Application for

City on a Hill Charter Public School II

Submitted to the
Board of Elementary and Secondary Education by the
City on a Hill Charter Public School Board of Trustees

November 14, 2012
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COMMONWEALTH CHARTER APPLICANT INFORMATION SHEET

This form must be attached to the letter of intent, prospectus, and final application. Please type information.

Name of Proposed Charter School:  City on a Hill Charter Public School II

School Address (if known):  Unknown

School Location (City/Town REQUIRED):  Boston, MA

Primary Contact Person:  Robert Mazzarella, Chair, Board of Trustees

Address:  58 Circuit Street

City:  Roxbury  State:  MA  Zip:  02119

Daytime Tel:  (978) 618-6183  Fax:  (617) 445-9153

Email:  r.mazzarella@comcast.net

1. The proposed school will open in the fall of school year:  2013-2014

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>9</td>
<td>110</td>
</tr>
<tr>
<td>Second Year</td>
<td>9,10</td>
<td>186</td>
</tr>
<tr>
<td>Third Year</td>
<td>9,10,11</td>
<td>241</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>9,10,11,12</td>
<td>280</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>9,10,11,12</td>
<td>280</td>
</tr>
</tbody>
</table>

2. Grade span at full enrollment:  9-12

3. Total student enrollment when fully expanded:  280

4. Age at entry for kindergarten, if applicable:  N/A

5. Will this school be a regional charter school?  No

If yes, list the school districts (including regional school districts) in the proposed region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

__________________________  __________________________  __________________________

__________________________  __________________________  __________________________

__________________________  __________________________  __________________________

If no, please specify the district’s population as reported in the most recent United States census estimate for the community the school intends to serve:  617,594
The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at http://www.census.gov/], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).

6. For all proposed charter schools, list the districts that are contiguous with the proposed school’s district or region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

   Somerville       Dedham       Randolph
   Cambridge        Norwood      Braintree
   Brookline        Canton       Quincy

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? Yes

8. Will the proposed school be located in a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2011-12 applications? Yes

9. Is the applicant group currently the board of trustees of an existing charter school? Yes

10. Is the applicant group/board of trustees intending to create a network of schools? Yes

11. If the applicant group/board of trustees is intending to create a network of schools, how many applications is the group submitting in the 2011-12 application cycle? 2

12. Do members of the applicant group currently operate or are they employed by a private or parochial school? No
Proposed Charter School Name: City on a Hill Charter Public School II

Proposed School Location (City/Town): Boston, MA

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall 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. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person___________________________________________ Date__________
(Please label the copy that has original signatures.)

Print/Type Name: Robert Mazzarella

Address: City on a Hill, 58 Circuit Street, Roxbury, MA 02119

Daytime Phone: 617.445.1515   Fax: 617.445.9153
GENERAL STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for City on a Hill Charter Public School II (name of school) to be located at TBD is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, 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 application exceeds 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 1.06).

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 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.

7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

8. 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.

9. 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,
10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

11. 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 Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).

12. 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)).

13. Will submit an accountability plan no later than the end of the first year of the school’s charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.

14. 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 1.09 (3)).

15. 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 1.09(4)).

16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05(1)(c)).

17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

19. Will participate in the Massachusetts State Teachers’ Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

20. 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 No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).

21. 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 1.05(3)(d)).
22. 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 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).

23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

24. 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 1.05(3)(a)).

25. 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 charter school office (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.

26. 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)).

27. 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 1.05(4)).

28. 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)).

29. 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 1.09(7)).

30. 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 1.11.

_________________________  ___________________
Signature  Date
Chair, Board of Trustees
Affiliation
STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

___________________________________  ___________________
Signature                                                      Date
Chair, Board of Trustees
Affiliation
EXECUTIVE SUMMARY

City on a Hill, a public high school in urban Boston, emphasizes academic achievement, citizenship, teacher leadership, and public accountability. It seeks to graduate responsible, resourceful, and respectful democratic citizens prepared to advance community, culture and commerce, and to compete in the 21st century. City on a Hill believes first, and most centrally, not just that all students can learn, but that all students must learn in order to address the social, economic, and political inequities of our nation. When students enter high school, they do so with a wide range of skills and abilities. While some schools will track these students according to their skill levels, City on a Hill does not. Regardless of geography, race, or socioeconomics, all City on a Hill students are held to the same high standards as they navigate its rigorous academic curriculum supported by the programs proven successful in helping students achieve. City on a Hill believes that the value of education is not in seat time; students must demonstrate their earned skills and knowledge in order to advance to the next grade level or graduate. City on a Hill approaches students’ high school education knowing that they all can and will be proficient and college-ready.

Embedded in all that City on a Hill does is the notion that students must use the community as a place for learning, and give back to their community as much as they gain from it. Citizenship is a key component to a student’s experience at City on a Hill, as CoaH not only seeks to prepare students for college, but also to prepare them to advance community, culture, and commerce, and to compete in the 21st century.

City on a Hill currently serves 280 students in grades 9-12, and is open to all students in the City of Boston. In March of 2012, City on a Hill held its lottery for the 2012-13 school year. For 90 available seats, CoaH received 880 applications illustrating the need – and demand—for additional school choice at the high school level. Boston families want their students to enroll in City on a Hill for its high academic standards and rigorous college-prep curriculum. City on a Hill seeks to satisfy this demand by opening a second campus, and during the 2011-12 school year, embarked on a campaign to gain community support of this project. Over the course of the year, approximately 50 community members volunteered at the existing CoaH, showing their support of the school as volunteer nurses, SAT prep teachers, and as evaluators of oral proficiencies. Additionally, members of City on a Hill’s Executive Committee met individually with three state representatives and three Boston city councilors to discuss the need for additional charter seats and CoaH’s plans to replicate. The majority of which supported the need for more seats and two directly advocated on City on a Hill’s behalf. Finally, two community members serve as representatives on City on a Hill’s School Council a body that supports the replication project.

City on a Hill was founded in 1995, and in the 17 years since the original charter was granted, its educational program has been refined, informed by educational research and first-hand experience. The existing City on a Hill has learned from its colleagues in urban education, as well as from its own experience in facing the educational, organizational, and political challenges of urban education, and will use what it has learned to maintain the strength of its own educational program while replicating it in CoaH II. Following a curriculum that aligns with Common Core standards and that incorporates academic achievement, active citizenship, and public service, teachers will use a wide range of instructional methods that match students’ individual learning needs coupled with network-wide classroom norms monitored by the Principal. In the classroom, students will be required to demonstrate hard work in classes that focus on building higher-order thinking skills and writing across the curriculum. Students will be engaged in active citizenship through weekly Town Meeting debates, annual mock elections, school-wide service days, a civics-focused history curriculum, and a required internship for all seniors. Students will be required to exhibit their earned skills and knowledge through written and oral skill and content proficiencies in order to advance to the next grade level or to graduate.
Not only does City on a Hill seek to educate the urban youth of Massachusetts, it aims to close the achievement gap by sending its students to college. The CoaH model will provide every student with at least three years of individualized tutorial in groups of two or three; all students in their 11\textsuperscript{th} and 12\textsuperscript{th} grade years will attend a junior or senior seminar course designed to guide them through the college and financial aid application processes and transition to their college placement; and every student’s family will receive one-on-one financial aid counseling from CoaH’s college counseling staff. These strategies are designed to ensure that students not only gain and build upon the skills they need to become college-ready, but also to help them navigate the college application process and plan for the financial commitment of attending college. As a result of our carefully planned and executed programs, all of City on a Hill graduates been accepted to college. More important than boasting an impressive college acceptance rate, CoaH has proven consistently successful in student academic growth. When compared to other districts in Massachusetts on the 10\textsuperscript{th} grade MCAS exam, City on a Hill excels in student growth. Of the 288 districts calculated, CoaH ranked in the top five for math for the past four years, and in the top ten for English Language Arts for three out of the last four years.

City on a Hill’s Board of Trustees, leadership, and staff believe City on a Hill is well positioned to serve the urban youth of Massachusetts and provide them with a quality educational program that will prepare them to succeed in a rigorous college environment. This founding group has spent two years meeting in preparation for the effective replication of the existing school model. Additionally, an extensive search and selection process for the leader of CoaH II has been conducted, and that future leader has spent two years as the Vice Principal of the existing City on a Hill in preparation for her role as leader of CoaH II.

City on a Hill has proven itself as a provider of high quality educational programs to high school students across the city for the past 17 years. CoaH’s programs demonstrate the commitment and dedication of its Board of Trustees, faculty, staff, and students to closing the achievement gap one student at a time. In addition, Boston families have demonstrated the need for an additional high quality, college preparatory high school option to serve their children. Of the charters approved in 2011 by the Massachusetts Board of Elementary and Secondary Education, eight were middle schools and only four were high schools. Additionally, each of those four approved high schools has a feeder middle school, leaving little opportunity for students seeking to enter a charter high school in the 9\textsuperscript{th} grade. Lastly, after careful planning, the current Board of Trustees not only has the vision and commitment to open a second school, but the capacity, skills and qualifications to realize that vision.

City on a Hill hopes to answer this call for high quality educational programs by extending its existing model to additional students by opening City on a Hill II, balancing its duties to its own students with a commitment to sustained systemic change in public education.

**PUBLIC STATEMENT**

City on a Hill plans to open a second campus in Boston (CoaH II) in August 2013 and a third in New Bedford (CoaH NB) in August 2014. These schools will meet student and family demand for high quality educational options in both communities, and address Governor Patrick’s charge that educators apply lessons learned in Boston to Gateway Cities. As replications of the existing school in Roxbury, the new campuses will serve students in grades 9-12 from the respective cities of Boston and New Bedford. Students will be admitted in the ninth grade. The mission of both of the campuses will remain as that of the original City on a Hill: to graduate responsible, resourceful, and respectful democratic citizens prepared for college and to advance community, culture and commerce, and to compete in the 21\textsuperscript{st} century.
COMMONWEALTH CHARTER FINAL APPLICATION

I. CHARTER SCHOOL MISSION, VISION, AND DESCRIPTION OF THE COMMUNITY(IES) TO BE SERVED

I.A. MISSION STATEMENT
City on a Hill II graduates resourceful, responsible, and respectful democratic citizens prepared for college and to advance community, culture, and commerce in order to compete in the 21st century. CoaH II does so by emphasizing academic achievement, citizenship, teacher leadership, and public accountability.

ACADEMIC ACHIEVEMENT: City on a Hill II maintains high academic standards and ensures results. It acknowledges students’ competition and seeks to find additional resources to prepare students to compete.

CITIZENSHIP: City on a Hill II maintains standards of civility, promotes students’ civic engagement and participation, and links the school to the best of Boston.

TEACHER LEADERSHIP: Teachers take responsibility for the performance of students and of the school. Teachers drive decision-making in doing, building, and growing City on a Hill II. Teachers are reflective practitioners and managers. Teachers contribute to urban public school reform in the city, state, and nation.

PUBLIC ACCOUNTABILITY: City on a Hill II shows the taxpayer results, invites the public in to ensure that it is delivering on its promise to educate students, and engages parents and guardians as key school stakeholders.

I.B. VISION STATEMENT
City on a Hill II prepares students to exercise their rights and responsibilities as American citizens. CoaH II fosters in Boston youth a curiosity for life-long learning, the habits of hard work, and a commitment to public service. City on a Hill II emphasizes the responsibility of educated citizens to question, to act, and to avoid complacency.

To nurture curiosity in students, CoaH II makes accessible to them the best of human thought and endeavor. CoaH II teaches the traditions and important documents of democracy and encourages students to advance and build on those traditions. City on a Hill II seeks to ensure that its own conclusions are never its students' starting points but rather, that their skills and questions are honed so that they can go forward and imagine, ask, wonder, and contribute in ways we cannot yet know.

City on a Hill II strives to make classes, assessment strategies, and the experiences offered to students as authentic as possible—preparing them to meet the challenges and standards of the real world. To make learning authentic for students, the school must be a learning organization with mechanisms to take and use feedback. CoaH II learns from its successes and failures. CoaH II maintains intimate learning environments with classes averaging eighteen students. The process of establishing, and improving City on a Hill II is not a distraction from the City on a Hill II education; it is integral to it.

It is the responsibility of parents/guardians, teachers, and the community to work together to nurture the potential of every student. Students are active partners in their learning and ultimately responsible for their own education. City on a Hill II seeks to connect teaching to students' experiences and to teach them with a faculty that is representative of their backgrounds. In order to fulfill its civics mission, CoaH II believes its faculty should reflect Boston's diversity.

Hard work is important for all members of the City on a Hill II community. It means that students are taught to value effort as an essential but not sole component of excellence, and that there are standards to which City on a Hill II must all hold itself accountable. Hard work also means that students deserve the experience of accomplishing things they thought they couldn't do. And most important, it means that City
on a Hill II students earn their diplomas for what they know and can do, and that they are prepared to succeed in college and the workforce. For teachers, hard work means that they practice what they demand of students. Within all this hard work, teachers and staff remember to be joyful.

To promote public service, City on a Hill makes the City of Boston an extended classroom. Its institutions, neighborhoods, and citizens are important resources accessible to students. Students learn to value their whole city. City on a Hill II graduates citizens who will vote.

As a public charter school, City on a Hill II does not ignore the crisis in public education. It disseminates what it has learned, and is open to observers. CoaH II seeks to balance its duties to its own students with a commitment to sustained systemic change in public education.

I.C. DESCRIPTION OF THE COMMUNITY TO BE SERVED

Value of the School

City on a Hill II will provide Boston high school students with an intense and rigorous academic curriculum paired with the supportive programs designed to help all students develop college-prep skills and content knowledge. As students will be drawn from a variety of district, charter, and parochial middle schools across Boston, they will come to CoaH II with a wide range of skill levels, and four years is a very short time to prepare students for college success. City on a Hill II will support all students toward rigorous academic expectations with the understanding that students will prepare for, apply to, and be accepted to college. The structure of CoaH II’s programs and curriculum will provide students a valuable and rigorous educational experience. Beginning with a two-week Freshmen Academy to acculturate students to City on a Hill’s academic and behavioral expectations, CoaH II will have an extended school day, week, and year. Through the CoaHCORPS Tutorial Program, each and every student in grades 9-11 at CoaH II will receive individualized, skills-based literacy and numeracy tutorial that will raise the average skill level present in the classroom, and allow classroom teachers to focus their lessons on subject content rather than basic elementary- and middle-school level skills. In lieu of tutorial, 12th graders will have an empty class period at the end of the day, enabling them to perform their 100 hours of internship they must do as part of their City Project course. CoaH II’s English language learner (ELL) program will ensure that students develop the same proficiency levels in the academic context as a native English-speaker by supporting students until they earn a level 5 on the Massachusetts English Proficiency Assessment (MEPA). Special education services at CoaH II will be designed to provide access to the rigorous academic curriculum provided to all students, as Special Education students will remain in supported inclusion to the maximum possible degree, and only be assigned to separate classes when specifically dictated by a student’s Individualized Education Program (IEP). Finally, all juniors and seniors will receive college counseling services that not only see them through the entire college application process, including the college essay, and financial aid applications and awards, but also helps them choose the right school for their unique strengths and needs, and provide guidance on what to expect once they arrive at their new campus. Unlike many high schools, these programs and services will be available to students, regardless of ability, and the tutorial and college counseling programs are a part of all students’ regular academic curriculum.

Description of Community to be Served

With 617,594 residents (according to the 2010 census), Boston is the most populous city in Massachusetts and is growing. Boston continues to be a majority minority city with 53% of the population non-white or Hispanic and 47% white non-Hispanic. 23.5% of those living in Boston are Black or African American and 15.7% are Hispanic or Latino (of any race). With such a large and diverse resident population comes a large and diverse student population within our city. In total, there are 16,481 high school students in Boston Public Schools, 41% of whom are Black, 11% Asian, 32% Hispanic, and 13% white (percentages calculated using numbers and demographics of students taking the 10th grade MCAS). Seventy-one percent of Boston Public School students qualify for free or reduced price lunch. Unfortunately, the
Boston Public Schools are not adequately preparing their elementary and middle school students for high school. On average over the past three years, 60% of 8th graders in BPS were proficient in English Language Arts, 34% were proficient in math, and a dismal 12% were proficient in science. Entering high school with such severe skills deficits hinders students’ abilities to effectively prepare for college.

Students at the existing City on a Hill are from neighborhoods all across Boston and are selected by a random lottery while in the eighth grade. Seventy percent of CoaH students are Black, 1.4% Asian, 26.5% Hispanic, and 1.4% White. Eighty-four percent of City on a Hill students qualify for free or reduced price lunch. Nevertheless, over the past three years, 90% of 10th graders were proficient in English Language Arts, 88% were proficient in math, and 72% were proficient in science.

The founders of CoaH II have selected to open a school within the City of Boston because of the overall success of students at the existing City on a Hill and annual demand for additional seats. The current school’s faculty, staff, and Board of Trustees know that the curriculum and programs at the existing CoaH work well for the student body and that a replication of that curriculum and those programs is the best way to most effectively serve a greater number of Boston students. Additionally, the founding group of CoaH II has secured parental support for the replication project. The decision to move forward with the application for a second charter was presented to and discussed with the Parent Council as well as the School Council, which also has elected parent representatives. Both groups support the project.

Like the existing City on a Hill, CoaH II will be open to all rising 9th graders in the City of Boston. As students will be selected by lottery, recruitment efforts will reach all communities and demographics of the City as a whole. In addition to a city-wide mailing to all Boston 8th graders, the CoaH II application will be printed in multiple languages, a representative from City on a Hill will visit middle schools to talk with 8th graders about CoaH II, and students and staff will participate in a “Boots on the Ground” campaign in which CoaH representatives will partner with other Boston charter schools and branch out into the different neighborhoods of Boston to spread the word and encourage students and their families to consider applying for a seat at both schools. As of November, 2012, City on a Hill II has 88 applicants.

**Educational Options and Student Needs**

The need – and demand – for additional high school options was most clearly illustrated by looking at the growing number of applicants to the existing school. Over the past five years, interest has grown steadily from 535 applicants for the 2008 lottery to 880 in 2012, the highest number of applications in the school’s history. Parents and students across the city have made it clear that they are seeking a challenging, supportive, rewarding, and safe academic alternative to Boston Public Schools, and they are finding it at City on a Hill. On the CoaH parent survey conducted in August of 2011, 98% of the 188 parents who responded agreed or strongly agreed that City on a Hill offered a high quality educational program for their students and 99.5% considered City on a Hill to be a safe school.

In 2011, the Massachusetts Board of Elementary and Secondary Education sought to address this need with the award of 4,412 additional charter school seats. Of these seats, a disproportionate number were awarded in the K-8 grades, and the fewest number awarded to grades 9-12. Of these 4,412 new seats, only 1,324 (30%) were high school seats while 1,730 (39%) were awarded to grades 5-8; the remaining seats will serve students in grades K-4. Additionally, there remains a void in high school seats through the next four school years: of all the charter seats in Boston through the 2015-16 school year (as calculated by Boston Public Schools and the New Schools Venture Fund), 3,104 are in grades 5-8 and only 1,191 are in grades 9-12. Because of this unbalanced number, students will have fewer educational options available to them as they are promoted from middle to high school. Of the high school seats that were awarded in 2011, many are not slated to open until 2015, leaving a gap for those preparing to enter high school in the next three years and increasing the number of rising ninth graders with limited high school options. Additionally, all but two of the current charter high schools (City on a Hill and Codman Academy) have feeder middle schools, leaving few entry points for students wishing to enroll in a charter school in the 9th grade. This leaves little opportunity for students who did not receive a winning lottery
number when applying to charter middle schools, who entered the district in middle school, or who
decided later in life that that they were underserved by Boston Public Schools and sought an alternative.
Finally, each year, there are approximately 12,000 Boston children on the METCO waiting list for an
average of 460 openings, indicating that Boston families are still sending their kids out of district due to a
lack of good Boston school options. There is a clear need for high-quality high school options for
students in Boston.

In order to close the achievement gap, students from statistically disadvantaged populations must be
provided with a challenging academic curriculum that supports them in their path toward college.
According to a recent study conducted by the Boston Foundation, How Students Are Making It:
Perspectives on Getting Through College from Recent Graduates of the Boston Public Schools, only 28%
of non-exam school graduates from the class of 2003 who enrolled in college had obtained a degree six
years later. In contrast, 75% of City on a Hill graduates found through the National Student
Clearinghouse student tracker are either currently enrolled in or have graduated from college. In 2010-11
only 42% of graduates from Boston Public high schools and 59% of graduates from Massachusetts public
high schools had plans to go to a four-year public or private college, while 100% of City on a Hill
graduates have been accepted to college.

City on a Hill focuses its curriculum on preparing students for college admission and success. Founded in
1995, City on a Hill has had 17 years of experience catering to the unique needs of the diverse learners
that enter in the 9th grade. City on a Hill meets students where they are, academically speaking, and
works hard to both catch students up who arrive below grade level as well as continue to challenge
students who arrive with higher skills. As a college-preparatory high school, CoaH does not track its
students or segregate those with special learning needs into separate programs. All students at CoaH,
including Special Education students and English Language Learners, participate in the same programs
that support them in their path towards college, with well-matched supports to advance and accelerate
their learning. As a result of its carefully planned and executed programs, all CoaH graduates since the
first graduating class of 1998 have been admitted to college. City on a Hill II plans to follow the current
school on this same path.

Need for a Commonwealth Charter
The commitment of CoaH II’s Board of Trustees along with that of the school’s leadership and staff to
ensure the quality of the academic program and to secure required resources to allow the school to meet
its mission would allow City on a Hill II to focus its efforts on supplying the programs that enable all
students to gain the skills they need to be successful at CoaH, in college, and beyond. City on a Hill II
will be accountable to the public through the oversight provided by the school’s Board of Trustees, whose
ability to secure the necessary resources to ensure that students have access to supports like the
CoaHCorps Tutorial Program are what drives both school and student success. A Commonwealth
charter will enable City on a Hill II to remain a small high school with limited enrollment where students
are known as individuals and where parents are able to form strong relationships with the adults at the
school. A charter will also allow CoaH II to have the flexibility from the district bureaucracy to extend
the school day, week, and year, and fill that extended time with programs that specifically respond to the
needs of the students in the building. Finally, City on a Hill II will maintain a relentlessly high standard
for instruction and a Commonwealth charter will enable CoaH II to maintain local hire/fire authority if
those professional standards are not met. The success of the existing City on a Hill demonstrates that
with the freedom and flexibility afforded by a Commonwealth charter, it is possible to create a high
school where all students can achieve when held to consistently rigorous academic standards.

II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?
II.A. EDUCATIONAL PHILOSOPHY

City on a Hill II will be a “No Excuses” school fitting the educational mold now widely described in research of effective urban schools. “No Excuses” schools set high academic and social standards for students and accept no excuses toward attaining them. Since 2001, when the existing City on a Hill was cited in Charter Schools in Action: Renewing Public Education as one of the original and “best known” charter public schools in the United States, CoaH has been on the forefront of the “No Excuses” model in Boston working to solidify its stand-alone high school model. One of the most damning data points of the United States public education system over the last forty years is an achievement gap between students of different ethnic and racial backgrounds and between students of different socioeconomic levels.

Effective “No Excuses” urban charter public schools that outperform their traditional district school peers (and usually their peers at the state level, too) demonstrate student success that suggests progress at addressing our nation’s achievement gap. Many models of “No Excuses” schools in Boston demonstrating success at narrowing the racial and economic achievement gaps are well documented, including City on a Hill Charter Public School. These effective schools feature strong data emphasizing shared characteristics:

- High academic and social expectations for all students culminating in matriculation to and graduation from a two or four-year college or university
- Orderly and safe learning environment
- All-stakeholder adherence to leadership’s vision in day-to-day running of the school in the context of the mission of the organization

City on a Hill II’s educational model will be informed by the experience of 17 years of developing and operating the existing high-performing school since it opened as one of the original fourteen charter public schools in Massachusetts. This includes two years researching other high performing “No Excuses” schools that consistently demonstrate success in preparation for replication, refining SPED inclusion model and ELL department, and as part of the Lynch Leadership Academy Cohort II, the existing City on a Hill Principal has developed relationships and shared best practices with principals of over twenty other successful schools in the Boston area and traveled to Washington, D.C. to study its successful charter public schools.

