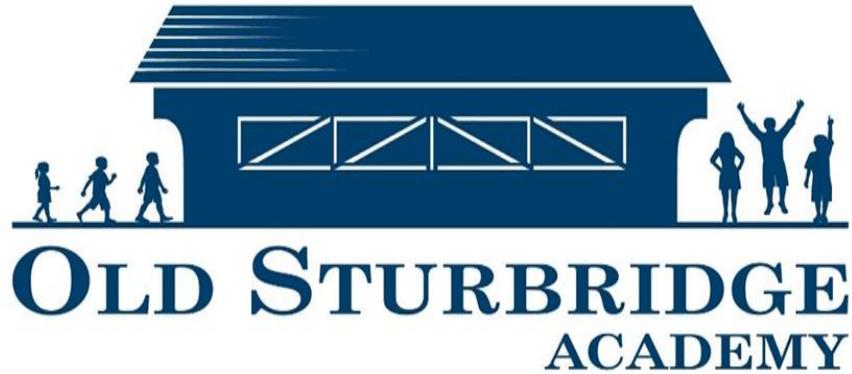


Old Sturbridge Academy Charter Public School

Annual Report 2020-2021



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July 30, 2021

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Introduction to the School

<i>Old Sturbridge Academy Charter Public School</i>			
Type of Charter	Commonwealth	Location of School	Sturbridge, MA
Regional or Non-Regional	Regional	Chartered Districts in Region	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	N/A
Maximum Enrollment	360	Enrollment as of (June 30, 2021)	280
Chartered Grade Span	K-8	Current Grade Span	K-6
Number of Instructional Days per School Year (as stated in the charter)	190	Students on Waitlist as of (6/17/21)	296 students on waitlist

Number of Instructional Days during the 2020-2021 School Year	177		
School Hours	8:00 am-2:15 pm	Age of School as of 2020-2021 School Year	4 years

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 of learning, 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.

Letter from the Chair of the Board of Trustees

Dear Commissioner Riley,

On behalf of Old Sturbridge Academy, I am pleased to submit our Annual Report for the 2020-2021 school year.

Last summer, our Board of Directors worked tirelessly with school leadership to develop a plan that would support in-person learning for the entire school year. Thanks to the creativity of our staff, flexibility of our parents and perseverance of our students I am pleased to share that we were able to operate fully on campus for the entire school year.

Most students engaged in their learning in-person - which allowed us to accelerate learning that might have been lost in the spring of 2020 during the shutdown. We were also able to prevent learning loss for most students and give children opportunities to be outdoors, to be with one another and to experience as normal a year as possible.

We are grateful to the Town of Sturbridge and Old Sturbridge Village for their support. Finally, we want to acknowledge the amazing leadership of our founding Principal, Lisa DeTora, and her faculty. They rose to the occasion and did what was best for our students and their families.

Thank you for the continued support of the Department of Elementary and Secondary Education during such an unprecedented time.

Sincerely,

Jim Donahue, Executive Director
 Richard McGrath, Board Chair

Mission and Key Design Elements

During the 2020-2021 school year, OSACPS was able to offer in-person learning for all of our students, five days a week, K-6, since September. In addition, we offered an opt-in remote program for families.

OSACPS provided students with an education that reflects EL Education’s three dimensions of student achievement: mastery of knowledge and skills, character, and high-quality work (KDE #1). The school was able to accelerate (rather than remediate) learning and fill in gaps from physical school building closing March of 2020. The school used assessment data (fall, winter, spring) from MAP Growth in Reading and Math for all students k-6 (also Language 2-6 and Science 3-8). These data were used to make informed decisions about instruction. Throughout the year, the school developed a scope and sequence that covered all curriculum frameworks. The school focused on the five habits of character (courage, collaboration, stewardship, perseverance, high-quality work) as well as mindfulness to mitigate the trauma. Students produced high-quality work in all subject areas, which was displayed to larger audiences through the use of technology. All of the school’s traditions, though slightly adapted, occurred to celebrate students’ mastery of knowledge and skills, character, and high-quality work.

The school’s four commitments (community, high-quality work, real-world applications of learning, commitment to imagination, exploration, and immersion) was seen daily through student projects, field work, and presentations (KDE #2). Students were able to show their knowledge of these commitments at a Town Meeting during the year, which all students K-6 hosted for an audience of their peers, extended school community, families, and invited guests.

Despite the pandemic, the school also fulfilled Learning Through Experiences (LTEs) and Learning Expeditions for both in-person and remote learners. With careful planning and materials distribution, all students were able to take part in this hands-on, project based learning with synchronous instruction.

