

Old Sturbridge Academy Charter Public School

Annual Report 2019-20



Old Sturbridge Academy Charter Public School
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Sturbridge MA 01566
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July 31, 2020

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Introduction to the School

Old Sturbridge Academy Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Old Sturbridge Academy Charter Public School	Location of School (Municipality)	Sturbridge, MA
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Brimfield, Brookfield, East Brookfield, North Brookfield, Holland, Monson, Palmer, Southbridge, Spencer, Sturbridge, Tantasqua/Union 61, Wales, Webster
Year Opened	2017	Year(s) the Charter was Renewed (if applicable)	N/A
Maximum Enrollment	360	Enrollment as of July 31, 2020	240
Chartered Grade Span	K-8	Current Grade Span	K-5
Number of Instructional Days per School Year (as stated in the charter)	190 chartered days	Students on Waitlist as of July 31, 2020	192
Final Number of Instructional Days during 2019-2020 School Year	121 in person days 65 remote learning days		
School Hours	Mondays: 8:00 AM-2:15 PM Tuesdays-Fridays: 8:00 AM- 3:30 PM	Age of School as of 2019-2020 School Year	Year 3
<p>Mission Statement: Old Sturbridge Academy Charter Public School will provide k-8 students with rigorous, real world learning experiences in a supportive and nurturing school community, helping all students to become reflective inquirers, articulate communicators, critical thinkers, and skilled problem solvers. Old Sturbridge Academy Charter Public School, an EL Education school working in partnership with Old Sturbridge Village, will foster a learning environment that represents all aspects of the diversity spectrum where our students will meet or exceed grade-level expectations in all subject areas. The school will be distinguished by four key elements of EL Education: a commitment to community, a commitment to high-quality work, a commitment to real-world applications and a commitment to imagination, exploration, and immersion. A culture of quality will permeate the school and our students will graduate with an understanding of how they learn best and how to advocate for the resources they need when they are challenged.</p>			

Letter from the Chair of the Board of Trustees



July 31, 2020

Old Sturbridge Academy Charter Public School
2 Old Sturbridge Village Road
Sturbridge, MA 01566

Dear Friend of the Academy,

On behalf of the Board of Trustees and staff of Old Sturbridge Academy, I am pleased to submit our Annual Report for the 2019-2020 school year. I believe it goes without saying that this wound up being both a very challenging - yet very rewarding - school year for our students, families and faculty.

In March, our Board and staff rose to the occasion and implemented a quick and thorough plan for remote learning due to the pandemic. The Board was pleased with the speed with which our administration and teachers were able to implement not only remote learning for our students but also steps to ensure that the needs of our most at-risk students were met. The pandemic did not distract us from the academic rigor and rituals that define Old Sturbridge Academy, most notably the passage presentations for our fifth graders who will be moving up to middle school in the fall. Held through Zoom, our fifth graders demonstrated their readiness for middle school and reflected on their academic and personal progress at the Academy.

That said, we all agree that remote learning is no substitute for being on campus for school - especially given our school model as described in the charter application. Our Board recognizes the need to accelerate learning for all students in the new school year, and has charged our Executive Director and Principal with planning to do just that.

I would also like to share that our second year with our Principal/Vice Principal team was a success, and the Academy continues to make progress against its school goals set in partnership with our design partners at EL Education and Old Sturbridge Village.

The Academy Board began its year with some important professional development on cultural competency. It launched a committee dedicated to Academic Excellence and through the hard work of our Governance Committee, adopted a formal instrument for evaluating Board efficacy. We also established a task force of Board members and staff to begin the exploration of high school options for our future graduates, including the possibility of an OSA high school in the future.

I know that I speak for Jim Donahue and Lisa DeTora in expressing our gratitude to the staff at DESE and to Commissioner Riley for your leadership and support during such an unprecedented time. We thank you and wish you well in the coming school year.

Sincerely,

A handwritten signature in dark ink, appearing to read "Reed Hillman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Reed Hillman
Chairman Old Sturbridge Academy Board of Trustees

School Performance and Program Implementation

During the 2019-20 school year the school was able to implement weekly professional development for the school staff due to the change in length of day that was approved in 2019. This afforded the school with additional time to collaborate with our school design partners, EL Education and Old Sturbridge Village, to meet objectives based on our Accountability Plan.

Faithfulness to Charter

A. Mission and Key Design Elements

Old Sturbridge Academy Charter Public School will provide k-8 students with rigorous, real world learning experiences in a supportive and nurturing school community, helping all students to become reflective inquisitors, articulate communicators, critical thinkers, and skilled problem solvers. Old Sturbridge Academy Charter Public School, an EL Education school working in partnership with Old Sturbridge Village, will foster a learning environment that represents all aspects of the diversity spectrum where our students will meet or exceed grade-level expectations in all subject areas. The school will be distinguished by four key elements of EL Education: a commitment to community, a commitment to high-quality work, a commitment to real-world applications and a commitment to imagination, exploration and immersion. A culture of quality will permeate the school and our students will graduate with an understanding of how they learn best and how to advocate for the resources they need when they are challenged.

1. EL Education (formerly Expeditionary Learning) was an important design partner that enabled us to be faithful to the school's mission. We worked with a school designer at EL Education who supported us on site and as we unexpectedly transitioned to remote learning. Our partnership and coaching from our school designer enabled us to implement EL's English Language Arts curriculum with integrity. While we were on campus, students in grades k-2, students had over three hours of ELA Modules, Skills (reading foundations), and Labs. In grades 3-5, students had hour long modules supported by another hour of additional Language and Literacy block. We also implemented a Skills block for 3rd and 4th grade for students needing this support.