After being tested across 17 years at the existing City on a Hill, the philosophy of education guiding CoaH II will be consistent with that of the original City on a Hill:

City on a Hill II believes first, and most centrally, not just that all students can learn, but that all students must learn in order to address the social, economic, and political inequities of our nation. City on a Hill II students will have diverse academic and social learning needs. In order for students to reach their potential, City on a Hill II must have a dynamic and flexible instructional model to ensure sufficient differentiated instruction. English Language Learners (ELL) and students with diagnosed disabilities will have access to City on a Hill’s rigorous academic college prep program through our

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specialized inclusion model. Regardless of students’ prior educational experience, their entering skill levels, the violence of their neighborhood, or the instability of their home environments, all students enrolled at City on a Hill II must reach college-preparatory academic and social standards in order to be fully empowered participants in the community, culture, and commerce of our city, state, and nation. In addition, the substantial challenge of closing the achievement gap requires more than just the paid educational professionals; it necessitates a strong home-school partnership, as we engage parents and guardians as key stakeholders.

Second, City on a Hill II also believes that “smart” is not an innate quality that some students have and some students lack; nor is achievement a product of luck, geography, race, or socio-economics. City on a Hill II believes and will explicitly teach that achievement is a product of consistently applied hard work, sound study habits, and access to concrete academic and social supports. At City on a Hill II, students will learn to be “responsible” in the daily work and study habits that foster achievement.

Third, City on a Hill II believes that the value of an education is not in seat time; students must demonstrate their earned skills and knowledge in order to advance to the next grade level or to graduate. Students cannot learn without attending class, but attending class does not necessarily mean they have learned. City on a Hill II will invite the public in to ensure that it delivers on its promise to educate its students and will ask the tax-paying citizens of Massachusetts to assess its students’ readiness for college through the final evaluation of our students’ skills and knowledge. It will assess students using a grading system that honors credit with traditional A, B, and C grades, but also honors that the achievement of proficiency may take longer than the traditional school year with a “Not Yet Proficient” designation for students who have not yet mastered the content and earned credit for their skills and knowledge. Students earning “NYP” in a course will be provided the opportunity to extend their school year into the summer months, or repeat the course; no student will move on to the next level in any course without having demonstrated the course’s requisite skills and knowledge, vertically aligned to be a foundation of learning for the next level of the course.

Fourth, City on a Hill II believes that a crucial element of the widely documented achievement gap is a deficit of access. The school’s curriculum will seek to hone students’ intellectual skill using the literature that stands the test of time, the documents of the American democracy, and the inner workings of the City of Boston and the Commonwealth of Massachusetts. In order to be taken seriously at decision-making tables in their futures, students must share in the common intellectual culture and know how to navigate the political labyrinths of our city and state and use that knowledge to launch their engagement at a national level. In City on a Hill II’s mission statement, a resourceful student is one who knows and accesses the resources available to them, including museums, universities, the Boston Public Library, and the city’s leadership, and whose democratic voice has been honed at weekly Town Meetings. Sometimes, this means that the school must go above and beyond in providing the resources to do so, and the whole school community helps find additional resources to prepare students to compete.

Fifth, City on a Hill II’s vision states that it “seeks to ensure that its own conclusions are never the students’ starting points.” Through explicit instruction and practice in higher order thinking, City on a Hill II values teaching young people to become educated citizens, to question, to act, and to avoid complacency. City on a Hill II’s mission invokes an ideal of high academic standards, measured with both internal and external assessments, as one of the key ways that students are prepared for college and, with a college degree in hand, will be able to compete in the 21st century. Another way that CoaH II’s mission will express this dearly held value is through the students’ application of their skills and knowledge to the sphere of citizenship, as City on a Hill II will promote students’ civic engagement and participation through weekly town meeting, annual community service, and registering to vote.

Sixth, the achievement of City on a Hill Charter Public School II’s mission rests on the premise of a productive school environment. City on a Hill II will teach the behaviors of responsibility and respectfulness at every opportunity. At City on a Hill II, faculty and staff will be held to professional standards that demonstrate (1) that no learning can take place in a chaotic or unsafe classroom, (2) that
there is no such thing as a bad child, (3) that all behavior, productive or undesirable, is learned, (4) that the adults in a school community bear the responsibility for teaching the productive behaviors that will allow students’ social and academic success, and (5) that any school system focusing on teaching productive behaviors must explicitly and immediately address behaviors that preclude student success. These attitudes about student behavior will translate to a school culture of respect and civility, as well as emotional and physical safety.

II.B. CURRICULUM AND INSTRUCTION

Coursework and Proficiency
City on a Hill II’s curriculum will implement the same course objectives, unit plans, lesson plans, and course materials as developed and tested at City on a Hill’s current high school. As City on a Hill currently does, CoaH II’s curriculum will consistently address the skills and concepts that all students must know and demonstrate to meet state standards of MCAS proficiency and Common Core. Each course taught at City on a Hill II will have a curriculum, including unit plans, daily lesson plans, unit assessments, and a variety of course-specific resources filed electronically on the school’s server. Each course’s curriculum will continue to be aligned with department standards for college prep rigor at the 12th grade level and benchmarked twice each year with school-wide proficiency assessments. City on a Hill II will embrace the dynamic nature of a small school that constantly responds to the needs of every incoming class, leaving the possibility open to add classes or reshape existing classes to meet the needs of students. Intra- and interdepartmental collaboration will be highly valued at City on a Hill II and formalized in two major cross-curricular initiatives: Higher Order Thinking and the 6-Traits of Writing. City on a Hill II will ensure that all students engage in the highest levels of thinking and learning on Bloom’s taxonomy by assessing their own writing and the writings of others using the same rubrics their teachers use. Additionally, in order to significantly improve students’ writing towards the levels required in college, students will write in all classes almost every day.

At City on a Hill II, students will earn course credit based on (1) sustained work and effort throughout the school year (coursework), and (2) end-of-year demonstrations of skills and knowledge (proficiencies). Proficiencies are the final assessments of each course’s learning objectives. They are end-of-year assessments measuring students’ acquisition of the skills and content knowledge required for success in the following level. There will be content and skill proficiencies, both written and oral. Proficiencies will be set at the beginning of the school year, drive instruction, and be consistent across the grade level as well as the network. Students must pass each final proficiency in a course in order to move on to the next level in the subject. Midterm proficiencies will be administered in January and count as a major grade in the second quarter. All courses at CoaH II will end with proficiencies that assess the course objectives. The skills and content benchmarks that drive proficiencies will be designed by the department team, approved by the Principal and Chief Academic Officer, vertically articulated, and objectively assessed by a team of adults according to network-wide department-specific rubrics.

Juries
Juries are a specific kind of proficiency that require students to demonstrate their skills and knowledge in the form of oral presentation. At the end of the school year a jury made up of a community member, a teacher, and a student will assess students’ work. Each presenting student will work to demonstrate his/her proficiency in that subject in order to be promoted to the next level of study. Juries embrace both the academic achievement and public accountability pillars of the mission at CoaH II, providing students with authentic ways to show what they know and can do and creating an opportunity for the citizens of Boston to hold CoaH II accountable for delivering a college preparatory education.

Curriculum
The curriculum at CoaH II will be the same as the one currently in place at City on a Hill, which has been carefully structured and designed to meet the academic needs of the existing school’s incoming students and systematically revised to align with the Common Core Standards. City on a Hill’s rigorous college-prep curriculum, in addition to its unit and lesson plan template, was developed through analysis by CoaH’s teacher-leaders of published research and the achievement of effective practitioners and refined, as informed by educational research and experience. In his research, Hays (2012) cites clearly articulated curriculum and pedagogical methodology and a practice of analyzing data to inform instruction as characteristics of successful schools. CoaH II’s educational program will have the benefit of the lessons learned from the experience of the existing school, as well as a Chief Academic Officer, who will oversee curriculum and instruction in all City on a Hill schools to ensure that each school strictly implements the network-wide proficiency assessments and the unit plans aligned to those assessments. 

City on a Hill II’s teachers will have access to all of the existing City on a Hill’s archived lesson plans and auxiliary course materials, but may augment existing plans and materials to meet incoming students’ skill levels and learning needs in order to reach network-wide learning objectives.

City on a Hill II’s curriculum will reflect its mission. It will be committed to active citizenship and public service, and will engage its students in weekly Town Meeting debates, annual mock elections, three school-wide service days per year, a civics-focused history curriculum, and a required internship for all seniors in their City Project course. In the academic classroom, students will be required to demonstrate sustained hard work throughout the school year by earning 70% in coursework. Classes will focus on building higher-order thinking skills, requiring a level of intellectual engagement that precludes student passivity. CoaH II’s focus on higher order thinking means that lecturing will be minimized and discussions, debates, and Socratic seminars are encouraged. Teachers will work in organized department (and sometimes cross-department) teams to review, reflect on, and refine curriculum to better meet the academic needs of students toward the achievement of proficiency on local and state assessments. Finally, the community of taxpayers will remain engaged in the assessment of students’ proficiency—the product that their taxes pay for—with the inclusion of a community juror on students’ end-of-year proficiencies.

Students will be required to complete the following courses in order to earn a diploma from City on a Hill (descriptions are subject to annual revision). See Attachments A and B for a sample course’s unit progression and unit plan that outlines the standards addressed, objectives, key skills, content, activities/experiences, and assessment.

**English** – four years, all students. Diploma requirement: 4 credits

The English department will emphasize the importance for all students to read, analyze, and discuss a core of literature reflecting the best of human thought and endeavor. It will aim to develop a student’s ability to communicate informed opinions both in speech and in writing. The curriculum will develop the student’s mastery of skills in writing and speech in order to express and defend their own opinions, and to persuade others. It will teach students that language is the power that grants them the ability to predict, analyze, reflect, grow, create, remember, and be delighted.

**English Level I** - English I will teach the basic skills of reading, writing, and speaking, and provide students with a survey course on literature including the genre of the novel, poetry, mythology, and drama. Students will explore their identities and roots in an autobiography project and master the composition of a paragraph. Students will participate in class and perform public speeches. In both writing and speaking, students will be expected to increase their proficiency in vocabulary. Students will

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be expected to minimize mistakes in grammar, usage, and spelling. As CoaH II is committed to include all students, the department will identify and begin remediation of basic learning deficits.

Course Specific Skills – paragraph composition, autobiographical writing, public speaking, increased proficiency in vocabulary and grammar.

**English Level II** - English II will provide further instruction in the basic skills of reading, writing and speaking, and broaden students’ knowledge of world literature as well as literary terms and devices. In addition to the novel, memoir, drama and the short story, the English II curriculum will focus on poetry and nonfiction texts. Students will be expected to master the five-paragraph essay. In both writing and speaking, students will be expected to substantially increase their proficiency in vocabulary and grammar. Students will work to develop editing skills in order to minimize mistakes in grammar, usage, and spelling. Students will also begin to use outside sources in their writing.

Course Specific Skills – writing the five-paragraph essay, editing, public speaking, increased proficiency in vocabulary, reading, and grammar.

**English Level III** - English III will foster increasingly analytical skills in reading for fiction and nonfiction texts; require sustained unity, tone, and theme in writing; and demand that students voice their opinions logically, persuasively, concretely, and at length. The curriculum will focus on more extensive works of literature and sustained writing assignments. Attention will be given to the SAT. Writing will focus on literary analysis and will require outside sources. Students will be expected to write and speak using sophisticated vocabulary and sentence structure and to comply with standards of modern English usage. Students will also advance their understanding of personal narrative through a college essay.

Course Specific Skills – writing with sustained unity, tone, and theme; editing, writing a college essay, literary analysis in writing, analytical skills in reading, public speaking, increased proficiency in vocabulary and grammar.

**English Level IV** - In this class, students will explore literature across cultures and time periods in order to understand how language empowers people to discover and contribute as individuals and as members of a larger community. With a particular focus on college preparation, students will analyze and compare literary works as a product of a larger body of literature related to time period, location, race, gender, relevant criticism, and school of thought. Students will also enhance their reading, writing, and speaking skills through rigorous reading schedules, writing expectations, and college-level discussions. Students will focus on literary criticism and nonfiction in order to help them analyze the literature. As in college, much of the preparation is completed outside of class, and regular meetings with the instructor are expected. The challenging reading list will include works by Sophocles, Shakespeare, Ellison, Hurston, Shelley, and Hawthorne. The final proficiency will be a significant research paper that is a culminating synthesis of the students' work in City on a Hill's English curriculum.

Course Specific Skills – Analyzing and comparing literary works, public speaking, increased proficiency in vocabulary, grammar, and writing skills.

**History** – three years, all students. Diploma requirement: 3 credits, including Civics, U.S. History, and World History. Students may also study Constitutional Literacy or Advanced Placement U.S. Government and Politics during their 12th grade year.

The History Department at City on a Hill II will educate students to be active members of society who have the ability to make well-informed decisions. The curriculum will provide students with a system of understanding the world via historical study. Equipped with the skills necessary to use history as well as a knowledge base of the historical roots that led them to where they are, students will have the experience of using history to assist their social and civic lives. Students will be required to take three years of history, beginning with Civics in the ninth grade, followed by U.S. History and World History.
Civics (History Level I) - Civics will be a class about citizens in the United States and provide students with an introduction to the foundations of the United States government. Students will study the Declaration of Independence, the Constitution, and the Bill of Rights. They will study each branch of government in detail and debate landmark Supreme Court cases. Additionally, students will also learn all 50 states, the major accomplishments of all 44 presidents, how to analyze a primary document, how to read charts and graphs, and practice writing a five-paragraph essay. This course will teach students their rights and responsibilities as productive citizens in our global community and will develop the skills needed to actively participate in that community.

Course Specific Skills – writing a MEAT paragraph, writing a five paragraph essay, reading and analyzing a paystub, reading and analyzing charts and graphs, reading and analyzing primary documents, reading a map, diagramming a Supreme Court Case.

U.S. History (History Level II) - This class will trace the history of the United States chronologically, beginning with the first inhabitants of North America. This course will seek to provide a broad knowledge of U.S. History and attempt to incorporate the various perspectives of traditionally underrepresented groups. A key component of this course will be differentiating historical fact with historical perception.

Course Specific Skills – writing and peer-editing a MEAT paragraph, writing and peer-editing a five paragraph essay, reading, annotating, and analyzing primary and secondary sources, reading and analyzing charts, graphs, and maps, evaluating sources to conduct independent research, and writing a short research paper.

World History (History Level III) - The goal of this class is to teach students how to think critically by examining major events, documents, ideas, societies, and people of the world's past. Students will understand why societies behave the way they do and what role individuals play in shaping the course that societies take. To help answer these important questions, the majority of this course will be spent studying and analyzing revolutions in thought, culture, government, society, and technology.

Course Specific Skills – Students will learn to analyze patterns and processes of historical events in order to better explain the existence of our complex, highly developed, and global economy. Through research papers, students will produce clear and coherent writing in which the development, organization, and style that are appropriate to task, purpose, and audience that follows the six traits of writing. Writing will be developed and strengthened by planning, revising, editing, and rewriting. Students will also learn how to present and defend their final paper to a panel of jurors.

Constitutional Literacy (History Level IV) - The Marshall-Brennan Constitutional Literacy class will teach the Constitution and the Bill of Rights using Supreme Court cases involving the rights of young people at school and in the juvenile justice system. The goal of the class will be to teach students their rights and how to use their knowledge of cases and the Constitution to become effective democratic citizens. The class will be co-taught by Suffolk Law students and will involve a Moot court component.

Course Specific Skills – writing arguments, reading and analyzing US Supreme Court opinions and other primary documents, using case specific information to formulate oral arguments and present arguments before a lawyer or judge, gaining a basic command and understanding of the Constitution and its application.

AP Government & Politics (History Level IV) - AP U.S. Government & Politics will be an intensive study of the formal and informal structures of government and processes of the American political system. This course will be taught at an accelerated level and educate students of the intricate system of our federal government and prepare students for the AP exam. Earning a 3 or higher on the AP exam can earn students college credit. Articles from news magazines and current newspapers will be used to discuss
current events that apply to the principles of government. Students will be required to stay current on political issues, demonstrate their understanding of government functions, and connect them to present topics in the news. All students enrolled in AP Government and Politics will take the AP exam.

Course Specific Skills – Using analytical skills by interpreting data presented through graphs, charts, and political cartoons; explaining typical patterns of political processes and behavior and their consequences; producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience that follows the six traits of writing; developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach, focusing on open response prompts modeled after the AP Exam.

Math – four years, all students. Diploma requirement: 4 credits, including Algebra, Geometry, Algebra II, and Pre-Calculus. Seniors may also study Advanced Placement Calculus.

The math department at City on a Hill II will provide students the mathematical foundation and critical thinking skills necessary to be successful in college level mathematics courses. Its curriculum will be based upon the Common Core Standards and encourage active learning environments where problem solving and communication skills are woven into content. In addition, students will also be expected to fluently write and speak about math in order to graduate from mathematics at City on a Hill II.

Pre-Algebra (Math Level 0) - In Pre-Algebra, students will acquire the skills necessary to be successful in Algebra. Students will learn to work fluently with numbers including positive, negative, small numbers, big numbers, fractions, decimals, and percents. Students will learn the relationships between these numbers and apply that to the beginning of Algebra.

Course Specific Skills – operations with positive and negative numbers, operations with fractions, expressions, equations, data analysis.

Algebra (Math Level I) - In Algebra I, course content will be divided into the following units: Data Analysis; Expressions; Equations; Linear Functions; Inequalities; Systems of Equations and Inequalities; and Quadratics. In this class, students will be opening an important door – leading to success on the MCAS and the SATs, upper level mathematics and scientific exploration, collegiate-level work, and problem-solving in the professional world.

Course Specific Skills – simplifying expressions, solving equations, analyzing functions, graphing linear and non-linear functions, solving word problems.

Geometry (Math Level II) - Geometry at City on a Hill II will be a full Geometry course with one unit of Algebra I. This extension of Algebra I is critical because the MCAS is taken in 10th grade and includes both Algebra I and Geometry. The course will be divided into the following units: Transformations; Congruence; Geometric Theorems; Similarity; Right Triangles; Circles; Measurement; and Statistics and Probability.

Course Specific Skills – Analyzing functions, transforming functions and shapes, reasoning inductively and deductively, solving for missing sides and angles of triangles, finding perimeter and area of shapes, and using algebra to solve for missing sides of congruent and similar figures.

Advanced Algebra (Math Level III) – Students will learn about different functions and models and explore the following units: Systems of Equations and Matrices; Linear Functions; Quadratic Functions; Exponential & Logarithmic Functions; Polynomial Functions; Rational Functions; and Solving Equations.

Course Specific Skills – Analyzing, graphing, and transforming functions, composing functions, finding solutions to quadratic and polynomial functions, graphing quadratics and polynomial functions, solving exponential and logarithmic functions, graphing rational functions using horizontal and vertical
asymptotes and holes, solving systems of linear and non-linear equations, solving 3-variable systems of equations, solving word problems, and verbally presenting solutions.

Pre-Calculus (Math Level IV) - Pre-Calculus students will learn to think like mathematicians through problem solving and conjecturing. The course builds on Algebra and Geometry and prepares students to take Calculus or another college math course. Course content will include rational functions, analyzing functions, sequences and series, trigonometry, a preview of calculus material including limits and derivatives, and, problems of the week. This course is a good choice for students who are interested in developing skills necessary to do well on their college math placement tests.

Course Specific Skills – analyze graphs of many types of functions (quadratic, rational, polynomial, and trigonometric), seek and generalize patterns found in sequence and series, use trigonometry to solve triangles, make generalizations about periodic functions, and solve trigonometric equations.

AP Calculus (Math Level IV) - AP Calculus will be the most challenging math course offered at City on a Hill II. Students will study non-linear relationships from Advanced Algebra and irregular shapes from Geometry. There will be two distinct branches of AP Calculus: differential and integral. In Differential Calculus, students will study the rate of change of all algebraic equations in the context of physics and business. In Integral Calculus, students will learn to calculate area and volume of non-geometric shapes, which is more applicable to our irregular world. By passing the AP Calculus test, students can earn college credit for Calculus I. In AP Calculus, students will be expected to read and use college-level textbooks, complete one hour of homework every night and take a daily homework quiz. Every unit will end with a comprehensive hour-long assessment. All students enrolled in AP Calculus will take the AP exam.

Course Specific Skills – evaluating limits, calculating derivative functions and derivatives at a point, evaluating integrals, solving differential equations, analyzing a function without a graph (finding domain, range, increasing, decreasing, inflection points, critical points, and extrama), finding absolute extrema without a graph, implicit differentiation, calculating area between two curves, and calculating the volume of a solid of revolution using multiple techniques (disks, washers, cylindrical shells).

Science – three years, all students. Diploma requirement: 3 credits of laboratory science, including Unified Science, Biology, and Chemistry. Seniors also study AP Environmental Science or Physics.

Experimentation will be a key part of the science curriculum at CoaH II. All science courses will have labs built into their classroom experience. Labs will typically be conducted weekly. Students will learn to analyze and make conclusions from the data they produce, build their skills to think scientifically, and use inquiry to solve problems and investigate concepts.

Unified Science (Science Level I) - The goal of Unified Science will be to build the math and science skill set of incoming students to proficient levels. Through increasingly sophisticated investigations and measurements, students will learn to design increasingly complex and accurate experiments. The focus on experiments will continue as students enter three units on chemistry to discover the nature of atoms, molecular bonding, and the Periodic Table. Students will also learn the fundamentals of biology, starting with the characteristics of life and then continuing to ecology and evolution. This sets up a solid foundation in the chemical and life sciences that will aid students’ understanding of biology and chemistry in subsequent courses.

Course Specific Skills – designing and developing independent investigations, analyzing data and communicate results, and developing professionalism as scientists.

Biology (Science Level II) - This course will include the study of biochemistry, cells, genetics, evolution, and ecology. Because this course contains many laboratory exercises, students will connect their learning
to their practical everyday experiences and lives. The course will focus on the molecular and cellular processes that occur in living things. Students will study DNA and learn its role in determining traits. Students will also examine how Darwin’s Theory of Evolution explains the change of organisms over time and life as we know it today. Through the study of ecology, students will also discover that all living things are interconnected and dependent upon one another. This course will prepare students for the 10th grade biology MCAS in June.

Course Specific Skills – writing a full lab report; reading scientific nonfiction and answering content and analysis questions, and completing labs with a group during a 65 minute period.

Chemistry (Science Level III) - This course will include the study of properties of matter, atomic structure and bonding, the periodic table, chemical reactions and stoichiometry, solutions, acids and bases, and equilibrium and kinetics. Because chemistry is central to our understanding of many other sciences, chemistry instruction will include links to actual applications to enable students to relate chemistry to their everyday lives and current events in science and engineering/technology. At the end of their study, students will be capable of using sophisticated models and rigorous mathematical computations to make formal statements of principles of chemistry and understand their implications. They will be able to apply their understanding in another science course, in a higher level of science or engineering/technology learning, or in the experiences they encounter.

Course Specific Skills – designing, conducting, and analyzing laboratory investigations; interpreting and analyzing chemical formulas; and solving chemical equations.

AP Environmental Science (Science Level IV) - AP Environmental Science will be a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. This course will stress scientific principles and analysis and includes a laboratory component. It is intended to allow students to undertake a more advanced study of topics in environmental science, or to fulfill a basic requirement for a laboratory science in college. The goal of this course will be to provide students with the concepts required to understand the interrelationships of the natural world, to identify and evaluate the relative risks associated with environmental problems, to examine alternative solutions for resolving and preventing problems, and to become responsible citizens. All students enrolled in AP Environmental Science will take the AP exam in May.

Course Specific Skills – students will think critically, read college level scientific literature, write using scientific terms and concepts, practice their presentation skills, study independently and with a group, perform labs, and apply knowledge from class to the real world.

Physics (Science Level IV) - Physics will be a technical science course focused on explaining how matter behaves. It will be divided into four major units. Motion describes how objects move, why frisbees fly only when they spin, and why racecars could actually drive on the ceiling of a tunnel. Thermodynamics is the study of how heat and energy are exchanged and used by materials and gases, and it explains why it only rains on one side of a mountain. Electricity and Magnetism explains how batteries make things move and why you should never put a magnet next to a computer. Lastly, Waves explores the nature of sound and light using laser beams, mirrors, and slinkies.

Course Specific Skills – students will design and conduct scientific investigations; use problem solving, reasoning, analytical, and numeracy skills to answer physics-based exercises involving motion, force, energy, thermodynamics, waves, electricity, and magnetism.

Spanish – three years, all students. Diploma requirement: 3 credits.