A. Amendments to the Charter

Date Submitted	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.	Approved

	c.258, particularly M.G.L. c.258, § 9. These changes to our Bylaws will be effective upon the approval of the Commissioner.	
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 for the school is found <https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35150000&orgtypecode=5&=35150000&&fycode=2019> showing Old Sturbridge Academy Charter Public School’s Student Discipline Data Report.
- B. The in- and out-of-school suspension rates published on the Department’s website in the link for the school (for the aggregate and for subgroups) is found <https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35150000&orgtypecode=5&=35150000&&fycode=2019> and used to complete the table below.
- C. A supportive and nurturing, equitable and inclusive school community is part of our mission statement and philosophy. OSACPS has taken a number of steps to reduce the in and out of school suspension rates. The intervention from the school adjustment counselor, school adjustment counselor interns, behavioral support staff, special education teachers, speech therapist and occupational therapist helped us provide additional emotional and behavioral support and social skills training to our students in-person and remotely. Through individual and group sessions, the adjustment counselor and interns provided social and emotional counseling and skill building as well as trauma sensitive interventions during the pandemic. Additionally, the full-time special education teachers and occupational therapist delivered individualized supports to students in person and remotely. OSACPS teachers use the Zones of Regulation curriculum and sensory regulation opportunities were offered to students throughout the school year. The school also developed a mindfulness committee with professional development opportunities for parents, OSACPS staff and all students. The anchor text the trainings focused on was “Breathing Makes it Better” by local author and mindfulness educator Wendy O’Leary. All Professional Development opportunities have been provided to OSACPS staff as well as Old Sturbridge Village 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 Safety Care De-escalation and 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 potential 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.

2019-2020 Student Discipline
<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35150000&orgtypecode=5&=35150000&&fycode=2020>

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	245	1			
English Learner	12	0			
Economically Disadvantaged	81	1			
Students with Disabilities	55	0			
High Needs	126	1			
Female	120	0			
Male	125	1			
American Indian or Alaska Native	0				
Asian	3				
African American/Black	13	0			
Hispanic/Latino	26	1			
Multi-race, Non-Hispanic/Latino	1				
Native Hawaiian or Pacific Islander	0				
White	202	0			

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
Virtual Workshop Programs	Virtual Learning Through Experience sessions were converted to virtual workshop series conducted over the summer of 2020.	Coordinator of Museum Education (OSV), Coordinator of School Partnerships (OSV)	Participants of summer 21st Century Community Learning Centers programs across Massachusetts.	High-quality, free of charge, virtual workshop for students across the state
Learning Through Experience (LTE) Program	Americorps grant awarded that allows replication of the LTE program for Southbridge and local community centers	Coordinator of School Partnerships (OSV), Director of Museum Education (OSV), Principal, Instructional Leadership Team	Southbridge and Worcester School Districts Public libraries and Boys and Girls Clubs in Southbridge and Worcester	Not yet known as year one of the grant begins in August 2021
Teaching Fellows program	Four teaching fellows spent the year learning the model of OSACPS.	Principal, Director of Special Education and Students Supports, Coordinator of Internships	Educator preparation candidates	Each candidate developed a capstone video to be shared with the wider educator preparation audience

		and Fellowships (OSV), Director of Museum Education (OSV)		
Hosted a PD session share Student-Led Conference and Passages to share programs developed at the charter school	Professional Development Session of SLCs and Passages presentation (Zoom)	Principal, Teachers	Southbridge Public Schools Director of Elementary Education, Coaches, other educators from across the state	Community representation on Passages Panel and best practice shared with sending district as well as other colleagues who attended the PD Session

Academic Program Success

Student Performance

- A. The most recent (2020), publicly available student performance data by providing a link to the school's "Report Card" website:
 - a. <https://reportcards.doe.mass.edu/2020/DistrictReportcard/35150000>
- B. OSACPS plans to share additional data as part of the charter renewal application.

Academic Program

OSACPS delivered a high-quality academic program that met the needs of all students during the 2020-2021 school year.

Curriculum: With the abbreviated school day and year, along with students in both full in-person and opt-in remote learning, the school made a commitment to accelerate student learning and teach grade level-standards based on the recommendation of the Learning Acceleration Guide from TNTP found at <https://tntp.org/covid-19-school-response-toolkit/view/learning-acceleration-guide>. We implemented EL Education's Flex Curriculum for K-6 English Language Arts which adapted the existing curriculum (that we use) to support students in remote learning or full-time in the classroom. With support from our EL Education School Designer, we covered 4 modules of curriculum. We took the same approach for Math (acceleration vs. remediation) and developed a revised scope and sequence for K-6. We supplemented our existing Math curriculum with iReady, which supported our assessment data and individualized lessons for students based on their needs. For Social Studies and Science, we still utilized project-based units and Learning Expeditions to deliver curriculum. What was different is that teachers collaborated and cotaught lessons, for instance the visual arts teacher and first grade lead teacher, to create a cohesive experience for students. This year we folded visual arts and music into Learning Expeditions, truly making them interdisciplinary, hands-on, project-based learning. For example, first graders participated in a science-based unit on birds which included a visual-arts project on creating collages of chickens, incubating eggs in their classrooms for a local farmer, and a literature based study from ELA's FLEX Curriculum. Another difference was that in Wellness (physical education and health) we focused on mindfulness (to mitigate trauma and support regulation), and mini courses that students could choose (Zumba/movement/dance and martial arts). The school also taught specific health standards to 5th and 6th grade students on Reproduction/Sexuality.

