



Annual Report

August 1, 2022

(updated and approved December 1, 2022)

Four Rivers Charter Public School

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TABLE OF CONTENTS

INTRODUCTION TO FOUR RIVERS CHARTER PUBLIC SCHOOL	2
FAITHFULNESS TO CHARTER	3
MISSION AND KEY DESIGN ELEMENTS	3
Four Rivers students are strong KNOWLEDGE BUILDERS	3
Four Rivers students are strong INVESTIGATORS, CRITICAL THINKERS, AND COMMUNICATORS	3
Four Rivers students are EFFECTIVE LEARNERS	4
Four Rivers students are ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD	5
Four Rivers students create HIGH QUALITY WORK	6
Four Rivers implements core practices of EL Education	7
ACCESS AND EQUITY: DISCIPLINE DATA	8
DISSEMINATION EFFORTS	9
ACADEMIC PROGRAM SUCCESS	10
STUDENT PERFORMANCE	10
PROGRAM DELIVERY	10
ACADEMIC PRIORITIES FOR THE YEAR AHEAD	10
SOCIAL, EMOTIONAL, AND HEALTH NEEDS	11
ORGANIZATIONAL VIABILITY	12
Appendix A: Accountability Plan Evidence 2021-22	16
Appendix B: Charter School Recruitment and Retention Plan	21
Appendix C: School and Student Data Tables	28
Appendix D: Additional Required Information	31
Appendix E: Conditions, Complaints, Attachments	31

INTRO TO FOUR RIVERS CHARTER PUBLIC SCHOOL

<i>Name of School : Four Rivers Charter Public 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 7/1/22	216 at EOY (21-22) 220 Pre-Enrolled for (22-23)
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 7/1/22	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
<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 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	97	
% students Meeting	71	71	69	67	

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	94	
% students Meeting	70	75	65	71	

CRITICAL THINKERS	18-19	19-20	20-21	21-22	22-23
% students Passing	98	97	93	96	
% students Meeting	74	73	73	73	

COMMUNICATORS	18-19	19-20	20-21	21-22	22-23
% students Passing	99	96	94	97	
% students Meeting	78	73	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	91	
% students Meeting	70	73	73	65	

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	100	
% students Meeting	91	92	NA	94	

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

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

During the 2019-20 through 2021-22 academic years the proficiencies for Crew Grades for Character and Community and for Service were not graded by teachers due to the Covid-19 pandemic and the limitations to going out into the community and engaging in service learning.

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	74	

TEACHERS RESPECT DIFFERENCES	18-19	19-20	20-21	21-22	22-23
% students Strongly Agree/Agree	77	79	91	89	

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	100	

REFLECTION ON SCHOOL THEMES AND BIG EQ	18-19	19-20	20-21	21-22	22-23
% students Completing	99	84	64	100	

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	100	

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. Four Rivers has met all criteria to be a credentialed EL Education school. 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](#). More evidence of EL implementation below:

- Genie Kang, our School Designer from EL Education, conducts a comprehensive Implementation Review of Four Rivers annually. The Implementation Review scores from this year include 64 exemplary scores, 50 moderate, and only 2 initial ratings on indicators. These aggregate scores are solid and showing a positive trend, indicating the steady progress we aim for. The school was not reviewed in 2018 (unknown reasons) or 2020 and 2021 due to the Covid-19 pandemic.

	2018	2019	2020	2021	2022
Total Implementation Review Score	NA	91	NA	NA	100

- Mini-observations by the Interim Principal throughout the year confirm that all teachers are using EL practices on a regular basis. Feedback from the School Climate Survey generally indicates that students, parents, and teachers feel they see EL practices at work in the school.
- Our EL Education school designer, when presenting our Implementation Review scores, noted that we are one of the highest performing schools within the network.

