

# Application for Renewal of a Public School Charter



## The Advanced Math and Science Academy Charter School

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## Introduction to the School

Advanced Math and Science Academy Charter School			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	Marlborough, MA
<b>Regional or Non-Regional?</b>	Regional	<b>Districts in Region</b> (if applicable)	Marlborough, Clinton, Maynard, Hudson
<b>Year Opened</b>	2005	<b>Year(s) Renewed</b> (if applicable)	2010 and 2015
<b>Maximum Enrollment</b>	966	<b>Current Enrollment</b>	968
<b>Chartered Grade Span</b>	6-12	<b>Current Grade Span</b>	6-12
<b># of Instructional Days per school year</b>	180	<b>Students on Waitlist</b>	659
<b>School Hours* (amended effective August 26, 2019)</b>	7:55 AM – 2:45PM*	<b>Age of School</b>	14
<b>Mission Statement</b> The Advanced Math and Science Academy Charter School will create an atmosphere of celebration of knowledge where children of all backgrounds and abilities excel in all subjects, especially in math, science and technology, empowering them to succeed in the workplace of our modern high-tech world.			

When AMSA first opened its doors in 2005, we were fortunate to attract parents and students from as many as 65 sending districts who were willing to take a leap of faith in our educational experiment. The diversity of such a widely dispersed and motivated student population brought depth and richness to our young community. As a result of AMSA's success and growing reputation for high standards, interest within our four core towns (Marlborough, Hudson, Clinton, and Maynard) continued to grow. It is not surprising that at the end of the 2018-2019 school year, students from our four core towns represented 82% of our total student population, 56% alone coming from Marlborough.

*"We, at the Academy, believe that children with a wide range of abilities can achieve a world-class education if given an opportunity to apply themselves diligently. The Academy does not intend to attract only talented students, but on the contrary, will serve ALL students that come to the Academy with the goal to achieve."*

This is a direct quote from AMSA's original charter application. At no time in our 14 years of operation has AMSA been more dedicated to fulfilling its mission to serve children of all backgrounds and abilities. AMSA is committed to its mission to "create an atmosphere of celebration of knowledge", provide opportunities for all our students to excel in all subjects and experience the joy of learning, and cultivate strong leadership skills by promoting our core values of integrity, excellence, and community.

The AMSA community embraces our mission to serve the needs of all our students, and continues to celebrate the depth and richness of diversity that exists at AMSA today.

## **Charter School Performance Criteria Relating to Faithfulness to the Charter**

### **Criterion 1: Mission and Key Design Elements**

The AMSA mission is to create a school of high expectations; a school, as our charter declares, that celebrates academic knowledge, where all students of all backgrounds and abilities will excel in all subjects, especially math, science and technology, empowering students to succeed in the workplace of our modern high-tech world.

AMSA's key design elements support the implementation of our program, making it unique and distinct from other schools.

- Celebrate academic knowledge and inspire an appreciation of learning and competency.
- Implement an educational model that is highly structured, and each year consists of continuous, logically organized, and interconnected multi-year courses in which teachers introduce, and build upon, fundamental concepts and theories in math science, computer science, and the humanities preparing students for college and professional life.
- Cultivate a generation of leaders, especially in math, science and technology that requires full commitment from the school to ensure that every student is challenged at the maximum of their ability and current intellectual preparedness with the goal of further advancing this "maximum" level.
- Promote personal responsibility and good character of students as a requirement for future career success.

In pursuit of our mission, AMSA administrators and teachers have worked collaboratively to develop and promote our core values; create and sustain an Academic Excellence Committee that has led to a number of important academic initiatives; continue to enrich our curriculum; and establish a number of academic societies, projects and events.

To provide a clear blueprint for promoting and sustaining such high standards, the new administration called upon teachers, students, and parents in the previous year to collaboratively identify three core values that would define and direct the day-to-day culture at AMSA. In 2018, AMSA administration, teachers, parents, and students worked together to identify the core values of integrity, excellence, and community. Integrity requires honesty in our work and our relationship with others. Excellence requires a commitment to the joy of learning and to creativity, as well as a commitment to persevere in the face of obstacles. Community requires that we pursue the characteristics of good citizenship; that we help each other, collaborate with each other, and celebrate our amazing diversity.

During the 2018-2019 school year, the Academic Excellence Committee (AEC), a committee consisting of teachers and administrators from each department, was established to discuss ways in which AMSA could heighten its commitment to academic excellence and strengthen our conviction that all students of all backgrounds and abilities can excel in all subjects. Part of the AEC's work included the creation and administration of a student survey. The survey included questions about academic rigor, academic inspiration, academic supports, homework, and academic honesty. Based on

the survey, it was obvious that AMSA students seek and desire to be challenged and that they are motivated by engaging, knowledgeable, and passionate teachers. The survey and ongoing discussions held during AEC meetings, led initiatives led to the following initiatives this past year:

- The creation of a student model lesson survey as part of our teacher hiring process.
- The formation of the Diderot Society designed to foster and promote the joy and love of learning.
- The creation of 9<sup>th</sup> and 10<sup>th</sup> grade seminars focused on study skills, time management, and career exploration.
- The creation of a 9<sup>th</sup> grade orientation day to acclimate our freshmen to high school life and behavioral expectations.
- Extended discussions about how to help our students find a strong work/life balance, including best practices for assigning homework.
- A commitment to continue to reach out to our students to gain their input and ideas.

AMSA continues to deliver a highly structured academic program that consists of continuous, logically organized and interconnected multi-year courses. Our goal is to meet the needs of all students. The foundation of AMSA's educational model is the belief that all children are able to learn complex, abstract concepts at an early age if allowed to build on these concepts as they mature, and allowed to make mistakes. Learning is a process that must be meaningful if expected to be retained. Understanding grows from exposure to ideas and concepts developed over time. AMSA students are encouraged to embrace challenge, pursue intellectual advancement and develop valuable collaborative skills. Students are taught that advancement in academic knowledge is a process that requires time, commitment, and discipline, but most importantly, a passion for learning. All students are encouraged to take Advanced Placement courses. Students enrolled in Advanced Placement courses in grades 9 through 12 participated in a total of 485 Advanced Placement exams this year, with a high percentage of success, as demonstrated in the annual reporting of our accountability plan (page 17).

In the fall of 2017, AMSA launched its very first academic specific honor society, the Spanish Honor Society. Soon to follow in the fall of 2018 was the establishment of the National Art Honor Society. Our students desire to attain the highest standards in scholarship, character, and service, and to bring an appreciation of world languages and art education to the attention of the school and community.

AMSA held two evening events designed to celebrate the artistic achievements of our students in art, music, and drama. AMSA held a Science Night designed to celebrate the achievements and cutting-edge interests of our science and computer science students. Representatives from Quest Diagnostics and ViaSat attended the event, expressing their awe at the level of maturity and skill demonstrated by our students. AMSA is especially grateful to our education partners at Thermo Fisher Scientific, who gifted the school with a Scanning Electron Microscope (SEM), which will significantly enrich our research and science curriculum. Many AMSA students pursue internships with our partnering companies that provide valuable opportunities and experiences in research, bio-technical knowledge/equipment, and engineering. Exposure to these experiences empower students to consider careers in science and technology, and serve as

confirmation that collaboration is critical for solving the very real problems facing our modern world.

AMSA has worked hard to create an educational environment worthy of its mission. We are proud to have been ranked for the past three consecutive years as the # 2 high school in Massachusetts by *U.S. News and World Report*.

### **Amendments to the Charter**

<b>Date</b>	<b>Amendment Requested</b>	<b>Approved</b>
7-05-15	Accountability Plan	8-24-15
11-20-15	Bylaws: Clarify term limits, add remote participation, remove ED/EDD as members of the Board of Trustees	12-02-15
12-07-15	Update Expulsion Policy	12-23-15
12-18-15	Accountability Plan: Change wording of measure	1-25-16
6-16-17	Bylaws: Clarify term limits of Parent and Faculty Reps	6-29-17
9-29-17	Enrollment Process: Align with new regulations	10-10-17
3-23-18	Enrollment Process: Add enrollment forecast	5-04-18
5-31-19	Change length of school day	6-11-19

### **Criterion 2: Access and Equity**

AMSA is dedicated to its mission to educate students of all backgrounds and abilities. Over the past two years, great effort has been made to familiarize residents in our region of service (Marlborough, Maynard, Clinton, and Hudson) with our academic program and student support services. Our recruitment campaign has included flyers in Spanish and Portuguese, social media, and the school website. The principal, registrar, and other key personnel have traveled to each of the four core towns as part of AMSA's recruitment outreach program, providing an overview of our mission, answering questions, and demystifying the concept of a charter school.

Some of the more prevalent challenges to our recruitment efforts have included situations that we are unable to control. Families who live outside of the Marlborough district must consider the time and/or cost of transportation. Families who are happy with the student support services they are receiving in their own district are often reluctant to disrupt their child's routine. Parents are hesitant to apply when admission is based on a lottery and not guaranteed. Admission preference is given to siblings and residents of core towns, not to students in specific subgroups. Seats are limited as siblings often make up over 50% of incoming students. Despite these challenges, AMSA's waitlist is consistently in the hundreds. The 2019-2020 lottery had over 800 applicants for 123 seats.

Although AMSA has not enrolled a demographically comparable population during the past charter term to meet the *Gap Narrowing Targets* set by the state, our percentages are moving upward.

*The Gap Narrowing Target is derived through comparing comparable schools in a school's region and with the state average, creating a reference point for progress over time.*

<b>Students with Disabilities</b>	2015	2016	2017	2018	2019
AMSA	3.6	4.4	4.8	5.3	6
Gap Narrowing Target	7.4	8.2	9	9.7	10.5

<b>English Language Learners</b>	2015	2016	2017	2018	2019
AMSA	0.1	0.1	1.3	9.5	4.5
Gap Narrowing Target	3.6	4	4.3	4.6	5

<b>Economically Disadvantaged</b>	2015	2016	2017	2018	2019
AMSA	6.1	5.7	6.1	6.7	6.6
Gap Narrowing Target	6.1	7.4	8.6	9.9	11.1

### **Location of Student Services Information**

Information that is available to stakeholders about special education and English as a second language programming is located on the AMSA website homepage banner, under the heading of Student Life. Under Student Life, there are many options available in the drop-down box. This information is also available in the Student Handbook, which is also available on the website. The website provides a translation feature that is prominently placed at the top of the screen. On the Student Services homepage, the *Parent's Notice of Procedural Safeguard* is offered in English, Spanish, Russian, and Portuguese.