Instruction: OSACPS teachers prepared to instruct both in-person and opt-in remote learners. Continuing from March of 2020, we continued use of online platforms (Seesaw for K-2 and Google Classrooms 3-6) for instruction combined with hands-on learning. The philosophy was for all students to be exposed to the same grade-level material at the same pace. For remote learners, instruction was both synchronous and asynchronous throughout the day. For Learning Through Experiences (LTEs), materials were distributed and remote learners used Zoom for project-based instruction. Collaborative group work, a cornerstone of our school, was still achieved through Zoom--enabling students to connect across models. Additionally, five outdoor classrooms were created on the campus of Old Sturbridge Village for outdoor teaching and learning.

Assessment: OSACPS was able to assess students' academic readiness to accelerate learning and mitigate learning gaps. The school was able to use formative and summative assessments to gauge student growth and areas for reinforcement. MAP was given three times (fall, winter, spring) along with iReady (fall, winter, spring). The entire school faculty disaggregated the data to keep a close track on student progress. A difference was the school did have students take assessments, such as the MCAS, at

home and the school implemented proctoring protocols. Additionally, due to timelines, some students took benchmark assessments at home, due to the adherence of health and safety protocols.

Supports for all learners: OSACPS ensured all students were able to access the academic program during the charter school's various models of learning during the 2020-2021 school year. The school has been able to offer full time, in-person learning since the school's opening in September. There was also an opt-in remote program for families that chose this option. If students with disabilities were in the opt-in remote program, they were given a choice to come on campus to receive individualized sessions or have these services provided remotely. All English language learners were in person learners and the ELL teacher was full-time. The school adhered to the expectations set forth for synchronous and asynchronous learning time. To ensure student engagement for remote learners, attendance was taken throughout the day as well as a daily review of student work.

Teachers were prepared to shift models and deliver effective instruction, and provided weekly remote learning plans. When the school had to shift models due to health and safety procedures, there was limited interruption to learning. All students had a device (K-2 iPads and 3-6 Chromebooks) and the school used Zoom, Seesaw (K-2) and Google Classroom. All students were given access to hands-on materials for projects.

The use of a micro-campus model allowed OSACPS to remain fully-in person throughout the 2021-2022 school year. Through the school's partnership with Old Sturbridge Village, additional space was available due to the closure of the banquet division at OSV. Therefore, the school created three separate micro-campus to mitigate the potential spread of the virus across the community. If a positive case occurred, the school was able to use contact tracing to pinpoint those impacted. OSACPS followed health and safety protocols as set forth by DESE as well as collaborated with the local Board of Health. There were daily meetings of the Health and Safety Team (Principal, Vice Principal/Director of Special Education and Student Supports, Nurse, Administrative Assistant).

Learning Acceleration Planning for 2021-2022 School Year: Based on our experiences over the past year, OSACPS has developed plans to further accelerate learning during the 2021-2022 school year. This decision was made in partnership with community members, families, students and staff as a way to mitigate potential learning loss. The scope and sequence will continue to align to grade level standards with the use of an RTI program where gaps are identified in student learning and create individualized intervention plans. Our model is to accelerate rather than remediate; all students will have access to grade level, worthy tasks throughout the year.

In addition to in-classroom supports that target learning acceleration, grant funding afforded OSACPS students opportunities for acceleration outside of the regular school day. For example, this summer OSV is offering a 3 week-long 21st Century Community Learning Centers (21st CCLC) program focused on engineering. There are 40 student participants, who were identified by the OSACPS as at risk for learning loss. In addition, during the 2020-2021 school year and 2021-2022 school year, OSACPS offered a 21st CCLC-funded after school program that is similarly designed to support Academy students.