A highlight of the year was our reflection on our current learning expeditions and the opportunity to design our k-6 learning expeditions for the 2020-2021 school year. There is an increased focus on Old Sturbridge Village for field work and these expeditions can be transferred to remote learning, if needed.

Better World Day is a key EL education tradition. Despite being at home, our students still celebrated and showcased their work to thank the essential workers during the pandemic. We saw this as an opportunity to include families in this annual celebration to make the world a better place.

EL Education measures student achievement with three dimensions: mastery of knowledge and skills, high-quality work, and character. This year, our school designer helped us articulate specific character traits. From caring for animals in Old Sturbridge Village to riding the bus back home to completing remote learning, our students demonstrated character through high-quality work, collaboration, perseverance, stewardship, and courage.

Another tenet of EL Education is for students to be leaders of their own learning. At OSACPS, Student-Led Conferences (SLCs) replaced traditional adult-led conferences. There were two held this year (January and May). We had 100% family participation for our January SLCs. In May, we enhanced this structure for our fifth graders who presented their Passages to their families and a panel that included OSACPS board members and staff. Despite remote learning, 90% of students were able to participate in Passages and we have a plan to have the students who didn't present to do so in the fall. Most students

k-5 articulately communicated our school’s four commitments to community, high-quality work, real world applications of learning, and imagination, exploration, and immersion.

2. Old Sturbridge Village was the school’s other important design partner. OSACPS students were able to participate in weekly Learning Through Experiences (LTEs) in the museum for extended blocks of time. LTEs also transferred over into our remote learning program through the Virtual Village. This program was developed by the museum with consultation from OSACPS to incorporate the school’s mission. This year, through the work of the school partnership coordinator at OSV and our teacher liaisons, we further aligned the curriculum and pedagogical continuity between the two partners and Massachusetts Curriculum Frameworks. Each unit was based on a topic that students explored through hands-on activities and cooperative experiences.

In addition to LTEs, there were learning opportunities in the museum for individual students, small groups, entire classrooms, and the whole school led by OSACPS teachers in collaboration with OSV colleagues. Teachers were able to extend the four walls of the classroom as they conducted experiments, cared for animals, interviewed experts, and created artwork with their students in the hundreds of acres of the extended Village campus.

OSACPS’s partnerships with EL Education and OSV enabled us to define our community. This was seen in the weekly Town Meetings held in OSV’s Visitor Center Theater. Our students led these assemblies which were attended by parents and caretakers as well as museum staff. Each Town Meeting focused on one of our school’s four commitments (community, high-quality work, real world applications of learning, and imagination, exploration, and immersion). We were able to transfer the idea of our Town Meetings to remote learning when we gathered together for whole school Zoom meetings to celebrate our students’ work.

B. Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
1/29/2020	The Board of Trustees of Old Sturbridge Academy Charter Public School accepted the recommendation of management to make a slight change to the leadership model of the school. We have adopted a Principal and Vice Principal/Director of Special Education model. In the new structure, only the Principal reports to the Executive Director.	Approved
1/29/2020	Old Sturbridge Academy Charter Public School (OSACPS) seeks to add up to two faculty representatives to the Board of Trustees.	Approved
1/29/2020	OSACPS seeks to amend its indemnification clause (Article VII in the Bylaws) to more accurately adhere to the guidelines described in the Department’s Indemnification Provisions Guidance form, and is consistent with M.G.L. c.258, particularly M.G.L. c.258, § 9. These changes to our Bylaws will be effective upon the approval of the Commissioner.	Approved
1/29/2020	The Board of Trustees of OSACPS seeks to amend the existing Bylaws to the proposed Bylaws.	Approved

Access and Equity: Discipline Data

A. The most recent, publicly available student discipline data:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35150000&orgtypecode=5&=35150000&>

B. 2018-2019 Student Discipline Data

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	206	7	1.9	1.0	1.0
English Learner	13	1			
Economically Disadvantaged	65	5			
Students with Disabilities	43	5			
High Needs	99	6	3.0	2.0	2.0
Female	100	1			
Male	106	6	3.8	1.9	0.9
American Indian or Alaska Native	0				
Asian	3				
African American/Black	11	1			
Hispanic/Latino	24	0			
Multi-race, Non-Hispanic/Latino	1				
Native Hawaiian or Pacific Islander	0				
White	167				

C. A supportive and nurturing school community is part of our mission statement. OSACPS has taken a number of steps to reduce the in and out of school suspension rates. The intervention from the school adjustment counselor, behavioral support staff, special education teachers, and occupational therapist helped us provide additional emotional and behavioral support to our students. Through individual and group sessions, the adjustment counselor provided social and emotional counseling and skill building. Additionally, the full-time special education teachers and occupational therapist delivered individualized supports to students. OSACPS teachers use the Zones of Regulation curriculum and sensory regulation opportunities were offered to students throughout the 2019-2020 school year.

Professional Development opportunities have been provided to OSACPS staff as well as OSV staff to meet the needs of all learners and to ensure a safe and nurturing school environment.

A select group of staff members were trained in Applied Non-Violence Physical Management techniques. This approach enabled our staff to address any imminent threats of harm to self or others in a safe manner and ensured full access to the school environment for all students.

Several students were referred for evaluation to determine the need for specialized instruction to address emotional disabilities.