### **Attrition Trends**

The chart below tracks the attrition for three subgroups, Students with Disabilities, English Language Learners, and Economically Disadvantaged. Attrition has been below the third quartile for the following subgroups, except in 2017 when attrition was slightly above the third quartile in the Economically Disadvantaged category.

*The Third Quartile is the median of the upper half of all comparison schools.*

<b>Students with Disabilities</b>	2015	2016	2017	2018	2019
AMSA	9.1	5.7	12.5	9.1	2.0
Third Quartile Attrition	15.9	10.6	13.1	10.7	10.3

<b>English Language Learners</b>	2015	2016	2017	2018	2019
AMSA	-	0.0	0.0	0.0	0.0
Third Quartile Attrition	8.6	16.2	20.5	12.4	11.8

<b>Economically Disadvantaged</b>	2015	2016	2017	2018	2019
AMSA	0.0	5.7	10.5	4.1	1.6
Third Quartile Attrition	14.6	12.2	9.7	14.1	9.8

General attrition has not been much of an issue at AMSA. Historically, we estimate 2% attrition between grades 9 and 10, to account for students who may consider returning to their sending districts, the local technical school, or to attend private school. We estimate 4% attrition between grades 10 and 11, to account for students who may transfer to the Massachusetts Academy of Math and Science (Mass Academy) at Worcester Polytechnic Institute (WPI). The recruitment of our highest performing math students is certainly a reflection of the high standards set at AMSA; it is nevertheless problematic for the math department. We are actively developing strategies and incentives for students to remain in our program. Mass Academy offers students a year of free tuition at WPI, which is compelling competition.

### **Suspension and Expulsion Trends**

The suspension data does not feature a significant or notable disparity among subgroups. However, AMSA has experienced a slight increase in the total number of suspensions over the past three school years. One notable trend has been a small rise in incidents relating to racial and/or culturally insensitive behavior. Some of these infractions have resulted in major disciplinary consequences, such as in-school or out of school suspension. Overall, the school continues to communicate with teachers, parents, and students to gain a perspective on what behavioral trends exist on and off campus. The school takes a proactive role to address all issues reported. In regards to disciplinary matters, the school continues to fully address situations with the students and parents/guardians on a case by case basis.

To promote our school culture of integrity, excellence, and community, AMSA uses a progressive disciplinary system, where disciplinary measures range from mild to severe, depending on the nature and frequency of the problem. AMSA prefers to task students with reflective assignments directly related to their behavior, such as writing a research paper on substance abuse, gender discrimination, or bullying. AMSA focuses on educating the student during the disciplinary process, which allows the student to learn from the experience, to understand its consequence, and modify their behavior in order to make better choices.

### **Efforts to Ensure Program Access**

In 2017-2018, the lower school counselors created an Advisory Program for grades 6-8, where students take part in 24 lessons that cover social responsibility, bullying, stress management, LGBTQ, compassion, digital mindfulness, respect/self-respect, and other relevant topics that encourage a positive school environment. It was the consensus among teachers and administration that the initiative was an effective addition to the health and wellness curriculum. This is now part of the regular middle school curriculum. This year, as part of Black History Month, AMSA's Black Student Union visited classrooms in February during the advisory period to discuss race and other racially charged events that have been occurring in the United States and internationally.

AMSA held several school-wide meetings during the 2018-2019 school year that focused on the celebration of achievement and the reinforcement of teamwork and cultural diversity. School-wide "Community Meetings" have become the forum for administrators, teachers, staff, and students to come together to learn and witness how AMSA remains a safe and inviting learning environment, with high expectations for all students.



The Student Affairs Administrative Team, (Executive Director, Principal, both Deans, Director of School Counseling, and the Director of Student Services) participated in a Cultural Diversity Professional Development in June 2019. The staff will participate in a similar program scheduled during AMSA's orientation program in August, 2019. Cultural diversity will be a theme throughout the next several years until it becomes a part of the very fabric of AMSA.

### **Criterion 3: Compliance**

AMSA is in compliance with the terms of its charter and applicable state and federal laws and regulations, including the Statement of Assurances.

### **Criterion 4: Dissemination**

AMSA has provided innovative models for replication and best practices to other public schools in our district and other districts in the Commonwealth during the past four school years. One of our Computer Science (CS) teachers was Co-President of the International CSTA (Computer Science Teachers Association). As a CSTA leader, they conducted chapter meetings at different locations/districts every 4 to 6 weeks. Meeting agendas included sharing best practices in teaching Computer Science and general support to CS teachers.

AMSA is also actively involved with building partnerships with leaders in the technical, biotech, and engineering industries, who live and work in our community. AMSA thrives on the mutual respect cultivated by these relationships. Our teachers and staff are especially dedicated to celebrating and sharing their joy of learning through personal example. AMSA's core values are based on the ideals of excellence, integrity, and community, which form the context for how we teach, live, and communicate with one another.

## Dissemination 2018-2019

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom did the school disseminate its best practices? (Partners and Locations)</b>	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Collaboration, Curriculum	Paid Internships at Boston Scientific, training on medical equipment	AMSA students (5)	Boston Scientific, Marlboro w/students from AMSA, Assabet and Marlboro HS	Students from AMSA, Marlboro HS, and Assabet were trained on medical/research equipment. Students in turn taught students at Whitcomb Middle School (GEMS CS Club)
Collaborative Research	M20 Summit Lab project and presentation	AMSA students (6)	Boston Bio Medical Boston Scientific, ViaSat w/ students from AMSA, Assabet, Marlboro HS	6 students from each school collaborated in one of 2 labs (Bio and Manufacturing), Each group presented to a panel of 3 corporate judges: Project 3D model space habitation
Instruction, Curriculum, Collaboration, Innovation	Instruction, training, and development of curriculum in consultation with a cross-functional team from Sunovion	AMSA students (5)	Sunovion Pharmaceuticals, Marlboro	AMSA team developed a lesson plan and lab experiences to teach 7 <sup>th</sup> graders about the central and peripheral nervous systems, to enhance and complement the existing biology class curriculum.
Leadership Training, Collaboration	3 full days comprehensive workshop	AMSA students (5)	RYLA (Rotary Youth Leadership Academy)	3-day state-wide leadership program at Fitchburg State College. Upon completion, students will take leadership roles in student government, clubs, and teams.
Social and Emotional Strategies	LBGTQ Forum, panel reviewed and discussed case studies from the workplace	AMSA students (25)	Boston Scientific, Raytheon, DuPont, ViaSat w/students from AMSA, Assabet and Marlboro HS	75 students total from AMSA, Assabet and Marlboro HS sat on a panel, in collaboration with 4 company representatives, to consider case studies of discrimination and harassment in the workplace, discussing scenarios, mediations, and resolutions.
Educational Model	Educators Exchange: tour, classroom observations, group discussions	Administration, teachers, staff and students	Superintendents from Marlboro, Hopkinton, Weston, Shrewsbury Public School Districts	Visitors toured the campus, observed classrooms, given a demonstration of the SEM (Scanning Electron Microscope) by the research students,

(continued) Educational Model	Curriculum dissemination	Administration	Immaculate Conception School, Marlborough	Shared entire English reading list grades 6 – 12, including summer reading, Program of Studies, and school profile.
Educational Model	Educators Exchange	Administration	Times 2 STEM Academy, Providence, RI	Visited classrooms, met with administration and Department Chairs

### Dissemination 2016-2018

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Computer Science: scope and sequence	Workshops for middle and high school teachers in collaboration with CSTA	CS Teachers	As a leader, our CS teacher conducts chapter meetings at different MA locations/districts	Discussion and sharing of best pedagogical practices specific to Computer Science. Open invitation to schools to see our curriculum and visit our computer science classrooms.
How to initiate Technovation Program	Workshop for teachers in collaboration with Vista Print and Mass TLC (Technology Leadership Council)	Computer Science Teachers	With a teacher from Winchester High School ran workshop for Mass CS teachers.	Sharing strategies with teachers from other districts, resulting in an increased awareness and engagement in after school clubs focused on computer science. Workshop funded by VistaPrint and Mass TLC.
Computer Science frameworks	DESE Panel to outline Computer Science Frameworks and Licensure Requirements	Computer Science Teachers	Department of Elementary and Secondary Education	Developed frameworks for a middle school Computer Science Curriculum and determine the subject matter knowledge and process for certification.
Introduction to Computer Science Concepts	Student led instruction for students at local High School to inspire and motivate interest	Ten AMSA Seniors	Multiple districts: Natick, Newton, Stoughton, and Hudson	Students were exposed to exciting elements of Computer Science, which inspired students to consider pursuing a computer science education. District teachers were invited to visit AMSA's Computer Science classrooms.
Technovation Program	After school Computer Science club open to students from the region	Computer Science Teachers and AMSA students	Grafton High School	AMSA will open the Technovation Club to other districts and intends to organize a local pitch night involving several districts.

## Charter School Performance Criteria Relating to Academic Program Success

### Criterion 5: Student Performance

The charts below demonstrate the percentage of students who scored in the Proficient or Advanced categories in the Grade 10 MCAS. Figure 1 for All Students and Figure 2 for High Needs Students.

MCAS Performance 2015-2018

*Figure 1*

All Students	2015	2016	2017	2018
ELA 10	100	100	100	100
Math 10	100	100	99	99
SCI 10	99	98	99	97

*Figure 2*

High Needs	2015	2016	2017	2018
ELA 10	100	100	100	100
Math 10	100	100	NA	94
SCI 10	94	83	90	86

An Education Proficiency Plan (EPP) is initiated for students who do not achieve proficiency in Math or English. Students are provided with additional support and their academic progress is monitored and documented throughout the year. Students who do not pass the High School Science MCAS are given multiple opportunities by the state to retake the exam. Students receive support during academic lab, after school, or through Study Island, an online MCAS preparation program available at AMSA.

As state regulations change our enrollment policy to include admitting new students as late as grade 9, fulfilling our mission to bring all students to proficiency is an added challenge. AMSA's academic program was designed to build on continuous, logically organized, and interconnected multi-year courses beginning in grade six. Our teachers embrace the challenge and work very hard to provide additional support to older students who do not have the strong academic foundation that AMSA students are expected to form during the lower school experience. Academic understanding and excellence are possible through the great effort and commitment shared by student and teacher at AMSA.