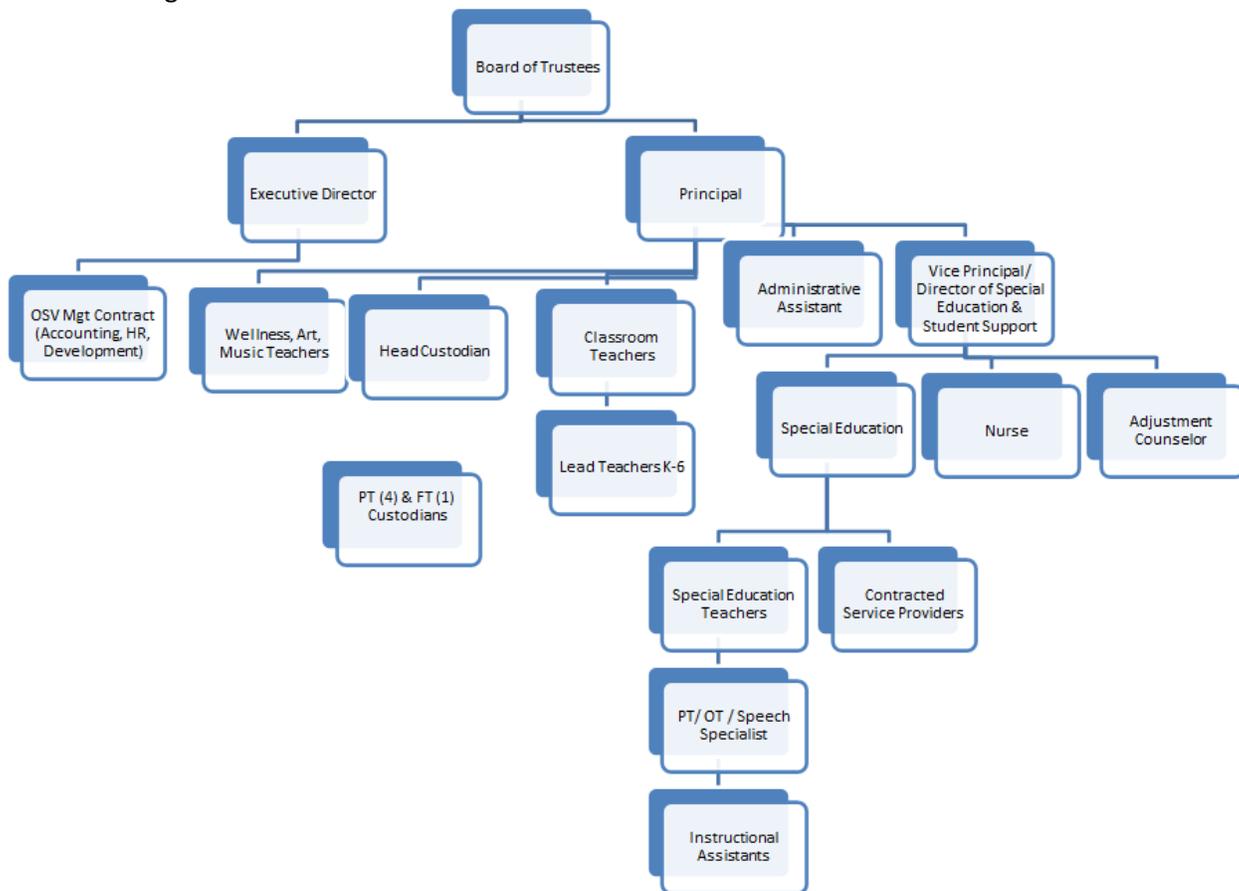
Our reentry plan will continue to focus upon trauma-informed practices for staff and students due to the nature of the impact of the pandemic upon our community. We will continue to draw upon strategies and tools including Jessica Minahan's work on trauma-informed teaching strategies; Lesley University's "Trauma-Sensitive Schools Checklist"; regular meetings with Delta Consultants of Providence, RI; and workshops for students, families, and teachers facilitated by mindfulness consultant and author Wendy O'Leary. The addition of two Deans (Middle School; Elementary School) and an

additional School Adjustment Counselor will support this trauma-informed approach to support students’ social emotional learning.

Organizational Viability

Organizational Structure of the School

A. 2020-2021 organizational chart



There were no changes in the 2020-2021 school year as OSACPS continue with a Principal model. The Principal is in charge of the day-to-day operations of the school and reports to the Executive Director. The Vice Principal/Director of Special Education and Student Support reports to the Principal and supports the Principal in daily operations, including delivering a high-quality academic program that meets the needs of all students during the COVID-19 pandemic.

The anticipated changes that OSACPS will make during the 2021-2022 school year is a reflection of the school’s growth to include grades K-7. This includes the onboarding of two Deans (Middle School and Elementary School), an additional School Adjustment Counselor, an additional Special Education teacher and Instructional assistant, as well as middle school content teachers (Humanities; STEM).

Budget and Finance

A. Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement)

Old Sturbridge Academy
Statement of Revenue,
Expense and Changes in Net
Position
Fiscal 2021 - UNAUDITED

July 1, 2020 - June 30, 2021

Operating Revenue

Tuition	\$ 3,897,289
Government Grants & Funding	\$ 367,357
Nutrition Funding	\$ 128,170
Transportation	
Reimbursement	\$ 91,037
Direct Public Support	\$ -
Private Support Funding	\$ 7,352
Student Programs, Fees & Care	\$ -
	<u>\$ 4,491,204</u>

Operating Expenses

Personnel Related	\$ 2,220,346
Contracted Professional	\$ 119,061
Instructional Materials	\$ 200,883
Building Costs (Lease, Utilities)	\$ 626,853
Student Transportation	\$ 287,660
OSV Management Contract	\$ 350,718
School Nutrition Program	\$ 134,977
Furniture and Fixtures	\$ 36,407
Technology Equipment	\$ 75,051
Insurance	\$ 43,824
Audit/Legal/Payroll	\$ 77,371
Other Student Activities	\$ 117,715
Contingency Funds	\$ -
All Other	\$ 43,014