The school monitors its student discipline systems and processes via a weekly meeting to review data, trends, and concerns. The school continues to utilize responsive classroom and restorative practices to address discipline and behavior management.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Hosted other educators at the charter school to share Student-Led Conferences (SLCs) process as well as resources and programs developed at the charter school	Host visitors to observe winter SLCs in progress with students, teachers, and families	Principal	Southbridge Public Schools Director of Elementary Education, Coaches	This visit was postponed and not able to be rescheduled due to the school building closure. The principal and SPS director have met and looked at recorded examples of SLCs, focusing on fifth graders. We will reschedule during the 2020-2021 school year.
University partnerships	Introduce courses taught at Old Sturbridge Village to meet the ongoing educational and professional development needs of regional schools and teachers.	Executive Director and Principal	Regional districts (Dudley-Charlton Regional School District; Monson Public School District; North Brookfield Public School District; Palmer Public School District; Quaboag Regional School District; Southbridge Public School District; Spencer-East Brookfield Regional School District; Tantasqua Regional/School Union 61 Districts; Webster Public School District)	Worked with Lesley University to investigate local/regional need for teacher education. Developed a plan to recruit and enroll students in OSV-based M.Ed. programs in 2020-2021
Civics education	Partner with the Museum Education Department at OSV to develop standards-based civics curricula for MA and RI fifth and eighth graders.	Director of Education at Old Sturbridge Village Principal, lead teachers for grades 5-6	Pilot districts in MA: Dudley-Charlton Regional School District; Monsoon Public School District; North Brookfield Public School	Developed a project plan based around digital and distance learning resources to most effectively support teachers and students during remote learning. Submitted grant proposals to Institute of Museum and Library Services (IMLS) and other funders for project

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
			District; Palmer Public School District; Quaboag Regional School District; Southbridge Public School District; Spencer-East Brookfield Regional School District; Tantasqua Regional/School Union 61 Districts; Webster Public School District; Worcester Public Schools Pilot districts in RI: Bristol/Warren Regional School District; Providence Public School District; Highlander Charter School District	support. Curriculum development will take place in 2020-2021.
OSA Replication - Worcester	Convene interested parties to explore the possibility of replicating the OSA model in Worcester, MA with a local museum partner.	Executive Director	EcoTarium, Worcester Art Museum	Toured OSA and met with school and museum leaders. Decided not to pursue an immediate partnership, but will continue to review and study the possibility of a Worcester-based OSA.
OSA Replication - Rhode Island	Partner with Coggeshall Farm Museum to develop a proposal to replicate the OSA model in the Providence, RI area	Executive Director	Coggeshall Farm Museum, about 12 community-based volunteers and partners, including New England Institute of Technology	Decided to delay submission of a charter application until spring 2021 due to uncertainties associated with COVID-19.

Academic Program Success

Student Performance

A. 2019 Student Performance Data can be found:

<http://reportcards.doe.mass.edu/2019/35150205>

B.

2019 Official Accountability Report – [School Name]	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress towards targets
Progress toward improvement targets	53%- Substantial progress towards targets
Accountability percentile	51

Academic Program

Changes implemented in the 2019-2020 school year reflect our commitment to delivering a high-quality academic program that meets the needs of all students. In terms of staffing, we added six Instructional Assistants to support our students' academic and social-emotional needs. We were able to hire a full-time nurse to care for our students' medical and health needs. A music teacher instructed students in weekly music class, even in remote learning, and prepared students to perform during Town Meetings.

Because we were able to have additional planning time on Mondays, our faculty planned and implemented more comprehensive learning expeditions--the signature curricular structure of EL Education. We continued to fully implement EL Education's ELA curriculum in grades k-4 and taught the curriculum for the first time in grade 5. For math, we implemented Math In Focus/Singapore Math grades k-5. The curricula that we chose, in combination with our beliefs of inclusive classrooms, supports all learners, including students with disabilities and English language learners.

Our fifth graders participated in Passages for the first time this year. Our students proved their readiness to move on to middle school to a panel, including school board and community members. The majority of Passages work occurred during remote learning and we had 90% of students complete this milestone. We have a plan for students who were not able to complete Passages in the spring to finish their work in the fall.

For assessment methods, we continue to use EL Education's Benchmark Assessments along with NWEA's MAP assessments. This year, we added MAP testing in Science for grades 3-5. We regularly met to review student data in data teams, which included lead teachers, special education teachers, ELL teacher, and Instructional Assistants.