Additional Assessment Data	
Assessment Name: PSAT/NMSQT	Grades Assessed: 9, 10, and 11
Date Implemented: 2015-2019	Ongoing
Description of Achievement Trends:  AMSA students take the PSAT/NMSQT exam in October of each year in grades 9, 10 and 11. AMSA analyzes the scores of students in grade 11 as compared to their scores in grade 9. The average growth for each subset for the past four years of PSAT administrations is as follows: <ul style="list-style-type: none"> <li>• Critical Reading/Writing 14.25% average improvement grade 9 to 11</li> <li>• Mathematics 15% average improvement grade 9 to 11</li> </ul>	

Additional Assessment Data	
Assessment Name: SAT	Grades Assessed: 10, 11, and 12
Date Implemented: 2015-2019	Ongoing
Description of Achievement Trends:  Each year AMSA compares our students' mean SAT scores against the Massachusetts state average. The average difference in AMSA SAT scores vs. the state average over the past four years is as follows: <ul style="list-style-type: none"> <li>• Critical Reading/Writing 16.25% average higher than the state mean</li> <li>• Mathematics 21.5% average higher than the state mean</li> </ul>	

Additional Assessment Data				
Assessment Name: Advanced Placement	Grades Assessed: 10, 11, and 12			
Date Implemented: 2015-2019	Ongoing			
Description of Achievement Trends:  AMSA students perform exceptionally well on the AP exams. It is important to note that AMSA encourages all students to strive for excellence through exposure to highly rigorous and challenging curriculum. We are committed to strong performance and participation in Advanced Placement courses, staying faithful to our mission to serve students of all backgrounds and abilities, in all subjects.  % of students who completed at least one AP course by their senior year:				
2015	2016	2017	2018	2019
83%	88%	90.4%	84.3%	86.6%

## **Criterion 6: Program Delivery**

AMSA's academic program follows the original design and intent of our charter, delivering a high-quality academic program that is highly structured, and each year consists of continuous, logically organized, and interconnected multi-year courses in which teachers introduce, and build upon, fundamental concepts and theories in math science, computer science, and the humanities. All AMSA Departments have developed rich academic curriculums that are consistent with our core mission and that seek to challenge and support each of our students.

The AMSA English program encompasses six-years of continuous and historically aligned courses beginning in grade 6, with both literal and thematic correlation. AMSA's History program is content rich and is aligned with AMSA's English curriculum. This assists students with the rigorous levels of literary analysis required at AMSA's college prep, honors, and AP level, while promoting better assimilation of themes, genres, and cultures of our literary and history content. The English Department has increased the emphasis on grammar and vocabulary skills: the basic tools needed for writers to succeed at their craft. Each grade level's curriculum now includes a structured vocabulary and grammar program that will reinforce composition, reading comprehension, and test-taking skills. In addition to our regular, required classes, the English department offers a variety of electives including Creative Writing, Journalism, Literature to Film, Philosophy, AP Literature, and AP Language and Composition. The History department offers a variety of electives including criminology, citizenship, economics, the history of Africa, the history of hatred in the U.S., AP European History, AP U.S. History, AP Macroeconomics, AP U.S. Government and Politics, and AP Psychology.

The AMSA Math program introduces students to concepts of Algebra and Geometry in 6<sup>th</sup> and 7<sup>th</sup> grade. Geometry is taught in parallel to Algebra in grade 7 through 10 to build connections between subjects. There is progression of courses from grade 6 through 12. All students are introduced to ideas of polynomial functions, trigonometry, conic sections, logarithms, exponent, probability and statistics. 85% of students are introduced to concepts of Calculus. Students are given knowledge of Calculus (including Multivariable Calculus) and Linear Algebra before or in parallel of studying advanced Physics, Chemistry and Statistics. AP Calculus AB and BC are also offered. Seniors are offered "Life Courses" that include Statistics and Accounting. Special lessons for advanced students are offered once a week that focus on non-standard problems, such as graph theory, game theory, number theory, and advanced combinatorics and probability. AMSA implemented a Middle School Math Internship Program, offering credit to student interns who assist students during Directed Study by: reviewing material covered in class, helping students prepare for quiz retakes by reviewing previous quizzes and managing the Skills Quiz retake process.

AMSA's Middle School Science program is unique. Over the course of three years, AMSA middle school students will cover a high school biology course. This allows teachers to reinforce ideas throughout the material, helping to draw connections relevant to students and the world they live in today. In grade 7, students study Chemistry and Physics, and in grade 8, Earth Science. Due to this multi-year foundation, students in grade 9 are well prepared for their high school Biology course. After a successful completion of their freshman year, students have the opportunity to choose their path in Chemistry, and consider AP Biology. Juniors are provided with options beyond Physics,

from Anatomy and Physiology, Sustainability, GIS, Forensics, Research, to AP Chemistry. Seniors have all the elective options, plus the ability to take AP Physics.

Some of the most notable advancements to our science curriculum in recent years are the dynamic research and internship opportunities offered in collaboration with Thermo Fisher Scientific, Boston Scientific, Sunovion, Quest Diagnostics, Raytheon, GE Health, and ViaSat. Students participate in scientific research modeled after graduate school science programs. Current areas of research include Engineering, Environmental Sustainability, Geochemistry, Molecular Biology, and Wildlife Population Studies.

AMSA's Computer Science program is combined with our Science, Engineering, and Math curriculum. All students take Computer Science in grades 6 through 11. The curriculum focuses heavily on solving problems using tools that help students visualize and get feedback from their computation. AMSA seeks to build collaborative relationships with industry and universities to expose our students to practical applications of Computing and Engineering. Students are offered many accelerated courses such as Intro to Data Sciences, Intro to Cyber Security and Cryptography, as well as AP Computer Science. When a high school student completes our program, they will be well prepared to seek a Computer Science, Math, Science and/or Engineering degree, have advanced knowledge and abilities in computing, be able to engage in solving problems with success, push the boundaries of conventional thinking, complete interdisciplinary projects, and explore internship/research opportunities with skill and confidence.

The World Language and Art Program offers a rigorous program with the AP level in all subjects including Art, French, Latin and Spanish. National exams are offered in all three of our world languages, with free access to all students. The department implements interdisciplinary study between World Language and Art, and other disciplines, so students can make connections and comparisons across various subjects, synthesize concepts and engage in critical thinking and analysis. A self-portrait project was taught in conjunction with a Spanish class unit on the Mexican Revolution and the movie *Frida*, based on the life of Spanish artist Frida Kahlo.

Exciting additions to the academic program this past year included new electives that promote interdisciplinary collaboration through co-teaching: *Vitruvian Man* (English/History/Science); *Discrete Mathematics in Computer Science* (Math/Computer Science); *Digital Media* (Computer Science/Art). Considerations for future electives include *Surviving the Apocalypse* (English/History/Science) and the introduction of Mandarin.

AMSA's pursuit of excellence is evident in all our academic and co-curricular activities. The Physical Education Department provides a comprehensive curriculum dedicated to physical fitness, health and wellness. AMSA students are fortunate to have access to the Fore Kicks sport complex that is located adjacent to our campus. AMSA offers a full complement of highly competitive Varsity and Junior Varsity Athletic programs. Over the past charter term, AMSA has tripled its after school activities and currently supports 45 academic and/or interest clubs.

The School Counseling Department provides a comprehensive support program to all our students. The Student Study Team (SST) that includes the school counselors, deans, and vice principal, examine students' academic, behavioral and social-emotional

progress. Meetings include the nurses and athletic director on a rotating basis. The Global Support Team, consisting of the Director of School Counseling, Vice Principal, and Director of Student Services, meets weekly to discuss students of concern, and school-wide issues. The counselors run the Signs of Suicide Prevention Program, providing universal screening for depression symptoms, which is presented to all students in grades 8 -12. The counselors also conduct *Brief Intervention, and Referral to Treatment* (SBRIT) substance abuse screening for all students in grades 7 and 10. SBRIT is an evidence-based practice used to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

At the beginning of our current charter term, AMSA was inconsistent with student support services, especially for high needs students and English language learners. This was primarily due to the frequent turnover of key leadership personnel that had a significant impact on the services that students and families received. Several factors resulted in positive change; stakeholder dissatisfaction forced open and public discussion; and in February 2017, the Board of Trustees took an active role in their duty of care to find restorative and effective executive leadership in the appointment of Dr. Anders Lewis. In March 2017, AMSA saw the formation of a Special Education Task Force led by Principal Ellen Linzey.

The Special Education Task Force organized into three subcommittees to gather data: Online Survey Committee, Community Input Committee, and a School Data Collection committee. After analysis of the combined feedback data, four areas were identified as needing attention: communication, school-wide and Special Education staff training, leadership, and social/emotional staffing and services.

## **Criterion 7: Culture and Family Engagement**

### **Safe and Supportive Environment**

In accordance with the Massachusetts Charter School Performance Criteria, AMSA ensures that the school and classroom environments are safe, supportive, culturally responsive, welcoming, respectful, inclusive, and reflective of the community and students' cultures and identities.

The 2018-2019 Academic Excellence Committee, consisting of teachers, administrators, and staff, met originally to discuss broad philosophical questions relating to the key attributes of excellence, as defined by our core values; the joy of learning, creativity, and curiosity. Missing was our students' perspective. A student survey was created and launched in November 2018 to all students in grades 8-12. The survey included questions covering the academic environment as well as the social and emotional climate. The results provided insight to the top-priority concerns of our students: hours spent completing homework; supports in place to ensure that students get the help and guidance they need to succeed; strong desire to be challenged and motivated by teachers who are engaging, knowledgeable, and passionate. These findings led to several school-wide initiatives.

- The review of AMSA's homework policies across all academic departments. A homework philosophy document was created based on the collaborative work.



- The Upper School counselors have planned a full day orientation for freshmen the day before school starts in August, to set clear expectations for student behavior, and provide critical attention and focus on social and emotional support that is so important to this demographic.
- 9th and 10<sup>th</sup> Grade Seminar developed to cover stress and anxiety management, mental health, career development, and learning styles
- A Student Model Lesson Survey for students who participate in model lessons during new teacher candidate interviews, offering the student perspective to the hiring decision process.

A respectful environment feels safe and becomes a place where great things are possible. The Student Survey will be administrated each spring annually.

### **Family Engagement**

In the 2018 Fall Family Pulse Survey, 90% of our families reported that they either agree or strongly agree that “communication from administration is timely, consistent, and respectful.” In the Spring 2016 Family Survey, 62% felt the school climate was favorable. In the Spring 2019 Family Survey, 77% felt the school climate was favorable.

The new administration formed the Community Council (designed to offer teachers, students, parents, and administers a chance to share ideas and concerns) and the monthly Family Forum series (designed for parents to raise ideas and concerns).