\$ 4,333,879

\$ 157,325

Net Position

\$ 713,069

\$ 870,394

B. Statement of net assets for FY21 (balance sheet)

Old Sturbridge Academy
Balance Sheet as of June 30,2021
Fiscal 2021 - UNAUDITED

ASSETS

1000 · Cash and Cash Equivalents	\$ 1,227,071
11000 · Accounts Receivable	\$ 28,459
1308 · Prepaid Expenses	<u>\$ -</u>
Total Current Assets	\$ 1,255,529
1515 · Furniture and Equipment	\$ 6,400
1616 · Less Accumulated Depreciation	<u>\$ (4,800)</u>
Total Fixed Assets	\$ 1,600
TOTAL ASSETS	<u>\$ 1,257,129</u>

LIABILITIES & EQUITY

Liabilities	
2024 · Accounts Payable	\$ 113,194
2125 · Accrued Expenses & Payroll	\$ 257,389
2226 · Current Deferred Revenue	\$ 428
24000 · Payroll Liabilities	<u>\$ 15,725</u>
Total Current Liabilities	\$ 386,735
Total Liabilities	\$ 386,735
Equity	
Net Income	<u>\$ 870,394</u>
Total Equity	\$ 870,394
TOTAL LIABILITIES & EQUITY	<u>\$ 1,257,129</u>

C. Approved school budget for FY22

The date the OSACPS board of trustees voted to approve the FY22 budget was on May 26, 2021.

Old Sturbridge Academy Statement of Revenue, Expense and Changes in Net Position Fiscal 2022 BUDGET	
	July 1, 2021 - June 30, 2022
Operating Revenue	
Tuition	\$ 4,828,888
Government Grants & Funding	\$ 395,842
Nutrition Funding	\$ 144,218
Transportation Reimbursement	\$ 294,496
Direct Public Support	\$ -
Private Support Funding	\$ -
Student Programs, Fees & Care	\$ -
Total Revenue	\$ 5,663,443
Operating Expenses	
Personnel Related	\$ 3,208,504
Contracted Professional	\$ 116,544
Professional Development	\$ 20,000
Instructional Materials	\$ 191,352
Building Costs (Lease, Utilities)	\$ 719,590
Student Transportation	\$ 453,070
OSV Management Contract	\$ 434,600
School Nutrition Program	\$ 152,880
Furniture and Fixtures	\$ 47,727
Technology Equipment	\$ 25,395
Insurance	\$ 32,515
Audit/Legal/Payroll	\$ 59,723
DEIA Support	\$ 40,000
Other Student Activities	\$ 16,118
Contingency Funds	\$ 50,000
All Other	\$ 43,136
Total Operating Expense	\$ 5,611,153

Changes in Net Position \$ 52,290

Net Position		
Beginning of Period		\$ 870,394
End of Period		\$ 922,684

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	320
Number of students upon which FY22 budget tuition line is based	320
Number of expected students for FY22 first day of school	320
Please explain any variances: N/A	

D. Capital Plan for FY22

In March of 2020, Old Sturbridge Village was working with Vanguard Modular Construction, Mass Development and Country Bank to finalize a package that would allow the Village to build a 15,000 square-foot modular expansion to the existing school building to support the expected sixth, seventh and eighth graders.

This plan would also include the creation of outdoor play spaces with both soft and hardscape surfaces as well as a playground for younger students.

These plans were paused when Covid-19 emerged. The Academy has since worked with Old Sturbridge Village and the town of Sturbridge to adapt existing space at Old Sturbridge Village (used for conferences, banquets, etc) into temporary classroom space for the Academy to allow for social distancing due to Covid-19. This resulted in the creation of micro-campus with classroom, bathroom, dining and play facilities that would be used by a specific cohort of students. This ensured that quarantine protocols could be limited in the event of symptoms or Covid-19 exposure during the school year.

The Board approved management’s recommendation that the micro-campus model be continued for the 2021-2022 school year.

With the consent of Old Sturbridge Village, the Board hired LLB Architects to complete a fit study of the Oliver Wight Banquet Building on the campus of Old Sturbridge Village to determine whether it could be adapted permanently for school space. The fit study was completed in June of 2021 and a determination was made that the building was NOT suitable as a permanent home for the middle school.

Currently, management is conducting studies on a parcel of land behind the current school building for expansion of the middle school. An analysis will be completed this fall – and plans for the expansion will be underway by the end of the year.

As part of its Strategic Plan for 2026, the Board will also be looking at improvements to the current school building under the category of “revitalization”. They will also be working with Old Sturbridge Village to develop an indoor recreation space for the Academy students.