ACCESS AND EQUITY: DISCIPLINE DATA

[2020-2021 DISCIPLINE DATA in DESE School Profile](#)

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out of School Suspension	Percent Emergency Removal
All Students	223	5			
EL	0	0			
Economically Disadvantaged	68	2			
Students with Disabilities	33	3			
High Needs	90	0			
Female	125	2			
Male	96	3			
Non-binary	0	0			
American Indian/Alaska Native	1	0			
Asian	3	0			
African American/Black	2	0			
Hispanic/Latino	17	0			
Multi-race, Non-Hispanic/Latino	15	1			
Native Hawaiian/Pacific Islander	0	0			
White	185	4			

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, and the school psychologist, discusses discipline data and implements support systems for students with repeat infractions.

The principal, in collaboration with the Dean of Students, takes an active role in tending to school culture. One way is in monitoring discipline data and engaging in meetings with caregivers, division teams, and the SST. Annual report data in all areas, including discipline, are used to inform the work plan for the school and the practices the school will push forward to continue to improve as well as to decide on any shifts that need to be implemented.

This past year, the school continued its examination and use of restorative practices to build a stronger culture, reinforce community connections, and address disciplinary incidents when they occurred. This shift in approach reduced the number of suspensions.

Please note: the percent in-school suspension and percent out-of-school suspension data were calculated in-house using our records, and since there were fewer than six students disciplined, we are following DESE's guidance and suppressing this data.

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 2021](#)
- B. [FOUR RIVERS ACCOUNTABILITY REPORT 2021](#)

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2021	2021	2021
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. The faculty worked to improve conditions that help students become Effective Learners by looking at high-quality work and considering Habits of Work and Learning Goal language.
3. The faculty engaged in extensive professional development work on anti-bias and anti-racist instruction and learned to use a curriculum audit tool called [The Curriculum Planning for Equity Guidelines](#). This prompted teachers to evaluate materials for bias, revise curriculum units, and select updated resources that affirm alignment to equity and anti-racist practices.
4. There were no significant changes to the school's curriculum or instructional model.
5. During this academic year, the school piloted a benchmark assessment model using Renaissance STAR assessments. The pilot included the 7th-grade students and students on IEPs through 12th grade.
6. Efforts to accelerate student learning in response to potential learning loss during the shifts in and out of remote/hybrid learning included a benchmark assessment pilot in grade 7 for reading and math, grade 9 math only, and special education students in grades 7-12 for reading and math. This data allowed the school to identify students for targeted intervention with Title I specialists, a math interventionist, learning specialists, and after school support and regular education teachers. The school also used ESSER funds to hire a .5 FTE math interventionist and a .5 FTE SEL interventionist to support student needs.

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 such as belonging and agency, with a specific focus on addressing equity and

gaps for subgroups. In addition, we will work on furthering our implementation of Restorative Practices.

3. Another academic priority is engaging in inquiry cycles using qualitative and quantitative data, including recently piloted benchmark assessments, high quality work samples from student portfolios and teacher's formative and summative assessments.

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. 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 Student Support Team continues to follow-up on students of concern.
4. In order to address long-term effects of the Covid pandemic, the school used ESSER grant money to fund an additional .5 FTE position in SEL support and an additional .5 FTE position in math intervention.
5. Counseling opportunities for students were enhanced and expanded this year in response to the increased needs related to the Covid-19 pandemic. Regular drop-in hours were established and staffed by our Counseling Intern. This practice will continue as long as there is a need.
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

