhanced/additional strategies needed

<p>School percentage: 0% GNT percentage: NA CI percentage: 0.5%</p> <p>The school is <u>below</u> GNT percentages</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.” <p>(c) 2020-2021 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). • Spanish-speaking faculty available at information sessions to speak with families about the school. (1-2 years for results)
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percent: 27.9% GNT percentage: 24.7% CI percentage: 30%</p> <p>The school is <u>above</u> GNT percentages</p>	<p>(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>(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.

<u>Students at risk of dropping out of school</u>	<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.
<u>Students who have dropped out of school</u>	<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 – 2021-2022

2020-2021 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 2020-21, the # of students on an IEP or 504 was 62 (29 on IEPs; 33 on 504s).
2. Of the 17 students who decided not to return to Four Rivers in the Fall of 2020, 6 were special education students (2 on IEPs and 4 on 504s) (35% compared to 12.9% in the total school population) and 9 were eligible for Free or Reduced price lunch (52.9% compared to 28% in the total school population).
3. For SY 2021-22, seven special education students are not returning: 6 graduated in June 2021. Of the Summer 2021 transfers, 1 is on an IEP.
4. For fall 2021, current numbers indicate that 11 out of 45 new students (24.4%) have an IEP or a 504 plan.
5. For 2021-22, the IEP and 504 population is expected to be 66 out of 220 (30%).

Retention -- All Students (Percent Retention)					
	2019	2020	2021	2022	2023
Four Rivers	92.3	92.0	90.6		
Median	91.1	89.2	89.5		
Third Quartile	87.8	87.4	85.2		

Retention -- Students with Disabilities (Percent Retention)					
	2019	2020	2021	2022	2023
Four Rivers	91.3	96.2	92		
Median	90.4	85.5	88.5		
Third Quartile	86.0	83.3	86.1		

Retention -- Low Income (Percent Retention)					
	2019	2020	2021	2022	2023
Four Rivers	90.7	96.2	90.9		
Median	89.7	86.4	89.2		
Third Quartile	87.6	83.6	87.1		

Retention -- High Needs (Percent Retention)					
	2019	2020	2021	2022	2023
Four Rivers	91.7	94.4	91.9		
Median	89.9	86.1	88.3		
Third Quartile	86.2	84.8	85.9		

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

Retention Plan–2020-2021 Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 8% Third Quartile: 13.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2020-2021 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	
(a) CHART data	(b) Continued 2020-2021 Strategies
School percentage: NA	X Below third quartile: no enhanced/additional strategies needed.
	X No ELLs were enrolled during the 2020-2021 school year. No retention strategies needed.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
(a) CHART data	(b) Continued 2020-2021 Strategies
School percentage: 9.1% Third Quartile: 12.9%	X Below third quartile: no enhanced/additional strategies needed
The school's attrition rate is <u>below</u> third quartile percentages.	<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.
<u>Students who are sub-proficient</u>	(d) Continued 2020-2021 Strategies <ul style="list-style-type: none"> The school's District Accommodation Plan describes the procedures we follow to provide support for student learning. 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>	(e) Continued 2020-2021 Strategies <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>	(f) Continued 2020-2021 Strategies <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. The Registrar sends an enrollment application and letter to drop-out each year inviting them to re-apply and re-enroll.
Other subgroups of students -- Hispanic and Multi-race	(g) Continued 2020-2021 Strategies <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 student body
African-American	2	0.9
Asian	3	1.4
Hispanic	16	7.4
Native American	1	0.5
White	177	82.8
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	14	7.0
Special education	29	14.4
Limited English proficient	0	0
Economically Disadvantaged	59	27.9

ADMINISTRATIVE ROSTER FOR THE 2020-2021 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	
Alison Rheingold Instructional Guide	Community Resources, Instructional Support, Junior and Senior Seminar	August 2020	
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	May 27, 2021
Bill Fogel School Psychologist	Counseling and Evaluations	August 2004	
Dan Lederer Director of Technology	Networks, Hardware, Software	August 2004	

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for 2Departure*
Teachers	35	3	4	Voluntary (7)
Other Staff	17	2	0	Retirement (1) Voluntary (1)

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of 8.1.20	8
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year	3

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (terms start and end in September)
Janet Cowie	Trustee	Committee pending	Director at Zoar Outdoors, 4R Parent	Appointed 2020 Term ends 2023
Peter Garbus	Ex-officio	Committee on Accountability	Principal/Head of School; 4R Alum Par.	Appointed 2009 expires on termination
Mikayla Goodwin	Treasurer	Facilities & Finance Committee	Sales Fin. Mgr, Commonwealth Dairy 2013 graduate	Appointed 2018 Term Ends 2021
John Guenther	Trustee	Cmt. on Trustees & Personnel Policy	Former Math Teacher, Gfld	Appointed 2016 Term ends 2021
Amanda Locke	Trustee	Development Committee	Four Rivers Faculty Trustee	Appointed 2020 Term Ends 2022
Kellie Mackenzie	Secretary	Committee pending	Social Service, Head Start, CSO, 4R Parent	Appointed 2020 Term ends 2023
Joshua Parker	Chair	Cmt. on Trustees & Personnel Policy	VP, Ops Mgr., Gfld Svgs Bank, 4R Parent	Appointed 2015 Term ends 2021
Anthony Reiber	Trustee	Cmt. on Trustees & Personnel Policy	Soil Science, Greenhouse at GCC	Appointed 2020 Term ends 2023
Alan Tatro	Trustee	Finance & Facilities Committee	Financial Advisor, retired, 4R alum parent	Appointed 2019 Term ends 2022
Libby Woodfin	Vice Chair	Facilities & Finance Committee	Director of Publications, EL Education	Appointed 2017 Term Ends 2023

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Joshua Parker	boardchair@fourriverscharter.org	No change
Charter School Leader	Peter Garbus	pgarbus@fourriverscharter.org	No change
Instructional Guide	Alison Rheingold	srheingold@fourriverscharter.org	New
Special Education Director	Kate Conant	kconant@fourriverscharter.org	Retiring
MCAS Test Coordinator	Kate Conant	kconant@fourriverscharter.org	Retiring
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	2021-2022 School Year Date(s)
	Student Application Deadline	February 24, 2022
	Lottery	February 28, 2022

COMPLAINTS

No complaints received.

ANTICIPATED BOARD MEETING SCHEDULE for 2021-2022

Monday	September 13, 2021	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	October 18, 2021	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	December 13, 2021	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	February 7, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	March 7, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	April 11, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	May 9, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield
Monday	July 18, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield

BOARD COMMITTEES MEET AS NEEDED, NOT BY A SET SCHEDULE