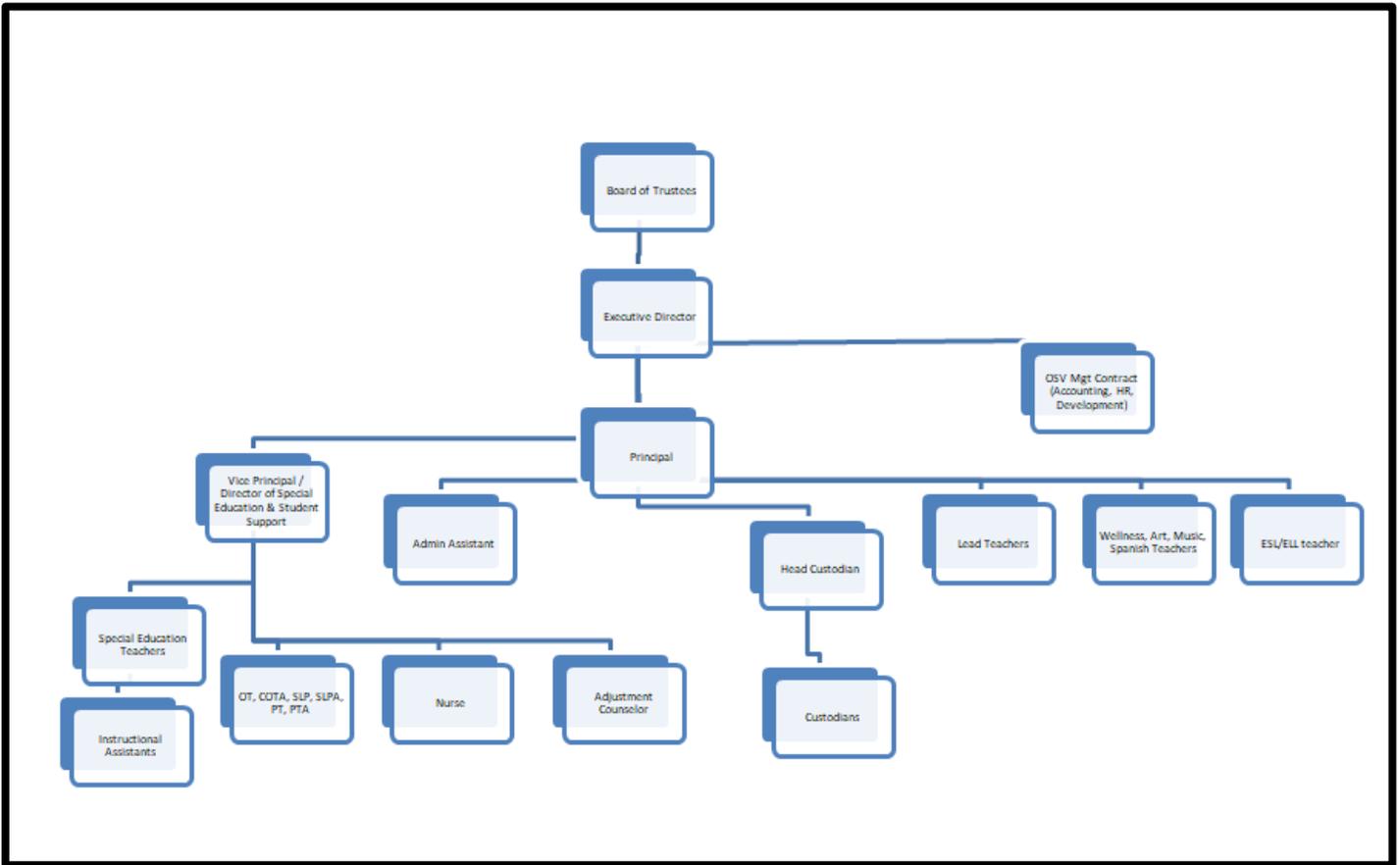
In March of 2020, due to the governor's orders, OSACPS moved to a remote learning model. For the first two weeks, teachers and service providers put together packets of materials for our students as we disseminated technology. Once all of our families had devices, we were able to implement our online program using Zoom for daily class meetings accompanied by the platforms Google Classroom for grades 3-5 and Seesaw for kindergarten-grade 2. Our students learned through both synchronous and asynchronous learning. Students with disabilities and English language learners received all of their services during this time. Our school monitored students' daily attendance on

Zoom calls and even up until the last week of school, it was 90% or higher. We finished the year strong and were able to hold our end-of-year traditions virtually including Kindergarten Graduation, Field Day, Celebration of Learning, and Step Up Day.

Organizational Viability

Organizational Structure of the School

The 2019-2020 school year marked the change in leadership structure to the principal model.



Budget and Finance

A. Provide an unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

	July 1, 2019 - June 30, 2020	
Operating Revenue		
Tuition	\$	3,248,461
Government Grants & Funding	\$	249,912
Nutrition Funding	\$	55,548
Transportation Reimbursement	\$	315,993
Direct Public Support	\$	-
Private Support Funding	\$	2,918
Student Programs, Fees & Care	\$	7,230
	\$	<u>3,880,061</u>
Operating Expenses		
Personnel Related	\$	1,708,433
Contracted Professional	\$	134,627
Instructional Materials	\$	190,660
Building Costs (Lease, Utilities)	\$	443,796
Student Transportation	\$	290,315
OSV Management Contract	\$	292,361
School Nutrition Program	\$	63,089
Furniture and Fixtures	\$	52,472
Technology Equipment	\$	49,946
Insurance	\$	27,421
Audit/Legal/Payroll	\$	45,450
Other Student Activities	\$	12,100
Contingency Funds	\$	-
All Other	\$	28,152
	\$	<u>3,338,822</u>
	\$	<u><u>541,239</u></u>
Net Position		
	\$	165,000
	\$	706,239

B. Provide a statement of net assets for FY20 (balance sheet)

ASSETS

1000 · Cash and Cash Equivalents	\$	788,066
11000 · Accounts Receivable	\$	190,068
1308 · Prepaid Expenses	\$	<u>135</u>
Total Current Assets	\$	978,269
1515 · Furniture and Equipment	\$	6,400
1616 · Less Accumulated Depreciation	\$	<u>(3,520)</u>
Total Fixed Assets	\$	2,880
TOTAL ASSETS	\$	<u>981,149</u>

LIABILITIES & EQUITY

Liabilities		
2024 · Accounts Payable	\$	67,451
2125 · Accrued Expenses & Payroll	\$	194,003
2226 · Current Deferred Revenue	\$	-
24000 · Payroll Liabilities	\$	<u>13,455</u>
Total Current Liabilities	\$	274,909
Total Liabilities	\$	274,909
Equity		
Net Income	\$	<u>706,240</u>
Total Equity	\$	706,240
TOTAL LIABILITIES & EQUITY	\$	<u>981,149</u>

C. Provide an approved school budget for FY21

This was approved by the board of trustees on July 29, 2020.