Additional Information

APPENDIX A

Accountability Plan Evidence 2020-2021

Faithfulness to Charter

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: OSACPS will provide students with an education that reflects the three EL Education dimensions: mastery of knowledge and skills, high-quality work, and character. (KDE #1)		
Measure: All k-8 students will present their portfolios at least once a year during a Student-Led Conference (SLC) by articulately communicating their educational experiences that reflect mastery of knowledge and skills, high-quality work, and character during their time at OSACPS.	Met	All Students K-6 presented one SLC with 100% family participation. A reflection sheet was completed by invited guests and the students describing what was discussed at the conference and how it went. Teachers collected data on preparation and presentation for SLCs that reflect mastery of knowledge and skills, high-quality work, and character. Teachers have collected student portfolios and will pass them on to next year's teachers.
Measure: Annually, all 5 th grade students will present at least 1 Student-Led Conference to invited guests and OSACPS staff panel and all 5 th grade students will receive at least an 80% from the panel's review of their portfolio and presentation.	Met	This measure was met again this year as the fifth graders presented their Passages (the name evolved from SLC to Passages) to a panel of invited guests and OSACPS staff. The panel used a rubric to determine that all fifth grade students 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 school continued to use Zoom as a platform for families and panelists while the students presented in-person to ensure safety precautions during the COVID-19 pandemic.
Measure: Each year, at least 60 percent of OSACPS students in all grades will meet or exceed their annual growth targets on NWEA's MAP assessments for Math and Reading.	Not Met	The average growth was 35.1% for reading and 37% for Math. At the time some of the benchmarks were given, grade levels and/or students were testing at home and es.

Measure: Each year, at least 80 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 assessments in order to be reading at grade level.	Met	The average was 82% of students moved 2 or more microphases during 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	100% of students met this goal K-6.
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.	Met	100% of students met this goal K-6.
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, real-world applications of learning, and imagination, exploration, and immersion. (KDE# 3)		
Measure: Each year, for grades k-8, at least one Learning Through Experiences (LTEs) or Learning Expedition unit of the curriculum will demonstrate alignment to Massachusetts Curriculum Frameworks to reflect high-quality work.	Met	This goal was met. The inclusion of the School Partnership Coordinator has allowed for more integration of Social Studies and Science frameworks into LTEs.
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 a 4 (on a scale of 1-4) on both products as assessed by their teachers using a common rubric.	Met	85% of students were able to produce two examples of high-quality products based on rubrics. The school discovered a common rubric needed to be customized based on grade level and task. The school’s definition of “high-quality work” keeps evolving and becoming more rigorous. What was “high-quality work” in Year 1 may score a 2 or 3 on the rubric now.
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.	Met	All students K-6 were able to reflect on their learning and the staff is using the data to improve teaching and learning as they plan for the 2021-2022 school year.

Dissemination

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)

<p>Objective: OSACPS will share its Student-Led Conference preparation, presentation, and procedures with other schools in Massachusetts over the course of the charter terms.</p>		
<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. • 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</p>	<p>The school exceeded this goal by hosting a professional development for schools across the state, by sharing Passages materials with Southbridge, and by having a member of a sending district (Southbridge) sit on the Passages panel as a community member.</p>

APPENDIX B

Charter School Recruitment and Retention Plan

Recruitment Plan

2021-2022

Old Sturbridge Academy Charter Public School

2020-2021 Implementation Summary:

1. During the 2020-2021 recruitment season, Old Sturbridge Academy Charter Public School recruited applicants in the rising kindergarten class of 40 students along with students in grades 1-7 to fill any anticipated openings. Challenges the school faced were recruiting during a pandemic, where in-person information sessions were not possible.
2. In the incoming kindergarten class, there is a high number of siblings (42.5%) enrolled. This sibling policy, though necessary, makes it difficult to recruit more families.
3. In terms of the incoming class of students, we believe that incoming students will meet the gap narrowing targets for students who are economically disadvantaged. We would like to have further discussion with someone in the department regarding English learners.

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

General Recruitment Activities for 2021-2022:

- OSACPS utilized digital platforms, such as a virtual tour on the school website <https://www.osacps.org/information-sessions.html>, and targeted Facebook (geographic region) advertisements to recruit students.
- 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 sent home recruitment materials to our families with currently enrolled students to encourage sibling application.

Recruitment Plan – 2021-2022 Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 20%</p> <p>GNT percentage: 10.1%</p> <p>CI percentage: 12.3%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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.
	<p align="center">(c) 2021-2022 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: 3.6%</p> <p>GNT percentage: no data given</p> <p>CI percentage: 4.1%</p> <p>The school is <u>below</u> GNT percentages and <u>N/A no data given</u> CI percentages</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>It is notable that a number of students have exited the program, based on exit criteria, but are still enrolled at OSACPS.</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 North 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) 2021-2022 Additional Strategy(ies), if needed</p> <p>X Did not meet GNT/CI: additional and/or enhanced strategies needed.</p>

	<p>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>need more here</p> <ul style="list-style-type: none"> ● 1 year- Collaborate with OSV/OSA Director of Diversity, Equity, Inclusion, and Access (DEIA) to form community partnerships ● 1-2 years- We will reach out to the following local community organizations that serve non-English speaking populations: Non-English speaking or bilingual local churches, Local Clubs: Polish American Citizens Club-Monson/Webster, ASPIRA, and YOU Inc. ● 1 year- Director of Public and Government Relations ● 1-2 years- Copies of our application in multiple languages at HEAD Start, Brookside Terrace, Webster Village, and sending district libraries. ● 1 year- Employ dual language parents to do recruiting at churches, social gatherings, and work places. ● 1 year- Provide translation services at recruitment events. ● 1 year- Provide translation services at school hosted events. ● 1 year- Disseminate translated materials at student project presentations such as Student Led Conferences and Passages.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