This year, the school counseling team put together a series of monthly workshops for parents on relevant student topics, called *Coffee with the Counselors*. Topics included: Academic Advising for Parents (helping students with course selection); Homework Wars (frustration-free ways to help manage homework); Coping with Challenge (fostering independent and resilient students); iGen (a discussion about technology’s impact on youth); Dealing with Conflict (helping teens navigate conflict with peers).

## **Charter School Performance Criteria Relating to Organizational Viability**

### **Criterion 8: Capacity**

#### **School Systems, Leadership and Professional Climate**

The administrative leadership team has sought to work together through consistent communication (Executive Director/Principal sharing an office) and administrative team meetings. The administrative team has sought to work closely and collaboratively with department chairs on a host of issues including homework policies, and basic decisions around mid-terms, finals, and course schedules. In general, most major decision are made in a collaborative fashion, one that includes teachers. All staff are encouraged to share ideas and concerns.

In the Fall Staff Pulse survey, 89% of staff agreed that communication from AMSA administration is timely, consistent, and respectful. Communication, teamwork, and

collaboration have been and continue to be a core goal of our school. Our efforts to promote teamwork and collaboration are reflected in the work of numerous committees including the Academic Excellence Committee (focused on enhancing the academic experience of our students); the “10-30 Task Force” (focused on exploring possible changes to the length of the school day for next year); the Whole Child Committee (that worked to address the social and emotional needs of our students); the Principal’s Council (designed to offer students a forum to have their concerns addressed); the Community Council (designed to offer teachers, students, parents, and administrators a chance to share ideas and concerns); The PD Avengers (a small team of teacher who worked with administrators to design our staff PD); The Scheduling Avengers (a combined team of administrators and teachers in charge of producing our schedule); the Communications Protocol Committee (that produced a set of best communication practices); and our student community meetings.

### **Criterion 9: Governance**

Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school. The Board has clear and well-understood systems and policies for decision-making and communication processes. Board meetings are held monthly in open session, minutes are taken and meetings are videotaped. The board of trustees engages in strategic and continuous improvement planning by setting and regularly monitoring progress relative to priorities and goals that are aligned with the school’s mission, vision, and educational philosophy. They hold one or two strategic planning meetings annually. During the current charter term, the board of trustees has participated in facilitated strategic planning exercises to develop a unified vision statement.

The subcommittees (Finance, Education, Governance, and Development), meet regularly, usually once per month, and follow Open Meeting Law protocols. Each board member is assigned to at least one subcommittee and may be asked to serve on a task force.

The board ensures sustainability of the school by establishing clear processes for board and school leadership succession; and recruiting, selection and training new members.

### **Criterion 10: Finance**

AMSA has consistently demonstrated that the school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner. The Board of Trustees has approved a balanced budget every year and the audit reports prepared by *Alexander, Aronson, Finning and Company* have consistently confirmed sound fiscal practices.

## **Plans for the Next Five Years**

Over the course of the next five years, we hope to build upon the progress we have made in our first 14 years. We are, most importantly, committed to fulfilling the mission of our school as described in our charter: that we are a school where all students of all backgrounds and abilities can excel in all subjects. We will meet this goal with outstanding MCAS scores; high participation rates and strong scores in our AP program; and outstanding college acceptance rates (all as detailed in Appendix A of our accountability plan). Next to the importance of our mission are our core values: integrity, excellence, and community. Recently established, we recognize much work remains to instill these values and we look forward to doing this throughout our community. Integrity (by which we mean honesty and respect); excellence (by which we mean hard work and a joy and love of learning); and community (by which we mean supporting others, being good citizens, and celebrating diversity) will all be key ingredients in our ability to meet our goals.

To fulfill our mission and to implement our core values, we believe it is essential to build an environment of trust and collaboration throughout our community. To build this trust, we will continue to create and nourish relationships between our staff, students, and our families that are premised upon respect. So too will we seek to build trust by encouraging and promoting open and clear communication as well as bottom-up problem solving. AMSA is fortunate to have an incredibly talented staff. By working together, encouraging frank feedback, sharing and testing ideas, and examining data, we are confident that we can create a dynamic, supportive culture that will uplift and support our students and staff.

To fulfill our mission and to implement our core values, it will also be essential that we continue to make sure that all our students have the support they need to excel. This requires that we hire and retain passionate and enthusiastic teachers to teach our challenging and engaging curriculum in all subjects that is premised on high academic expectations. It is essential that we ensure that our teachers have the professional development and resources they need to effectively teach our curriculum. It also requires that we guarantee robust support for all students on 504s and IEPs as well as all English language learners and that we create a safe and supportive learning environment throughout our school. Lastly, it requires that we secure and adopt a long-range plan for our facilities.

To fulfill our mission and implement our core values, it will also be important to continue to build collaborative relationships with surrounding schools, universities, and businesses. Over the course of the past couple of years, we have been involved in meetings, internships, shared panels, and workshops to reach this goal (detailed in the dissemination section of our renewal application) and we have made large strides, but more work remains.

We believe that AMSA will continue to grow as long as we continue to foster relationships and opportunities for our students and staff within our community; we also believe we can support our community and other schools by collaborating and sharing our methods with them.

**APPENDIX A**  
**ACCOUNTABILITY PLAN PERFORMANCE**

Objectives and Measures Related to Mission and Key Design Elements	Charter Term Performance (Met/Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
Objective: AMSA will celebrate knowledge and inspire an appreciation of learning and competency.					
Measure: 98% of seniors will apply to a college or university and 100% of these students will be accepted to a college or university.	Met	Met	Not Met	Not met	2016 98%/100% 2017 99.2%/100% 2018 96.1%/100% 2019 96.7%/99.1%
Measure: Upper School students will consistently demonstrate a high level of performance on the state standard for competency determination for graduation (currently MCAS). At least 98% of Upper School students will score at the Advance/Proficient level in the ELA, Math and Science MCAS.	Met	Met	Met	N/A	Upper School students consistently demonstrated a high level of performance by exceeding 98% Advanced/Proficient in Math and ELA, with an average of 98% Advanced/Proficient in Science over the past three years. (2019 scores are not available.)
	Not Met	Met	Met	N/A	
Objective: AMSA’s educational model will prepare students for college and professional life.					
Measure: 83% of all students will take at least one Advanced Placement course between grades nine and twelve.	Met	Met	Met	Met	2016 88.0% 2017 90.4% 2018 84.3% 2019 86.6%
Measure: Each year, 90% of the total number of Advanced Placement tests taken by AMSA students enrolled in the school’s corresponding Advanced Placement courses will have a score of 3 or better.	Not Met	Not Met	Met	Not Met	We are committed to high achievement, but we are also committed to encouraging all students to participate in AP. 2016 86% 2017 84% 2018 92% 2019 88%
Measure: 98% of all students in grades 9, 10, and 11 will take the PSAT. Students will improve their Critical Reading and Writing PSAT scores by an average of 10% from grade 9 to grade 11.  Students will improve their Math PSAT scores by an average of 15% from grade 9 to grade 11.	Met	Met	Not Met	Met	The PSAT participation rate for students in grades 9, 10, and 11 has been in the high 90 <sup>th</sup> percentile. Students have consistently improved their scores from grade 9 to 11. 98% of all students in grades 9, 10 and 11 took the PSAT in Oct 2018. Students (class of 2020) improved their Critical Reading and
	Met	Not Met		Not Met	
	Met	Not Met		Met	

					Writing PSAT scores by an average of 12% from grade 9 to 11, and improved their Math PSAT scores by an average of 14% from grade 9 to 11.
<p><b>Measure:</b> 98% of all Upper School students will take the SAT before January 1<sup>st</sup> of their senior year.</p> <p>The SAT class mean will be no less than 15% higher than the state mean in Critical Reading, Writing and Math.</p>	Met	Met	Met	Met	<p>Participation rate has consistently been 98% or higher. Students consistently score higher than the state mean. The class of 2018 had a lower mean in both categories than the previous cohort, but the class of 2019 improved in Critical Reading/Writing from 6% to 13% higher than the state mean and exceeded by 19% the state mean in Math.</p>
<p><b>Objective:</b> AMSA will cultivate a generation of leaders, especially in math, science and technology, ensuring that every student is challenged at the maximum of their ability with the goal of further advancing their "maximum" level.</p>					
<p><b>Measure:</b> 100% of seniors with Educational Proficiency Plans (EPP) based on a less than proficient core on their 10<sup>th</sup> grade ELA and/or Math MCAS will achieve Proficiency/Competency Determination (CD) and graduate with their class.</p>	Met	Met	Met	Met	All students who were on an EPP achieved Competency Determination (CD) and graduated with their class.
<p>Measure: To support opportunities for students to master the curriculum, 100% of all teachers will provide at least 45 minutes of extra help weekly. Students in grades 6 through 8 will be provided additional time for extra help during the daily Directed Study.</p>	Met	Met	Met	Met	100% of AMSA teachers provide at least 45 minutes of extra help after school per week. Students in grades 6-8 are provided with extra help during Directed Study.
<p><b>Objective:</b> AMSA will effectively promote student <b>responsibility as a requirement for future career success.</b></p>					
<p><b>Measure:</b> Subject teachers will grade students quarterly on their character development in two categories: respect and responsibility. Categories will be ranked from 1 to 10, with 10 being the highest. When final grades are calculated in June, the student aggregate will average a 7 or greater in both categories.</p>	Met	Met	N/A	N/A	AMSA's Core Values are Integrity, Excellence and Community. The school is in the process of creating a rubric for measuring these values, which will be incorporated into the new accountability plan.

Objectives and Measures Related to Dissemination	Charter Term Performance (Met/Not Met)				Charter Term Performance (Met/Not Met)
	Year 1	Year 1	Year 1	Year 1	
<b>Objective:</b> AMSA will share its curriculum and educational model with other schools in Massachusetts over the course of the charter term.					
<b>Measure:</b> AMSA will host an annual “Educators Exchange” for teachers and administrators from other Massachusetts schools, with the purpose of sharing ASMA’s curriculum and educational philosophy.	Met	Met	Met	Met	AMSA has participated in numerous dissemination events, most recently hosting a group of Superintendents from several Mass public school districts.

## **APPENDIX B**

### **GENERAL STATEMENT OF ASSURANCES**

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for the Advanced Math and Science Academy Charter School located at 201 Forest Street, Marlborough Massachusetts, is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third-party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of applications exceed the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act,

section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

10. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).




22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

New Policy for Additional Educator Licensure Hardship Waivers, published in the Commissioner's Weekly Update on June 28, 2019.