July 1, 2019 - June 30, 202

Operating Revenue

Tuition	\$	3,248,461
Government Grants & Funding	\$	249,912
Nutrition Funding	\$	55,548
Transportation Reimbursement	\$	315,993
Direct Public Support	\$	-
Private Support Funding	\$	2,918
Student Programs, Fees & Care	\$	7,230
	\$	<u>3,880,061</u>

Operating Expenses

Personnel Related	\$	1,708,433
Contracted Professional	\$	134,627
Instructional Materials	\$	190,660
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Other Student Activities	\$	12,100
Contingency Funds	\$	-
All Other	\$	28,152
	\$	<u>3,338,822</u>
	\$	<u><u>541,239</u></u>

Net Position

\$	165,000
\$	706,239

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	280
Number of students upon which FY21 budget tuition line is based	280
Number of expected students for FY21 first day of school	280
Please explain any variances: N/A	

D. Provide a capital plan for FY21

Old Sturbridge Village is building out a 17,000 square foot expansion of our current modular building to accommodate the full enrollment of the Academy. Financing for the project was recently approved through Mass Development and Country Bank, and is expected to be in place by September of 2020. Site development and construction are scheduled to begin in December, and the project should be completed by July of 2021. Our lease agreement will be amended to reflect the additional square footage, with all other terms remaining the same. The Academy and Old Sturbridge Village are also

collaborating to plan expanded outdoor play space and to consider the construction of an indoor gymnasium space that would be shared by the museum and the Academy in the future.

APPENDIX A

Accountability Plan Evidence 2019-2020

OSACPS has submitted an Accountability Plan that has been provisionally approved.

Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Objective: OSACPS will provide students with an education that reflects three EL Education dimensions: mastery of knowledge and skills, high-quality work, and character (KDE #1)		
<p>Measure: All k-8 students will present their portfolios at least once a year during a Student-Led Conference by articulately communicating their educational experiences that reflect mastery of knowledge and skills, high-quality work, and character during their time at OSACPS.</p>	Met	<p>All students k-5 presented winter Student-Led Conferences this year with 100% participation. A reflection sheet was completed by invited guests and the student after each Student-Led Conference describing what was discussed at the conference and how it went. Teachers collected data on students' preparation guides for Student-Led Conferences that reflects mastery of knowledge and skills, high-quality work and character. Teachers continue to collect student portfolios and will pass them on to next year's teachers. Students who have been at the school for consecutive years will have multiple years worth of work.</p>
<p>Measure: Annually, all 5th grade students will present at least 1 Student-Led Conference to invited guests and OSACPS staff panel and all 5th grade students will receive at least an 80% from the panel's review of their portfolio and presentation.</p>	Met	<p>This measure was met for the first time this year as our fifth graders presented their spring Student-Led Conference (which we call Passages) to a panel of invited guests and OSACPS staff. The panel used a rubric to determine if the fifth grade student achieved 80% mastery of knowledge and skills, high-quality work, and character for preparation and presentation. One physical portfolio per student will demonstrate evidence of mastery of knowledge and skills, high-quality work, and character. The portfolio will contain work from all subject areas. We also have select Passage presentations recorded and stored in a shared drive because we used Zoom as an online</p>

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		platform. We will use these as models for other students.
Measure: Each year, at least 60 percent of OSA students in all grades will meet or exceed their annual growth targets on NWEA's MAP assessments for subject areas: Math and Reading.	Not Met	The school was unable to meet the measure due to state mandated closures. Students in grades k-5 took the fall and winter benchmarks. We did not give the spring benchmark so this measure was unable to be assessed. We plan on giving a fall benchmark to inform academic acceleration for the 2020-2021 school year.
Measure: Each year, at least 80% of students in grades K-2 will master reading skills by growing 3 or more "microphases" from fall to spring as measured by EL Education's Skills assessment in order to be reading at grade level.	Not Met	The school was unable to meet the measure due to state mandated closures. Students in grades k-2 took the fall and winter assessments. We did not give the spring assessment. We plan on giving a fall assessment to inform academic acceleration for the 2020-2021 school year.
Objective: OSACPS will teach students about the four commitments: a commitment to community, a commitment to high-quality work, a commitment to real-world application of learning, and a commitment to imagination, exploration, and immersion. (KDE #2).		
Measure: Each student k-8 will at some point during the school year help to prepare and host a town meeting that features an area of the school's commitments.	Met	All students, k-5, had this opportunity to present at Town Meeting from August-mid-March despite the physical school being closed. With teacher support, students prepared and rehearsed a Town Meeting. Students led Town Meeting in front of an audience of peers and guests (or was broadcast on Facebook due to gathering size restrictions). Each time a group of students presented, the teachers, with assistance from their students, completed a checklist to ensure the required elements and a focus on one (or more) of the commitments of Town Meeting were met.
Measure: Annually, all k-8 students will demonstrate 100% accuracy on a year-end self-assessment indicating they can complete the following: (a) identify the 4 commitments, (b) explain how at least two of these commitments help them succeed in school and in the Village, (c) articulate a commitment on which they have improved over the past year, and (d) identify a commitment on which they would like to demonstrate growth within the next year.	Not Met	The school was unable to meet the measure due to state mandated closures. We were unable to receive 100% participation on the end of year survey because we were in remote learning. Most students were able to articulate the four commitments verbally- particularly high-quality work and community during remote learning.