The Spanish curriculum at City on a Hill II will be designed for students to increase their knowledge of and appreciation for the Spanish language and cultures of Latin America and Spain. This curriculum will
focus on helping students develop and build on their language acquisition skills, i.e., speaking, listening, reading, and writing in the target language. In addition, these courses will broaden students' understanding and appreciation of their own and others’ cultures in a diverse and non-monolithic world.

**Spanish Level I** - In Spanish I, students will begin to read, write and speak Spanish, as well as gain understanding of Spanish-speaking cultures. Students will learn to describe themselves and a close friend or relative, as well as their activities and their interests using the present tense and vocabulary. Students use these in order to write a letter to a friend about themselves. Major topics will include the following: vocabulary (family, classroom objects, pronouns, greetings, and more), verb conjugations in the present and future tenses, geography of Spanish-speaking countries, the Inca Empire, and Spanish Festival.

Course Specific Skills – reading, writing, and speaking basic Spanish, proficiency in basic vocabulary, conjugating verbs in the present and future tenses.

**Spanish Level II** - Bilingualism will be an important part of City on a Hill II. In Spanish II students will learn how to read, write and speak a new language. They will learn to use the Spanish language, as well as gain understanding of Spanish-speaking cultures. Major topics will include the following: stem-changing verbs, present tense regular and irregular verbs, present progressive form, the preterit form, and the near future in order to describe their activities during a vacation, vocabulary, reflexive verbs, Hispanic culture, and historic Hispanic dictators.

Course Specific Skills – reading, writing, and speaking moderate level Spanish, increased proficiency in vocabulary, conjugating verbs in the present, past, and future tenses, and using reflexive verbs.

**Spanish Level III** - This year students will improve their learning how to read, write and speak a new language. Students will learn more to use the Spanish language, as well as gain understanding of Spanish-speaking cultures. This will be the last and the highest level of Spanish at City on a Hill II. They will learn to use the imperfect in contrast with the preterit, the present of the subjunctive, and the conditional in order to talk about a college or university they are enrolled in. Major topics will include the following: vocabulary; verb conjugations in the preterit, future, conditional, imperfect, present perfect tenses; indicative and subjunctive moods; Hispanic art, celebrations and traditions; and the history of Hispanic countries.

Course Specific Skills – reading, writing, and speaking advanced level Spanish, increased proficiency in vocabulary, conjugating verbs in the present, past, and future tenses, and using the indicative and subjunctive moods.

**City Project** – one year. Diploma requirement: all students study an advanced civics/current events curriculum and complete an independent City Project in their senior year.

City Project will be the capstone course at City on a Hill II. Students will learn how and why to exercise their rights as American citizens. The content of the class will change from year to year, as students examine the political issues that are currently being debated in the world. Once students have a solid understanding of how to research, debate, and write analytical papers on current events, they will choose a local political issue that is of interest to them and conduct independent research. Students will secure internships consisting of 100 hours of hands-on experience working in their research field. At the end of the class, the students will be well versed in local, national, and global current events and experts of their chosen subject. The proficiencies for this course will include a standard exam, a research paper, and a PowerPoint presentation of the findings of the research paper.

Course Specific Skills – Students will learn to make sophisticated arguments to support their positions on current issues as informed citizens; study logical fallacies and participate in and evaluate at least one formal debate per unit; conduct effective research and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience that follows the six
traits of writing; develop and strengthen writing as needed by planning, revising, editing, rewriting, or
trying a new approach; learn to represent themselves professionally using a resume and cover letter and
while completing a 100-hour unpaid internship; and perfect how to present and defend their final paper
and internship experience to a panel of community jurors.

Tutorial – three years, all students.
All students will participate in three years of individualized, daily, small-group tutorials led by
CoaHCORPS members doing a year-of-service at City on a Hill II. Two days per week will focus on
numeracy skills, two days on literacy skills, and the fifth day will be devoted to assessment and review.
Tutorial groups will be selected based on skill level. For low to moderate level groups lessons will be
focused on the specific skills gaps in each student’s education and for higher level students, tutorial will
be an opportunity to be pushed even further.
Course Specific Skills – catered to the needs of individual students.

Non-Academic Goals
In addition to the traditional academic curriculum, CoaH II will provide its students with supplemental
programs and opportunities consistent with the non-academic goals of the school.

1) City on a Hill II students will become active and engaged citizens.
City on a Hill II will engage its students as citizens of the community, utilizing the best institutions and
programs that the city has to offer while giving back to it as much as they gain from it. Students will visit
the City’s major art and educational institutions, libraries, and community and recreation centers. CoaH
II students and staff will participate in school-wide service days three times per year in addition to the 100
hours of community service seniors will complete as part of their City Project course. On a weekly basis,
students will attend a Friday Town Meeting to discuss and debate important issues facing the school, the
city, and the world. All eligible CoaH II students will register to vote. Lastly, CoaH II students will have
the opportunity to participate in student government and the National Honor Society.

2) City on a Hill II students will be educated in the importance of physical and emotional health.
All CoaH II students will participate in annual school-wide Wellness Days, and all 9th graders will take a
health class. CoaH II students will be provided with opportunity for structured physical activity, either at
the school or through a partnership with a neighborhood community or athletic facility. CoaH II students
will also have the opportunity to engage in a number of on-site extracurricular enrichment activities.
Several structured athletic programs will be available to students, as CoaH II will offer boys and girls
basketball, cross country and spring track, and cheerleading. Lastly, all students have access to mental
health counseling.

3) City on a Hill II students will graduate prepared for college, not only academically, but with the
21st Century Skills needed to be successful in work and in life, blending content knowledge with
specific skills, expertise, and literacies7.
CoaH II will prepare students to select and succeed in a promising, post-high school placement. Its
College Prep Program will provide SAT prep classes to juniors and seniors, and all juniors and seniors
will participate in either a Junior or Senior Seminar course, designed to help them select, apply to, and
prepare for success in college. Supported by and enhanced through standards and assessments,
curriculum and instruction, professional development, and learning environments, students will learn and
practice the life and career, learning and innovation, and information, media, and technology skills both
within the College Prep Program and across all core subjects.

**Curriculum Planning and Delivery**

The network’s Chief Academic Officer will oversee the curriculum, and the delivery of the network-wide curriculum will be overseen by the Principal. All CoaH II courses will be implemented in the context of several school-wide structures and requirements, as well as in the context of the goals set within academic departments. All courses taught at CoaH II will be framed by explicit network-wide unit objectives and school-specific daily learning objectives, and culminate in a set of network-wide end-of-year proficiency assessments. Teachers will refine existing unit and lesson plans within academic departments in grade-level teams. Lead Teachers will be responsible for structuring and coordinating lesson plan refinement during weekly department days.

**Curriculum Evaluation**

Each year, the faculty and administration will revise the curriculum for the upcoming school year to best meet the ever changing needs urban students. The process will begin in the spring with the school’s Academic Committee and culminate during the weeklong faculty and staff orientation in August. Driven by the philosophy that all students can reach City on a Hill’s college prep standards, each spring, the Academic Committee (chaired by the Principal and Chief Academic Officer, and including all Department Lead Teachers) will engage in formal policy and program review, using accountability plan data (which includes MCAS, internal interim assessments, college acceptance, and college retention data) as well as the network-wide student proficiency outcomes, all disaggregated by subgroup.

In the multi-school model, all schools will follow the same curriculum, administer the same interim assessments, and improvements to curriculum and assessments will be network-wide rather than school specific. Each school’s Academic Committees will send representatives to a spring academic committee forum to make recommendations of changes in curriculum and assessment. Any and all recommendations to curriculum and assessment will affect all schools and will have to be approved by the Chief Academic Officer (CAO).

Effectiveness of the improvements to the curriculum and assessments will be evaluated using the network-wide academic dashboard with data broken down by school. The CAO will track academic performance on a monthly basis, and it will be analyzed by the CAO and a data tracking team at each school. Analysis will include recommendations for meetings with departments to inform lesson planning during the next unit before the next interim assessment.

**Instruction**

**Pedagogy and Instructional Methods**

During its 17 years of existence, City on a Hill has developed a foundation and parameters for instructional methods that enable steady student growth toward defined college-prep standards. Modeled after the existing methods, City on a Hill II’s philosophy of instruction will embed two frameworks, Saphier & Gower’s Skillful Teacher (supported by Research for Better Teaching as well as Observing and Analyzing Teaching professional developments), and the New England Association for Schools and Colleges standards for instruction.

CoaH’s instructional methods employ a range of instructional strategies to occur within clearly defined school-wide systems and parameters. All teachers at CoaH must teach according to the CoaH methodology; all teachers must modify and refine their practice according to the evolving needs of their students and the feedback that student assessment generates. CoaH has been significantly influenced by the Research for Better Teaching assertion that “research over several decades has shown no one [model of teaching] superior to the others … Teachers who have multiple models in their repertoires may use several different ones in a day, or even switch models within a class period” (Saphier & Gower, 1997). At City on a Hill, the measure of a particular instructional method’s effectiveness will be in the achievement of the learning objective for every student, and teachers will be supported in deliberate experimentation with new teaching methods and expansion of their repertoire with instructional activities.
that concretely improve student outcomes, as measured by the attainment of the learning objective, progress on interim assessments, and attainment of proficiency in end-of-year internal assessments and the MCAS. According to NEASC, “Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school’s core values, beliefs, and learning expectations…Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning” (NEASC Teaching and Learning Standards, 2011). The following describes a framework for instruction that will be implemented in every City on a Hill classroom:

**City on a Hill teachers will maintain a supportive classroom culture.**

1. Behavioral expectations will be clear, consistent, and understood by students to minimize distractions to learning.
   - Teachers will implement the network-wide behavior management system and are supported by the Deans in attending to behavior that disrupts learning.
   - The Deans’ Office will enhance classroom culture and improve student behavior.

2. Learning expectations will be clear, consistent, and understood by students.
   - Teachers will use network-wide, standard blackboard configuration, which includes class objectives, agenda items, and homework.
   - Teachers will use network-wide, formal beginning- and end-of-class routines that lay out and assess learning objectives for the day.

**City on a Hill teachers will use a wide range of teaching methods in each course (and often, in a given day), engaging all types of learners.**

1. Direct instruction (including, but not limited to lecture, explicit teaching, practice and drill, demonstrations) will be utilized as appropriate.
2. Indirect instruction (including, but not limited to inquiry, induction, problem solving, guided inquiry, role play, debate, case studies) will be utilized as appropriate.
3. Interactive instruction (including, but not limited to whole class discussions, small group discussions or projects, student pairs or triads working on together on assignments) will be utilized as appropriate.
4. Small Group Instruction will be utilized through daily, individualized numeracy and literacy tutorials for all students.

**City on a Hill teachers develop higher-order thinking skills in every course in every grade level.**

1. Instruction that targets growth of students’ higher order thinking will make up the majority of instruction in the upper school (11th and 12th grades).
2. Higher order thinking activities and exercises will be deliberate, scaffolded when necessary, and included in all unit and lesson plans.
3. Bloom’s taxonomy will be constant and permit lower and higher-order methods of assessment.
4. Teacher’s strategies will be student-centered
   - Questions and questioning will drive the learning process
   - Student-generated questions and introspection will be central to learning
   - Questions and strategies will center around higher-order Bloom’s (analysis, synthesis, and evaluation)

**City on a Hill teachers will use assessment to guide and adjust instruction.**

1. Assessments will be used to measure student learning, growth, and progress toward network-wide proficiencies and state standards.
2. Assessment data will be analyzed to improve short- and long-term instructional decisions, as well as student outcomes.
3. Assessment data will be analyzed to identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate
modifications of lessons and units.

4. All major assessments will be graded according to network-wide rubrics and practices within a reasonably short time period, and the data will be the focus of teacher-student goal setting and collaboration, teacher-teacher collaboration, and teacher-Principal goal setting and collaboration.

**Diverse Learners**

These methods support high standards of achievement for students of all levels. In addition to Special Education and English Language Learner programming described further in section II.E.: Special Student Populations and Student Services, diverse learners, including students with diverse learning styles, English language learners, special education students, students who enter below grade level, and other at risk students, will be supported in these high standards using the following programming:

**Advisory** - All students will be assigned an advisory group that remains consistent for the students’ high school careers. The advisory is designed to support students’ academic achievement and participation as citizens of the community. Advisors will develop unique relationships with students, serving as primary contact with families and being the first line of defense with difficult social or learning issues.

**Freshmen Academy** - All incoming 9th graders will attend a two-week orientation during which they learn and practice the study, social, and academic skills required of a successful 9th grader.

**Reading Instruction** - Trained reading specialists will work one-on-one or one-on-two with students who are substantially below grade level in reading, and their work will dovetail with the classroom expectation that students use textbooks to access content knowledge, as well as the school-wide Sustained Silent Reading routine, in which all students advance their reading through individual, silent, daily practice.

**Summer School** - Students who have not reached June proficiency benchmarks during the school year will be supported in reaching the established benchmarks through summer classes and tutorial.

**Tutorial** - Every City on a Hill II student, grades 9-11 will receive targeted tutorial integrated into the school day, with monthly large group testing sessions on periodic Saturday mornings. CoaH II students will work with tutors on literacy and numeracy skills daily for the entire school year. 10th and 11th graders will participate in additional MCAS prep and SAT prep. Finally, tutors will provide additional academic support twice weekly after school to students who need extra help in specific classes.

**Teacher Evaluation**

Teacher evaluation at City on a Hill II will serve three central purposes: (1) to identify areas of professional development needed toward a teacher’s instructional effectiveness, (2) to determine recontracting for the coming school year so that highly effective teachers are identified for continued employment, and (3) to partially determine a teacher’s level of compensation within the school’s salary structure so that the most effective teachers are retained.

In order to serve these purposes, City on a Hill II teachers will receive feedback in four primary ways:

1. Weekly culture checks—Two to three times per week, CoaH II’s Principal will perform “culture checks” to assess whether the basic guidelines of classroom instruction as well as the basic norms of school culture (school uniform, merit/demerit system) are clearly implemented.

2. Peer observations— All teachers will engage in peer observation. At least four times per year, every teacher will observe another teacher and be observed by another teacher. Each teacher’s individual annual professional development goals will be shared with peers observers who will share objective feedback to the observed teacher as the result of identified traits of the teacher’s professional development goals. All peer observation notes will be kept on file, and during evaluation meetings and self-reflection, classroom teachers will include feedback given to them by their peers in their data set to support assertions of development and improvement.
3. Periodic administrator observations—All teachers and administrators will be evaluated annually. Several times during the school year (fewer for teachers who have previously demonstrated proficiency on the evaluation rubric, more often for teachers who have not yet demonstrated proficiency on the evaluation rubric), every teacher will be observed by the Principal or Chief Academic Officer and will receive verbal and written feedback on their performance against the model evaluation system-aligned teacher evaluation rubric. Teacher evaluations will consist of goal-setting and evaluation meetings and six observations during the school year by the Principal. Observations will consist of drop-ins with feedback provided and one formal full-class observation scheduled with the teacher. Annual administrator evaluations will consist of three formal evaluation meetings during the year.

4. Annual evaluations—At the beginning of each school year, all faculty and staff will set annual goals that inform the self-evaluation portion of their formal evaluation. The standards for teacher evaluation will be aligned with Massachusetts Department of Elementary and Secondary Education licensure standards and the Massachusetts Model System for Educator Evaluation. The Principal will merge the various sources of evaluation data into the central document and approve all evaluations for presentation to teachers.

Professional Development
City on a Hill’s approach to professional development (PD) will leverage teacher collaboration and peer-observation and peer-coaching toward achievement of individual professional goals and documented progress toward school-wide goals. In her 2005-2007 study of teachers in New York City, Carrie Leana articulates the impact of teacher collaboration on student outcomes: “research suggests that talking to peers about the complex task of instructing students is an integral part of every teacher’s job and results in rising student achievement”\(^8\). Additionally, professional development lacking an all-school context is rarely effective; schools with clear vision, measurable outcomes, and investment by all employed stakeholders that conduct professional development report higher satisfaction of employees and have higher student outcomes than schools that do not\(^9\). All faculty and staff at CoaH II will annually undergo professional development to improve as individuals and as a community. CoaH II’s PD will be a balance between the individually identified needs of the school’s faculty and staff made in concert with lead teachers and administration. All-school PD will be conducted on site and attended by the entire educational community, and individual professional development will be conducted on and off site according to individual PD goals. Professional development at City on a Hill II will be focused on each adult’s ability to improve student outcomes. CoaH II will require at least 380 hours per year of professional development for all full time teachers. Each academic subject area will have one day per week designated as a “department day”, during which there is no instruction for that subject area. Teachers will use that day for professional collaboration, working to improve the curriculum, co-planning, reviewing student work, and norming grading procedures and standards. Occasionally, departments will use this time to visit other schools (both district and charter, urban and suburban) to learn and share best practices. Three times per year, CoaH II will hold school-wide professional development days, during which there are no students in the building and the entire day is dedicated to the professional development of the entire school staff. With an expanded network, CoaH professional development will incorporate teachers in both schools.

II.C. Performance, Promotion, and Graduation Standards

Performance Standards

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City on a Hill’s curricula, guided by state and Common Core standards, will provide a high degree of guidance related to content, school-wide learning expectations, course-specific learning goals, instruction, and assessment through department-created, course-wide, summative end-of-year proficiencies.

City on a Hill II’s performance standards will be formalized across all subjects to ensure uniform evaluation of student performance. A student’s final grade in a course will be the average of his/her four quarterly grades. Students will earn their academic grades for a given course based coursework and proficiencies. Students must earn at least a 70% in coursework and on each proficiency to earn credit for a class. A student’s grade will be a percentage between 0 and 100 and will be converted into a letter grade for progress reports and report cards. The chart below describes the general performance level of a student who earns a particular letter grade. A student’s final grade for a course will be based on the final coursework grade (50% of final grade) and final proficiencies (50% of final grade).

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Percentage Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>&quot;Not Yet Proficient&quot;, NYP</td>
<td>0-69</td>
</tr>
</tbody>
</table>

The following tables outline the performance standards for Geometry, English II, and US History, three 10th grade courses at City on a Hill II.

**Geometry (Math II):**

**Table 2: Grading Policy – Geometry**

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and Quizzes</td>
<td>20%</td>
<td>Homework will be assigned daily and is a requirement for being ready for class. If a student arrives to class with incomplete homework, homework club will be assigned. Homework will be assessed through daily homework quizzes. Quizzes will consist of problems directly from the homework, problems similar to those from the homework, and cumulative problems from the course.</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>55%</td>
<td>Unit Assessments and Quizzes will be given to assess an entire unit or part of a unit and all previous units as all unit assessments are comprehensive.</td>
</tr>
<tr>
<td>Writing</td>
<td>15%</td>
<td>Problems of the Quarter (POQs) will be assigned twice per quarter. POQs are challenging problems, which will not necessarily be related to the current course content, but will rely on your overall mathematical knowledge and your ingenuity and problem solving skills. You will be required to provide a formal write-up with each POQ.</td>
</tr>
<tr>
<td>Tutorial Application</td>
<td>10%</td>
<td>Twice a week all geometry students go to numeracy tutoring for knowledge and skill enhancement. During each session students practice problems to be collected and graded in tutorial. These problems count toward their Geometry class grade.</td>
</tr>
</tbody>
</table>

**Table 3: Performance Standards – Geometry Final Proficiency**

| Description of Student’s Academic Performance in Geometry on Final Proficiency |
|--------------|------------------|-------------------------------|---------------------------------|------------------------------------------|----------------------------------|
| A            | Problem Statement is detailed and clear. | Typically, uses an efficient and effective strategy to solve the problem. | Uses complex and refined mathematical reasoning. | Explanation shows complete understanding of the mathematical concepts used to solve the problem. | Appropriate vocabulary and notation are always used. |
| B            | Problem Statement is clear but missing one critical component. | Typically, uses an effective strategy to solve the problem. | Uses effective mathematical reasoning. | Explanation shows substantial understanding of the mathematical concepts used to solve the problem. | Appropriate vocabulary and notation are usually used. |
| C            | Problem Statement is a little difficult to understand. | Sometimes uses an effective strategy to solve problems, but does not do it consistently. | Some evidence of mathematical reasoning. | Explanation shows some understanding of the mathematical concepts needed to solve the problem. | Appropriate vocabulary and notation are used, but it is not always easy to understand what was done. |
| NY           | Problem Statement is difficult to understand and is missing several components. | Rarely uses an effective strategy to solve problems or strategy is not described. | Little evidence of mathematical reasoning. | Explanation shows very limited understanding of the underlying concepts needed to solve the problem. | There is little use, or a lot of inappropriate use, of vocabulary and notation. |

**English II:**

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
<td>Homework will be assigned and collected daily. If a student arrives to class with incomplete homework, homework club will be assigned.</td>
</tr>
<tr>
<td>Class work</td>
<td>20%</td>
<td>Daily class work is assigned according to the daily class agenda and checked or collected at the end of each week. Examples include, Do Now assignments, in-class journaling, in-class essays, and group discussions.</td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
<td>For each genre read students will complete an analysis paper with an emphasis on organization, MEAT paragraph construction, conventions, and content.</td>
</tr>
<tr>
<td>Tests and Quizzes</td>
<td>30%</td>
<td>Conventions, content, oral presentations, and written organization are assessed regularly on unit assessments and proficiencies; vocabulary is assessed weekly.</td>
</tr>
</tbody>
</table>

**Table 5: Performance Standards – English II Final Proficiency**

| Description of Student’s Academic Performance in English II on Final Proficiency |
### Grade Earned

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ideas &amp; Content</th>
<th>Organization</th>
<th>Word Choice/Voice</th>
<th>Sentence Fluency/Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The essay states an original and powerful thesis in the introduction, is supported by abundant, precise and relevant details and analysis, and is finally reinforced in the conclusion.</td>
<td>The essay includes a clear introduction, a high level of organization within and between each logically sequenced paragraph, and a conclusion that provides closure to the essay.</td>
<td>The essay demonstrates effective/rich use of language and a third-person scholarly voice.</td>
<td>The essay has few or no mistakes in the various conventions of writing and utilizes a variety of sentence lengths and beginnings.</td>
</tr>
<tr>
<td>B</td>
<td>The essay has a clear thesis that successfully focuses the entire essay and includes assertions supported by relevant details and analysis.</td>
<td>The essay includes a clear introduction, body paragraphs which follow each other in a logical sequence, and a conclusion that provides closure to the essay.</td>
<td>The essay shows appropriate use of language and a third-person voice.</td>
<td>The essay has only minor mistakes in conventions of writing that do not distract from the essay's purpose, and utilizes some variety in sentence lengths and beginnings.</td>
</tr>
<tr>
<td>C</td>
<td>The essay has a clear thesis that focuses the entire essay and includes assertions adequately supported by relevant details.</td>
<td>The essay includes a clear introduction, body paragraphs, and a conclusion.</td>
<td>The essay primarily shows appropriate use of language and a third-person voice.</td>
<td>The essay has many minor mistakes, few major mistakes in conventions and utilizes minimal variety in sentence structure.</td>
</tr>
<tr>
<td>NY</td>
<td>The essay does not have a thesis or the focus is maintained inconsistently. The essay includes assertions inconsistently or minimally supported by details.</td>
<td>The essay includes an introduction, body paragraphs and a conclusion, but organization is rudimentary or inadequate.</td>
<td>The essay uses simplistic, confusing, or inappropriate language and/or consistently uses first or second-person voice.</td>
<td>The essay has frequent major mistakes in conventions and sentence structure that distract from the essay's purpose.</td>
</tr>
</tbody>
</table>

### US History (History II):

**Table 6: Grading Policy – US History**

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Weight</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework &amp; Readings</td>
<td>15%</td>
<td>Homework is assigned daily and is collected randomly; homework quizzes are conducted randomly.</td>
</tr>
<tr>
<td>Class work</td>
<td>15%</td>
<td>Daily class work is assigned according to the daily class agenda. Major class work assignments are collected and graded such as group projects, debates, and group discussions.</td>
</tr>
<tr>
<td>Tests &amp; Quizzes</td>
<td>35%</td>
<td>Regular assessments consist of oral presentations, quizzes, and content unit examinations.</td>
</tr>
<tr>
<td>Writing</td>
<td>25%</td>
<td>Major research papers, open-response questions, and position papers.</td>
</tr>
</tbody>
</table>
Students will produce projects, including oral presentations, based on major research papers.