*Hardship Waivers are granted to districts seeking to employ an individual who is not appropriately licensed for the role. While districts will continue to have to demonstrate that they have made a good-faith effort to hire licensed personnel in order to obtain a waiver, we are dramatically changing how the Department determines that the individual has made continuous progress towards obtaining a license. Effective immediately, continuous progress will generally be considered as having satisfied any requirement towards getting licensed including attempting a required MTEL test and/or participating in some form of test preparation.*


<b>Signature:</b>
<b>Title: Ellen Linzey, Executive Director</b>
<b>Date: July 29, 2019</b>

### Renewal Application Certification Statement

<b>Name of School:</b>	Advanced Math and Science Academy Charter School
<b>Location:</b>	201 Forest Street, Marlborough, Massachusetts

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.



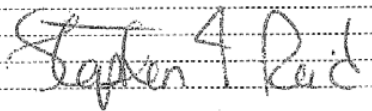
Signature: Chair of Board of Trustees

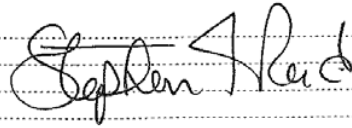
Date: July 29, 2019

Print/Type Name:	Roger Jarrett
Title (if designated):	Chair of the Board of Trustees
Date of approval by board of trustees:	July 29, 2019

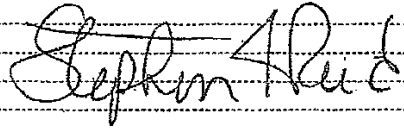
## Appendix C Compliance Documents

### Certificates of Occupancy

Certificate No: OP-2007-0073		Commercial Fit up (small) Permit No.: MP-2007-0058	
<b>Commonwealth of Massachusetts</b> <b>City of Marlborough</b> Building Electrical Mechanical Permits			
This is to Certify that the		Tenant Space	located at
		Dwelling Type	
199-201 FOREST ST	in the	CITY OF MARLBOROUGH	
Address		Town/City Name	
<b>IS HEREBY GRANTED A PERMANENT CERTIFICATE OF OCCUPANCY</b>			
AMSA Charter School new classrooms/lab areas completed Use Grp E Live Load 100#, Occ Loads, Classes 154, Lounge/Ofc. 15, Biolab 27			
This permit is granted in conformity with the Statutes and ordinances relating thereto, and			
expires		unless sooner suspended or revoked.	
Expiration Date			
Issued On: Thu Aug 30, 2007			
GeoTMS® 2007 Des Lauriers Municipal Solutions, Inc.			

Certificate No: OP-2008-0023		Commercial Fit up Permit No.: CF-2005-0001	
<b>Commonwealth of Massachusetts</b> <b>City of Marlborough</b> Building Electrical Mechanical Permits			
This is to Certify that the		School	located at
		Dwelling Type	
199 FOREST STREET	in the	CITY OF MARLBOROUGH	
Address		Town/City Name	
<b>IS HEREBY GRANTED A PERMANENT CERTIFICATE OF OCCUPANCY</b>			
Occupancy of Charter School in accordance with plans submitted February 18, 2005. Group E, Live Load 60/60/60, Fire Grade 3 hour			
This permit is granted in conformity with the Statutes and ordinances relating thereto, and			
expires		unless sooner suspended or revoked.	
Expiration Date			
Issued On: Mon May 5, 2008			
GeoTMS® 2008 Des Lauriers Municipal Solutions, Inc.			

Certificates of Occupancy (continued)

Certificate No: OP-2011-0074		Commercial Fit up (small) Permit No.: MP-2010-0023	
<b>Commonwealth of Massachusetts</b> <b>City of Marlborough</b> Building Electrical Mechanical Permits			
This is to Certify that the		School <small>Dwelling Type</small>	located at
165 FOREST ST <small>Address</small>		in the	CITY OF MARLBOROUGH <small>Town/City Name</small>
<b>IS HEREBY GRANTED A PERMANENT CERTIFICATE OF OCCUPANCY</b>			
AMSA, 2nd Fl, Occ Load 250, Live Load 100, Fire Grade 2, for furnishing and fixturing, subject to completion of two toilet rooms and art room sink.			
Issued On: Mon Nov 21, 2011			
<small>GeoTMS® 2011 Des Lauriers Municipal Solutions, Inc.</small>			

# Fire Inspection Certificate/Building Safety (201 Forest Street)



**CITY OF MARLBOROUGH  
FIRE DEPARTMENT**  
215 Maple Street, Marlborough, MA 01752  
Business (508) 624-6986 Facsimile (508) 460-3795

Fire Dept. Instructions:

## Quarterly Inspection Form

201 Forest Street	AMSA Charter School	31
Inspection Location	Occupant	Site #
Eric Lane-Facilities	508-597-2400	(508) 597-2499 (508) 597-2499
Contact Person	Bus. Tel.	cell fax email
Rosewood Development	508-485-1177	
Building Owner/Agent	Bus. Tel.	cell fax email
40 Mechanic Street, Marlborough, MA 01752		
Address (Building Owner/Agent)		

**Owner/Occupant:** The following violations (if any) were observed by fire inspectors while conducting an inspection of the above location. Questions may be directed to the Fire Prevention Office of the Fire Department.

No Code to Enter Main Entrance (9111\*)

Extinguisher missing 3rd Floor outside Elevator

Elevator Inspection Good till June 30 2019

Tested Alarm Two different Alarm Co. Called dispatch

Fire Inspector(s) notified Responsible Party of the inspection and violations (if any): yes ☐ no ☐  
If no, Report faxed to Responsible Party: yes ☐ no ☐

Group Assign: 2 Fire Inspector(s): (print) FF LOGAN / FF RUDD  
Date: 6-21-19

# Fire Inspection Certificate/Building Safety (201 Forest Street)

## Quarterly Inspection checklist

### Building and unit identification

Fire lanes clearly marked.	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Building/unit numbers properly marked	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Knox box visible/accessible	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Proper keys in the Knox box	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>
Keys properly tagged (weatherproof tags)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Contact information correct	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>

### Life safety devices

Exit lights operational	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Emergency lighting operational	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Carbon Monoxide detectors	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>

### Means of egress

Hallways and common areas clear	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Fire doors operational/closed	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Exterior stairs clear	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Handrails secured	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Elevator instructions posted	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Alarms/phones operational	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
3502 key operable (if equipped)	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>

### Fire alarm systems

Smoke detectors operational (test one to verify)	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>
Pull stations operational (test one to verify)	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Fire alarm system operational	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	
Zones out of service/trouble	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	
Verification of alarm receipt by Fire Alarm	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	

### Fire extinguishers

Fire extinguishers properly charged	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Fire extinguishers within inspection dates	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Kitchen systems within inspection dates (6 mos.)	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Kitchen hoods within cleaning dates	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>

### Sprinkler/Standpipe systems (if equipped)

Fire department connections accessible	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
System operational (verified documentation)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Adequate clearance for sprinklers (18" minimum)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Extra sprinkler heads/wrench	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Standpipe system	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Caps and valve handles in place	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Sprinkler room clear and accessible	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>

### General housekeeping

Electrical systems properly maintained	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Proper use of extension cords (temporary)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Heating systems maintained	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Proper storage of flammables	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input type="checkbox"/>
Ceilings intact	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	
Openings in walls/pipe/wiring chases sealed	Yes <input type="checkbox"/> / No <input type="checkbox"/>	

# Fire Inspection Certificate/Building Safety (199 Forest Street)



**CITY OF MARLBOROUGH  
FIRE DEPARTMENT**  
215 Maple Street, Marlborough, MA 01752  
Business (508) 624-6986 Facsimile (508) 460-3795

Fire Dept. Instructions:

## Quarterly Inspection Form

199 Forest St	AMSA Charter School	828
Inspection Location	Occupant	site number
Eric Lane- Facilities	508-597-2400	774-249-3777
Contact Person	Bus. Tel.	cell fax email
Rosewood Development	508-485-1177	
Building Owner/Agent	Bus. Tel.	cell fax email
40 Mechanic St Marlborough, MA 01752		
Address (Building Owner/Agent)		

**Owner/Occupant:** The following violations (if any) were observed by fire inspectors while conducting an inspection of the above location. Questions may be directed to the Fire Prevention Office of the Fire Department.

Exit sign outside classroom 604 battery dead

Exit sign outside classroom 613 battery dead

Fire Inspector(s) notified Responsible Party of the inspection and violations (if any): yes ☒ no ☐  
If no, Report faxed to Responsible Party: yes ☐ no ☐

Group Assign:

Fire Inspector(s): (print) EE Ashford Date: 6/21/19



## Fire Inspection Certificate/Building Safety (199 Forest Street)

### Quarterly Inspection checklist

#### Building and unit identification

Fire lanes clearly marked. Yes ☒ No ☐  
Building/unit numbers properly marked Yes ☒ No ☐  
Knox box visible/accessible Yes ☒ No ☐  
Proper keys in the Knox box Yes ☒ No ☐  
Keys properly tagged (weatherproof tags) Yes ☒ No ☐  
Contact information correct Yes ☒ No ☐

#### Life safety devices

Exit lights operational Yes ☒ No ☐ N/A ☐  
Emergency lighting operational Yes ☒ No ☐ N/A ☐  
Carbon Monoxide detectors Yes ☒ No ☐ N/A ☐

#### Means of egress

Hallways and common areas clear Yes ☒ No ☐ N/A ☐  
Fire doors operational/closed Yes ☒ No ☐ N/A ☐  
Exterior stairs clear Yes ☒ No ☐ N/A ☐  
Handrails secured Yes ☒ No ☐ N/A ☐  
Elevator instructions posted Yes ☒ No ☐ N/A ☐  
alarms/phones operational Yes ☒ No ☐ N/A ☐  
3502 key operable (if equipped) Yes ☐ No ☐ N/A ☒

#### Fire alarm systems

Smoke detectors operational (test one to verify) Yes ☐ No ☐ N/A ☒  
Pull stations operational (test one to verify) Yes ☒ No ☐ N/A ☐  
Fire alarm system operational Yes ☒ No ☐  
Zones out of service/trouble Yes ☐ No ☒  
Verification of alarm receipt by Fire Alarm Yes ☒ No ☐

#### Fire extinguishers

Fire extinguishers properly charged Yes ☒ No ☐ N/A ☐  
Fire extinguishers within inspection dates Yes ☒ No ☐ N/A ☐  
Kitchen systems within inspection dates (6 mos.) Yes ☐ No ☐ N/A ☒