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		We will begin the 2020-2021 school by reviewing the 4 commitments and having students “(d) identify a commitment on which they would like to demonstrate growth within the next year.”
Objective: OSACPS staff will develop Learning Through Experiences or Learning Expedition in partnership with Old Sturbridge Village Staff to fulfill our commitments of community, high-quality work, and real-world applications of learning. (KDE# 3)		
Measure: Each year, for grades k-8, at least one Learning Through Experiences or Learning Expedition unit of curriculum will demonstrate alignment to Massachusetts Curriculum Frameworks to reflect high-quality work	Met	The principal or designee from OSACPS and the Director of Education at OSV collected data from the Learning Through Experience or Learning Expedition Units for grades k-5. This documentation includes lesson plans, clear connections to Massachusetts Curriculum Frameworks, student materials, assessment tools, reflections, and examples of student work. All students k-5 participated in authentic field work in OSV. The first graders participated in field work at the Ecotarium in Worcester. All of the other grades had field work scheduled but we were unable to complete it due to state mandated closures.
Measure: At least two times a year, all k-8 students will produce two high-quality products and 75% of students will score a 3 or 4 (on a scale of 1-4) on both products as assessed by their teachers using a school wide rubric.	Not Met	The school was unable to meet the measure due to state mandated closures. All students k-5 showed at least one piece of work that was shown at the winter Student-Led Conferences. Teachers recorded work quality through rubrics. Due to remote learning, the Celebration of Learning (where students present high-quality work in the spring) was a virtual presentation. All students that submitted work were featured in this celebration. We focused on student participation rather than scoring work using rubrics.
Measure: At the end of the year, all k-8 students will complete a reflection describing their immersive experience during Learning Through Experiences or Learning Expeditions. Staff will use the feedback to improve teaching and learning.	Not Met	The school was unable to meet the measure due to state mandated closures. At the end of the year, many students, but not all, students completed a digital survey. We were unable to get 100%

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		participation due to the remote setting. Verbal feedback from students and teacher observations were also being considered. This information is being used to adjust the Learning Through Experience or Learning Expedition curriculum for the 2020-2021 school year. We plan on beginning the year with students articulating their “hopes and dreams” for Learning Through Experiences or Learning Expeditions for the 2020-2021 school year.

Dissemination

	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: OSACPS will share its Student-Led Conference preparation, presentation and procedures with other schools in Massachusetts over the course of the charter term.		
<p>Measure: During the first term of our charter, OSACPS will work to identify best practices, establish a school partner, and collaborate with the school partner.</p> <ul style="list-style-type: none"> By the end of Year 2 (2018-2019), OSACPS will develop a preparation template that reflects best practices of Student-Led Conferences, students’ self-assessments, facilitation guides for adults, and rubrics. By the end of Year 3 (2019-2020), OSACPS will identify a public school partner with whom to share best practices around Student-Led Conferences. <p>By the end of year 4 (2020-2021), OSACPS will collaborate with our partner school to share best practices around Student-Led Conferences.</p>	Met	OSACPS has identified a school partner, Southbridge Public Schools (elementary), with whom to share best practices around Student-Led Conferences.

APPENDIX B

Recruitment Plan

2020-2021

School Name: Old Sturbridge Academy Charter Public School

2019-2020 Implementation Summary:

1. During the 2019-2020 recruitment season, Old Sturbridge Academy Charter Public School recruited applicants in the rising kindergarten class of 40 students at the Head Start Programs in Webster and Southbridge. A recruitment subcommittee was formed with members from the Parent Advisory Council who distributed application materials in English and Spanish. Parents of our English language learners distributed applications to community members. We advertised online and in print in English and Spanish. Successes included 245 applicants for the 2020-2021 school year. Challenges included recruiting more English language learners that would fall into WIDA level 1 or newcomers to the United States.
2. Additional information for subgroup enrollment includes a high number of siblings (15 students or 37.5%) in the incoming kindergarten class. Three of our English learners exited the program during the year.
3. Our incoming class will increase our numbers of the subgroups of special education/students with disabilities and potentially English language learners. We have students enrolled from all of our sending districts. The majority of students (37.5%) come from Southbridge. We anticipate that our incoming class will meet the comparison index or gap narrowing targets in all categories.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2019-2020:

- OSACPS published application link and recruitment material in English and Spanish on our school website, <http://www.osacps.org/>.
- OSACPS provided information about the school throughout the year for those who are interested in enrolling.
- OSACPS hosted school visits for interested students and meetings with the principal for their parents/guardians.
- OSACPS sent home recruitment materials to our families with currently enrolled students to encourage sibling application.
- Established a recruitment subcommittee within the Parent Advisory Council who distributed collateral in communities.
- OSACPS hosted information sessions at Head Start Programs in Webster and Southbridge.
- OSACPS hosted an on-campus open house for interested families including tours of the building, visual presentations hosted by teachers and school leaders, as well as support for completing applications with Spanish translator.

Recruitment Plan – 2020-2021 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage:
19.2%

GNT percentage: 3.8%
CI percentage: 11.5%

The school is above
GNT percentages and
above CI percentages

(b) Continued 2019-2020 Strategies

- X Met GNT/CI: no enhanced/additional strategies needed
- All community outreach/collateral is clear in its mission to communicate that OSACPS will provide an educational experience that will allow diverse learners to have equal access. All material will explicitly state in both English and Spanish "Children with special needs are welcome at our school."
 - Collaborate with special education advocates as well as service providers in the area to circulate the school's recruitment collateral and encourage families to attend informational sessions and open houses.