Table 7: Performance Standards – History II

<table>
<thead>
<tr>
<th>Grade Earned</th>
<th>Description of Student’s Academic Performance in History to Earn Promotion</th>
</tr>
</thead>
</table>
| A            | · Thoroughly understands key facts in the development of the United States government and society. Is able to explain and analyze United States historical events in a broad context, by explaining cause and effect relationships between events and seeing how the philosophy of the founding fathers have shaped the modern US society and its place in the world including: explain factors leading to the colonization of the Americas and the development of early American Society; explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights; explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups; describe and analyze major events in US history from colonization through the 1960’s.  
  · Can identify and locate seven continents, all oceans, thirteen original colonies, and countries of North America, Europe, and Asia on a World Map.  
  · Can thoroughly conduct independent research of historical events and synthesize a research paper and project that incorporates information from primary and secondary sources; earns 90% or above on all research papers and projects. |
| B            | · Recalls most key facts in the development of the United States government and society. Is able to explain and analyze many United States historical events in a broad context, by explaining cause and effect relationships between events and seeing how the philosophy of the founding fathers have shaped the modern US society and its place in the world.  
  · Can identify most key geographical features on a World Map.  
  · Completes independent research of historical events and synthesize a research paper and project that incorporates information from secondary sources; earns 80% or above on all research papers and projects. |
| C            | · Recalls the most common basic facts regarding the development of the United States government and society. Is able to explain and analyze some United States historical events, and explain some examples of cause and effect of basic relationships between events.  
  · Can identify many key geographical features on a World Map.  
  · Completes independent research of historical events and a research paper and project that incorporates information from secondary sources; earns 70% or above on all research papers and projects. |
| NY           | · Inconsistently recalls the most common basic facts regarding the development of the United States government and society. Is able to explain and analyze some United States historical events, and explain some examples of cause and effect of basic relationships between events.  
  · Inconsistently identifies many key geographical features on a World Map.  
  · Inconsistently completes independent research paper and projects that incorporates information from secondary sources or earns less than a 70% on most research papers and projects due to not having a clear thesis or the focus and includes assertions inconsistently or minimally supported by details; the organization of the paper is rudimentary or inadequate. |

Standards for promoting students
In order to be promoted to the next grade at City on a Hill II, students must have no more than 10 unexcused absences for the school year. Additionally, to be promoted to 10th grade, 9th graders must
have:

- Passed English and algebra with a C (70%) or above (both coursework and final proficiency).

In order to be promoted to the eleventh grade at City on a Hill II, tenth graders must have:

- Passed at least English 2 and geometry with a C (70%) or above (both coursework and final proficiency);
- Passed at least level 1 of Spanish, science, and history with a C (70%) or above (both coursework and final proficiency).

In order to be promoted to the twelfth grade at City on a Hill II, eleventh graders must have:

- Passed at least English 3 and advanced algebra with a C (70%) or above (both coursework and final proficiency);
- Passed at least level 2 of Spanish, science, and history with a C (70%) or above (both coursework and final proficiency).

A student who does not pass coursework, proficiencies, or both may be eligible to attend a five-week summer school to earn a passing grade. The student must pass a subject-specific minimum competency test at the conclusion of summer school in order to earn coursework credit. If the student does not earn a passing grade in coursework and proficiency he/she will be retained.

**Exit/Graduation Requirements**

**Academic Coursework** – 4 years of English, 4 years of Mathematics, 3 years of Science, 3 years of Spanish, 3 years of History, City Project & Community Service.

**Literacy & Numeracy** – All students in grades 9-11 will participate in three years of literacy and numeracy tutorials that support classroom instruction across subject areas, as well as important tests such as CoaH proficiencies, the MCAS, and AP exams.

**MCAS** – In keeping in compliance with the Massachusetts Department of Elementary and Secondary Education’s requirements, all students must pass the MCAS in order to graduate from City on a Hill II.

City on a Hill II will implement the philosophy, procedures and practices that inform the performance, promotion and graduation standards to comply with the City on a Hill network. Any unique modifications to these standards that may occur will have to be proposed by the Academic Committee and approved by the Chief Academic Officer and the Executive Director.

**II.D. ASSESSMENT SYSTEM**

**Student Assessment**

City on a Hill will administer internal and external assessments to track student performance consistently across the network. CoaH’s network assessment system is based on the philosophy of Backwards Design\(^{10}\) and has been tested and modified over the past 17 years at the existing City on a Hill Charter Public School. End-of-year proficiency assessments have been created by teams of highly qualified teachers and will continue to be refined each year. The Chief Academic Officer in collaboration with the lead teachers at each CoaH school will oversee this process of reflection and revision.

All proficiency assessments will be graded on department-developed, vertically-aligned rubrics that align with the goal of preparing all students for college. Ninth and tenth grade math and English end-of-year proficiencies will be closely aligned with standards for success on the tenth grade MCAS and all end-of-year proficiencies will be vertically aligned in departments to culminate in college readiness for each student. Assessments will also be aligned with the Common Core standards in preparation for the PARCC exam to be implemented during the 2014-15 school year. Individual course unit and quarterly assessments will be used as interim assessments toward those end-of-year proficiency assessments.

Student achievement on cumulative unit assessments will drive toward success on end-of-year proficiency assessments. All unit and proficiency assessments will be uniformly implemented across the network to ensure consistent educational quality across the network.

Interim Assessments will be administered quarterly in the CoaH network to track and analyze student performance and growth by individual academic departments. Assessment results will be analyzed by school teacher-teams on an established timeline appropriate to ensure relevance to instructional and curricular context and faculty will act, making mid-course corrections when necessary, based on data analysis. Just as with curriculum, the Chief Academic Officer will ensure that all CoaH network schools implement the curriculum and network-wide assessment system uniformly and monitor the results of those internal assessments. As the instructional leader for the school, the Principal of each CoaH school will have the primary responsibility for overseeing the implementation of the assessment system, data analysis, and the implementation of strategies resulting from data analysis with strict oversight of the CAO. All teachers at a given grade level will implement strategies created by the subject and grade-level teams to improve student performance on next interim assessment.

In addition to internal assessments, the City on a Hill network will measure school-wide and individual student progress in achieving college-prep academic expectations through standardized external assessments: the GRADE literacy assessment (grades 9-12), MCAS (grade 10), PSAT (grade 11), SAT (grades 11 and 12), and AP exams (grade 12). Preceding the official MCAS assessment (and eventually the PARCC exam) students will take monthly mock MCAS tests in Saturday school under authentic testing conditions. Lead Teachers in English, math, and science will review item-by-item MCAS along with administrators from the CoaHCORPS Tutorial Program and make any modifications in the time between monthly assessments. All 11th graders will take a monthly mock SAT, again replicating authentic testing conditions by taking the test on Saturday morning. Analysis of SAT performance will be reviewed by the College Counselor as well as the English and math departments and used in developing curriculum and guiding instruction. The CoaH network will include professional development in response to the instructional needs that are uncovered through SAT student performance analysis. CoaH will analyze all quantitative data according to an established calendar in order to monitor student progress toward established academic benchmarks and goals, reteaching material not mastered to standard and adjusting instruction of new material.

Literacy and numeracy instruction in tutorial will be specifically driven by assessment results. All students in grades 9-11 will receive literacy and numeracy tutorial for four hours per week, in skill-level groups of two or three set from fall assessment results. The literacy and numeracy tutorial curricula are specifically planned from internally-designed numeracy assessments and the GRADE reading assessment. An individual student’s progress (or lack of progress) on literacy and numeracy assessments drives a tutor’s daily numeracy and literacy tutorial lesson plans.

Performance on SAT and MCAS will be reviewed annually by the Academic Performance Committee of the Board of Trustees in the context of the school’s Accountability Plan goals; by Parent Council and the School Site Council; by academic departments; and by the entire community during an all-school Town Meeting. All teachers will have access to their students’ individual data via the school’s student information system. Student progress will be reported to and used by various stakeholders throughout the year:

Grade Reports and Progress Reports – Individual academic progress will be reported to the students and parents/guardians through quarterly grade reports and progress reports at the mid-point of every quarter. Progress reports will be mailed to the students’ homes, while grade reports will be distributed to the parent or guardian during a meeting with the students’ advisor. In addition, all individual student progress reports will be jointly reviewed by each student and his or her advisor, with a focus on improvement toward college success.

Advisor monthly calls – On-going individual progress toward academic and non-academic (discipline, attendance, etc.) goals will be reported to parents/guardians through monthly calls by advisors.
Parent Portal – Individual weekly academic and discipline information will be available to parents/guardians on-line through the SchoolBrains, the student information system’s Parent Portal.

Assessment of Non-Academic Goals

1) City on a Hill II students will become active and engaged citizens.

Citizenship will be assessed by student participation in the activities provided by the school. Additionally, rubrics have been designed to assess student participation in Town Meeting and effective implementation of Town Meeting (see Attachment C for a Town Meeting checklist). Service days will be assessed through advisor led student reflections following each activity. City Project will be assessed by a final written exam with the INS test to ensure student expertise in the information deemed by the government as an important measure of citizenship, a final research paper according to MLA standards, a final 20-minute oral presentation of findings, and interim quizzes and tests. All extracurricular enrichment activities will be assessed through an end-of-year student survey.

2) City on a Hill II students will be educated in the importance of physical and emotional health.

All City on a Hill students will participate in three Wellness and Service Days during the school year. On these days, classes will be shortened and guest speakers and teachers will come to City on a Hill to deliver health and wellness lessons and activities. Concurrently, students will travel to sites all over the city to conduct community service. All 9th graders will complete a comprehensive all-year health class at City on a Hill administered by the Peer Health Exchange. Knowledge of the importance of physical and emotional health will be assessed by participation in the previously mentioned activities provided by the school.

3) City on a Hill II students will graduate prepared for college, not only academically, but with the 21st Century Skills needed to be successful in work and in life, blending content knowledge with specific skills, expertise, and literacies.

College preparedness will be assessed through the Junior and Senior Seminar courses. Students will be assessed by the use of tests, quizzes, and meeting tangible benchmarks such as college essays, applications, and college acceptances and financial aid awards. Twenty-first Century Skills will be assessed in individual courses, as students are expected to demonstrate these skills throughout the curriculum through coursework and assignments that incorporate the non-academic skills necessary to prepare for college and be successful in work and in life.

School Assessment

The ultimate measure of school performance is student performance. At City on a Hill II, data will regularly be collected and analyzed to ensure that students are learning. Quarterly faculty meetings will focus on aggregate academic quantitative data (broken down by department, grade level, and subgroups) and quarterly grade-level meetings that incorporate qualitative data about individual student performance will inform actions (either individual support or curricular) to be taken during the coming quarter. Taskforce planning sessions to inform school-wide initiatives will be informed by tracked data, such as parent meetings, writing assignment completion rates, and student transfer rates. Weekly faculty meetings will begin with an examination of the week’s school culture data.

All four tiers of City on a Hill II’s mission, academic achievement, citizenship, public accountability, and teacher leadership will measure school-wide performance on an annual basis with the Rubric for the Mission and Expectations of City on a Hill Charter Public Schools.

School-wide progress will be reported to and used by various stakeholders throughout the year:

Town Meeting – School-wide progress toward academic and non-academic (discipline, attendance, etc.) goals will be reported to the students and faculty at quarterly Town Meetings to inform the entire CoaH II community of student and school-wide progress and to remind students and staff of school expectations.
Faculty Meeting – School-wide progress toward academic and non-academic goals will be reported to the faculty at weekly faculty meetings. These reports are used for staff to look more closely at any trends in data and, if necessary, initiate a discussion on any courses of action that might need to be taken.

Public Meetings of the Board of Trustees – The School Performance Committee will report academic progress to the Board of Trustees at each board meeting. If necessary, the Board of Trustees will discuss any issues revealed by the academic progress report, as well as potential changes that need to be made.

Annual Report and NCLB Report Card (or equivalent) – The Annual Report and NCLB Report Card (or equivalent) will be made available on the school’s website reporting the school’s yearly academic progress to the public through the accountability plan and school performance criteria.

II.E. SCHOOL CHARACTERISTICS

School Culture
City on a Hill II’s mission, “to graduate responsible, resourceful, and respectful democratic citizens prepared to advance community, culture, and commerce and to compete in the 21st century,” is tied closely with the imperative to create a productive school environment and to teach the behaviors of responsibility and respectfulness at every opportunity in the school day.

Establishment of a School Culture
City on a Hill II’s student body will be gradually formed, one grade at a time, to ensure the development of a strong school culture comparable to that of the current school. Incoming freshmen will attend a two-week Freshman Academy, where they will learn and practice what is expected of them, with topics ranging from the dress code, to the merit/demerit system, to the school-wide organizational system, and the debate rules of town meeting. Additionally, all students will be assigned to an advisory group to support students’ academic achievement and participation as citizens of the community. Advisors develop unique relationships with students, serving as primary contact with families and being the first line of defense with difficult social or learning issues.

Some of CoaH II’s founding teachers will be faculty members from the existing CoaH – experienced teachers who will assist with ensuring that the culture and norms of CoaH II are consistent with those of the network. CoaH II faculty and staff will have one full year to work with and build the culture of the school beginning with the initial 9th grade class, establishing the norms of the school that will be passed down to future incoming classes. In addition, all City on a Hill faculty and staff will attend a week long orientation which allows new teachers to be acclimated to the school rules, culture, and expectations, and returning teachers to refresh and help disseminate the lessons learned from their past experiences.

Student Behavior and Discipline
City on a Hill II will have an emotionally and physically safe learning environment and will teach that achievement is a product of consistently applied hard work, sound study habits, and access to concrete academic and social supports; students learn to be responsible in the daily work and study habits that foster achievement as the result of established, clearly communicated, and uniformly enforced cultural standards.

Both the student and faculty handbooks will define the systems and protocols for establishing City on a Hill II’s climate ensuring consistency with the school’s mission. Though City on a Hill II will only have the power to affect programming within its four walls, it will endeavor to implement programming and foster a culture and community strong enough to mitigate the powerful negative forces outside the school community. Students cannot learn in a school that is not emotionally and physically safe. A safe learning environment is one in which every student is provided with the opportunity to develop emotionally, academically, and physically in a supportive atmosphere free of intimidation, abuse, and violence. City on a Hill II will provide a safe and supportive environment for all students and will not tolerate any form
of bullying, harassment, threatening behavior or violence in the school, on school grounds, or during school related activities. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate harmful and disruptive behaviors that can impede the educational process of our college-prep mission.

The rules and regulations at City on a Hill II will be created in the context of the mission and to create a culture that maximizes academic performance. All rules and regulations will be taught to all faculty, staff, students, and parents and guardians and then uniformly enforced through a formalized behavioral merit and demerit system. Classroom expectations for timeliness, preparedness, decorum, and class participation will be shared by all teachers and students will be provided with on-the-spot negative feedback (a demerit) around any failure to adhere to these standards. The assignment of merits indicates that a student has exceeded the standard and exemplifies academic excellence and/or citizenship. At the end of every school day, advisors will receive a report of all of their advisees’ merits and demerits for the day and week and report that student-level information to the advisory in the last period advisory block. At the end of every week, the aggregate data will be presented to the faculty for reflection and discussion. At Town Meeting each month, the advisory with the highest cumulative points (total earned merits minus demerits) will be acknowledged. There will be no warnings at City on a Hill II and there will be no inconsistency in the implementation of consequences and rewards. Consequences for negative behavior will be consistently implemented across the school and described in detail in the school handbook. In addition, incidents of a more serious nature, such as derogatory language, insubordination, or threats, will be immediately attended to by the Deans of Citizenship, may result in a one day out-of-school suspension, and engage parents, guardians, and family members in eliminating the student behaviors that impede learning or encroach on others’ safety. A safe learning environment is especially important for students who have traditionally felt unsafe in public school environments such as students with disabilities, students who are recent immigrants, students who are gay, lesbian, bisexual or transgender, and homeless students. City on a Hill II will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide students with the skills, knowledge, and strategies to become contributing members of the City on a Hill community.

Students at City on a Hill II will be in classes for longer days, weeks, and years than students in district schools. They will be admitted in the ninth grade, and begin with a two-week Freshmen Academy in August. All returning students will arrive after Labor Day as classes get underway for the traditional school year, which at CoaH is 189 days long. Students will arrive at CoaH II at 7:45am and attend core academic courses for 65 minutes each, with a 25-minute block of Sustained Silent Reading (SSR) in the morning and a 50-minute block for lunch and advisory in the middle of the day. From 3:30-4:30 two days per week, all sophomores will receive MCAS tutoring and all juniors will receive SAT prep. On alternating days, students identified as high-need will receive Academic Support – individualized tutoring in the coursework with which they most struggle. Students not receiving MCAS tutoring, SAT prep, or Academic Support will have finished their classes for the day at 3:30. Extracurricular activities will occur from 4:30-5:30pm and include sports such as track, cheerleading, and basketball, as well as clubs such as drama, spoken word, and the Gay Straight Alliance. One Saturday per month, students will attend Saturday school.

External Programs
City on a Hill II will partner with several outside organizations to provide a full range of services for students and faculty that are beyond the school’s resources to provide. Alphabatically, City on a Hill has developed partnerships with the following organizations to meet the needs of our school community:

Access - This non-profit offers college and financial aid counseling for students and families, and a member of their staff will aid City on a Hill’s college counselor one day per week, focused exclusively on City on a Hill students and families.
Boston Public Library - Annually, students will visit the nearest branch of the BPL for a formal orientation to the library services to support the research requirements in their classes.

Boston Charter Alliance - School leaders from charter public schools in and around Boston meet three times per year to troubleshoot school-wide issues, serve as resources to one another, and strategize around political issues and events that affect all of the Boston charter public schools.

Boston Charter School Consortium - College counselors from charter public schools in and around Boston meet monthly to pool resources and share institutional knowledge, as well as to raise college admission offices’ awareness of the strengths and needs of Boston public charter school graduates.

Huntington Theater - Over the course of their City on a Hill careers, all students will attend at least two professional theater productions through the Huntington Theater.

Massachusetts Charter Public School Association - City on a Hill is a member of this organization that shares resources, parent outreach, strategy, and training for charter public school leaders and faculties.

Peer Health Exchange - All students will receive health education from the Peer Health Exchange, a national non-profit organization whose mission is to help students make healthy decisions.

Simmons College - Teachers enrolled in the City on a Hill/Simmons MAT program will take classes through Simmons College. This two-year program gives the opportunity for teachers in high-poverty, high-minority public schools to receive their MAT at a significantly reduced rate and earn initial licensure. Most classes, averaging 18 teachers, will be conducted at City on a Hill and will be open to teachers from Boston charter schools and Boston Public Schools.

Suffolk Law School – Co-taught by Suffolk Law students, The Marshall-Brennan Constitutional Literacy project is a national program designed to teach the Constitution and the Bill of Rights using Supreme Court cases involving the rights of young people at school and in the juvenile justice system. The goal of the program is to teach students their rights and how to use their knowledge of cases and the Constitution to become effective democratic citizens.

Teach For America - City on a Hill has hosted TFA teachers since the 2009-10 school year. In TFA’s inaugural year in Boston, City on a Hill served as a training site and has hosted the entire Boston cohort to observe practicing CoaH teachers as part of TFA’s targeted summer preparation program.

**Supporting Students with Diverse Needs**
As a public school that seeks to include and challenge all enrolled students toward success in its college preparatory program, City on a Hill II will enroll students with a wide range of needs and utilize advisory, freshmen academy, reading instruction, tutorial and summer school to support students with a wide range of needs. City on a Hill II will use a range of programs and practices (utilizing both academic and social support mechanisms) that seek to meet the needs of disabled students, remediate students with low skills, and challenge students with high skills in the context of the school’s college preparatory curriculum. Please refer to “II.F. Special Student Populations” for a complete description of City on a Hill II’s programming to support students with diverse needs.

**Teacher Time**
In addition to one prep period per day, all academic teachers will have five periods per week of common planning time within their academic departments. The work performed during these “department days” will be planned and coordinated by the Lead Teacher of each academic department, within expectations set, communicated, and monitored by the Principal. Every week, liaisons from the CoaHCORPS Tutorial Program will attend academic department meetings to coordinate classroom and tutorial work. In addition, every week liaisons from the Learning Network will attend department meetings to support the development of modified curriculum. Tutors will have four hours per week plus one Saturday per month of common planning time, and faculty and staff will meet for two hours each Friday afternoon as an entire faculty or in subgroups.
City on a Hill II’s schedule will be a rotating five-period schedule. Academic classes will be 65 minutes each Monday-Thursday and 45 minutes each Friday.

**Typical Day for a Spanish Teacher:**
7:20am – Teacher arrives to school and preps for class. He or she will set up the classroom and write the day’s agenda on the board.
8:00am – Teaches Spanish I
9:10am – Prep period. Teacher uses this time to correct student work, make phone calls to parents, photocopy materials for class, or make any necessary changes to his or her weekly lesson plan.
10:20am – SSR. All City on a Hill faculty, staff, and students engage in 25 minutes of Sustained Silent Reading (SSR). Some teachers will attend IEP meetings during this time.
10:50am – Teaches Spanish II
12:00pm – Advisory
12:30pm – Lunch
1:00pm – Teaches Spanish II
2:10pm – Teaches Spanish I
3:20pm – Advisory check-out. Teacher reads any announcements, reports on student merits/demerits and informs students on any detention or academic support they need to attend during 10th block.
3:30pm – Teacher works individually with students or leads a cheerleading study hall.
4:30pm – Teacher coaches CoaH II cheerleading squad. Teacher may also attend IEP meetings or Academic Committee meetings at this time, depending on the day.

**Student Time**

**Typical Day for a Student**
7:15am – A 9th grader arrives to eat breakfast and spend some time with friends.
7:45am – She goes to her locker to get books and supplies and makes her way to her first period class.
8:00am – Algebra
9:10am – Tutorial. She works in a small group of three students on literacy skills. This tutor works with this same group of three students every day, for the entire school year.
10:20am – SSR. All City on a Hill faculty, staff, and students engage in 25 minutes of Sustained Silent Reading (SSR).
10:50am – Unified Science
12:00pm – Lunch
12:30pm – Advisory
1:00pm – English I
2:10pm – Spanish I
3:20pm – Advisory check out
3:30pm – Students who are identified as in need attend Academic Support, subject-based tutoring in the classes with which a student most struggles.
4:30pm – Extracurricular activities. Clubs and sports meet at this time.

**Parent/Guardian Involvement**
Parent and Guardian input will be essential for the success of City on a Hill II. City on a Hill II will formally and informally collect data on parent/guardian satisfaction to inform decision-making to improve
the school culture and raise student outcome. It is the goal to have 100 percent of all parents and guardians come to City on a Hill II at least once for a meeting with a teacher or guardian during each school year. Parents and guardians will be advised to attend school quarterly, but attendance will be tracked to identify parents that are not attending scheduled meetings, parent/guardian nights, cultural events, or Parent Council. Parents will have two direct methods of communicating with the principal on a regular basis at City on a Hill II: Parent Council, which will meet monthly; and School Site Council, which will meet quarterly. An annual parent/guardian survey will be conducted by phone in the identified native language of the family to gauge parent satisfaction. Results of the parental satisfaction survey will be shared with the faculty and staff and the board as part of their ongoing review of the school and publically reported in the state-required Annual Report, a document that will be publically available through various means including on the website. Parents and guardians will have direct lines of communication, through phone and email to every member of the City on a Hill II faculty and staff; parents and guardians will be encouraged to share concerns, feedback and constructive criticism on the School’s program, student results, and operations.

Back to School Night - At the start of the school year, CoaH II will host a Back to School Night to welcome parents and guardians to the school and spend the evening following their students’ schedules, ensuring that they meet each of their students’ teachers as well as his or her tutor at the outset of the year.

Advisory - As each student generally stays with his or her advisor throughout high school, advisory will be the primary point of contact for parents and guardians to learn about the progress their students are making and work as part of the CoaH team to ensure that all students reach their fullest potential. Advisors will be required to contact each student’s parent or guardian a minimum of two times per quarter to discuss student progress and strategize for future success.

Parent/Advisor Night - Once per quarter, CoaH II will host parent/guardian night – an evening structured for parents/guardians to meet with their students’ teachers and advisors. One hour will be dedicated for parents to visit with their students’ advisors, followed by an hour of open meeting time, during which a parent or guardian may visit with any of a student’s academic teachers, including his or her tutor.

Parent Portal - Using their own username and password, all parents and guardians of students at CoaH II will be given access to the Parent Portal – an online information sharing system through the school’s student information system where they are able to view details about their student’s grades, attendance, and discipline in addition to viewing any homework assignments or due dates for major projects.