ADMIN ROLES AND RESPONSIBILITIES

<p>Principal/Head of School</p> <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 12. MCAS Testing 	<p>Director of Teaching and Learning</p> <ol style="list-style-type: none"> 1. Community Connections 2. Supervision of Academic Teachers 3. Dissemination 4. Expedition Support 5. Presentations of Learning 6. Instructional Support 7. Senior Seminar 8. New Teacher Orientation 9. Public Art/Displays 10. Senior Expedition 	<p>Dean of Students</p> <ol style="list-style-type: none"> 1. Attendance 2. Clubs 3. Crew Program 4. Discipline 5. Extracurriculars 6. Intensives 7. School Culture 8. Student Support Team 9. Service Learning 10. Student Events 11. Student Leadership 12. Student Orientation 	<p>Guidance/College Counselor</p> <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
<p>Director of Finance and Operations</p> <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 	<p>Academic Support Director</p> <ol style="list-style-type: none"> 1. Assessments 2. 504 Plans 3. Individualized Education Plans 4. Special Ed Team 5. SSPs 6. Title I 7. Multi-Tiered System of Support meetings 	<p>Registrar and Administrative Coordinator</p> <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 	<p>Front Office Manager</p> <ol style="list-style-type: none"> 1. Front Office 2. Attendance 3. Communications 4. Lunch program 5. The Flash (weekly newsletter) 6. Transportation scheduling

BUDGET AND FINANCE

UNAUDITED FY22 INCOME STATEMENT

<u>Operating Revenues</u>	Tuition	4,014,874
	Grants	310,908
	Program, Athletic and Student fees	64,883

	Other Revenues	47,694
Total operating income		4,438,359
<u>Operating Expenses</u>	Salaries and Wages	2,873,243
	Payroll taxes	113,002
	Fringe benefits	297,345
	Board of Trustees	52,888
	Administration	63,397
	Instruction	288,501
	Pupil Services	53,852
	Plant Operations & Maintenance	115,371
	Utilities	41,911
	Insurance/Fixed Charges	48,940
	Facility Costs/ Rent	365,162
	Depreciation Expense	54,141
Total operating expenses		4,367,752
Net Ordinary Income		70,607
<u>Non-operating revenues (expenses)</u>	FREF grants	10,095
	Fundraising Income	13,760
	Rental Income	45
	Investment Income	962
	Non-operating expenses	(7,973)
Net Non-Operating revenues (expenses)		16,889
Net Income		87,496

STATEMENT OF NET ASSETS FOR FY22 (BALANCE SHEET)

ASSETS	Current Assets:	Cash and cash equivalents	2,131,797
		Accounts Receivable	27,135
		Prepaid Expenses	23,909
	Total current assets		2,182,841
	Total Noncurrent Assets:	Capital Assets, net of depreciation	389,561
TOTAL ASSETS			2,572,402
LIABILITIES AND NET POSITION	Current Liabilities:	Accounts payable	40,289
		Accrued wages payable	312,017
		Accrued payroll liabilities	20,349
		Total current liabilities	372,655

TOTAL LIABILITIES		372,655
NET POSITION	Net investment in capital assets	389,561
	Unrestricted	1,810,186
Total net position		2,199,747
TOTAL LIABILITIES & EQUITY		2,572,402

APPROVED SCHOOL BUDGET FOR FY23 (Approved 5/19/2022)

REVENUES		
Tuition		4,050,864
Federal Grant Revenue		418,544
Revenue from Local Sources		221,800
	TOTAL REVENUE	4,691,208
EXPENSES		
Salaries, Benefits and Taxes		3,511,302
Board of Trustees		30,000
Administration		72,250
Instruction		264,450
Pupil Services		161,000
Plant Operations & Maintenance		120,000
Utilities		44,000
Insurance/Fixed Charges		65,000
Facility Costs/Rent		262,962
Depreciation Expense		60,000
	TOTAL EXPENSES	4,690,964
	INCREASE IN NET ASSETS	244
	OPERATING MARGIN	.00

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	220
Number of students upon which FY23 budget tuition line is based	215
Number of expected students for FY23 first day of school	220
Please explain any variances: <i>We have some shifting in enrollment during the spring and summer, as some students inform us that they are not returning. We budget conservatively each year for fewer than the expected number of students.</i>	

CAPITAL PLAN

In FY 2022 the School replaced one of the 14 passenger buses with a new one. The middle school exterior was painted, and ceilings were replaced in the high school. A persistent problem with leaking HVAC units in the high school classrooms when the air conditioning is

operating was repaired by replacing the drain pans. The Board plans to develop a strategic plan in the upcoming year, at which time a long-term capital plan will be developed.