Recruitment Plan – 2020-2021 Strategies	
	<p align="center">(c) 2020-2021 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: 5.0%</p> <p>GNT percentage: - CI percentage: 3.7%</p> <p>The school is <u>above</u> GNT percentages and <u>met</u> CI percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Distribute collateral and application in Spanish as well as English. ● Identify cultural celebrations to have a presence in Palmer, Southbridge, Webster, Spencer, and East Brookfield. ● Outreach to community organizations that serve non-English speakers. ● Continue to recruit parents/ guardians of current students to assist with recruitment. ● Offer Spanish translator at open houses/informational sessions. ● Our ELL/ESL teacher will recruit the parents/guardians of current EL students to help recruit in their own communities. ● Parents/guardians recruit at places of worship, social gatherings, and/or workplaces. ● Work with community organizations that serve non-English speakers to brainstorm effective ways for connecting with local community members. ● In addition to information sessions at the school, hold information sessions in the sending communities with the ELL/ESL teacher and translator. ● Leave translated copies of our flyers and applications at adult ESL programs. ● The ELL/ESL teacher will participate in kindergarten screening to support families who have been identified as limited English proficient through the enrollment process. ● Invite contacts from community organizations to school events, such as the weekly Town Meeting and Celebration of Learning. <p align="center">(c) 2020-2021 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>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 30%</p> <p>GNT percentage: 28.9% CI percentage: 36%</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Worked with Head Start in Southbridge and Webster, food pantries at Catholic Charities in Southbridge, and Brookside Terrace in Southbridge to disseminate collateral and help encourage applications as well as interest in attending informational sessions.

Recruitment Plan – 2020-2021 Strategies	
<p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>x Did not meet 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> <ul style="list-style-type: none"> ● During the 2020-2021 school year, work with United Way, LUK (Webster), You, Inc., and Tri-Community YMCA (Southbridge) to disseminate collateral and help encourage applications as well as interest in attending informational sessions and open house.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● Include in all collateral that OSACPS welcomes all students regardless of current academic performance. ● Work with local organizations such as Wayside Youth and Family Support Services, Southbridge Community Connections, St. Agnes Guild to assist in the recruitment of children who are underperforming. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● The school will ensure all recruitment materials clearly state admission is not contingent on academic achievement, any entrance test, or formal interview.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● Collaborate with agencies such as You Inc., and Massachusetts Education and Career Opportunities to develop strategies aimed at economically disadvantaged whose families have had very limited (if any) experience with post-secondary education or training programs to provide needed assistance and direction in order to reach their full academic and career potential. ● Develop strategies to help students build and practice self-regulatory behaviors in school. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● OSACPS will continue to offer resources on the self-regulatory and social/emotional learning curriculum within the school and communicate strategies to parents and caregivers.
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>N/A</p> <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <p>N/A</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● OSACPS will continue to recruit students in the subgroups in Hispanic/Latinx and economically disadvantaged. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Continue work on cultural proficiency and representation of diverse staff members. Create crews so each child is known well by at least one adult. Provide students with curriculum materials that show multiple perspectives and projects that promote social justice.

Retention Plan 2020-2021

2019-2020 Implementation Summary:

During the school year, we had a handful of students withdraw due to moving out of state and desire to be in a larger population of students. During the school building closure and move to remote learning, we only had one student withdraw to go to a parochial school. This summer we had a few students withdraw due to moving out of state, moving to a school district that is too far away and homeschooling. School personnel reached out to all departing students to implement exit surveys.

The school's successes were that we were able to enroll siblings that were on the waitlist due to these vacancies. We were also able to fill seats with students from underperforming districts.

For 2020, our school's retention rate was 94%.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan – 2020-2021 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 4.8% Third Quartile: 13.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Ongoing assessment and data collection that allows for modifying instructional and addressing students' needs on a more immediate basis ● Response to Intervention as well as individualized instruction during the school day will be available. ● Special Education Teachers will collaborate with lead classroom teachers to differentiate instruction. ● Instructional and behavioral support assistants will assist teachers with differentiated instruction. <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: 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 style="text-align: center;"><u>(a) CHART data</u></p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed.</p>

Retention Plan – 2020-2021 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<p>School percentage: 0% Third Quartile: 13.9%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> ● Spanish will be included in the curriculum beginning in kindergarten in an effort to create a more comfortable environment for ELL students and non-Spanish speaking students. ● Activities for entire families after school to encourage involvement and create an atmosphere that is welcoming for the entire family. ● Multilingual/multicultural activities within the school ● Establish a “buddy system” for new ELL students ● OSACPS assists teachers in obtaining their SEI endorsement <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: 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> <p><input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 9.1% Third Quartile: 14.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Coordinate transportation for parents/guardians for conferences or school events to allow full participation for all families. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: 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>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● Provide RTI support for students who do not perform well on EL Benchmark Assessments and MAP Benchmark Assessments. ● Intervention programs from EL Education’s ELA Curriculum Skills Block ● Students set goals for their academic growth as part of Student-Led Conferences; students track and report out on these goals <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● Working closely with Massachusetts Education and Career Opportunities to develop strategies. For instance, families could receive a home visit of the teacher/adjustment counselor prior to the beginning of the school year to help alleviate any fear of the unknown from either students or parents. ● Parents/guardians will have contact information for teachers and administrators to foster two-way communication <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.