Parent Council - Parents will be welcome and encouraged to sit on CoaH II’s Parent Council. This group will meet approximately once per month to discuss matters of the school. CoaH II’s Principal will frequently attend these meetings. Representatives from Parent Council will attend School Council meetings and report on the activities of the Parent Council group.

Relationships With Community Organizations
City on a Hill II students will facilitate a daily extra-curricular enrichment program that will provide students exposure to a range of athletic, artistic, academic, and cultural experiences making the most of Boston as an extended classroom. City on a Hill II will utilize the resources, expertise and skill of the local community to provide students with a full range of activities in which to experience. Well-established and quality organizations like the Shelburne Community Center, the YMCA, Boston Boys and Girls Club, and Grand Circle Travel will serve as community resources for City on a Hill II students. The mission and educational philosophy of the City on a Hill network will drive curriculum planning and implementation as well as instruction and school and student assessment systems. The main characteristics of our philosophy – a small and safe learning environment, high expectations of all students, and program buy-in by all school community members – are tightly integrated with curriculum, instruction, and assessments to form a comprehensive educational program. When all members of the CoaH community (faculty, staff, students, parents, Board members, and community members) buy into
and carry out this program, student achievement is maximized and the City on a Hill network is able to reach its full potential as a provider of a high quality education.

II.F. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES
As a charter public school, City on a Hill II will enroll English Language Learners and Special Education students, students who need speech and language and occupational therapy, as well as students with diverse skills and content knowledge. As a public school that will include and challenge all students toward success in its college preparatory program, City on a Hill II will practice inclusion to the maximum degree possible and will not use ability-level grouping. City on a Hill II will have carefully designed ELL and SPED programming with qualified faculty members in these areas (described below) and will contract out for additional services as necessary. City on a Hill II will use a range of programs and practices (utilizing both academic and social support mechanisms) that seek to meet the needs of students with disabilities, remediate students with low skills, and challenge students with high skills in the context of the school’s college preparatory curriculum.

All students identified by their teachers during Freshmen Academy and throughout the year as potentially in need of additional services will be placed in the school’s RTI (Response to Intervention) process. As a result of the RTI process, students may be identified for additional services such as ELL programming, SPED programming, the development of 504 plan, speech and language therapy, or occupational therapy. To qualify for special education services, students must receive either an IEP or a Section 504 Accommodation Plan. City on a Hill II will implement a Response to Intervention (RTI) system to identify students without identified disabilities who struggle in the general education setting despite myriad efforts of modification by general education teachers. Cognitive Evaluations will be conducted by a contracted independent licensed vendor.

City on a Hill II will employ the same structures and best practices that have been in use at the existing City on a Hill and subject to MADESE review. No changes will be made to services at the proposed school from those that are implemented at the existing City on a Hill, unless a change in student demographics merits an adjustment to the program.

English Language Learner Programming
City on a Hill II assumes an ELL rate of 20% based on the population of ELL students taking the 10th grade MCAS with Boston Public Schools. City on a Hill II expects that the three-year trend of increased enrollment of English Language Learners (ELL) to continue at City on a Hill II. City on a Hill II expects ELLs to increase annually and to have a full program ready to accommodate them. City on a Hill II will implement a comprehensive process by which English Language Learners are identified and transitioned into our sheltered English immersion program. All ELL programming at City on a Hill II will be supervised and implemented by certified an ELL coordinator and teachers.

I. Identifying Students who are Limited English Proficient
A. Screening – City on a Hill II will administer a home language survey to all new families when students enroll in 9th grade; this survey will be available in English, Spanish, Portuguese, Haitian Creole, French, Chinese, Korean, and Vietnamese. Any student whose family reports that a language besides English is spoken at home will be assessed for English language proficiency.
B. Assessment - Any student whose family reports that a language besides English is spoken at home will be assessed for English language proficiency using the Quick Informal Assessment (QIA). This assessment includes speaking, listening, reading, and writing components and will be administered by City on a Hill’s certified ESL Coordinator. Using data from the QIA (and additional data as needed), students are either identified as LEP or non-LEP. Families of LEP students are notified in writing of the initial identification and at the end of every school year.

II. Program Placement and Structure
A. Program Overview - City on a Hill II program for Limited English Proficient students (LEP) consists of sheltered English immersion (SEI). The first component of SEI is English Language Development. Students receive between 2.5 hours a week and 13 hours a week of English Language Development Instruction provided by a licensed ESL teacher. The second component is Sheltered Content Instruction. LEP students received sheltered curriculum in mainstream classrooms. The adaptations for each student are listed in an electronic file which all classroom teachers have access. Content instruction in core academic subjects is based on the Common Core and Massachusetts Curriculum Frameworks, and English Language Development instruction is based on the WiDA English Language Proficiency Standards. The amount of ELD provided to each student is based on his/her English proficiency. All SEI classes will occur in a general education classroom one period a day as part of the regular school-day schedule until the LEP student is identified as Formerly limited English Proficient (FLEP) at which time they are fully mainstreamed in the general education setting. All SEI classes at City on a Hill II will be taught by a licensed SEI teacher; the SEI program and compliance reporting at City on a Hill II will be supervised by an ESL Administrator with SEI certification and ESL licensure.

B. Instructional Grouping - Students will be grouped according to their proficiency level during ELD and according to grade level during content instruction.

C. Additional Services – ELL students will be additionally supported through the Student Services Department, an integrated department of student support professionals consisting of English Language Learner programming, reading, mental health, vocational, and college and career counseling resources.

III. Annual Assessment
   A. MCAS - All students identified as LEP will participate in the annual administration of the MCAS tests. Any student who is currently, or has ever been, identified as LEP may have access to an approved bilingual dictionary.
   B. MEPA and MELA-O - CoaH will annually assess the English proficiency of all students identified as LEP using the MEPA and the MELA-O. These assessments will be administered by faculty with appropriate qualifications.

IV. Staffing – ELL Staffing is based on an assumed 20% ELL rate and will adjust to meet the needs of the population.

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Administrator</td>
<td>$60,000</td>
<td>0</td>
<td>0.15</td>
<td>0.15</td>
<td>0.15</td>
<td>0.15</td>
</tr>
<tr>
<td>ESL Teachers</td>
<td>$55,800</td>
<td>0</td>
<td>1.2</td>
<td>1.8</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>Total ESL Staff</td>
<td></td>
<td>0</td>
<td>1.35</td>
<td>1.95</td>
<td>2.55</td>
<td>2.55</td>
</tr>
</tbody>
</table>

V. Teachers’ Qualifications - CoaH II faculty who teach students identified as LEP will hold appropriate qualifications, according to federal and state law. Teachers in SEI classrooms will maintain documentation that they have attained or in the process of attaining the skills and knowledge in the four components of SEI. ELD teachers will hold ESL 5-12 certification.

VI. Program Evaluation - City on a Hill II will conduct periodic evaluations of the effectiveness of its ELL program, the goals of which are to rapidly develop students’ English language skills and increase their ability to participate meaningfully in our program. If data shows that the program is not effective, the faculty and administration will take appropriate steps to improve it. Data elements to be analyzed for this evaluation include: assessment results from students’ initial identification as LEP; MCAS; and MEPA and MELA-O. The Chief Academic Officer and the Principal will co-lead the program evaluation and implement changes and improvements as necessary.
Special Education Programming

City on a Hill II will assume a special education rate of 18% based on the rate of Boston Public Schools, the sending district.

The City on a Hill II special educational services department (The Learning Network -- LN) will ensure all identified students are academically successful and receive comprehensive student support. City on a Hill II will employ an inclusion model to deliver special educational services to all students identified with special needs. City on a Hill II expects to enroll students with special needs at a level that matches or exceeds its sending district and will serve students with disabilities including emotional and/or communication disorders, neurological, health and intellectual impairments, and various specific learning disabilities and will comply with all state and federal statutes, including Title II of the ADA, the IDEA, and Section 504. City on a Hill II’s inclusion model will provide students with disabilities a Free and Appropriate Public Education (FAPE) through full inclusion in the general education classroom setting with Special Education staff support. City on a Hill’s college-prep standards and program applies to all students, including all special need students. City on a Hill II’s special education services will be flexible and dynamic, adjusting its inclusion model to accommodate individual students’ IEPs.

I. Identifying Special Education Students

A. Screening – The screening process will begin at enrollment when all families will be asked if there are any obstacles to future academic success and specifically if a student had a prior IEP or 504 plan. All incoming students will be given an internal math assessment and the standardized GRADE assessment in Freshmen Academy. At the conclusion of Freshmen Academy, all 9th grade teachers and the special education team will convene to identify students with any apparent needs. The school will contact families and to middle schools for student records.

B. Assessment – All students identified by their teachers during Freshmen Academy and throughout the year will be placed in the school’s RTI (Response to Intervention) process, run by the Learning Network (Special Education Department). Once recommended to the Special Education Department, an in-house evaluation will be conducted and an IEP will be created.

II. Program Structure

A. Program Overview – At City on a Hill II, students will be supported in the inclusion environment whenever possible with trained inclusion professionals ensuring the implementation of accommodations and modifications in the context of the general education environment. While all students will participate in some level of inclusion programming, students will be offered a full continuum of services provided by certified Special Education Teachers according to their IEPs.

All students with IEPs or 504 plans will be assigned a member of the Learning Network as a case manager who will be responsible for the implementation of all requirements in the IEP or 504 plan. Each Special Education teacher will also serve as a liaison to a particular subject and will be responsible for making and implementing appropriate modifications and accommodations at each grade level in that subject. Content instruction in core academic subjects will be based on the Massachusetts Curriculum Frameworks and the Common Core Standards.

All students with an IEP will have an initial, an annual, and 3-year renewal IEP meeting, along with periodic meetings as needed. In attendance will be the student, parent/guardian, an administrator, their Special Education teacher, and the students’ classroom teachers.

B. Instructional Grouping – Students will be grouped according to grade level during content instruction in the inclusion setting and by proficiency level when pulled out of the traditional classroom.

C. Additional Services - Students with IEPs and 504 plans will be additionally supported through the Student Services Department, an integrated department of student support professionals.
consisting of English Language Learner programming, reading, mental health, vocational, and college and career counseling resources. The Learning Network will also access outside translation, diagnostic, speech therapy, and physical therapy specialists whenever a student requires those services.

III. Teachers’ Qualifications - CoaH faculty who teach students identified as Special Education will hold appropriate qualifications, according to federal and state law. The special education department will conduct annual professional development for our classroom teachers and CoaHCBORS.

IV. Staffing – All special education services will be delivered to students by members of the Learning Network in the general education setting through the delivering of push-in and co-teaching services; pull-out sessions will be taught by Learning Network staff in a LN classroom. The Special Education Coordinator will supervise all LN instructional staff. Special Education staffing is based on an assumed 18% Special Education rate and will adjust to meet the needs of the population.

Table 9: Special Education Staffing

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Administrator</td>
<td>$80,000</td>
<td>0</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Special Education Coordinator</td>
<td>$50,000</td>
<td>0</td>
<td>0.4</td>
<td>0.4</td>
<td>0.6</td>
<td>0.8</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>$55,800</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>$32,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Special Education Staff</td>
<td></td>
<td>0</td>
<td>2.6</td>
<td>3.6</td>
<td>4.8</td>
<td>6</td>
</tr>
</tbody>
</table>

V. Program Evaluation - City on a Hill II will conduct periodic evaluations of the effectiveness of its Special Education program. If data shows that the program is not effective, the faculty and administration will take appropriate steps to improve it. Data elements to be analyzed for this evaluation include: assessment results from students’ initial identification as Special Education; MCAS; GRADE Assessment and various internal assessments. The Special Education Administrator and Special Education Coordinator will lead the program evaluation and implement changes and improvements as necessary.

Student Services

The following programs will be available to all City on a Hill students:

Academic Support – Full-time tutors will provide additional support after school to students who need extra help in specific classes. Extended day academic support will meet twice a week and pairs of struggling students will work with a tutor on class content and homework.

Advisory - All students will be assigned to an advisory group designed to support students’ academic achievement and participation as citizens of the community. Advisors will develop unique relationships with students, serving as primary contact with families and being the first line of defense with difficult social or learning issues.

College Counseling – All juniors and seniors will receive SAT prep and junior and senior seminar courses to help students get ready to leave City on a Hill II and enter the college environment. Each family will receive support in navigating the financial aid process, and students will receive assistance in obtaining waivers for test and application fees.

Mental Health Counseling - City on a Hill II will provide one-on-one individual and group counseling to students as outlined in their IEPs. Counseling services will also be offered on an as needed basis to students in crisis. Counseling services will be provided by a Licensed Mental Health Counselor and interns who are enrolled in a graduate program. The focus of counseling will be to provide support and guidance enabling students to be successful with their academic, social and emotional goals.
**Nutrition Programming** - CoaH II will provide breakfast every day from 7:15am until 7:30am and lunch Monday through Thursday from 12:00pm to 1:00pm and Friday from 1:05pm to 1:30pm. The federal breakfast and lunch program will be administered in accordance with all guidelines. CoaH II staff will actively solicit applications from families by calling parents and ensuring that all parents, regardless of home language or literacy status, understand the eligibility for free and reduced lunch. CoaH II will contract out the breakfast and lunch programs to City Fresh Foods, Inc.

Three times a year, all students will participate in wellness workshops, which publicize and make accessible such services as suicide hotlines, birth control and pregnancy support, drug and alcohol prevention, eating disorder support, nutrition, etc. All ninth grade students will participate in 13 health workshops held throughout the year run by Peer Health Exchange.

**Reading Instruction** – City on a Hill II’s reading program will be implemented by a licensed reading teacher. Students will be identified as in need of reading instruction as early as Freshmen Academy in August as a result of the GRADE assessment, in-class reading comprehension activities, or as the result of the Response to Intervention (RTI) referral process. Reading class will be a part of a student’s day, scheduled according to the student’s individual needs with minimal disruption to their regular school schedule. Examples of reading instruction include once-per-week pull out from English or Spanish class or individualized attention during Sustained Silent Reading (SSR). Value-add according to the annually administered GRADE assessment will determine whether a student will continue with reading in the following school year.

**School Nurse** – City on a Hill II will hire a school nurse who will review student records and immunizations, monitor medication dispensing, work with the Learning Network to review all 504 plans and accommodations, and collaborate with the Student Services department in assessing, planning, implementing, and evaluating programs and other school health activities.

**Tutorial** - Every City on a Hill II student, grades 9-11, regardless of ability, will receive targeted daily tutorials. CoaH II students will work with their tutors on literacy and numeracy skills, one hour each day, for the entire school year. Tenth and 11th graders will participate in additional MCAS prep and SAT prep.

### III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?

#### III. A. ENROLLMENT AND RECRUITMENT

**Enrollment**

City on a Hill II’s growth strategy begins with 110 9th graders each year with a maximum enrollment of 280. The strategy is modeled after the existing City on a Hill’s average enrollment over the past five years. The decreased class size over time stems from an assumption of significant grade retention and some attrition (noting that no new students will be enrolled after February of the 9th grade).

**Table 10: CoaH II Enrollment**

<table>
<thead>
<tr>
<th>School Year</th>
<th>9th Graders</th>
<th>10th Graders</th>
<th>11th Graders</th>
<th>12th Graders</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>110</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>110</td>
</tr>
<tr>
<td>2014-15</td>
<td>110</td>
<td>76</td>
<td>0</td>
<td>0</td>
<td>186</td>
</tr>
<tr>
<td>2015-16</td>
<td>110</td>
<td>76</td>
<td>55</td>
<td>0</td>
<td>241</td>
</tr>
<tr>
<td>2016-17</td>
<td>110</td>
<td>76</td>
<td>55</td>
<td>39</td>
<td>280</td>
</tr>
<tr>
<td>2017-18</td>
<td>110</td>
<td>76</td>
<td>55</td>
<td>39</td>
<td>280</td>
</tr>
</tbody>
</table>

Because of the extensive wait-list for the existing City on a Hill and because this replication effort has the parental support as exhibited through the support of the existing City on a Hill’s Parent and School Councils, the founding group of CoaH II assumes adequate enrollment for CoaH II. To ensure this, CoaH II will create and execute a comprehensive recruitment plan (refer to Attachment D: Recruitment &
Retention Plans). That said, if there is not adequate enrollment following the March lottery, recruitment efforts will be increased and subsequent lotteries will be held until CoaH II has adequate enrollment. CoaH II will allow full accessibility for all students. The facility will be accessible to all. The school will have fully developed programs for students with disabilities and will contract with external providers for previously unforeseen needs that arise with each new 9th grade class.

Refer to Attachment E for City on a Hill II’s draft Enrollment Policy. The school will be ready to submit the required enrollment data to the Department by mid-March 2013 following the lottery to be held on March 13, 2013. City on a Hill II will have all applicant information including waitlist status in a filemaker pro database that has easy reporting capabilities.

**Student Recruitment**

While City on a Hill II will open to all students in the City of Boston, recruitment efforts will be focused on the Dorchester, Roxbury and Mattapan neighborhoods, where the poorest public school options tend to be found. City-wide recruitment efforts will include mailing and emailing school information and applications to charter, district, private, parochial schools and educational organizations across the City of Boston and visiting middle schools and attending high school fairs. CoaH II will make a sincere effort to inform all families, including non-English speaking families, by advertising in neighborhood newspapers in English and Spanish, translating the applications in six most common languages found in Boston, mailing the flier and application, along with information on charter schools in six languages, to all 8th graders attending Boston Public Schools, and by participating in a “Boots on the Ground” Campaign, distributing applications and fliers in multiple languages to individuals, businesses, and organizations in traditionally non-English speaking neighborhoods. Above all, the most effective recruitment tool has been the word-of-mouth of students and parents. Because this replication effort has been supported by CoaH’s Parent and School Councils, this unofficial recruitment tool should continue with CoaH II. Refer to Attachment D, CoaH II’s Recruitment and Retention Plan, for more detail on recruitment efforts.

**III. B. CAPACITY**

The founding group for City on a Hill II is made up of Board members and leadership staff of the existing City on a Hill Charter Public School. This group has united to respond to the crisis in public education as described in the school’s vision statement. CoaH has the data to support that it is a program worth replicating, so that high school students in the City of Boston who are generally victims of the academic achievement gap have greater opportunity for success in college and beyond.

City on a Hill received 880 applications for the approximately 90 openings in the 2012 freshmen class, illustrating the need – and demand – for greater educational choice in the City of Boston. City on a Hill feels an obligation to satisfy this need by providing a greater number of students with an opportunity to access its academic curriculum, which has proven successful in preparing students for college.

The founding group has been meeting six times per year (which includes a full-day retreat each year) for the past two years. Their focus has been on developing the financial, governance, and fundraising models, leadership/board reporting structure, timeline, mission, and real estate and accountability plans. In addition to the founding group, the school has developed an Executive Committee made up of leadership staff at the existing school and a Board member. This group has met 20 times since the start of the 2010-2011 school year to focus on the curriculum, instruction, assessment, school culture, and staffing of City on a Hill II.

The prospectus has been co-written by Kristie Loftus, Director of Development & Community Relations and member of the Board’s Strategic Planning Committee and school’s Executive Committee and Christine Bullard, Assistant Director of Development & Community Relations and member of the Executive Committee.

The founding group has designated the existing school’s Executive Director, Erica Brown, to serve as the network’s Executive Director, leading each of the network’s schools. Additionally, the founding group
engaged in an extensive search and selection process for the Principal of City on a Hill II. Candidates were brought in for an in-depth interview. Board members, administrators, teachers, and parents were all involved in this process. An internal candidate, Sonya Pratt, was hired to be future Principal of City on a Hill II and is serving as current Vice Principal of the existing City on a Hill while being mentored by the current Principal, Dr. Paul Hays.

Refer to Attachments H and I for the founding group’s resumes and letters of commitment. Below is a chart that summarizing the area of expertise, current and proposed role of each member of City on a Hill II’s Founding Group:

**Table 11: CoaH II Founding Group**

<table>
<thead>
<tr>
<th>Founding Group Member</th>
<th>Area of Expertise</th>
<th>Current Role</th>
<th>Proposed Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josh Benet</td>
<td>Finance, Development</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Erica Brown</td>
<td>Education</td>
<td>Executive Director (existing school)</td>
<td>Executive Director (City on a Hill network)</td>
</tr>
<tr>
<td>Joe Cali</td>
<td>Finance</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Michael Grossman</td>
<td>Finance, Development</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Paul Hays</td>
<td>Education</td>
<td>Principal (existing school)</td>
<td>Chief Academic Officer (City on a Hill network)</td>
</tr>
<tr>
<td>Jeff Jablow</td>
<td>Non-profit growth, Education reform strategy</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Jeff Jacobs</td>
<td>Finance, Development</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Ben Lummis</td>
<td>Education, Strategic Planning</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Robert Mazzarella</td>
<td>Finance</td>
<td>Board Chair</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Adam Mikkelson</td>
<td>Finance</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Ginger Parker</td>
<td>Finance</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Michael Rosen</td>
<td>Law, Human Resources</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Lori Stevens</td>
<td>Development</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Cara Stillings Candal</td>
<td>Education</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Ryan Thornton</td>
<td>Institutional Equities, Investment Sales, Finance</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
<tr>
<td>Kimberly Wechtenhiser</td>
<td>Education, Strategic Planning</td>
<td>Trustee</td>
<td>Trustee</td>
</tr>
</tbody>
</table>

The founding Board of Trustees for City on a Hill II will be the same as the existing Board of City on a Hill at the time of the granting of the charter. Below is a chart that summarizing the area of expertise and position of each member of City on a Hill II’s Founding Board of Trustees:

**Table 12: CoaH II Founding Board Members**

<table>
<thead>
<tr>
<th>Founding Board Member</th>
<th>Position</th>
<th>Area of Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Mazzarella</td>
<td>Chair</td>
<td>Finance</td>
</tr>
<tr>
<td>Michael Grossman</td>
<td>Vice Chair</td>
<td>Finance, Development</td>
</tr>
<tr>
<td>Ryan Thornton</td>
<td>Treasurer</td>
<td>Institutional Equities, Investment Sales, Finance</td>
</tr>
<tr>
<td>Ginger Parker</td>
<td>Secretary</td>
<td>Finance</td>
</tr>
<tr>
<td>Josh Benet</td>
<td>Trustee</td>
<td>Finance, Development</td>
</tr>
<tr>
<td>Joe Cali</td>
<td>Trustee</td>
<td>Finance</td>
</tr>
<tr>
<td>Jeff Jablow</td>
<td>Trustee</td>
<td>Non-profit growth, Education reform strategy</td>
</tr>
<tr>
<td>Jeff Jacobs</td>
<td>Trustee</td>
<td>Finance, Development</td>
</tr>
</tbody>
</table>
III.C. SCHOOL GOVERNANCE

(1) Governance Structure
City on a Hill’s Board of Trustees will hold overall legal, financial and fiduciary responsibility for all of the City on a Hill schools, including City on a Hill II, and will be tasked with holding each school accountable to all aspects of its charter. The Board will ensure that City on a Hill II meets the standards and goals they set and operates in accordance with state and federal laws. The Board of Trustees will evaluate CoaH’s Executive Director, develop the annual budget, monitor the finances, and conduct long-term financial and strategic planning of all schools in the City on a Hill network.

(2) Roles and Responsibilities
City on a Hill’s Board of Trustees will engage experts in their fields of expertise in order to ensure that City on a Hill Charter Public Schools are of a consistently high organizational and programmatic quality and is consistent with charter school law. The Board will conduct its meetings with a spirit of transparency adhering to Massachusetts’s open meeting law and will maintain up-to-date trainings for all members in state ethics law. The Board will reflect the mission of the school by securing additional resources that will allow City on a Hill II students to have access to educational and extracurricular resources competitive with their suburban peers, by showing the tax-payer results, and by balancing immediate responsibilities with a “commitment to sustained systemic change in public education.”

The Board of Trustees has selected Erica Brown, current Executive Director of City on a Hill Public Charter School in Roxbury, as the leader of City on a Hill’s schools. Ms. Brown was hired in 1998 as a full time English teacher, successfully filled curricular leadership and school leadership roles in the school between 2001 and 2002, and was named as Executive Director in 2003. The Board of Trustees has voted to adopt the ESE Model System for Superintendent Evaluation, and the Board Chair, in conjunction with the Human Resources Committee of the Board of Trustees, will implement this system of evaluation. The Executive Director will serve as the only ex officio member of the Board of Trustees.

In the areas of curriculum, personnel decision, budget allocation, and vendor selection, the Executive Director will be the decision-maker, and the Board of Trustees will monitor academic outcomes of the school, ensure adherence to the published personnel handbook and sound HR practices, and ensure sound financial decision-making in the context of a publicly designed and approved budget as well as the annual audit.