#### Sprinkler/Standpipe systems (if equipped)

Fire department connections accessible Yes ☒ No ☐ N/A ☐  
System operational (verified documentation) Yes ☒ No ☐ N/A ☐  
Adequate clearance for sprinklers (18" minimum) Yes ☒ No ☐ N/A ☐  
Extra sprinkler heads/wrench Yes ☒ No ☐ N/A ☐  
Standpipe system Yes ☐ No ☒ N/A ☐  
Caps and valve handles in place Yes ☐ No ☐ N/A ☒  
Sprinkler room clear and accessible Yes ☒ No ☐ N/A ☐

#### General housekeeping

Electrical systems properly maintained Yes ☒ No ☐ N/A ☐  
Proper use of extension cords (temporary) Yes ☐ No ☐ N/A ☒  
Heating systems maintained Yes ☒ No ☐ N/A ☐  
Proper storage of flammables Yes ☒ No ☐ N/A ☐  
Ceilings intact Yes ☒ No ☐  
Horizontal openings in walls sealed Yes ☒ No ☐  
Pipe and wiring chases sealed Yes ☒ No ☐

# Fire Inspection Certificate/Building Safety (165 Forest Street)



**CITY OF MARLBOROUGH  
FIRE DEPARTMENT**  
215 Maple Street, Marlborough, MA 01752  
Business (508) 624-6986 Facsimile (508) 460-3795

Fire Dept. Instructions:

## Quarterly Inspection Form

165 Forest Street	AMSA	351
Inspection Location	Occupant	Site #
Eric Lane-Facilities	508-597-2400 774-249-3777	
Contact Person	Bus. Tel. cell fax email	
Building Owner/Agent	Bus. Tel. cell fax email	
AMSA		
Address (Building Owner/Agent)		

**Owner/Occupant:** The following violations (if any) were observed by fire inspectors while conducting an inspection of the above location. Questions may be directed to the Fire Prevention Office of the Fire Department.

9/11  
~~9/11~~ x SECURITY CODE FOR MAGNET LOCK  
 EXTINGUISHERS EXPIRE 8/19  
 RM 806 CLASSROOM ELITE LOW BATTERY (DIM)  
 ELEVATOR INSPECTED 5/19

Fire Inspector(s) notified Responsible Party of the inspection and violations (if any): yes ☐ no ☐  
 If no, Report faxed to Responsible Party: yes ☐ no ☐

Group Assign: 2 Fire Inspector(s): (print) <sup>ATL</sup> F.F. S.M. GRANT, F.F. RICE  
 Date: 6/21/19

## Fire Inspection Certificate/Building Safety (165 Forest Street)

### Quarterly Inspection checklist

#### Building and unit identification

Fire lanes clearly marked	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Building/unit numbers properly marked	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Knox box visible/accessible	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Proper keys in the Knox box	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Keys properly tagged (weatherproof tags)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>
Contact information correct	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>

#### Life safety devices

Exit lights operational	Yes <input checked="" type="checkbox"/> / No <input checked="" type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Emergency lighting operational	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Carbon Monoxide detectors	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>

#### Means of egress

Hallways and common areas clear	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Fire doors operational/closed	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Exterior stairs clear	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Handrails secured	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Elevator instructions posted	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Alarms/phones operational	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
3502 key operable (if equipped)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>

#### Fire alarm systems

Smoke detectors operational (test one to verify)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Pull stations operational (test one to verify)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Fire alarm system operational	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	
Zones out of service/trouble	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	
Verification of alarm receipt by Fire Alarm	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	

#### Fire extinguishers

Fire extinguishers properly charged	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Fire extinguishers within inspection dates	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Kitchen systems within inspection dates (6 mos.)	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Kitchen hoods within cleaning dates	Yes <input type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>

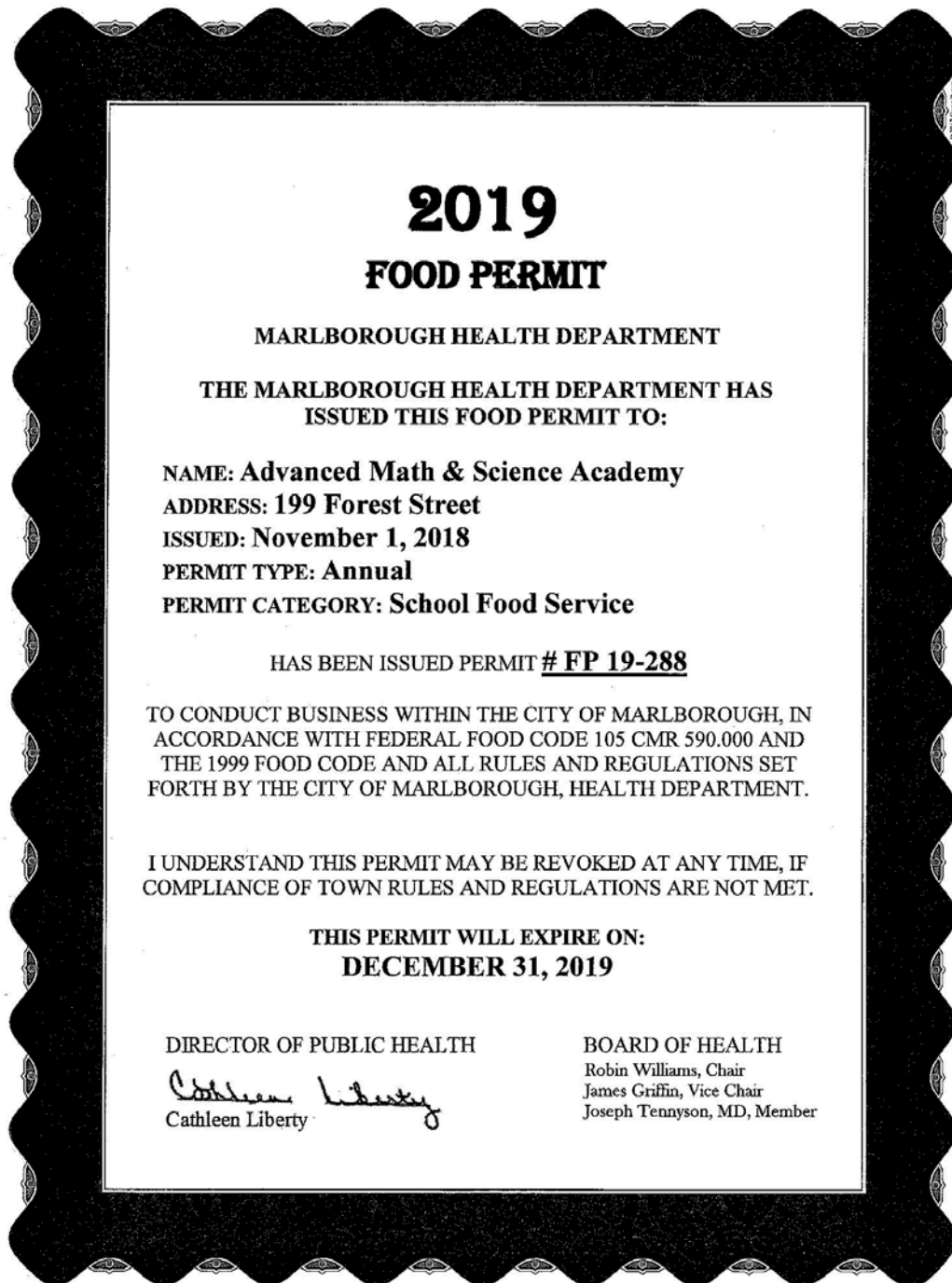
#### Sprinkler/Standpipe systems (if equipped)

Fire department connections accessible	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
System operational (verified documentation)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Adequate clearance for sprinklers (18" minimum)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Extra sprinkler heads/wrench	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Standpipe system	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Caps and valve handles in place	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Sprinkler room clear and accessible	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>

#### General housekeeping

Electrical systems properly maintained	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Proper use of extension cords (temporary)	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Heating systems maintained	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Proper storage of flammables	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
Ceilings intact	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	
Openings in walls/pipe/wiring chases sealed	Yes <input checked="" type="checkbox"/> / No <input type="checkbox"/>	

Health Inspection/Health Permit (199 Forest Street)



**2019**  
**FOOD PERMIT**

**MARLBOROUGH HEALTH DEPARTMENT**

**THE MARLBOROUGH HEALTH DEPARTMENT HAS  
ISSUED THIS FOOD PERMIT TO:**

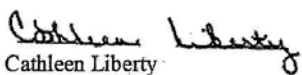
**NAME: Advanced Math & Science Academy**  
**ADDRESS: 199 Forest Street**  
**ISSUED: November 1, 2018**  
**PERMIT TYPE: Annual**  
**PERMIT CATEGORY: School Food Service**

**HAS BEEN ISSUED PERMIT # FP 19-288**

TO CONDUCT BUSINESS WITHIN THE CITY OF MARLBOROUGH, IN  
ACCORDANCE WITH FEDERAL FOOD CODE 105 CMR 590.000 AND  
THE 1999 FOOD CODE AND ALL RULES AND REGULATIONS SET  
FORTH BY THE CITY OF MARLBOROUGH, HEALTH DEPARTMENT.

I UNDERSTAND THIS PERMIT MAY BE REVOKED AT ANY TIME, IF  
COMPLIANCE OF TOWN RULES AND REGULATIONS ARE NOT MET.

**THIS PERMIT WILL EXPIRE ON:  
DECEMBER 31, 2019**

<p><b>DIRECTOR OF PUBLIC HEALTH</b></p> <p> Cathleen Liberty</p>	<p><b>BOARD OF HEALTH</b></p> <p>Robin Williams, Chair James Griffin, Vice Chair Joseph Tennyson, MD, Member</p>
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Health Inspection/Health Permit (201 Forest Street)

**2019**  
**FOOD PERMIT**

MARLBOROUGH HEALTH DEPARTMENT

THE MARLBOROUGH HEALTH DEPARTMENT HAS  
ISSUED THIS FOOD PERMIT TO:

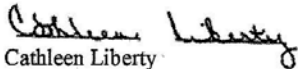
NAME: Advanced Math & Science Academy  
ADDRESS: 201 Forest Street  
ISSUED: November 1, 2018  
PERMIT TYPE: Annual  
PERMIT CATEGORY: School Food Service

HAS BEEN ISSUED PERMIT # FP 19-98

TO CONDUCT BUSINESS WITHIN THE CITY OF MARLBOROUGH, IN  
ACCORDANCE WITH FEDERAL FOOD CODE 105 CMR 590.000 AND  
THE 1999 FOOD CODE AND ALL RULES AND REGULATIONS SET  
FORTH BY THE CITY OF MARLBOROUGH, HEALTH DEPARTMENT.