<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2019-2020 Strategies N/A 2020-2021 Additional Strategy(ies), if needed <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
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APPENDIX C

School and Student Data Tables

Student demographic information

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35150000&orgtypecode=5>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	5.4%
Asian	1.3%
Hispanic	10.4%
Native American	0%
White	82.5%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	0.4%
Selected Populations	% of School
First Language not English	6.3%
English Language Learner	5%
Students with Disabilities	19.2%
High Needs	47.9%
Economically Disadvantaged	30%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
James E. Donahue	Executive Director	February 2017	-
Lisa DeTora	Principal	February 2017	-
Melissa Hogan	Vice Principal/ Director of Special Education and Student Supports	March 4, 2019	-
Nita Brunell	Administrative Assistant	June 2017	-

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	25	0	3	Non-renewal of employment; employee chose not to return; employee moved out of state
Other Staff	4	1	0	Termination

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	11
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	15

Members of the Board of Trustees for the 2019-2020 School Year

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Blanchette, Keith	Treasurer	Executive Oversight, Finance	2	2.27.2017 - 6.30.2019 6.30.2019 - 6.30.2021
Boisvert, Pamela	Secretary	Executive Oversight, Finance, Governance, Strategic Planning (Ad Hoc)	2	2.27.2017 - 6.30.2019 6.30.2019 - 6.30.2021
Brooks, Vivian	Trustee	Strategic Planning (Ad Hoc)	1	10.1.2019 - 6.30.2022
Denault, Linda	Trustee	Excellence, Governance, High School Task Force (Ad Hoc)	1	2.26.2019 - 6.30.2021

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Fazen, Louis	Trustee	Advancement	2	8.17.2017 - 6.30.2020 6.30.2020 - 6.30.2023
Herman, Amy	Trustee	Strategic Planning (Ad Hoc)	1	3.3.2020 - 11.30.2020
Hillman, Reed	Chair	Executive Oversight, Strategic Planning (Ad Hoc)	2	2.27.2017 - 6.30.2020 6.30.2020 - 6.30.2023
Korman, James	Trustee	Advancement	1	10.1.2019 - 6.1.2022
McGrath, Richard	Trustee	Finance, Governance, Strategic Planning (Ad Hoc)	1	2.27.2017 - 6.30.2021
Miller, Jessica	Trustee	Academic Excellence, Community Engagement, Governance, Strategic Planning (Ad Hoc)	2	5.4.2018 - 6.30.2020 6.30.2020 - 6.30.2023
Rivas, Jasmin	Vice Chair	Advancement, Community Engagement, Executive Oversight, High School Task Force (Ad Hoc)	2	2.27.2017 - 6.30.2020 6.30.2020 - 6.30.2023

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
Wednesday, 7.29.2020/4:00 PM	Zoom Video Conference (see http://www.osacps.org/board-of-trustees-meeting.html)
Board Retreat, Saturday, 9.26.2020/10:00 AM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Wednesday, 9.30.2020/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Wednesday, 10.28.2020/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations

Wednesday, 11.18.2020/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Wednesday, 1.27.2021/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Wednesday, 2.24.2021/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Wednesday, 3.31.2021/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Wednesday, 4.28.2021/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Wednesday, 5.26.2021/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Wednesday, 6.30.2021/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Academic Excellence	Tuesday, 9.1.2020/4:00 PM Tuesday, 11.3.2020/4:00 PM Tuesday, 1.12.2021/4:00 PM Tuesday, 3.2.2021/4:00 PM Tuesday, 5.4.2021/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Advancement	Wednesday, 8.26.2020/3:00 PM Wednesday, 10.28.2020/3:00 PM Wednesday, 1.27.2021/3:00 PM Wednesday, 3.31.2021/3:00 PM Wednesday, 5.26.2021/3:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Community Engagement	Wednesday, 9.30.2020/10:00 AM Wednesday, 11.18.2020/10:00 AM Wednesday, 1.27.2021/10:00 AM Wednesday, 3.31.2021/10:00 AM Wednesday, 5.26.2021/10:00 AM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Executive Oversight	To be determined.	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations
Finance	Wednesday, 9.23.2020/4:00 PM Wednesday, 12.21.2020/4:00 PM Wednesday, 11.18.2020/3:00 PM Wednesday, 1.20.2021/4:00 PM Wednesday, 2.17.2021/4:00 PM Wednesday, 3.24.2021/4:00 PM Wednesday, 4.21.2021/4:00 PM Wednesday, 5.19.2021/4:00 PM Wednesday, 6.23.2021/4:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Governance	Thursday, 8.20.2020/1:00 PM Thursday, 9.10.2020/1:00 PM Thursday, 11.12.2020/1:00 PM Thursday, 1.14.2021/1:00 PM Thursday, 2.11.2021/1:00 PM Thursday, 3.11.2021/1:00 PM Thursday, 4.8.2021/1:00 PM Thursday, 5.13.2021/1:00 PM Thursday, 6.10.2021/1:00 PM	Zoom. Old Sturbridge Village, Pending state COVID-19 regulations

Complaints

The OSACPS board did not receive any official complaints during the 2019-2020 school year.

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Reed Hillman	rhillman@osacharter.org	No Change
Charter School Leader	James Donahue	jdonahue@osacharter.org	No Change
Assistant Charter School Leader	Lisa DeTora	ldetora@osacharter.org	No Change
Special Education Director	Melissa Hogan	mhogan@osacharter.org	No Change
MCAS Test Coordinator	Lisa DeTora	ldetora@osacharter.org	No Change
SIMS Coordinator	Nita Brunell	nbrunell@osacharter.org	No Change
English Learner Program Director	Lisa DeTora	ldetora@osacharter.org	No Change
School Business Official	Tina Krasnecky	tkrasnecky@osv.org	No Change
SIMS Contact	Nita Brunell	nbrunell@osacharter.org	No Change
Admissions and Enrollment Coordinator	Nita Brunell	nbrunell@osacharter.org	No Change

Facilities

Location	Dates of Occupancy
OSACPS did not relocate	09/08/2017-present

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 12, 2020
Lottery	February 27, 2020 (snow date: February 28, 2020)