It is the role of the Chair to lead, coordinate, oversee and ensure effectiveness of the greater Board which is tasked with the following responsibilities: determining the mission and purpose of CoaH and use it to guide all activities; selecting, supporting, and reviewing the performance of the school leader; ensuring effective organizational planning; ensuring adequate resources and managing them effectively; determining, monitoring, and strengthening the programs and services; enhancing CoaH’s public standing; ensuring legal and ethical integrity and maintaining accountability; and, recruiting and orienting new members. The chair prioritizes Board initiatives and moderates meetings. He or she ensures sufficient representation of each of the committees and coordinates overlap between these committees.

The institutional successor of the Board Chair is the Vice-Chair.

(3) Policy Development
Refer to Attachment F for City on a Hill II’s complete bylaws.

The Board of Trustees makes decisions based on substantial research, as well as management, faculty and staff, and committee input and discussion that is all presented prior to the vote. Prior to any decision coming to the Board of Trustees, it has been researched in advance, then transparently discussed by faculty, the school council, and the administration. Proposals for policies and decisions may come from individual Board members, the management, any Board committee, the school council, the parent council, the student council, or any member of the faculty and staff. However, before coming before the Board of Trustees, the proposal must be appropriately and transparently vetted by the community, and summaries of that discussion are made available to the Board before any vote.

An example of this would be the process around deciding to apply for a charter specifically for grades 9 through 12. The Board identified three options for a new charter school in Boston: one serving grades K-8, one serving grades 6-8, and one serving grades 9-12. The existing school’s administration outlined the benefits to each option, and these options were discussed by the entire faculty and staff, parent council, school council, and student body. The administration presented their research and the feedback from these stakeholders to the Board of Trustees before a discussion and vote was taken.

City on a Hill II plans to utilize the same legal counsel and independent auditor as the existing City on a Hill. City on a Hill currently relies on pro bono legal counsel from Foley, Hoag, and Eliot, as well as paid counsel from Krokidas and Bluestein. The contract for independent auditor will go out to bid in the fall of 2013.

(4) Board Development
In advance of their appointment, all prospective board members meet with a member of the Trustees Committee, the Board Chair, and the Executive Director to lay out Board member expectations. All prospective trustees receive a handbook of in-depth information about City on a Hill such as the bylaws, the most recent charter school inspection report, and the most recent budget. Upon appointment to the Board, each board member meets with the a member of the Trustees Committee, the Board Chair, and/or the Executive Director as necessary to clarify information, procedures, or roles. Members of the Trustees Committee meet annually with every board member (new and returning) to discuss individualized plans for involvement and leadership for the year using a formal interview guide or survey to norm and standardize this procedure.

From time to time, either annual board evaluations or a public board discussion will reveal an area for board development. In those cases, the Board either accesses an internal resource or secures outside consulting services.

Board recruitment efforts are focused by strategy formed by the Trustees Committee and discussed by the Board of Trustees in public session. The Trustees Committee annually identifies an area of need on the Board, and reaches out to Board member networks to fill that need. Currently, board recruitment efforts are focused on increasing the racial and geographic diversity of the Board of Trustees, as well as increasing fundraising capacity.

(5) Network of Schools
City on a Hill plans to develop a network of charter schools, both to capture organizational efficiencies, to ensure consistently high quality of program and organizational functions, and to disseminate what City on a Hill has learned in its first four charter terms in its flagship location in Roxbury.

City on a Hill’s second school in Boston is planned to open in August, 2013. City on a Hill’s third school in New Bedford is planned to open in August, 2014. The following is the planned enrollment levels for each school in the network.

Table 13: Network Enrollment
<table>
<thead>
<tr>
<th>School Year</th>
<th>CoaH I (existing charter)</th>
<th>CoaH II</th>
<th>CoaH New Bedford</th>
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All schools in the network will share the same college-preparatory curriculum, assessment system, general instructional methods, and behavior management system. All schools will share the same college driven culture with an emphasis on academic rigor and outcome based accountability, and hold a high-premium on safety. All schools will engage in CoaH’s Town Meeting and all will honor student achievement with academic and citizenship awards. Refer to Attachment G: Draft Org Chart.

By operating a network, City on a Hill will be able to take much of the non-academic elements to running a school (finance, community relations, operations, human resources, IT, and compliance with federal programs) out of the school, so that the faculty and staff can focus entirely on educating its students. Additionally, the network will employ individuals with expertise in areas such as special education and college and financial aid to be a resource to all City on a Hill schools (see table 14: Staffing Chart).

Each school will be organized in departments, and departments from all three schools will collaborate in order to improve network-wide curriculum and share instructional strategies to improve student outcomes. Faculty and staff from all three schools will engage in collaborative professional development. Logistically, all curriculum and assessments will be stored on a centralized server and accessible to all members of all three schools. All three schools’ data will be centrally stored and accessed in the school’s cloud based student information system.

City on a Hill’s intent is to expand the reach of its unique expertise: college preparatory high school for all students. If the proposed network plan is limited by chartering only a portion of the proposed network, City on a Hill will implement its replication in whatever form is allowed by the state if it is able to financially. A key challenge to City on a Hill’s ability to engage financially in an expansion that is of a lesser scope is our ability to raise private funds (potentially over two communities) for a substantially smaller project than planned and currently communicated to our current private funding base.

**Additional Criteria for existing charter school Boards of Trustees**

When City on a Hill was founded in 1995, it was small by design. The founders wanted not just to create a school, but a community – one small enough to fit in a single room and engage in conversation. The existing 280-student community allows for everyone to know each other’s name and for all its members to uniformly engage in debates and discussions. Over time, this community has evolved, developing a strong culture and implementing programs that support and reinforce that culture, allowing all members of the community to flourish. City on a Hill has added programs that not only help students achieve, but that also contribute to addressing the overall achievement gap and making strides in minimizing that gap.

The Board of Trustees of the existing school voted in 2012 to apply for second and third charters with the vision, capacity, and broad range of expertise (see table 12) necessary to manage a network of schools. With three successful charter renewals, the Board has reached the point where it is ready to replicate its existing model. City on a Hill looks to do so one additional school at a time, all with the same mission: to graduate responsible, resourceful, and respectful democratic citizens prepared for college and to advance community, culture and commerce, and to compete in the 21st century.

The Board of Trustees of City on a Hill Charter Public School seeks to open a second school in Boston in 2013 and a third school in New Bedford in 2014 in order to help address the unmet need for high quality
college preparatory high school seats in these communities. The Board of Trustees has set high expectations for the new City on a Hill schools with outcomes and results equal to or exceeding those of the existing City on a Hill.

Through extensive research, conversation with other replicating schools, and input from all members, the Board of Trustees has identified four primary challenges to replication and reaching the desired outcomes across three schools:

1) *Keeping focus on the existing school program* - The Academic Committee, chaired by Cara Stillings Candal, is tasked with improving productivity and educational outcomes across three schools. They have established systems that ensure consistent and timely reporting of academic progress and viability of the existing school, which each new school will also be required to adhere to. In collaboration with key staff, the Board of Trustees is currently developing a strategic plan that clearly outlines goals, strategies, and outcome measures, not only focused on increasing City on a Hill’s capacity and productivity through multiple schools, but improving its educational outcomes as well. This strategic plan will guide the Board and the administration through its replication efforts.

2) *Fundraising for the replication efforts and operating expenses for three schools* - The Development Committee will focus on fundraising efforts. In partnership with City on a Hill’s development office, the Committee is solidifying a three-year development plan, and the Trustees Committee is currently vetting potential new candidates for this committee. Meanwhile, between private fundraising and an allocation of funds from The City on a Hill Foundation, City on a Hill has tentatively secured over $840,000 for its replication efforts.

3) *Ensuring that the quality of instructional staff is not jeopardized by growth* - The Human Resources Committee, chaired by Trustee Michael Rosen, is focused on staffing issues across the three schools. Two Vice Principals have been hired for the existing City on a Hill, each of which will eventually serve as Principal of the existing CoaH and CoaH II. The existing City on a Hill has increased its urban teacher-training program, an on-site licensure program, from three fellows to five for the 2012-13 school year in anticipation of upcoming staffing needs.

4) *Finding a suitable location in time for opening* - City on a Hill has already begun the search for a facility for City on a Hill II. Refer to section III.E. Facilities and Student Transportation for more information.

In an effort to help oversee and support the organization’s plans to build a network, the Board made some significant structural changes. Over the past two years, under the leadership of the Trustees Committee and in anticipation for applying for two additional charters, City on a Hill’s Board of Trustees elected nine new members with vast experience in the areas of law, education, human resources, strategic planning, development, finance, non-profit growth, and education reform.

In addition to expanding in size and expertise, the Board has created four new committees over the past two years, to oversee and support the organization’s plans to manage additional schools. The Strategic Planning Committee is leading the replication efforts, and the Trustees, Governance, and Human Resources Committees were formed with capacity-building goals in their agendas.

The Board has the experience and expertise necessary to oversee multiple charter schools. It was this Board who led in the existing charter’s recent renewal and three members, Bob Mazzarella, Michael Grossman, and Joe Cali, oversaw the construction and financing of City on a Hill’s current home in Roxbury. In addition to the vast finance experience of the Board, Trustee Kim Wechtenhiser is an experienced charter school authorizer, educator, and researcher with experience in the provision of technical assistance to newly chartered schools. Trustee Cara Stillings Candal has extensive experience in curriculum, assessment and teacher development. Trustee Ben Lummis is a current Vice President at Massachusetts 2020 and former Director at Turning Points where he was responsible for the growth of its national network of schools. Trustee Michael Rosen has practiced labor and employment law for almost 20 years, and Trustee Lori Stevens was the Chief Development Officer at Citizen Schools, leading the
$30 Million Growth Capital Campaign that has enabled them to grow from serving 1,600 students in four states to 4,500 in seven states over the past four years.

The Board of Trustees process for evaluating the school leader, developing the annual budget, monitoring the school’s finances, and conducting long-term financial and strategic planning will be modeled after the processes developed for the existing City on a Hill. The Board will evaluate the Executive Director using the Superintendent’s Evaluation from the Massachusetts Model Educator Evaluation System. The Board’s experience in leadership evaluation is deep, including a Board member whose career is human resources law, a Board member who serves on several corporate boards and who is responsible for CEO evaluation in a number of private companies, as well as an experienced charter school authorizer.

The Board’s process for developing the annual budget will begin in February, when they set the income (public and private) and expense parameters to use for budget planning. The school’s Principal with input from the faculty and staff and the CFO will integrate school priorities into a sound budget document that is presented to the Executive Director for initial approval and presentation to the Board in April for feedback. Between April and May, adjustments will be made and a complete school budget will be presented to and approved by the Board of Trustees at the May meeting after discussions within the School Council, Finance Committee, and School Performance Committee. The school’s finances will be closely monitored by the Board’s Finance Committee (which includes the Executive Director and Controller) and presented to the full Board at each meeting. The annual audit will be presented directly to the Finance Committee each fall. The Board includes several members with substantial career experience in finance, including the CFO of a private corporation in Boston.

City on a Hill’s Board of Trustees formed a Strategic Planning Committee in 2010 to provide focus to the planning necessary to complete a successful replication of the original flagship school into a successful network of high schools. The Board’s membership includes individuals who have amassed experience in long-term strategic planning (refer to Attachment H for resumes).

**School- vs. Network-level decision-making**

From an educational delivery standpoint, all decision-making around curriculum, assessment, and the behavior management system will occur at the network-level in order to ensure the high quality, consistency, and comparability of curriculum and assessments across the network.

Professional development decision-making will be split between the network and the individual school in order to address new state-wide or district wide initiatives or to address individual gaps in instructional skill tied to annual goal setting (school-based). Similarly, school culture decision-making will be split between the network and the individual school; network-wide school culture norms tied to Student and Family Handbook policies will belong to the network, while school-specific strategies for implementation of a safe school culture that fosters academically rigorous achievement will rest within the school.

Hiring norms and staff recruitment efforts will be led by the network, but each school’s principal will maintain decision-making authority for all school-level positions.

Each year’s school budget parameters (total school income and total school expenditures) will be recommended at the network-level to the Board of Trustees for approval, while decision-making authority over budget allocations within each school will be conducted at the school-level.

**Network efficiencies**

The Board anticipates capturing efficiencies across multiple schools first and foremost by replicating the current successful models of assessment, curriculum, instruction, school culture, staffing, compensation, and financial management, instead of designing any of these areas from scratch. Secondly, City on a Hill will leverage the expertise of individuals who have been serving in roles requiring deep technical knowledge about the school’s program as well as DESE reporting or regulatory requirements.

At the same time, the effect of this leveraged efficiency and productivity will allow the Principals to focus efforts on the quality of instruction in City on a Hill classrooms. The flagship City on a Hill school in
Roxbury is achieving excellent student outcomes, despite the Principal’s split focus between the academic program and operational issues in the school (such as facilities, the nutrition program, and transportation). The Board anticipates that the construction of a network that removes operational functions from the attention of a Principal will result in improved MCAS scores, improved graduation rates, improved effectiveness of instruction, and an even stronger school culture. The Board will be able to measure whether its efforts to increase productivity across schools impact educational outcomes in this way by monitoring the accountability plan metrics in each school as well as the financial bottom line—additional schools should only add incrementally to the amount of administrative overhead, and therefore more funding can and should be allocated to the academic program.

III.D. MANAGEMENT

(1) Management Structure

The City on a Hill II organizational chart (refer to Attachment G) was reached by reviewing the current City on a Hill organizational structure that has led to its proven provider status. Changes to this existing organizational structure were prompted by efforts to increase efficiency, capture economies of scale, ensure high quality and federally compliant programming across the network, focus the new schools’ Principals on high quality instruction, and anticipate increased special population supports. In the network, several key positions such as the ESL Administrator, Special Education Administrator, and the Director of Certification will collaborate with all three schools to ensure quality programming across all schools in the network through compliance monitoring, training, and program evaluation.

All teaching staff (teachers/advisors, ESL, and reading teachers) will report to either the Principal or Vice Principal. The Principal will also oversee the Tutorial Supervisor (who will supervise the CoaH CORPS members), the College and Career Counselor, the Special Education Coordinator (who will supervise the Special Education Teachers and Paraprofessional), and the Vice Principal. The Vice Principal will also oversee the Dean (discipline), the Mental Health counselor, as well as the Athletics Director and the Office Manager. The individual departments overseen by the Vice Principal and Principal may be subject to exchange depending on the professional strengths and background of the VP hire, or from year to year depending on the Principal’s strategic goals for improvement in the school and need for direct attention to a particular department.

Academic decision-making will be split between the Chief Academic Officer for curricular, assessment, and instructional changes affecting the entire district and the Principal for school-level instructional changes. The Principal will be advised in all academic matters regularly by CoaH II’s Academic Committee, consisting of the Vice Principal, Lead Teacher of each academic department, the Special Education Coordinator, and the College and Career Counselor. The CAO will evaluate the Principal on the basis of student outcomes are consistent with the accountability plan, and ensure consistency in the quality of curriculum, while empowering Principals and teachers in the selection of teaching methods of each school, as leading to rigorous student outcomes.

The curriculum and assessments of CoaH II will be standardized across the network, so changes will be presented to and approved by the Chief Academic Officer (reporting to the ED) affecting all schools in the network. At the end of each school year, each school’s Academic Committee will join together to discuss and make recommendations to the CAO regarding curriculum and assessment. In addition, two members of the network-level team collaborating with and advising the CAO, the ESL Administrator and the Tutorial Coordinator, will ensure consistency and high quality of curriculum across all of City on a Hill’s schools in their specific areas of expertise.

The Chief Financial Officer (reporting to the ED) will have oversight of the financial planning and longevity of the school’s grants, funding, and asset planning. The creation of all school budgets will involve the Chief Financial Officer, the Principal, and designated staff to participate in the budget process, and all school budgets will be approved by the Executive Director and the Board of Trustees.
The Chief Operations Officer (reporting to the ED) will have oversight of school operations (including technology and facility and grounds management) and human resources. The Chief Operations Officer will work closely with the Principal to determine the technology and maintenance needs for the school, ensure implementation of plans to address those needs, and ensure that those needs are accounted for in the annual budget.

(2) Roles and Responsibilities
City on a Hill’s Executive Director is responsible for the health of the entire organization, and is designated by the Board of Trustees as signatory for the organization. The Executive Director is directly responsible for ensuring that the school is a viable organization, is meeting the terms of the charter, and that students are achieving to levels articulated in the Accountability Plan. The Executive Director is an ex officio, non-voting Board member, and will oversee community relations, finance, operations, human resources, information technology, and supervise the Chief Academic Officer.

Under the ED, a Chief Operations Officer will be responsible for cross-network human resources, hiring, evaluation, and personnel policies and practices as well as cross-network facilities management, technology, and operations; a Chief Financial Officer will be responsible for budgeting, financial management, accurate reporting and segregation of funds, and the implementation of sound financial systems in each of the schools in the network; and a Director of Community Relations will be responsible for network-wide public relations, student recruitment and enrollment, and managing entitlement grants.

Under the ED, a Chief Academic Officer will be responsible for student achievement and the supervision of all of the school Principals in the City on a Hill network. The Chief Academic Officer will be responsible for ensuring the high quality of curriculum and assessment, federal and state compliance of programs, and all student outcomes. The Chief Academic Officer will oversee the Principal of CoaH II, and coordinate the network’s data, student services, tutorial, ESL, Special Education, and teacher certification programming.

Under the CAO, a number of network-level, partial FTE employees will collaborate with and advise the CAO to ensure consistency, high quality, and compliance of the academic and support programs in each school. This team will consist of network-level experts in serving in the roles of Data Coordinator (managing SIS, reporting to DESE, providing network with data analysis in regards to student outcomes), Director of Certification (overseeing the Urban Teaching Fellowship Program), Student Services Coordinator (which includes college, summer enrichment, civil rights, nurse services and all other student services), ESL Administrator (ensuring program compliance, monitoring ESL student outcomes, mentoring ESL teachers), Special Education Administrator (ensuring program compliance, monitoring outcomes for students with IEPs, mentoring Special Education Coordinators), and Tutorial Coordinator (ensuring program compliance, maintaining curriculum, monitoring tutorial outcomes, mentoring Tutorial Supervisors, and hiring CoaHCORPS).

Also under the CAO, the Principal of CoaH II will be responsible for the day-to-day operation of the school, for establishing and maintaining a culture consistent with the network, for the implementation of ESL and Special Education services, and implementation of all network curriculum through high quality instruction. The Principal will supervise the College and Career Counselors (whose are responsible for summer and college placement and alumni contact), the Tutorial Supervisor (who is responsible for the day-to-day implementation of the CoaHCORPS Tutorial Program), and the Special Education Coordinator (who is responsible for coordinating department efforts in identification, services, and compliance for all students with IEPs).

Under the Principal, the Vice Principal will take on a supervisory role, ensuring the productivity of and evaluating the Dean (who is responsible for implementing the day-to-day behavior management system and responding to day-to-day disruptions to the learning environment), the Mental Health Counselor (who is responsible for direct services to students with IEPs as well as referrals for students in crisis); the Athletic Director (who is responsible for budgeting for, recruiting staff and students for, and
implementing a range of after-school extracurricular and athletic opportunities) the Office Manager (who is responsible for all main office activity, including reception, mail, and physical school records), and the other half of the teaching staff.

(3) Policy Development and Implementation
Refer to Attachment E: Draft Student Enrollment Policy and Admissions Application.

(4) Educational Leadership
City on a Hill II will open with a curriculum that will be fully developed from the curriculum currently in use by the existing City on a Hill school. This curriculum’s refinement is underway in 2012-2013 (by existing school’s current teachers) to incorporate Common Core standards. Similarly, City on a Hill’s student-centered pedagogical approach (as well as its attention to higher order thinking and the 6 Traits of Writing) have been developed over three charters to maximize student achievement and college success.

City on a Hill’s curriculum will be quality-controlled, supervised, and coordinated at the network level, by the Chief Academic Officer, who will meet monthly with the Principal and the Academic Committee. The Principal and lead teachers within each department will both coordinate the curriculum at a local level and measure curricular and pedagogical effectiveness in meeting formative academic goals during the course of the school year. This continual assessment of the educational content and pedagogical approaches used within the school will be formalized in Academic Committee, with suggested changes to academic systems, content, or pedagogy made to the Principal or Chief Academic Officer, as appropriate.

The operations of the school will focus the majority of the Principal’s time on ensuring high-quality instruction. With discipline, operations, and many student supports all overseen by other members of the administration, the Principal will focus on teaching, learning, assessment outcomes, and evaluation. The operations of the school will be aligned to support the Principal as a constant presence in the educational milieu, providing timely support and feedback to teachers and analyzing student data.

The Executive Director will serve as the school’s (and network’s) leader, while the Chief Academic Officer will serve as the school’s (and network’s) educational/instructional leader. Dr. Paul Hays, the current Principal of the existing City on a Hill will serve as the CAO. Refer to Attachment H for his resume, outlining his qualifications.

(5) Human Resources

Staffing Plan

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<td>1.8</td>
<td>2.4</td>
<td>2.8</td>
</tr>
<tr>
<td>Spanish Teachers</td>
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<td>1.8</td>
<td>2.4</td>
<td>2.4</td>
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<tr>
<td>City Project Teachers</td>
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<td>0</td>
<td>0</td>
<td>0.4</td>
<td></td>
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<td>1.8</td>
<td>2.4</td>
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<td>2.4</td>
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<tr>
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<td>0.8</td>
<td>0.8</td>
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<tr>
<td>Special Education Teachers</td>
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<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<tr>
<td>CoaH CORPS Members</td>
<td>0</td>
<td>8</td>
<td>15</td>
<td>21</td>
<td>21</td>
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<tr>
<td><strong>Total FTEs</strong></td>
<td>0</td>
<td>17.8</td>
<td>31.4</td>
<td>42.6</td>
<td>46</td>
</tr>
</tbody>
</table>

| Total CoaH II FTEs               | 2.9  | 25.6 | 40.8 | 57.5 | 63.6 |

City on a Hill II’s staffing plan includes network-level and school-level positions. Resources and positions are shared across the network in order to maximize financial efficiency, ensure consistency of expertise available to faculty and staff within each school, ensure each school’s compliance with all state and federal regulations, and to maintain the Principals’ focus on instruction. Network-based authority and decision making will be around charter level policies; network-wide curriculum and assessment; human
resources policy creation and implementation; audit, financial systems, and adherence to budget; school-level accountability, including the evaluation of school Principals and monitoring accountability plan outcomes; public and community relations; student recruitment and enrollment; and operations.

The positions belonging to the network are the Executive Director, her direct reports, including the Chief Academic Officer, and several partial FTE coordinators reporting to the CAO. Many of these network-level coordinator positions are not designed to be full-time positions; individuals filling these partial FTE positions may be employed full time in one of the schools, but serve as a coordinating role among the City on a Hill schools at the network level as a portion of their full-time role. These partial FTE coordinators have responsibilities that increase incrementally the growth period of the network.

For positions that are currently part-time in the flagship school, such as the 0.5 FTE Mental Health Counselor, City on a Hill plans to leverage the planned geographical proximity of CoaH II to share staff resources across schools and create full-time positions that were not possible in a one-school model.

Job positions, roles, and responsibilities for the educational staff at CoaH II were determined by the existing school’s Executive Committee based on the existing model of City on a Hill. The number of sections will vary by grade level with five sections for the 9th grade, four for the 10th grade, three for the 11th grade, and two for the 12th grade. The tutor to student ratio will be 3:1 for grades 9 through 11.

City on a Hill II is prepared to serve LEP students and students with disabilities at a level commensurate with the district. Staffing levels for ESL and Special Education were determined by using as a baseline current staffing levels at the existing City on a Hill for the percentages of LEP and students with disabilities currently being served, and extrapolating additional staffing needs using percentages of LEP students and students with disabilities in the district when necessary.

**Staff Recruitment, Advancement, and Retention Plans**

CoaH will recruit highly qualified candidates for open positions at City on a Hill II. Efforts will include reaching out to local college career offices with open positions; using competitive compensation and benefit packages to attract proven, experienced professionals based on the school’s needs through targeted in-person meetings; and focusing recruitment efforts on hard-to-fill positions. In addition, CoaH will seek to recruit a faculty and staff who is representative of the school’s neighborhood and student body. Efforts will include leveraging existing networks, clearly articulating City on a Hill’s targeted needs and priorities; implementing a resume evaluation rubric that heavily weights demographic indicators that reflect City on a Hill’s student body; and targeting community organizations that serve populations representative of City on a Hill’s student body for networking and recruiting.