I UNDERSTAND THIS PERMIT MAY BE REVOKED AT ANY TIME, IF  
COMPLIANCE OF TOWN RULES AND REGULATIONS ARE NOT MET.

THIS PERMIT WILL EXPIRE ON:  
**DECEMBER 31, 2019**

DIRECTOR OF PUBLIC HEALTH  
  
Cathleen Liberty

BOARD OF HEALTH  
Robin Williams, Chair  
James Griffin, Vice Chair  
Joseph Tennyson, MD, Member

# Insurance Certificate

		<b>CERTIFICATE OF LIABILITY INSURANCE</b>		DATE (MM/DD/YYYY) 6/25/2019		
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.						
<b>IMPORTANT:</b> If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).						
<b>PRODUCER</b> Fred C. Church Insurance 41 Wellman Street Lowell MA 01851			<b>CONTACT</b> NAME: Jeanne Pitts PHONE (A/C, No, Ext): 800-225-1865 FAX (A/C, No): 978-454-1865 E-MAIL: jpitts@fredchurch.com ADDRESS:			
<b>INSURED</b> ADVAMAT-01 Advanced Math and Science Academy Charter School 201 Forest Street Marlborough MA 01752			<b>INSURER(S) AFFORDING COVERAGE</b> INSURER A: Massachusetts Bay Insurance INSURER B: Hanover Insurance Company INSURER C: Insurance Company of State of PA INSURER D: INSURER E: INSURER F:		<b>NAIC #</b> 22306 22292 19429	
<b>COVERAGES</b> <span style="float: right;"><b>CERTIFICATE NUMBER:</b> 1593727410 <b>REVISION NUMBER:</b></span>						
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.						
INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVO	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		ZDN9688120	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ Included
B	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		AMN9669730	7/1/2019	7/1/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$		UHN9688162	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
C	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N N / A	WS11005848	7/1/2019	7/1/2020	<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E L EACH ACCIDENT \$ 1,000,000 E L DISEASE - EA EMPLOYEE \$ 1,000,000 E L DISEASE - POLICY LIMIT \$ 1,000,000
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)						
<b>CERTIFICATE HOLDER</b>  EVIDENCE OF COVERAGE			<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  AUTHORIZED REPRESENTATIVE 			

ACORD 25 (2016/03)

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## AMSA CRISIS RESPONSE PROTOCOL

### PURPOSE:

**THE CRISIS RESPONSE PROTOCOL** provides policy and a method to assess the need for intervention as well as procedures to assist in organizing schools and community resources should they be needed. Implementation of this plan would assist in diffusing the crisis and maximize the school's ability to return to normalcy.

### Definition of Crisis:

A crisis in the school may be defined as “an event that disrupts the usual routine, which requires school and community agents to take direct and immediate action to assess and stabilize the school environment.” The following are examples of a crisis:

- Suicide, death or serious injury of a student or staff member
- School bus/car accident
- Terrorist type activities
- Student walkout/protest
- Fire with injuries/death
- Natural disasters such as tornadoes, floods, etc.
- Building incidents
- Rape and/or sexual assault
- Community problem impacting on student welfare

### Orientation and in-service:

The education of the staff regarding the Crisis Response Plan regulations shall take place when school begins in the fall. This duty shall be the responsibility of the Principal, Vice Principal and the Safety Manager.

### Team Members:

The Administrative Response Team (ART) is responsible for making decisions of whether or not to activate the Crisis Intervention Team (CIT). The CIT will work directly with students and staff and is responsible for carrying out the invention plan deemed necessary by the ART. These teams are comprised of the following persons:

#### ART:

- Executive Director (Media Person)
- Principal
- Vice Principal
- Safety Manager
- Director of Facilities
- Director of School Counseling
- Director of Operations
- Communications Manager

Athletic Director  
Nurses (at least one)

CIT:

Executive Director  
Principal  
Vice Principal  
Safety Manager  
Director of School Counseling  
Adjustment Counselors (2)  
School Counselors (6)  
Nurses (2)  
Communications Manager  
Director of Facilities  
Director of Operations  
Faculty/Staff as needed  
Support Staff from outside mental health agencies (as needed)

The CIT will fulfill the following roles:

- Chair
- Co-Chair
- Family Liaison (depending on crisis)
- Media Person
- Support Staff
- Communications Person
- Facilitator for the Community Evening (if necessary)

- **This list is to be updated every year**
- **Please see Appendix A for personnel assigned to the teams**

Chair:

The Chair is the Executive Director; someone who can make a decision but is willing to listen to other school personnel effectively. The Chair and Co-Chair will head the meetings. The Chair will also verify that information precipitating the convening the ART and CIT is valid information.

Co-Chair:

The Co-Chair is the Principal and/or the Assistant Principal or Director of School Counseling. The Co-Chair assists the Chair in making decisions, running crisis team meetings prior to a tragedy and takes place of the Chair when he or she is absent. The Co-Chair will also be the Staff Liaison and will work closely with the Chair concerning the news that will be communicated to the staff, and assist the Chair in keeping staff informed throughout the days following the crisis. The Co-Chair may communicate verbally or in writing depending on the size of the building.

Family Liaison: (TBD, depending on the crisis)

The Family Liaison normally will be the Director of Guidance or the principal or the Assistant Principal who will communicate with the family, beginning the day the news is learned. In the event of a death, the Family Liaison may return personal belongings to



the family, have contact with the PTO, and religious contact if the family deems necessary.

Media Person:

The Media Person will be the Executive Director. No one speaks to the media other than the Executive Director. The Executive Director will coordinate all the media information and will be able to depict how the school is responding to the crisis. No student or staff should be interviewed.

Communication Person:

This person will be the Communications Manager or designee **in conjunction with the Chair**. They together will write a prepared phone message that will be told to all who call the school regarding the crisis. Depending on the nature of the crisis, they will be responsible for a general letter and any subsequent letters written to the parents regarding the crisis.

Counseling Staff:

These members are usually comprised of the Adjustment Counselor, School Counselors, Health teachers, and Nursing Staff. The Nursing Staff **in conjunction with the Principal** will assess the need for additional nursing support.

Support Staff:

These members are the teachers, administrative staff and others deemed necessary by the Chair. ***Teachers will support the CIT in any way possible and make sure a united message is being presented by all members of the school community***

Facilitator for the Family/Community Evening (if necessary):

This team member will facilitate a family/community evening regarding the crisis. This evening will provide an opportunity to discuss the crisis and how the school is responding to the crisis. This informative session should only last one hour and should never start with questions.

## **I. NOTIFICATION OF THE TEAMS**

When the crisis is first reported to a school administrator, the Executive Director must be notified so that he/she can contact the police, hospital, family etc. in order to verify the information. The Executive Director will then convene the Administrative Response Team (ART).

The ART will decide if a response to the crisis is necessary. Their decision will be based on the following questions:

1. How serious is the event?
2. Who is directly affected by the event and to what degree are they affected?
3. What internal and external resources are appropriate and needed?
4. What objectives need to be met and what strategies will be used to accomplish these objectives.

If a response to a crisis is deemed necessary, the Executive Director or the Principal will contact the members of the CIT (Crisis Intervention Team). The ART will then devise a plan for the first day and an ongoing plan to meet the

needs of the crisis. Faculty, staff and students should be educated on each intervention and any additional developments throughout the process.

## **II. TEAM RESPONSIBILITIES**

- A. The CIT will meet once daily (for as long as the CIT deems necessary) to review the status of the crisis, plan for day/next day, and to discuss concerns as time permits
- B. One month after the crisis, the CIT will meet to evaluate the response to the event. Modifications to the CRP (Crisis Response Protocol) will be made if necessary.

## **III. TASKS OF PARTICIPANTS**

### **Executive Director/Communications Person:**

- Verify the crisis with the police, fire departments and/or hospital. Collect facts regarding cause, time, place, who is involved and any witnesses
- Convene ART
- Act as sole media liaison
- Approve policies and procedures for CIT
- Work in conjunction with the Principal to establish phone message for the public and personnel of the school, and any written communication.

### **Chair and Co-Chair:**

- Notify and assemble remaining CIT members
- Determine Family Liaison Representative
- Determine how and when the information regarding the crisis will be communicated to staff and students (i.e. Early Morning Staff Meeting/Phone Chain)
- Distribute notices to faculty and make announcements according to CIT plan
- Liaison with Executive Director regarding any outgoing communication (i.e. letters to parents)
- Meet with the administrative staff to provide prepared phone message for individuals who call the school
- Liaison with police, fire or other community agencies/professionals as needed
- Call a meeting before school if crisis occurs during non-school hours
- Remove student's name from all computer and attendance lists immediately (in the event of a student(s) death)
- Arrange security if needed

### **Family Liaison:**

- Communicate with family and make arrangements for personal belongings

- Liaison with family regarding memorials, funeral arrangements, services, scholarships, gifts, etc.
- Voice family concerns and wishes to school community
- Inquire about siblings (i.e. if attending AMSA or other schools attending and/or any other family relationships)
- Inquire about friends (i.e. obtain names, schools attending if different from AMSA and any special concerns)

**Staff Liaison:**

- Works closely with the Chair concerning the news that will be communicated to the staff
- Distribute information learned from the Family Liaison
- Serve as a direct contact with faculty regarding specific information to be shared: updates, funeral/memorial services, hospital visits and other significant information

**Counseling Staff:**

- Provide strategies and suggestions to staff in dealing with the crisis
- Provide current list of community resources
- Assess the need and location of counseling services and provide if necessary
- Liaison with community resources
- Coordinate follow up services as needed
- Assess the need for additional medical services (to be done in conjunction with the Nursing Staff and the Principal)
- Determine the need for Family/Community Evening
- Determine the need for additional counseling support from community resources
- Determine the need for parental education relating to the crisis
- Identify high risk individuals including close friends, sibling and staff members
- Assess the need for staff support (i.e. support groups, referral services within the community)



## Advanced Math and Science Academy Charter School MEDICAL EMERGENCY RESPONSE PLAN

**School District:** Advanced Math and Science Academy Charter School

**Executive Director:** Ms. Ellen Linzey

**Email:** [e.linzey@amsacs.org](mailto:e.linzey@amsacs.org)

**Phone:** 508-597-2400 Ext 2424

**School:** Advanced Math and Science Academy Charter School

**School Address:** 201 Forest Street, Marlborough

**School Principal:** Mr. Michael Nawrocki

**Email:** [m.nawrocki@amsacs.org](mailto:m.nawrocki@amsacs.org)

**Phone:** 508-597-2400 Ext 2456

**Contact Person for the School Plan:**

**Vice Principal:** Ms. Brianna Murphy

**Email:** [b.murphy@amsacs.org](mailto:b.murphy@amsacs.org)

**Phone:** 508-597-2400 Ext 2410

The Advanced Math and Science Academy Charter School (AMSA) has developed this Medical Emergency Response Plan (Plan) in consultation with members of the school community, including the district safety manager, school nurses, athletic department, and local emergency responders. The purpose of the Plan is twofold: to reduce the incidence of life-threatening emergencies, and to promote efficient responses to such emergencies.