	<p>(b) Continued 2020-2021 Strategies</p>
<p>(a) CHART data</p> <p>School percentage: 29.6%</p> <p>GNT percentage: 33.7%</p> <p>CI percentage: 39.8%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><input type="checkbox"/> 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. ● 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 houses.
	<p>(c) 2021-2022 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"> ● 1 year-Reach out to local community organizations like food pantries that serve more substantial populations of students eligible for free and reduced lunch. We will make contact information and flyers available to organization leaders to disseminate. ● 1-2 years-Make contact with the following local agencies and community outreach programs to provide information sessions: HEAD Start, The Boys and Girls Club, YMCA, Pop Warner and AYF. ● 1 year-Copies of our application will be provided to above mentioned community outreach programs. ● 1-2 years- Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants, and Children) food stamp programs, food pantries, thrift shops, family resource centers, and social service

	<p>agencies. We will provide contact persons with flyers and information regarding enrollment, information sessions, etc.</p> <ul style="list-style-type: none"> ● 1 year-Provide refreshments at one or more information sessions.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2020-2021 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. ● The school will ensure all recruitment materials clearly state admission is not contingent on academic achievement, any entrance test, or formal interview. <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <p>N/A</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 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;">2021-2022 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 <u>students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● N/A <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● N/A
<p>OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> ● OSACPS will continue to recruit students in the subgroup in Hispanic/Latinx to be more reflective of sending districts. <p style="text-align: center;">2021-2022 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

2021-2022

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.

2020-2021 Implementation Summary:

Success for the 2020-2021 school year was that we were able to retain the majority of our students. During the school year, we had a very limited number of students who left for reasons such as moving out of the state; moving out of the country. 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.

Challenges that we could anticipate are when students transition from Elementary to Middle School. These students may want to return to a larger population of students in their sending districts or school choice. We are carefully tracking this data as our school expands.

For 2021, our school's retention rate was 97.9%.

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

Retention Plan – 2021-2022 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p align="center">(a) CHART data</p> <p>School percentage: 1.9% Third Quartile: 11.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2020-2021 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.
	<p align="center">(c) 2021-2022 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
Limited English-proficient students

<p align="center">(a) CHART data</p> <p>School percentage: 12.5% Third Quartile: 6.6%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p>
	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>X 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 2020-2021 school year. No retention strategies needed.</p> <ul style="list-style-type: none"> ● Reestablish English Learner Parent Advisory Council to promote home/school/community connections ● Deans of Elementary and Middle School work closely with ELs and their families to maintain two-way communication ● ELL teacher will showcase student work at public celebrations (such as Town Meeting, Celebration of Learning)

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p align="center">(a) CHART data</p> <p>School percentage: 0.0% Third Quartile: 11.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2020-2021 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 • Continue to recommend students to the 21st century program for after school enrichment.
	<p align="center">(c) 2021-2022 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 align="center"><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Provide RTI support for students based on proficiency level/growth EL Benchmark Assessments, iReady diagnostics, 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 align="center">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Implement iReady in Reading for students K-7.
<p align="center"><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2020-2021 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 from 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 align="center">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • N/A
<p align="center"><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • N/A <p align="center">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • N/A

APPENDIX C

School and Student Data Tables

Old Sturbridge Academy Charter Public School's student demographic enrollment data link is found here:

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

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	4.6%
Asian	1.1%
Hispanic	12.5%
Native American	0%
White	80.7%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	1.1%
Selected Populations	% of School
First Language not English	5.4%
English Language Learner	3.6%
Students with Disabilities	20%
High Needs	45.7%
Economically Disadvantaged	29.6%

ADMINISTRATIVE ROSTER FOR THE 2020-2021 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 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	34	0	4	Non-renewal of employment; employee chose to end employment
Other Staff	8	0	0	-

OSACPS continues to have many founding teachers who are emerging as teacher leaders. Additionally, we have been able to recruit talented individuals to join our teaching staff. This can be seen with the high attrition rate for teachers during the 2020-2021 school year in which we offered both in-person since the school's opening in September 2020 along with an opt-in remote learning program.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	9
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 2020-2021 School Year

BOARD MEMBERS FOR THE 2020-2021 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 (board officer; committee officer)	Executive Oversight, Finance	2	2/27/2017-6/30/2019
				7/1/2019-6/30/2022
Boisvert, Pamela	Secretary (board officer)	Executive Oversight, Finance, Governance	2	2/27/2017-6/30/2019
				7/1/2019-6/30/2022
Brooks, Vivian		Governance	1	10/1/2019-6/30/2022
Denault, Linda	Committee officer	Academic Excellence, Governance	2	2/26/2019-6/30/2021
				7/1/2021-6/30/2024
Fazen, Louis	Committee officer	Advancement	2	8/17/2017-6/30/2020