Advancement for all faculty and staff will be determined largely by City on a Hill’s evaluation system, which recognizes faculty and staff who continuously perform at an exemplary level. These employees will be chosen to participate in committees, special projects, and program evaluation efforts within their own departments and self-determining professional goals. Teachers who consistently perform at high levels will be offered opportunities within the school to gain administrative experience through positions of elevated responsibility, such as Lead Teacher, Dean, or Vice Principal/Principal in Training. Administration may receive increased levels of authority, including supervisory roles, or the opportunity to expand their repertoire of new skills by taking on new roles.

CoaH strives to retain its effective faculty and staff. The chief teacher retention strategy is tied to the teacher leadership aspect of its mission. Teachers will be empowered to lead and participate in program design, peer professional development, refinement of the school culture, as well as the creation of the annual budget, as teachers are more likely to remain engaged in a school if they have the opportunity to participate in decision-making. As an additional retention effort, City on a Hill will use a transparent system for offering teachers salary career bumps based on reaching clearly defined professional milestones. The last retention strategy is around developing and maintaining an effective Adult Quality of Life Committee, a key mechanism to identifying and addressing the quality of life issues for all faculty and staff using annual survey results.
**Working Conditions and Compensation**

All CoaH II employees will be hired based on transparent salary schedules, taking into account the position, Full Time Equivalency, and number of experience years in the position and/or field. The base salaries in this salary schedule will be comparable to other charter public schools in the same geographic area, as well as data based on comparable market analysis for non-teaching staff. Each year, a cost of living adjustment will be decided by the Board, and will modify the salary schedule offset inflation.

City on a Hill II’s employees will be offered a highly desirable and affordable benefit compensation package that includes Health, Dental, Vision and Life Insurance, Short Term Disability, and Long Term Disability, and 403(b) Plans. Employer insurance contributions will match or exceed district and area charter school levels. Personal, sick, and vacation time will be commiserate with that offered in the sending district and area charter schools. Professional development opportunities will be meaningful and tied to personalized advancement goals.

City on a Hill II will also build a school culture that is highly desirable in terms of faculty and staff working conditions. For teachers, the school’s value on teacher leadership empowers faculty to bring and share ideas with their peers; with a Dean managing student disruptions, faculty and staff is able to focus the majority of their time on teaching; general education teachers will collaborate and consult with expert resources from our Learning Network (Special Education) department to foster excellent classroom teaching for all students. Furthermore, City on a Hill’s school schedule will prioritize formal time for teacher collaboration, with one day per week dedicated to co-planning activities within an academic department, and among subject teachers and Special Education and ESL teachers.

**Evaluation of Faculty and Administration**

The Principal or his or her designees will evaluate all school staff and provide mentoring, goal setting, peer observations, and guidance throughout the school year. All teacher and administrator evaluations, including the Principal’s, will use the Massachusetts Model Educator Evaluation system, adapted to include specifics of CoaH II’s school culture and instructional practices in the rubrics. Non-teaching staff will be evaluated using an internally developed rubric that follows a similar cycle of goal setting and feedback that mirrors the Massachusetts Model Educator Evaluation System. Refer to Attachment G: Draft Organization Chart, for a complete outline of CoaH II’s reporting and evaluation structure.

**Professional Development**

Professional development will stem from school-wide and individual professional goals. It will be conducted internally and include external experts and resources to work with faculty and staff on important and sophisticated topics such as curriculum development, interim assessments, and data collection and analysis. City on a Hill’s administration will conduct annual professional development sessions regarding classroom management and effective instruction. City on a Hill II will execute a peer-observation program consisting of all teachers observing their fellow teachers, and CoaH II teachers will travel by department annually to visit other regional high schools to share and learn best practices.

City on a Hill II’s calendar and schedule will be designed to include significant time for professional development including one week faculty orientation each before the start and at the end of the school year, three all-day professional development days, two hours of weekly all-school meeting time as the result of Friday half-day schedule, and weekly department day to enable individual and co-planning.

Additional professional development resources will be made available to City on a Hill II’s teachers through a partnership with Simmons College enabling City on a Hill teachers to achieve their DESE required watershed development levels, e.g., Initial Status and Professional Status, through flexible scheduling and scholarship support and will make them eligible for seminars and conferences keeping them on the cusp of effective urban education.
The Ideal Teacher
The ideal candidate for a CoaH II teacher will have at least three years of teaching experience in an urban school and experience teaching at the high school level. Teachers who grew up and/or attended school in Boston are preferred, as it is City on a Hill’s experience that these teachers will be able to form better relationships with students and a build a stronger teacher/student bond that will help the student succeed in high school and in college. The ideal teacher will be knowledgeable in his or her academic field, collaborative in his or her collegial relationships, highly professional in his or her demeanor, and will have a wide repertoire of instructional methods to offer flexibility in pedagogy. Finally, the ideal teacher will be uncompromising in standards for classroom behavior and be confident in executing the school’s behavior management system. All teachers must hold a bachelor's degree, have Preliminary Licensure from the Commonwealth of Massachusetts by the end of their first year, and have a deep commitment to closing the achievement gap of the Commonwealth’s most underserved students.

Typical Teaching Program
A typical CoaH II teacher will teach four sections of students, of no more than two academic preps, each section meeting approximately four hours per week, and lead one advisory group, which meets twice per day for a total of 30 minutes per day. Academic classes will meet four days per week, leaving an entire “Department Day” for each of the five academic departments. Every teacher will be contracted to remain after school for at least 30 minutes to work with students or other teachers. In addition to a typical teaching program, many CoaH II teachers will be an optional or non-optional member of various committees (i.e.: Senior Committee, Academic Committee, Adult Quality of Life Committee). These committees will typically meet between 1:30 pm and 3:30 pm on Friday afternoons.

Additional criteria for existing charter school Boards of Trustees

Network Organizational Structure
Beyond a deliberate and articulated reporting structure, lines of authority and communication will deepen the expertise that is leveraged across the network. For example, a number of different parties will engage in the collective work of ensuring a high quality education for LEP students. First, the certified ESL Teachers in the school will receive formal and informal mentorship from the network ESL Administrator, who will serve as the network’s content expert in this area. This ESL Administrator will also work in collaboration with the school’s Principal to ensure that the best instructional practices for LEP students are reinforced through the ESL teachers’ evaluation and that appropriate professional development is applied to the ESL teachers’ practice. Finally, the ESL Administrator will serve in a collaborative and consultative role to the Chief Academic Officer, who is responsible for the network’s compliance with state and federal regulations governing the school’s ESL program. Similar lines of communication and authority will pervade the school and network in areas such as Special Education, student supports, tutorial, and college and career services.

The Chief Financial Officer, the Chief Operations Officer, and the Director of Community Relations will have authority over their respective areas of the network, but will collaborate with the wide range of network- and school-based faculty and staff in the implementation of the network’s policies and goals. Collaboration, communication, and clear lines of authority independent of reporting structures will be critical to the success of the network. In hiring new faculty and staff or recontracting with returning faculty and staff, the Principal will need to adhere to the budget, which is under the authority of the CFO, as well as to the hiring procedures and policies that are under the authority of the COO. However, within these structures, the Principal will have the sole authority to select the most qualified and well-suited faculty and staff to work in the school.

During the planning phase for replication, City on a Hill’s Executive Director, Principal, and Vice Principal (in CoaH II, the Executive Director, Chief Academic Officer, and Principal) meet every two weeks in order to facilitate communication and to delegate authority as necessary. The 7-year pre-
existing working relationship among these key leaders allows these positions to operate in concert and with transparency.

A key component of curricular support during the development of the new school will be the relationship that is maintained between academic departments in each school. For example, during the growth period, math teachers in the new school will receive the continued support of the math department in the existing school, and will be full members of that existing school’s math department. The school will prioritize this continued relationship by ensuring that the school schedule supports collaboration between the members of the new school and those of the existing school through aligning school professional development time/days as well as department days.

The largest change in the organizational chart from the existing school to this proposal is in the creation of a network to support the expertise and infrastructure of all three City on a Hill schools. Specifically, there is the introduction of the Chief Academic Officer position to ensure the quality, consistency, and compliance of academic and support programs in the school and the coordinators with expertise in various key areas, such as ESL, special education, and teacher certification, who will be leveraged across all schools.

Additionally, a number of titles have changed from the existing school’s organizational chart to this proposal, to capture the sophistication and complexity of key positions overseeing functions across multiple schools. For example, the current school’s 0.5 FTE Controller position grows over time into a 1.0 FTE Chief Financial Officer position.

Finally, in the current organizational chart, two part-time Vice Principals (who are Principals in training within the network of schools being proposed in this application) play a role in supervising and evaluating teachers and administration as part of their training. In the proposed model, there is only one partial FTE Vice Principal playing this supervisory role.

**Building Capacity**

City on a Hill’s decision to move forward with replication initiated significant growth of organizational capacity. In an open and transparent hiring process, two future Principals were chosen from a competitive field of internal and external candidates. For the past and current years, those Principals-in-training have been mentored toward proficiency in the skills necessary to be instructional leaders (such as observation and evaluation), and the application for their Principal certification will be completed during the 2012-2013 school year. Each school will include a mix of existing faculty and staff, and new hires that will receive careful mentorship and training by the network leadership and school departments.

City on a Hill plans to use its expanded network to proliferate its best practices in each school among all schools in order to ensure high quality educational outcomes. The three school Principals will meet regularly together (either in person or electronically) and with the Chief Academic Officer and Executive Director; the three schools’ academic departments will collaborate to improve curriculum, analyze data, and compare effective instructional practices; and network level expertise in (for example) ELL, Special Education, data analysis, information technology, and human resources will support each of the schools in their implementation of a successful program that meets the needs of all students and adheres to state and federal requirements. The network support of these key areas will not only ensure quality and compliance, but also allow schools to be more efficient.

Because City on a Hill began building organizational capacity at its decision to replicate, there is much current expertise within the existing school to be leveraged in opening and sustaining the proposed school. The Board of Trustees will leverage the expertise of the Executive Director to oversee all of City on a Hill’s schools. Furthermore, the current Principal (who was a founding science teacher in 1995) will serve as the Chief Academic Officer, mentoring the new Principals, overseeing curriculum development, and ensuring that academic outcomes in the Accountability Plan are met. The future Principals of each City on a Hill school will have been trained and mentored in house; similarly, the network employees in
finance, human resources, and development have all helped to build the current success of City on a Hill and will leverage those resources to ensure success of each of the successive schools.

The Human Resources Committee of the Board of Trustees will be focused on addressing the potential human resource challenges as the network grows to scale. This group is tasked with the refinement of an effective compensation model that builds, grows, and retains a core of experienced, effective teacher leaders. The Board HR Committee will analyze teacher retention data to ascertain the effectiveness of the current strategy, will study examples of other existing and proposed “cutting edge” compensation models, and seek feedback and suggestions from current teachers. Furthermore, the Board HR Committee will continue to monitor bi-annual teacher survey data and will collaborate with management to identify and advance effective strategies to attract and retain a diverse faculty and staff.

Uniform implementation of the City on a Hill model will be essential for attainment of the City on a Hill network’s goals. Each Principal will serve as a partner to implement the network-wide systems and programs working in concert to ensure quality and consistency. Each principal within the City on a Hill network of schools will report directly to the CAO and will have designated time-bound deliverables to report out on a monthly basis. Regular interim assessments will be a primary measure of academic outcomes as the result of the network’s uniformly implemented curriculum. Predetermined academic and cultural data will be points of reference for Principals and the CAO to use to qualify the quality of consistency among schools. City on a Hill Principals will meet together with the CAO on a quarterly basis to analyze data points; additionally, the Principals and CAO will meet at the end of the school year to analyze year-end data, year-end goals, and review and revise goals for the upcoming school year.

III.E. FACILITIES AND STUDENT TRANSPORTATION

Facilities
City on a Hill has begun consultation with some of the same experts that assisted the school in securing its current facility in 2007 and in November 2012 will begin working with an experienced charter school real estate consultant. This real estate consultant will drive the identification of potential sites, the selection of a final site to meet the CoaH II’s basic needs, all the way through the permitting process and occupation of the site. City on a Hill will be seeking out educational spaces that are co-located with a non-profit or another school during its period of growth, and has budgeted to lease 100 square feet per student enrolled, at current market rates, and will therefore require an incrementally larger space with each year of growth. City on a Hill expects to have its site identified before March 1, 2013, outfit the space between March and July, 2013, and move into the space on August 1, 2013.

City on a Hill’s facility search will formally commence in November, 2012. The school is planning to secure a space with at least five classrooms and a space for a 130-person town meeting in its first year, preferably within walking distance of an MBTA subway station and a YMCA or Boys’ and Girls’ Club. City on a Hill II’s priority locations would be in Roxbury or Dorchester.

The proposed budget for CoaH II assumes the lease of a space at $24 per square foot with any renovations to meet the school’s needs, to meet all local building requirements for use of the facility as a charter school, and to meet all accessibility requirements to be completed by the landlord. No financing will be necessary as rent and utilities for CoaH II will funded through private fundraising in FY13 and by state tuition in subsequent years.

Student Transportation
Consistent with the state charter school law, CoaH II will ensure all students, including physically challenged students, eligible under the Boston Public School’s transportation plan are provided transportation to and from school. Transportation will be provided by the MBTA (public transportation). Those students living beyond 2.0 miles from campus will be provided free MBTA passes by the school. Those living within 2.0 miles will be expected to walk or purchase their own passes.
Physically-challenged students will be transported by an external private transportation vendor, as indicated in their IEP or 504 plan. Transportation will not impede a student’s access to a full school day and program of instruction. The facility will be in compliance with all ADA requirements and people with physical challenges will have full access to the school.

III.F. SCHOOL FINANCES

(1) Fiscal Management
The fiscal management of CoaH II and the entire CoaH Network will be led by the network’s Executive Director, Erica Brown, and Chief Financial Officer (CFO), Wanda Nascimento (refer to Attachment H for resume), based on the system in place at the existing City on a Hill. The CFO and Business Manager will prepare monthly financial statements and year-end forecasts to be reviewed by the Executive Director and the Board Finance Committee, led by Treasurer Ryan Thornton (refer to Attachment H for resume). The CFO will coordinate and oversee organizational audits and preparation of federal and state filings.

The Board Finance Committee will review monthly financial statements, budget variances, and year-end forecasts, and present the financial reports to the full Board at each Board meeting. The Board will set annual budget guidelines to be followed in preparing the annual operating budget, such as reserves for fluctuation in tuition rate and student enrollment. The Board will select the CPA firm to perform the annual audited statements. The Board Finance Committee will discuss internal controls and policies, finance staffing, cash management, and ways to improve ongoing financial performance monitoring by the Board. The Board’s Treasurer will also assist with day-to-day oversight by regularly reviewing all Executive Director reimbursement and credit card usage.

The business office will be responsible for keeping an accurate set of accounting records for the school, as well as an affiliated (but legally separate) foundation. Within this office all financial transactions will be processed using in the existing school’s Fiscal Policies and Procedures Guide, which is based directly upon guidance provided by the Charter School Office of the MADESE.

Cash requirements are projected on a continual basis. The existing City on a Hill has established a $300,000 line of credit with Boston Private Bank to be used for school operations. This arrangement will be pursued for each of the new schools as well.

The three schools within the CoaH network will benefit from a balance of centralized financial management and support and school-driven budgeting and resource allocation. Each year, principals will draft their respective budget with the guidance of the Executive Director, CFO, and Business Manager. School-level financial planning decisions will be bound by network-wide parameters on compensation, procurement, facilities, and minimum reserve requirements. Network leadership and the Board of Trustees will approve all school budgets.

The central office will manage accounts payable, accounts receivable, payroll, benefits administration, and cash management for each school. The network-wide business office will prepare regular financial statements for school leaders and network leadership, and school-based operational leadership will collect and track school-based cash and receipts, approve expenses, and manage the budget. School leaders will benefit from network budgeting templates, shared fiscal policies, and vendor bundling.

(2) Operating Budget and Budget Narrative
Refer to Attachment G for City on a Hill II’s operating budget.

The pre-operational period (March – June 2013) includes the staffing and materials needed to locate and outfit a facility, complete the required opening procedures, and manage the student lottery process for the ninth grade. City on a Hill II plans to purchase textbooks, furniture, computers and other items needed for the first year during this period to ensure readiness for the August 1 opening.
The operating budget reflects the first three years of operation of our school, as well as the expenses associated with program growth. Expenses and revenue are based on the previously outlined enrollment assumptions of 110 students in year one, 186 students in year two, 241 students in year three, and 280 students in year four.

**Expenditures**

Expenditures have been projected primarily based on the historical experience of the existing school. Staffing and salaries reflect a staffing plan that balances network-level oversight of consistency, quality, and compliance, and school-level responsiveness population-specific requirements such as higher populations of limited English proficient students. The CoaH II budget assumes an average teacher salary of $55,800. The salaries for school-based administration are based on those at the existing City on a Hill and those for the network-based salaries include an increase for the increased responsibility associated with three schools. This budget assumes a cost of living rate (COLA) of 2% each year for all salaries.

Below outlines all CoaH II positions and the category where the fall in the budget:

**Table 15: Staffing Categories**

<table>
<thead>
<tr>
<th>E1 Administrative (Professional)</th>
<th>E4 Instructional: Other (Professional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Principal</td>
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<tr>
<td>Chief Financial Officer</td>
<td>Chief Academic Officer</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Vice Principal</td>
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<tr>
<td>Chief Operations Officer</td>
<td>Student Services Coordinator</td>
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<tr>
<td></td>
<td>Mental Health Counselor</td>
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<td><strong>E2 Administrative (Support/Clerical)</strong></td>
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</tr>
<tr>
<td>Office Manager</td>
<td>ESL Administrator</td>
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<tr>
<td>Director of Community Relations</td>
<td>Special Education Coordinator</td>
</tr>
<tr>
<td>Admissions Coordinator</td>
<td>Tutorial Coordinator</td>
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<tr>
<td>Director of Certification</td>
<td>Tutorial Supervisor</td>
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<tr>
<td>Data Coordinator</td>
<td>Dean of Citizenship</td>
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<tr>
<td>Help Desk Tech Support</td>
<td>Special Education Administrator</td>
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<td>Director of IT</td>
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**E3 Instructional: Teachers**

<table>
<thead>
<tr>
<th>Teaching Fellows</th>
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<tbody>
<tr>
<td>Paraprofessional</td>
</tr>
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**E4 Instructional: Teachers**

<table>
<thead>
<tr>
<th>ESL Teachers</th>
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</thead>
<tbody>
<tr>
<td>CoaHCORPS Members</td>
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**E5 Instructional: Paraprofessionals**

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<th>E5 Instructional: Paraprofessionals</th>
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</thead>
<tbody>
<tr>
<td>Teaching Fellows</td>
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<tr>
<td>Paraprofessional</td>
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</table>

**E7 Other Student Services**

<table>
<thead>
<tr>
<th>Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Director</td>
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**E8 Operation and Maintenance of Plant**

<table>
<thead>
<tr>
<th>Operations Manager</th>
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</thead>
<tbody>
<tr>
<td>Custodian</td>
</tr>
</tbody>
</table>

All assumptions around the operation and maintenance of plant are based on the existing CoaH facility and include an average of 100 square feet per student at a rate of $24/sq ft. This rate assumes build out to be done by the landlord and will be adjusted down if the school is required to pay for build out.
An annual inflation rate for non-salary expenses was not used. This will be offset by the financial benefits from greater economies of scale. For example, employee benefits for 225 employees across three schools compared to the current 75 will allow for a better negotiating starting point.

**Revenue**

CoaH II tuition is based on the published FY2013 preliminary rate of $14,935 for the existing City on a Hill. There is no assumption of an annual increase from year-to-year. Non-tuition revenue includes the state and federal nutrition funding, transportation reimbursements, a state grant related to Academic Support Services, and federal entitlement grants including Title I funding directed to the school’s tutorial program, IDEA funding directed at the school’s Special Education program, and Title IIA Improving Educator Quality. The non-tuition revenue was calculated based on those at the existing City on a Hill, using the assumption of equal special education (17.5%) and low-income (84.2%) populations to the 2011-12 school year. The balance of the nutrition funding will come from student fees.

All fundraising efforts are led by the City on a Hill Foundation, Inc., a 501(c)3 non-profit organization created to support the City on a Hill network. The Foundation is expected to raise the funds needed for the pre-operational year described above and to make an annual operating grant to the school in order to support some of the supplemental programs such as the CoaHCORPS Tutorial Program that have proven essential in preparing urban high school students for success college. This private grant revenue distribution will be requested by the school, approved by the Foundation Board, and distributed to the school throughout the school year, as associated expenses are incurred. Any additional funds raised will go toward the first quarter expenses of the first year of operation as the initial tuition payment will not arrive until the end of the first quarter. As a result, eventually City on a Hill II will not need a line of credit to sustain the school from quarter to quarter.

The Foundation’s fundraising efforts are led and coordinated by Kristie Loftus, City on a Hill’s Director of Development & Community Relations, with significant support from the network’s Board of Trustees. A fundraising plan has been developed and is being executed which includes private and family foundations, major gifts, and special events. As of November 2012, the City on a Hill Foundation has tentatively secured over $840,000 to support replication efforts in Boston and New Bedford.

CoaH II does not anticipate needing any short-term or long-term financing during the first three years of operations. There will not be a need to secure financing for a new school building, as CoaH II plans to utilize a rented facility. As does the flagship school, City on a Hill II will secure and maintain a revolving line of credit to cover each quarter’s expenses as the tuition is paid in arrears.

**Network Efficiencies**

City on a Hill’s Board of Trustees will leverage a network infrastructure to allow more efficiency in managing the school’s finances. While there will be separate bank accounts and segregation of all public funds for each school within the City on a Hill network, there will be one shared Chief Financial Officer preparing monthly reports for the Finance Committee of the Board of Trustees and the Executive Director. The network will include one business manager ensuring consistency of all purchasing and reimbursement protocols. Furthermore, a network configuration will allow economies of scale for purchasing, although each school’s segregated funds will separately pay for the purchases attributed to it. The annual audit for each school will be performed by one audit firm and consolidated into one set of network financials for the Board of Trustees to review.

The City on a Hill Foundation, Inc.’s bylaws indicate that its sole purpose is to support City on a Hill Charter School. The Foundation’s bylaws are being amended to include all of the schools in the City on a Hill network. 2.4 fundraising FTEs are currently funded by the Foundation, and those fundraising resources will be expanded by 0.6 FTEs and leveraged to raise private funds for all three schools.