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
Sidewalk Repair	In planning stage	Not scheduled	Over \$10,000	ncn
Parking lot repair	In planning stage	Not schedule	Over \$10,000	ncn
Parking Lot Redesign	Deferred	Considered part of new multi-purpose building	\$300,000 to \$500,000	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/or available funds.

APPENDIX A: ACCOUNTABILITY PLAN 2018-2023

<i>Four Rivers Charter Public School (FRCPS)</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Greenfield, MA
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	6 districts in Franklin County: Mahar Regional Frontier Regional Mohawk Trail Regional Pioneer Valley Regional Gill-Montague Greenfield
Year Opened	2003	Year(s) Renewed	2008, 2013, 2018
Maximum Enrollment	220	Chartered Grade span	Grades 7 - 12
<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>			

Key Design Elements

The mission of Four Rivers--to prepare students for lives of learning and service--holds steady fifteen years after its founding, along with many key design elements. Some specific objectives towards that mission have become more clear over the years, as have certain outcomes, reflected in the following Key Design Elements:

- KNOWLEDGE BUILDERS (p. 2, 3-7, 7-9)
- INVESTIGATORS, CRITICAL THINKERS, AND COMMUNICATORS (p. 2, 3-7, 7-9)
- EFFECTIVE LEARNERS (p. 3-7, 7-9)
- ETHICAL PEOPLE WHO CONTRIBUTE TO A BETTER WORLD (p. 2, 3-7, 15)
- HIGH QUALITY WORK (p. 2, 7-9)

This Accountability Plan centers on Four Rivers' School-Wide Learning Outcomes, which the school wants all of the students to achieve. For each objective related to these outcomes, the board has set a minimum threshold for passing or a measure of incremental improvement to determine success. The grade for passing at Four Rivers is Approaching Plus, which is about a C+ in traditional grading scales. The school's higher aspiration is that students are meeting

standards, represented by a grade of Meeting, which is about a B+. While individual student performance varies by term, by course, and other factors, our plan tracks results aggregated across the school and at the end of each year.

The charter school commits to meeting Criteria 1-10 as outlined in the Charter School Performance Criteria.

Date of Preliminary ESE Approval	2019
Date of Board Approval:	February 14, 2022
Date of ESE Approval:	March 3, 2022

Objectives and Measures related to Mission and Key Design Elements (required):

	Charter Term Performance M (Met) NM (Not Met) 2021- 2022	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 A. At least 90% of all students are passing standards; or B. There is improvement in the % of all students passing from the previous year.	M	2021-2022 <ul style="list-style-type: none"> • 97% passed • 67%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 skills (Investigator, Critical Thinker, and	M	Investigator 2021-2022 <ul style="list-style-type: none"> • 94% passed • 71% met standards

<p>Communicator standards) across core academic subjects, as determined by teacher assessments, show</p> <p>A. At least 90% of all students are passing standards; or</p> <p>B. There is improvement in the % of all students passing from the previous year.</p>		<p>Critical Thinker 2021-2022</p> <ul style="list-style-type: none"> • 96% passed • 73% met standards <p>Communicator 2021-2022</p> <ul style="list-style-type: none"> • 97% passed • 73% met standards
<p>Objective 3: EFFECTIVE LEARNERS: Four Rivers students develop the mindsets and skills for success in college, career, and life (e.g., responsibility, perseverance, collaboration).</p>		
<p>Measure: Annually, term grades for Habits of Work and Learning, as determined by teacher assessments, show</p> <p>A. At least 90% of all students are passing standards; or</p> <p>B. There is improvement in the % of all students passing from the previous year.</p>	<p>M</p>	<p>2021-2022</p> <ul style="list-style-type: none"> • 91% passed • 65% met standards
<p>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.</p>		
<p>Measure: Annually, term grades for Character and Community and for Service, as defined by advisor assessments, show</p> <p>A. At least 90% of all students are passing standards, or</p> <p>B. There is improvement in the % of all students passing from the previous year.</p>	<p>NM</p>	<p>2021-2022</p> <p>Due to the ongoing Covid-19 pandemic and a relocation due to a fire and flood in the high school building, the school did not collect valid data on this measure.</p>
<p>Measure: Annually,</p> <p>A. At least 95% of all students complete at</p>	<p>M</p>	<p>2021-2022</p> <p>95% completed at least 1 related project.</p>