**Rapid Communication System:**

AMSA has established a telephone system which links all parts of the school campus. Each phone has a dedicated landline that can dial directly to 911 and the system will automatically notify essential personnel of the location of the phone being used to make the emergency call.

A Medical Emergency Telephone Procedure is posted by all school telephones (Attachment 1).

Cell phones are carried by all essential personnel to activate the appropriate emergency plan when outside of classrooms.

**Emergency Medical Service Response time**

The Marlborough Fire Department has informed us their emergency medical service response time to reach locations on the school campus is 5-7 minutes.

**Emergency Contacts and Telephone Numbers: In case of medical emergency, essential personnel will be contacted in the following order:**

1. School Nurse, Ext 3524 or 3527
2. Main Office Front Desk, Ext 2401 or 2400
3. Facilities Director Eric Lane, Ext 2429 (to Direct Ambulance)
4. Vice Principal, Ext 2410 or  
Deans US Ext 3622, LS Ext 3589
5. District Safety Manager, Ext 2200
6. Principal, Ext 2456
7. Director of Operations, Ext 2416
8. Parent/Guardian

### **Emergency Medical Response Protocol**

The school's Medical Emergency Response Plan is posted in the main office, the school nurse's office, classrooms, cafeteria, and guidance office, with instructions on how to activate the local emergency medical services (EMS).

In case of a medical incident, school staff will immediately:

- Contact the school nurse and the main office.
- Escort an injured person who is ambulatory to the school nurse's office or notify the school nurse if the person cannot be moved.

### **Post-emergency Support**

Main office personnel will ensure that designated individuals are directed to remain with the injured or ill person until medical assistance arrives.

### **How Emergency Medical Service Personnel Are Directed to Respond**

The school's medical response will proceed as follows:

- The nurse will assess the condition of the person(s) to determine the category of injury, illness, or condition:
- **Life-threatening:** because these medical conditions can cause death or disability within minutes, they require immediate intervention, medical care, and, usually hospitalization. Examples of this category include airway and breathing difficulties, allergic reactions, asthma episodes, severe burns, major fractures, insect bites, seizures, cardiac arrest, chest pain, and/or cyanosis.
- **Non-life –threatening:** These are defined as any injury or illness that may affect the general health of a person (e.g., mild fever, stomach ache, headache, small cuts). The school nurse will evaluate the incident and make decisions regarding further treatment. The school nurse may notify the parent/guardian and recommend follow-up medical evaluating or treatment.

### **When an injury, illness, or condition is determined to be serious, potentially life-threatening or disabling:**

- Call EMS (911) using the internal phone line and provide the location of the injured or ill person and available rescue equipment.
- The 911 call will activate the internal emergency response, displaying the location of the call.
- Designated school personnel will remain stationed at the specific location on campus to greet emergency responders upon arrival, providing updates on the situation. **EMS response time to the school is estimated at 5-7minutes**, barring unforeseen delays.

- The nurse will notify the parent/guardian of the student or the emergency contact for faculty/staff and inform him or her that the person is ill or has been injured and is being transported to a medical facility if the information is known at the time of the call.

The school nurse will contact the parents/guardians of students and emergency contact persons for faculty and staff if the student, faculty or staff person has a medical emergency.

**If the school nurse is not in the building at the time of the medical incident, main office personnel will notify the administrator in charge.** The administrator will assess the situation and direct main office personnel to place the 911 call in the event of a potentially life-threatening or potentially disabling injury, illness, or condition. Other steps will be taken as described above. If the school nurse or other medically trained individual determines that the injury, illness, or condition is non-life threatening, first aid and/or medical services will be provided onsite. The school nurse will notify the involved student's parents or guardian.

All faculty and staff must adhere to the following during all medical incidents:

- Standard Precautions must be followed at all times (Attachment 2)
- Avoid moving the ill or injured person, unless there is some danger if left there.
- Remain with the person until assistance arrives and remain calm.
- Direct other staff to manage bystanders.

**Incident Reports:** Medical incident reports are completed by school nurse and school administrator when students or staff requires medical follow-up after an incident sustained on school property.

Faculty and staff who are involved in school-related activities outside of regular school hours will be expected to keep a copy of the medical emergency plan with them during all school-sponsored activities and events. The protocols will identify who is to be contacted during activities outside of the regular school hours.

The school maintains a list of names and phone numbers of parents/guardians and emergency contact persons for faculty/staff, updated at the beginning of each school year, who should be contacted in case of a medical emergency. Faculty and staff are directed to provide updated contact information as needed to the Health Office.

The school offers an updated list of community-based providers that includes names and phone numbers of mental health professionals who can provide long and short-term mental health services on campus following incidents and emergencies. Resource information is available in the Guidance Office and Business Office/Human Resources, depending on the circumstances.

### **Procedure to Protect Children and Adults from Injury**

Creating and maintaining clean, healthful, comfortable, and safe school facilities is no easy task, but it is a necessary and critical one. To the degree possible, schools should be sheltering, protective environments where risks of all kinds are minimized so that students and staff may concentrate on the important task of education. Keeping schools sanitary, hazard-free, and secure not only reduces risk of illness and injury but also

improves academic performance, enhances the social climate, and promotes school connectedness. (*Massachusetts School Health Manual Chapter 4*)

**Nursing Staff:** There are two full time nurses and one half time nurse on campus.

**Security:** Camera surveillance and remote door locking system in place.

**Fire safety:** Evacuation drills and regular safety inspections are conducted per Marlborough Fire Department regulations.

### **Cardiopulmonary Resuscitation (CPR) and First Aid Training**

ASMA in conjunction with our certified AHA Instructor and/or our local EMS provider offers training each year for designated school staff in cardiopulmonary resuscitation (CPR). Essential staff is also trained in first aid. The names of the individuals who have successfully completed training will be attached to the school's Medical Emergency Response Plan.

### **Additional Training**

At the beginning of the school year, the nurses teach all faculty and staff about Food Allergy Protocol/Use of Epi pen per DPH guidelines (Attachment 4). Designated staff members are taught prevention, signs of and treatment of choking. AMSA currently holds a *Delegation Certificate of Registration Administration of Epinephrine with the Commonwealth of Massachusetts Department of Public Health*. This is in effect until June 30, 2019.

### **Location of AEDs/Automated External Defibrillators:**

There are three AEDs on campus, one located at each of the three school buildings at the reception area. There is also a portable AED held by the Athletic Director. The AEDs are readily accessible for campus-wide access during school hours, after-school activities, and public events held at the school.

A list of the school personnel who are trained in AED, building floor plans indicating where the AEDs are located, and a map of the school campus are kept in the Emergency Medical Response Plan and updated as necessary (Attachment 3). The school nurse is responsible for checking and documenting the status of the AEDs. The Athletic Director is responsible for doing the same for the AED assigned to him. AMSA contracts with "Life Support Systems" to check the AEDs status twice yearly.

There are emergency wheelchairs located under every AED. There are blood born pathogen kits located on every floor in all three buildings and in both cafeterias.

AMSA will conduct a medical emergency response drill in coordination with fire drills on an annual basis. The Safety Officer will ensure that the Plan is reviewed after each drill and revised if necessary, based on evaluation results to improve response effectiveness

**APPENDIX D**  
**ADDITIONAL INFORMATION**

**Board of Trustees Turnover**

<b>School Year</b>	<b>Total Membership</b>	<b>Members Joining</b>	<b>Members Departing</b>
2015-2016	13	0	2
2016-2017	13	2	2
2017-2018	15	6	4
2018-2019	13	2	5



**APPENDIX E**  
**APPLICATION CONTENT CHECKLIST**

The completed Application should present the required information in the following order:

- ☒ Cover page labeled “Application for Renewal of a Public-School Charter” that lists the following information:
  - ☒ School name
  - ☒ School address
  - ☒ School contact information: name, title, telephone, and email address
  - ☒ Date that the school’s board of trustees voted approval of the Application
  - ☒ Application submission date
- ☒ Cover letter (optional)
- ☒ Table of contents listing all major sections and appendices
- ☒ Introduction to school (Table)
- ☒ Performance and plans section (should not exceed 25 pages)
  - ☒ Faithfulness to Charter
    - ☒ Criterion 1: Mission and Key Design Elements
    - ☒ Criterion 2: Access and Equity
    - ☒ Criterion 3: Compliance
    - ☒ Criterion 4: Dissemination
  - ☒ Academic Program Success
    - ☒ Criterion 5: Student Performance
    - ☒ Criterion 6: Program Delivery
    - ☒ Criterion 7: School Climate and Family Engagement
  - ☒ Organizational Viability
    - ☒ Criterion 8: Capacity
    - ☒ Criterion 9: Governance
    - ☒ Criterion 10: Finance
  - ☒ Plans for the Next Five Years
- ☒ Appendices
  - ☒ A. Accountability Plan Performance
  - ☒ B. Statement of Assurances and Certifications
    - ☒ Statement of Assurances
    - ☒ Renewal Application Certification Statement

- ☒ C. Documentation of compliance with all building, health, safety, and insurance requirements:
  - ☒ Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
  - ☒ Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
  - ☒ Up-to-date Building Safety Inspection/Certificate of Inspection
  - ☐ Up-to-date Flammable Compounds and Liquids Certificate (*not applicable*)
  - ☒ Up-to-date Health Inspection/Health Permit
  - ☒ Up-to-date Insurance Certificate(s)
  - ☐ Asbestos Inspection and Management Plan (*not applicable*)
  - ☐ Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (*not applicable*)
  - ☐ Completed Lead and Copper in Schools Maintenance Checklist (*not applicable*)
  - ☒ Up-to-date Multi-Hazard Evacuation Plan
  - ☒ Up-to date Medical Emergency Response Plan
- ☒ D. Additional Information, as required in these *Guidelines*
  - ☒ Board of Trustees Turnover