				7/1/2020-6/30/2023
Herman, Amy	Staff representative		2	3/3/2020-11/30/2020 12/1/2020-11/30/2021
Hillman, Reed	Chair (board officer; committee officer)	Executive Oversight	2	2/27/2017-6/30/2020 7/1/2020-6/30/2021
Korman, James		Advancement	1	10/1/2019-6/30/2022
McGrath, Richard	Committee officer	Finance, Governance	3	2/27/2017-6/30/2018 7/1/2018-6/30/2021 7/1/2021-6/30/2024
Miller, Jessica	Parent representative; committee officer	Academic Excellence, Community Engagement, Governance	2	5/4/2018-6/30/2020 7/1/2020-6/30/2023
Rivas, Jasmin	Vice-Chair (board officer)	Advancement, Community Engagement, Executive Oversight, Governance	2	2/27/2017-6/30/2020 7/1/2020-6/30/2021

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
Wednesday, July 21, 2021, 4-5 pm	Zoom video conference per Massachusetts Senate Bill 2475
Friday, September 24, 2021, 9 am-4 pm (annual board retreat)	Zoom video conference
Wednesday, September 29, 2021, 4-5 pm	Zoom video conference
Wednesday, October 27, 2021, 4-5 pm	Zoom video conference
Wednesday, November 24, 2021, 4-5 pm	Zoom video conference
Wednesday, January 26, 2022, 4-5 pm	Zoom video conference
Wednesday, February 23, 2022, 4-5 pm	Zoom video conference
Wednesday, March 30, 2022, 4-5 pm	Zoom video conference

Wednesday, April 27, 2022, 4-5 pm	Fuller Conference Center at Old Sturbridge Village (OSV)
Wednesday, May 25, 2022, 4-5 pm	Fuller Conference Center at OSV
Wednesday, June 29, 2022, 4-5 pm (annual meeting)	Fuller Conference Center at OSV

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Academic Excellence	Tuesday, September 7, 2021, 4-5 pm Tuesday, November 2, 2021, 4-5 pm Tuesday, January 4, 2022, 4-5 pm Tuesday, March 1, 2022, 4-5 pm Tuesday, May 3, 2022, 4-5 pm Tuesday, July 5, 2022, 4-5 pm	Zoom video conference per Massachusetts Senate Bill 2475 through March 31, 2022; Fuller Conference Center at Old Sturbridge Village (OSV) as of April 1, 2022
Advancement	Tuesday, October 5, 2021, 3-4 pm Tuesday, December 7, 2021, 3-4 pm Tuesday, February 1, 2022, 3-4 pm Tuesday, April 5, 2022, 3-4 pm Tuesday, June 7, 2022, 3-4 pm	Zoom video conference per Massachusetts Senate Bill 2475 through March 31, 2022; Fuller Conference Center at Old Sturbridge Village (OSV) as of April 1, 2022
Community Engagement	Tuesday, October 5, 2021, 4-5 pm Tuesday, December 7, 2021, 4-5 pm Tuesday, February 1, 2022, 4-5 pm Tuesday, April 5, 2022, 4-5 pm Tuesday, June 7, 2022, 4-5 pm	Zoom video conference per Massachusetts Senate Bill 2475 through March 31, 2022; Fuller Conference Center at Old Sturbridge Village (OSV) as of April 1, 2022
Executive Oversight	As needed	Zoom video conference per Massachusetts Senate Bill 2475 through March 31, 2022; Fuller Conference Center at Old Sturbridge Village (OSV) as of April 1, 2022
Finance	Tuesday, July 13, 2021, 4-5 pm Wednesday, September 22, 2021, 4-5 pm Wednesday, October 20, 2021, 4-5 pm Wednesday, November 17, 2021, 4-5 pm Wednesday, January 19, 2022, 4-5 pm Wednesday, February 16, 2022, 4-5 pm Wednesday, March 23, 2022, 4-5 pm Wednesday, April 20, 2022, 4-5 pm Wednesday, May 18, 2022, 4-5 pm Wednesday, June 22, 2022, 4-5 pm	Zoom video conference per Massachusetts Senate Bill 2475 through March 31, 2022; Fuller Conference Center at Old Sturbridge Village (OSV) as of April 1, 2022
Governance	Thursday, September 9, 2021, 1-2 pm Thursday, October 14, 2021, 1-2 pm Thursday, November 11, 2021, 1-2 pm Thursday, January 13, 2022, 1-2 pm Thursday, February 10, 2022, 1-2 pm Thursday, March 10, 2022, 1-2 pm	Zoom video conference per Massachusetts Senate Bill 2475 through March 31, 2022; Fuller Conference Center at Old Sturbridge Village (OSV) as of April 1, 2022

	Thursday, April 14, 2022, 1-2 pm Thursday, May 12, 2022, 1-2 pm Thursday, June 9, 2022, 1-2 pm	
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Complaints

The OSACPS board did not receive any official complaints during the 2020-2021 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 (ended 6/30/21) Richard McGrath (began 7/1/21)	rhillman@osacharter.org rmcgrath@osacharter.org	New
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	2021-2022 School Year Date(s)
Application Due Date	Friday, February 11, 2022
Lottery Held Live via Zoom	Saturday, February 26, 2021 (inclement weather date February 27, 2022)