<p>least 1 project that addresses the school's big Essential Question; or</p> <p>B. There is improvement in the % of all students completing a project.</p>		
<p>Measure: Annually,</p> <p>A. At least 95% of all students complete a reflection on their learning and thinking about sustainability; or</p> <p>B. There is improvement in the % of all students completing a reflection.</p>	M	<p>2021-2022</p> <ul style="list-style-type: none"> 95% completed at least 1 related project and reflection
<p>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.</p>		
<p>Measure: Annually,</p> <p>A. At least 95% of all student portfolios include 3 pieces of work that demonstrate attributes of High Quality Work: complexity, authenticity, and craftsmanship, as defined by individual teachers and the faculty as a whole; or</p> <p>B. There is improvement in the % of all students who include 3 pieces of High Quality Work.</p>	NM	<p>2021-2022</p> <p>Due to the ongoing Covid-19 pandemic and a relocation due to a fire and flood in the high school building, the school did not collect valid data on this measure.</p>

Objective and Measures related to Dissemination (required):

	<p>Charter Term Performance</p> <p>M (Met)</p> <p>NM (Not Met)</p>	Evidence
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	2018- 2019	
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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.	M	2021-2022 Anti-racism in schools; Senior documentary films; Covid-19 response
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.	NM	2021-2022 Covid19 prevented this project from going ahead and until conditions change significantly, the idea has been abandoned.
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.	M	2021-2022 The school hosted 2 site visits from other school teams. One from CT and one from MA

APPENDIX B: RECRUITMENT AND RETENTION PLAN

ENROLLMENT DATA SETS

Students with Disabilities (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	13.2	12.9	14.4	14.7	
Comparison Index	13.6	13.9	14.0	14.5	
Gap Narrowing Target	13.0	13.4	13.6	14.3	

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

Economically Disadvantaged (Percent Enrolled)					
	2019	2020	2021	2022	2023
Four Rivers	24.2	24.0	27.9	34.4	
Comparison Index	25.0	26.3	30.0	39.4	
Gap Narrowing Target	23.1	22.3	24.7	31.0	

2021-2022 Implementation Summary:					
RECRUITMENT SUCCESSES					
<p>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.</p>					
<p>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 2022, the school held these information sessions via ZOOM and did additional promotion on social media.</p>					
<p>Activity 3: Brochures: The school reaches out through printed brochures to ensure that economically disadvantaged 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.</p>					

Activity 4: Translations: School brochures have been redesigned to be fully bilingual this year.

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.

CHALLENGES

1. Due to the Covid-19 pandemic, the school was unable to host tours as part of the recruitment efforts.
2. The school only provides transportation to students who reside in the city of Greenfield. This has an impact on families who feel they can send their children to Four Rivers.

General Recruitment Activities for 2022-2023:

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 economically disadvantaged 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 – Strategies 2022-2023	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percent: 14.7%</p> <p>GNT percentage: 14.3%</p> <p>CI percentage: 14.5%</p> <p>The school is <u>above</u> GNT percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 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.”

	<ul style="list-style-type: none"> 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. <p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>GNT percentage: 0.5%</p> <p>CI percentage: 0.5%</p> <p>The school is <u>below</u> GNT percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 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.” <p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> 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)

Students Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percent: 34.4%</p> <p>GNT percentage: 31%</p> <p>CI percentage: 39.4%</p> <p>The school is <u>above</u> GNT percentages</p>	<p align="center">(b) Continued 2021-2022 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 2021-2022 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 2021-2022 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 2021-2022 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 – 2022-2023

2021-2022 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 2021-22, the # of students on an IEP or 504 was 79 (30 on IEPs; 49 on 504s).
2. For SY 2022-23, 13 special education students who graduated are not returning.
3. For fall 2022, current numbers indicate that 9 out of 33 new students (27.3%) have an IEP or a 504 plan.
4. For 2022-23, the IEP and 504 population is expected to be 81 out of 220 (36.8%).

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

Retention Plan–2021-2022 Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.7%</p> <p>Third Quartile: 20.9%</p>	<p style="text-align: center;">(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.

<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> 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.
<p>Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: NA</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed.</p> <hr/> <p>X No ELLs were enrolled during the 2020-2021 school year. No retention strategies needed.</p>
<p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 8.2%</p> <p>Third Quartile: 16.9%</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 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. 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 (ESY program) to try to address their struggles.
<p><u>Students at risk of dropping out of school</u></p>	<p>(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.
<p><u>Students who have dropped out of school</u></p>	<p>(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. 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	<p style="text-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">1. Conduct exit interviews with students and families who have left.2. Conduct interviews with current students and families to see what issues or factors might affect their experience in our school.
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APPENDIX C: SCHOOL AND STUDENT DATA/BOARD AND COMMITTEE INFORMATION & SCHEDULES

SCHOOL AND STUDENT DATA [FOUR RIVERS DESE SCHOOL PROFILE](#)

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2021-2022		
Race/Ethnicity	# of students	% of student body
African-American	2	0.9
Asian	3	1.8
Hispanic	16	5.5
Native American	1	0.5
White	177	84.4
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	14	6.9
Special education	29	14.7
Limited English proficient	0	0
Economically Disadvantaged	59	34.4

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Zevey Steinitz Principal/Head of School	Academic Programs, Curriculum, Instruction, Faculty Supervision	August 2021	July 31, 2022
Alison Rheingold Director of Teaching & Learning	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	
Linee Perroncel Director of Academic Support	IEPs, 504s, MCAS, Title 1, Success Plans, ELL Program, Homeless Liaison	August 2021	June 30, 2022
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 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for 2Departure*
Teachers	36	4	3	Voluntary (6) Involuntary (1)
Other Staff	19	1	2	Voluntary (3)

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of 8.1.21	9
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 2021-2022 school year	2

BOARD MEMBERS FOR THE 2021-2022 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	Trustee	Cmt. on Trustees & Personnel Policies	3	Appointed 2021 Term ends 2024
Janet Cowie	Treasurer, appointed May 2022	Finance & Facilities Committee	1	Appointed 2020 Term ends 2023
Mikayla Hill	Chair, appointed May 2022; Treasurer, resigned May 2022	Cmt. on Trustees & Personnel Policies, May 2022; Finance & Facilities Committee, ends May 2022	1	Appointed 2018 Term Ends 2024
John Guenther	Trustee	Cmt. on Trustees & Personnel Policies	2	Appointed 2016 Term ends 2024
Amanda Locke	Trustee	Development Committee	1	Appointed 2020 Term Ends 2022
Kellie Mackenzie	Secretary, resigned February 2022	Committee pending	1	Appointed 2020 Term ended 2022
Martin Moreinis	Secretary, appointed May 2022	Committee pending	1	Appointed 2021 Term ends 2024

Joshua Parker	Chair, resigned May 2022	Cmt. on Trustees & Personnel Policies	3	Appointed 2015 Term ended 2022
Anthony Reiber	Trustee	Cmt. on Trustees & Personnel Policies	1	Appointed 2020 Term ends 2023
Sarah (Zevey) Steinitz	Head of School: Ex-Officio Trustee		1	Appointed 2021 Term ends 2022
Alan Tatro	Trustee	Finance & Facilities Committee	1	Appointed 2019 Term ends 2022
Libby Woodfin	Vice Chair	Cmt. on Trustees & Personnel Policies	2	Appointed 2017 Term Ends 2023

ANTICIPATED BOARD MEETING SCHEDULE for 2022-2023

Wednesday, September 14, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, October 12, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, November 9, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, December 14, 2022	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, January 11, 2023	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, February 8, 2023	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, March 8, 2023	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, April 12, 2023	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, May 10, 2023	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, June 14, 2023	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, July 12, 2023	7:00-9:00 pm	248 Colrain Road, Greenfield
Wednesday, August 9, 2023	7:00-9:00 pm	248 Colrain Road, Greenfield

BOARD COMMITTEES MEET AS NEEDED, NOT BY A SET SCHEDULE

APPENDIX D: ADDITIONAL INFORMATION

Key Leadership Changes for School Year 2022-23: Jenni Manfredi is the new Head of School/Principal and started in the position July 1, 2022. Kimberly Cass is the new Director of Academic Support and started in the position July 1, 2022.

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Mikayla Goodwin	boardchair@fourriverscharter.org	New
Charter School Leader	Jenni Manfredi	jmanfredi@fourriverscharter.org	New
Director of Teaching and Learning	Alison Rheingold	srheingold@fourriverscharter.org	No Change
Director of Academic Support	Kimberly Cass	kcass@fourriverscharter.org	New
MCAS Test Coordinator	Jenni Manfredi	jmanfredi@fourriverscharter.org	New
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	2022-2023 School Year Date(s)
	Student Application Deadline	February 23, 2023
	Lottery	February 27, 2023

APPENDIX E: Conditions & Complaints (if applicable), Attachments (optional)

A. Conditions (if applicable)

No conditions were put in place for the school in AY 21-22

B. Complaints - One formal complaint was made in AY 2021-2022

1. In October of 2021, a formal complaint was made by a family regarding a faculty not practicing sound professional standards and boundaries. The board chair investigated the complaint, which resulted in a summary of the following findings and recommendations/resolutions.

Failure 1: Involved Faculty Member who showed failure in judgment and professional boundaries.

The faculty member showed poor judgment and professional boundaries as it relates to verbal interactions they had with a student in October 2021 as the interactions were personal in nature and had nothing to do with education related matters. They also showed a lapse in judgment by contacting the student's family using the school email system, to discuss personal matters, showed a continued lack of judgment and professionalism. While it was understood why the faculty member wanted to offer an apology to the student and share information with the family, the way both were attempted was unacceptable.

Recommendation/Resolution: The faculty member signed a letter outlining the fact that their actions that were determined to be unacceptable and what the expectations are related to how they will conduct themselves with relation to certain students. It was also explained to them that any future infractions related to judgment and professional boundaries will be seen as a pattern of poor professional standards and will be dealt with based on the options set forth in the Four Rivers Charter Public School Faculty Handbook.

Failure 2: Four Rivers Administration should have documented the conversations and events related to this matter, and clearly stated expectations to the Faculty Member.

Given that this situation involves students, families, and a faculty member, it is imperative that proper documentation of events and discussions be maintained. It is also critical that Administration address matters immediately and directly with its faculty members and establish clear expectations. It was clear from the notes and discussion had with the School Administration that this was not the case and that matters that should have been addressed in August and early September 2021 were not, and likely contributed to the events in October.

Recommendation/Resolution: The Board Chair's recommendations were three-fold.

1. Recommend the School adopt a formal process for documenting the details of situations that involve students/families and faculty.
2. That all faculty be reeducated on what professional boundaries are as they relate to their interactions with students and families, and what actions will be taken if those boundaries are not adhered to.
3. That Administration establishes a clear process for communicating with a faculty member when a situation arises that involves said faculty member and students/families, and the Schools expectations for how that faculty member will conduct themselves.

C. Attachments (optional)
No attachments are included.