**III.G. ACTION PLAN**
<table>
<thead>
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<th>Category</th>
<th>Key Dates</th>
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<th>Action</th>
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<td>Accountability Plan</td>
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<td>Submit a draft Accountability Plan to the CSO for ESE review.</td>
</tr>
<tr>
<td></td>
<td>8/1/12</td>
<td>ED</td>
<td>Review, revise, and submit Board-approved final Accountability Plan to the CSO.</td>
</tr>
<tr>
<td>Enrollment</td>
<td>3/13/12</td>
<td>DC</td>
<td>File Pre-Enrollment Report</td>
</tr>
<tr>
<td></td>
<td>3/13/12</td>
<td>DC</td>
<td>Submit projected enrollment data for the upcoming school year for low income, special education, and limited English proficient students.</td>
</tr>
<tr>
<td></td>
<td>3/13/12</td>
<td>DCR</td>
<td>Submit the draft enrollment policy and draft Application for Admission, with appropriate checklist, to the CSO to begin the process for ESE approval and ultimately submit final Board-approved enrollment policy and application.</td>
</tr>
<tr>
<td>Finance</td>
<td>3/1/12</td>
<td>C</td>
<td>Submit a W-9 form; a Terms and Conditions form; an EFT form; a Standard Contract Form and a Contractor Authorized Signatory Listing to ESE’s Grants management Unit with original signatures.</td>
</tr>
<tr>
<td></td>
<td>6/30/12</td>
<td>BM</td>
<td>Ensure that the procurement officer of any charter school participates in the Massachusetts Certified Public Purchasing Official Program.</td>
</tr>
<tr>
<td></td>
<td>6/30/12</td>
<td>C</td>
<td>Submit the school’s Board of Trustees approved fiscal policies and procedures to the CSO for review of the required procurement policies.</td>
</tr>
<tr>
<td></td>
<td>6/30/12</td>
<td>C</td>
<td>Update and revise budget summaries for the first three years after chartering as well as create a detailed cash flow projection for the first year of operation.</td>
</tr>
<tr>
<td></td>
<td>6/30/12</td>
<td>C</td>
<td>Submit the school’s revised budgets and the cash flow projection for the first year of operation to the CSO.</td>
</tr>
<tr>
<td></td>
<td>6/30/12</td>
<td>ED</td>
<td>Obtain Board of Trustee approval of the school’s revised budget for the first year of operation.</td>
</tr>
<tr>
<td></td>
<td>8/1/12</td>
<td>C</td>
<td>Submit evidence of insurance coverage to the CSO.</td>
</tr>
<tr>
<td></td>
<td>11/1/12</td>
<td>C</td>
<td>Secure auditor</td>
</tr>
<tr>
<td>Governance</td>
<td>3/31/12</td>
<td>ED</td>
<td>Complete Board recruitment so that minimum membership requirements (as defined by the bylaws) are met.</td>
</tr>
<tr>
<td></td>
<td>3/31/12</td>
<td>ED</td>
<td>Submit an original financial disclosure form (for the previous calendar year) for each of the Board of Trustee members to the CSO.</td>
</tr>
<tr>
<td></td>
<td>3/31/12</td>
<td>ED</td>
<td>Submit to the CSO a letter requesting approval of any new member of the Board of Trustees who were not included in the charter application. Attach a resume and original financial disclosure form for each individual.</td>
</tr>
<tr>
<td></td>
<td>3/31/12</td>
<td>ED</td>
<td>Submit draft bylaws, with completed checklist attached, to the CSO to begin review process for ESE approval and ultimately submit final Board-approved bylaws.</td>
</tr>
<tr>
<td></td>
<td>3/31/12</td>
<td>ED</td>
<td>Submit a draft complaint procedure to the CSO that is aligned with the criteria for approval to begin review process for ESE approval and ultimately submit final Board-approved complaint procedure.</td>
</tr>
<tr>
<td></td>
<td>3/31/12</td>
<td>ED</td>
<td>Submit organizational chart to the CSO.</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>6/1/12</td>
<td>SSC</td>
<td>Submit the school’s School Wellness Policy to the CSO.</td>
</tr>
<tr>
<td></td>
<td>8/1/12</td>
<td>SSC</td>
<td>Recruit a local physician to meet the state school health requirements as the school physician/medical consultant and submit a letter of agreement as evidence of the relationship to the CSO.</td>
</tr>
<tr>
<td>Date</td>
<td>Department</td>
<td>Task Description</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>SSC</td>
<td>Recruit and hire a licensed school nurse and submit a letter of agreement as evidence of the relationship to the CSO.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>SSC</td>
<td>Submit to the CSO a School Health Plan and Medications Administration Plan consistent with the relevant laws and regulations.</td>
<td></td>
</tr>
<tr>
<td>5/1/12</td>
<td>COO</td>
<td>Submit a draft CORI Policy to the CSO for review and ultimately submit final Board-approved CORI Policy.</td>
<td></td>
</tr>
<tr>
<td>5/1/12</td>
<td>COO</td>
<td>Apply for access to Criminal Offender Record Information (CORI) through the CORI Support Services Unit at the Massachusetts Department of Criminal Justice Information Services.</td>
<td></td>
</tr>
<tr>
<td>6/1/12</td>
<td>CAO</td>
<td>Submit performance evaluation criteria and evaluation plans for the school leader, school administrators, non-instructional staff, and teachers to the CSO for review.</td>
<td></td>
</tr>
<tr>
<td>6/1/12</td>
<td>CAO</td>
<td>Submit proposed professional development plans for school administrators and teachers to the CSO.</td>
<td></td>
</tr>
<tr>
<td>6/30/12</td>
<td>COO</td>
<td>Contact the MTRS Employer Services prior to July 1 to determine employee eligibility as well as initiate the process for making contributions.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>CAO</td>
<td>Recruit and hire teachers who are <em>highly qualified</em>, including special education and teachers of English language learners (ELLs).</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>CAO</td>
<td>Submit a signed Letter of Agreement between the qualified special education administrator and the charter school to the CSO for review.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>COO</td>
<td>Conduct CORI checks on all school staff and volunteers who come into “direct and unmonitored contact” with the school’s students.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>COO</td>
<td>Submit a signed letter from the BC or their designee assuring that CORI checks have been completed on all school staff, contracted employees, and volunteers who come into “direct and unmonitored contact” with the school’s students.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>COO</td>
<td>Submit a summary of each teacher’s qualifications including: a determination of each core academic teacher’s highly qualified status; a determination of whether all teachers have met the state teacher qualification standards, an action plan that will ensure that core academic teachers who are not designated as highly qualified will become so, and how all teachers will meet the state teacher qualification requirements within the first year of employment.</td>
<td></td>
</tr>
<tr>
<td>9/15/12</td>
<td>COO</td>
<td>Submit, to the CSO, a payroll summary statement as evidence of MTRS contributions.</td>
<td></td>
</tr>
<tr>
<td>6/30/12</td>
<td>OM</td>
<td>Submit a signed letter from the BC or their designee stating that the school will participate in the National School Lunch Program.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Arrange for transportation services to be provided to all eligible students.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit the Transportation Services Plan to the CSO for review.</td>
<td></td>
</tr>
<tr>
<td>7/1/12</td>
<td>OM</td>
<td>Submit the draft code of conduct and/or student handbook to the CSO for ESE review and approval of your expulsion policy.</td>
<td></td>
</tr>
<tr>
<td>7/1/12</td>
<td>SSC</td>
<td>Submit the school’s proposed Bullying Prevention and Intervention Plan for ESE review and approval.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>CAO</td>
<td>Submit the DCAP to the CSO for review.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>CAO</td>
<td>Develop and submit policies and procedures for an English Language Education to the CSO for review.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>CAO</td>
<td>Submit the original completed program plan with original initials and signatures to the CSO.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Agency</td>
<td>Task Description</td>
<td></td>
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<tr>
<td>------------</td>
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<td></td>
</tr>
<tr>
<td>9/1/12</td>
<td>DCR</td>
<td>Determine if the school plans to operate a Title I school-wide program or targeted assistance program during its first year of operation.</td>
<td></td>
</tr>
<tr>
<td>9/1/12</td>
<td>DCR</td>
<td>Notify the CSO once the school has submitted its Title I grant application to ESE.</td>
<td></td>
</tr>
<tr>
<td>5/1/12</td>
<td>DCR</td>
<td>For the purposes of recruitment, request 3rd party mailing information.</td>
<td></td>
</tr>
<tr>
<td>5/1/12</td>
<td>DCR</td>
<td>Submit a revised draft recruitment and retention plan to the CSO to begin the ESE approval process and ultimately submit final Board-approved complaint procedure.</td>
<td></td>
</tr>
<tr>
<td>3/15/12</td>
<td>OM</td>
<td>Initiate contact with the Inspectional Services Department of the municipality in which the school facility will be located as soon as possible to discuss their inspectional process and arrange for the necessary inspections.</td>
<td></td>
</tr>
<tr>
<td>Mar-Apr 2012</td>
<td>ED</td>
<td>Sign Boston facility lease</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>C</td>
<td>Submit a copy of a signed lease or purchase and sales agreement to the CSO.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Conduct assessment of accessibility of the school to handicapped persons.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit signed letter from BC or their designee that the facility selected for the school is programmatically accessible to physically handicapped individuals.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit a proposed Multi-Hazard Evacuation Plan to the CSO.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Contact the Department of Labor Standards to identify a licensed Asbestos inspector and a licensed Lead inspector, if necessary, to provide inspectional services.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit current Certificate of Occupancy to the CSO.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit current Fire Inspection Certificate to the CSO.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit current Building Safety Inspection Certificate to the CSO.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit current Flammable Compounds and Liquids Certificate to the CSO, if applicable.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit current Health Inspection and/or Health Permit to the CSO.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit current Asbestos Inspection Report and Management Plan to the CSO.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>OM</td>
<td>Submit current Lead Paint Assessment Report to the CSO, if applicable.</td>
<td></td>
</tr>
<tr>
<td>8/1/12</td>
<td>ED</td>
<td>Update official contact information for school profile listing on ESE website (school leader, address, phone number, email, and website) via the security web portal.</td>
<td></td>
</tr>
<tr>
<td>5/1/12</td>
<td>CAO</td>
<td>Submit to the CSO the annual school calendar, sample student schedules, and the student learning worksheet.</td>
<td></td>
</tr>
<tr>
<td>5/1/12</td>
<td>CAO</td>
<td>Submit a copy of a signed lease or purchase and sales agreement to the CSO.</td>
<td></td>
</tr>
<tr>
<td>5/1/12</td>
<td>CAO</td>
<td>Submit a revised draft recruitment and retention plan to the CSO to begin the ESE approval process and ultimately submit final Board-approved complaint procedure.</td>
<td></td>
</tr>
<tr>
<td>May-11</td>
<td>ED</td>
<td>Hire and begin training of proposed school leaders</td>
<td></td>
</tr>
<tr>
<td>Dec-11</td>
<td>ED</td>
<td>Develop daily dashboard for SIS</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>BC</td>
<td>Build Board committee infrastructure (finance, governance, trustees, human resources, development, strategic planning) to oversee multiple schools</td>
<td></td>
</tr>
<tr>
<td>Oct-12</td>
<td>BC</td>
<td>Increase size of Board to 13 members</td>
<td></td>
</tr>
<tr>
<td>May-12</td>
<td>BC</td>
<td>Establish point person for overall school quality for flagship school</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Role</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dec-12</td>
<td>BC</td>
<td>Establish dashboard for monitoring overall school quality for each school</td>
<td></td>
</tr>
<tr>
<td>May-13</td>
<td>BC</td>
<td>Increase size of Board to 16 members</td>
<td></td>
</tr>
<tr>
<td>May-13</td>
<td>BC</td>
<td>Add New Bedford Board members</td>
<td></td>
</tr>
<tr>
<td>May-13</td>
<td>BC</td>
<td>Establish point person for overall school quality for CoaH II</td>
<td></td>
</tr>
<tr>
<td>May-14</td>
<td>BC</td>
<td>Establish point person for overall school quality for CoaH NB</td>
<td></td>
</tr>
<tr>
<td>Nov-Dec 2012</td>
<td>ED</td>
<td>Develop CAO Role, and roles of supporting team of specialists</td>
<td></td>
</tr>
<tr>
<td>Dec 2012-Jan</td>
<td>CAO</td>
<td>Develop rubrics to assess daily school culture for drop-in visits</td>
<td></td>
</tr>
<tr>
<td>Dec 2012-Jan</td>
<td>CAO</td>
<td>Develop improved interim assessments to monitor leading academic indicators</td>
<td></td>
</tr>
<tr>
<td>May 2013-June</td>
<td>ED</td>
<td>Increase data resources to allow greater academic and behavioral trends monitoring</td>
<td></td>
</tr>
<tr>
<td>May-13</td>
<td>CAO</td>
<td>Certification of proposed school leaders</td>
<td></td>
</tr>
</tbody>
</table>

*ED = Executive Director, DC = Data Coordinator, DCR = Director of Community Relations, C = Controller, BM = Business Manager, SSC = Student Services Coordinator, COO = Chief Operations Officer, CAO = Chief Academic Officer, OM = Operations Manager, BC = Board Chair

IV. HOW WILL THE SCHOOL DEMONSTRATE THAT IT IS FAITHFUL TO THE TERMS OF ITS CHARTER?

IV.A. PROCESS

City on a Hill II will adopt the same accountability plan measures as the existing City on a Hill, as the schools’ missions will be identical. The Chief Academic Officer, working with the network’s Data Coordinator, will be responsible for collecting and analyzing the data used to evaluate the progress toward accountability plan objectives. The School Performance Committee of the Board of Trustees will also analyze accountability plan results of CoaH II, with special attention to results in the growth years.

IV.B. ACCOUNTABILITY PLAN OBJECTIVES

(1) Academic success

Objective 1: Each year, 100% of graduates will orally and in writing demonstrate acquisition of higher-order thinking skills (analysis, synthesis, evaluation) by earning 70% or higher on internally-developed writing and oral rubrics for final proficiencies.

This objective will be assessed by network-wide, grade 12 final course proficiencies, using network-wide rubrics requiring analysis, synthesis, and evaluation level performance. CoaH II will use the vertically aligned final course proficiencies in each grade as annual benchmarks.

Objective 2: Each year, the percentage of students earning proficient and advanced scores on 10th grade MCAS scores in Math will be at least 20% higher than the percentage of the cohort earning proficient and advanced scores on middle school MCAS scores.

This objective will be assessed using the 10th grade MCAS assessment. Final course proficiencies aligned to MCAS proficiency and MCAS assessment will be used as annual benchmarks.

Objective 3: Each year, 100% of City on a Hill's graduates will be admitted to college.

This objective will be assessed using college acceptance rates tracked by the college and career counselors. Until CoaH II has a 12th grade, final course proficiencies aligned with the school’s college preparatory curriculum will be used as annual benchmarks.
(2) Organizational viability

Objective 1: Each year, the ratio of applicants to available seats at City on a Hill II will exceed 5:1.

Objective 2: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

Objective 3: In an annual survey given to all parents, at least 50% will respond and 85% or more of respondents will agree or strongly agree with the statement, "City on a Hill offers a high quality educational program."

(3) Faithfulness to charter

Objective 1: Each year, the majority of teaching faculty (>65%) will be engaged in leadership of the school through holding administrative responsibilities or participating in planning committees.

Objective 2: Each year, 100% of CoaH graduates will have passed a citizenship test that includes the INS Citizenship exam.

Objective 3: Each year, 100% of CoaH graduates will have demonstrated engaged citizenship through the successful completion of the senior capstone course in citizenship, including the informed identification of a problem in the city as well as its proposed solutions; internship of 100 hours toward the resolution of this identified problem; and earning 70% or above on a research paper and end-of-year presentation according to internally-developed rubrics.

IV.C. NARRATIVE

Nearing the end of City on a Hill II’s first charter, visitors should expect to see a fully-enrolled, 280-student high school with an orderly, safe, and academically rigorous culture of learning pervading every corner of the school, grades 9-12. Other than the location and physical plant, visitors should expect to see a program very similar to the flagship Roxbury site, with Black, Latino, and low-income students in neat uniforms engaging in college-prep learning in respectful, productive, and heterogeneously grouped classrooms. Visitors should observe consistent, vertically aligned curriculum and assessments administered by a faculty individually empowered to employ both traditional and creative instructional methods that are the most effective (measured in student outcomes) for the students whom they serve. They should see basic classroom routines and a non-invasive behavior management system that are consistent from classroom to classroom, from teacher to teacher, and from classroom to hallway to office spaces to tutorial groups. Furthermore, visitors should expect to see pervasive celebration of student academic and extracurricular achievements.

The renewal inspection team would be able to measure the student enrollment of 280, student attendance of over 95%, and high degrees of engagement with higher order thinking in City on a Hill classrooms, with students actively participating in a variety of learning activities. Visitors would be able to see very few incidents of disruption to learning in the school, and those incidents would be consistently addressed by attentive faculty and staff. Visitors would be able to observe a safe, well-maintained, and compliant facility. To demonstrate that the school has been successful, visitors will find that the percentage of students scoring proficient and advanced on ELA, math, and science MCAS consistently exceed the district and state, that the Median Student Growth Percentile is consistently above 60, and that 100% of juniors and seniors take the SAT, 100% of seniors are accepted to college, and at least 80% of seniors are accepted to selective 4-year universities.

IV.D. DISSEMINATION

City on a Hill’s Executive Director is currently a member of the Boston Charter-District Compact, and will continue to serve in this capacity, seeking out opportunities for the existing City on a Hill and City on a Hill II to collaborate with Boston Public Schools and other Boston charter schools on the highest impact improvement areas for the most underserved and vulnerable students in the City of Boston: effective education for English Language Learners, Students with Disabilities, and African-American males.
In year five, when City on a Hill II is eligible, it will apply for accreditation with the New England Association of Schools and Colleges (NEASC), and will engage in annual exchanges of educators on inspection teams coming from City on a Hill II and providing feedback to traditional public district and charter public schools, as well as a team of public school educators visiting for one week to share feedback on City on a Hill’s programs.

As a PD initiative at CoaH II, faculty and staff will engage in annual visits to nearby high schools, including some in Boston Public Schools, to learn from and disseminate to peer educators.

The CoaH network will maintain its partnership with Simmons College to offer the Urban Public Schools MAT. This two-year program gives the opportunity for teachers at schools serving high-poverty and high-minority populations to receive their MAT at a significantly reduced rate and earn initial licensure. CoaH II teachers will take advantage of this unique program taught by Simmons professors and providing peer-to-peer collaborative opportunities for all participants, including teachers at Boston Public Schools.
ATTACHMENT A: SAMPLE UNIT PROGRESSION

Course: City Project
Grade Level: 12

Units
1. Immigration Policy (September)
2. Presidential Election (October)
3. Electoral College (October)
4. Economy/Fiscal Cliff (November)
5. Healthcare Policy (December-January)
6. Afghanistan (January-February)
7. Energy Policy (March-April)
8. Education Policy (May)
9. Proficiency Prep (May-June)

Unit Cycle
- Reading (rigid instruction)
- Notes (rigid instruction)
- Debate prep (including reading instruction
- Debate
- In class writing
- Writing workshop (whole class, but broken up)
- Unit assessment

Interwoven Instruction
- INS (federal, state, local): 2x weekly do now, quizzes, unit assessments
- Internships: weekly instruction and check in
- Project topic selection, research, writing, presentation
- Resume building
<table>
<thead>
<tr>
<th>Unit Topic: Immigration Reform</th>
</tr>
</thead>
</table>

**Unit #: 1 of 8 for the year**

**State Standards addressed in this Unit:**

**21st Century Skills:**
- Core Subjects: Global Awareness, Civic Literacy
- Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem solving, Communication and Collaboration
- Information, Media, and Technology Skills

**Common Core Standards:**

**Reading Standards for History/Social Studies 11-12 #s:**

1. Cite strong and thorough textual evidence, in primary and secondary sources, to support analysis explicitly and inferences.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

**Writing Standards for History/Social Studies, Science, and Technology 11-12 #s:**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write information/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
3. Conduct short and more sustained research projects to answer a question; synthesize multiple sources on the subject, demonstrating understanding of
the subject under investigation.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
9. Draw evidence from informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening Standards Gr 11-12 #s:**
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**MA History Standards:**
8-12 concepts and skills:
5. Explain how a cause and effect relationship is different from a sequence or correlation of events.
6. Distinguish between long-term and short-term cause and effect relationships.
7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

U.S. History II Learning Standards:
USII.30C Describe the major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)
USII.33D America’s response to the September 11, 2001 terrorist attack (in the context of immigration)

American Government: The Nature of Citizenship, Politics, and Government
USG.1.2 Define the terms citizenship, politics, and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.
USG.1.3 Describe the purposes and functions of government

American Government: The Relationship of the United States to Other Nations in
World Affairs

4.8 Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.

Objectives for Unit:

1. By the end of this unit SWBAT practice the year-long citizenship routine of research, debate, and writing.
2. By the end of this unit SWBAT define a problem accurately and precisely incorporating scope, intensity, and duration.
3. By the end of this unit SWBAT demonstrate understanding the vocabulary, statistics, and background of immigration as a political issue in the US in 2010.
4. By the end of this unit SWBAT make rational arguments for and against various alternatives to immigration.
5. By the end of this unit SWBT write a persuasive essay.
6. By the end of this unit SWBT conduct and evaluate an in-class debate.
7. By the end of this unit SWBT answer a random selection of INS questions with at least 80% accuracy.
8. By the end of this unit SWBT make informed A-level comments in Town Meeting
9. By the end of this unit SWBT use active reading to access content in non-fiction writing.

Skills

This unit draws on the following KEY skills from prior units, prior courses, or other courses:

1. English 3 writing skills
2. History 3 research skills
3. MLA citation format
5. Town Meeting comment format
6. History 2 active reading
7. English 4 writing rubric

By the end of this unit, students will have learned, practiced, and demonstrated the following new academic skills required for approaching units, external assessments, or department courses:

1. Accurately and precisely describe a problem incorporating scope, intensity,
and duration.
2. Differentiate between a problem and its various proposed solutions.
3. Identify and use rational and logical arguments to support a position.
4. Use the rubric to evaluate their own and their classmates’ writing and content knowledge.
5. Use the rubric to evaluate their classmates’ debate performance and content knowledge.

By the end of this unit, students will have learned, practiced, and demonstrated the following new study or social skills:

1. In-class Debate format
2. Town Meeting comment content

Content
This unit draws on the following KEY content from prior units, prior courses, or other courses:

1. INS facts/questions—from 9th grade civics

By the end of this unit, students will have learned, practiced, and demonstrated the following new academic content required for approaching units, external assessments, or department courses:

1. Illegal immigration (problem, scope, duration, intensity) and the proposed alternatives for reform

Activities/Experiences
By the end of this unit, students will have completed the following 6-Traits skills:

1. Reinforcement of 6-traits expected in English rubric
2. Focus on Content/Ideas to include Problem, Scope, Duration, Intensity

By the end of this unit, students will completed the following activities:

1. Participating in one in-class debate, including group preparation and random role assignments including peer fact-checking and peer evaluation of the debate
2. Writing one in-class persuasive essay, with workshops, revision, and reflection
Assessment

By the end of this unit, students will have answered the following higher-order thinking questions:

What is City Project?
Why is "illegal alien" a more negative term than "undocumented immigrant" and what would be the likely political stance of a person using each?
Why does immigration policy have to be at the federal level?
What is my stance on immigration reform?
What would be the implications if the entire nation adopted any of the resolutions (amnesty, Arizona, etc.)?
What differentiates states' varying needs for immigration policy? (Why is Rhode Island not making this law?)

By the end of this unit, students will have answered the essential question for the unit in the following assessments:

In-class debate, Persuasive Essay, Final unit assessment

By the end of this unit, student knowledge and skill will be assessed in the following additional ways:
1. One in-class debate, graded on the citizenship/debate rubric
2. One persuasive essay, graded on the citizenship/writing rubric
3. INS quiz
4. Reading quiz
5. Content quiz
6. Organization check
7. City Project Topic Proposal

This unit will prepare students for the proficiency in the following ways:
1. Inclusion of problem, scope, duration, intensity in persuasive writing (final project paper)
2. Immigration content (final content exam)
3. Resume and Cover Letter (Securing an Internship)

Estimation of Unit Length: 11 lessons (2 ½ weeks)

Notes/Other: Focus on using rational and logical arguments to support a position; Stay vigilant with binders and organization for long-term student benefits.
General, for all Town Meetings:

_____ One person speaks at a time.
_____ All students seated, sitting up, no bags.
_____ Town Meeting is run by a student moderator or MC.
_____ A clear agenda is posted, reviewed, and followed.
_____ All school rules are in effect.
_____ All staff are present and on time. # late:

_____ There is minimal in-and-out traffic once town meeting has been called to order; all entry and exit minimizes disruption to the agenda.
_____ All presentation materials are error-free.
_____ Transition times between agenda items are quick and conversation-free.
_____ Standards for behavior are clear and uniformly enforced by moderators and advisors.
_____ Town Meeting begins and ends on time.

Notes on General Town Meeting items:

Times:

<table>
<thead>
<tr>
<th>Opening</th>
<th>Silence</th>
<th>Inspirational Moment</th>
<th>Historical Person</th>
<th>Announcements</th>
<th>Moderator</th>
<th>Background info/pros/cons</th>
<th>1st comment</th>
<th>Last comment</th>
<th>clap</th>
</tr>
</thead>
</table>

For debates:

_____ The majority of time/agenda of the town meeting is dedicated to the debate.
_____ All individual comments and group applause are positive and respectful (no jeering or shaming).
_____ The debate topic is clear, sophisticated, accessible, and appropriate for a high school conversation.
_____ There are a variety of student speakers (by demographics, by grade level)
_____ There is appropriate modeling and assessment of exemplar students.
_____ Correct Roberts rules procedure is used throughout the debate.
_____ Presenting students are well rehearsed and prepared to moderate.
_____ Students are well prepared to debate.
_____ The voice vote is not abused

Notes on Debate items:

Speaker tracking:

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<tr>
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<th>9th</th>
<th>10th</th>
<th>11th</th>
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<tbody>
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<td>Male</td>
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<td>Female</td>
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</tbody>
</table>
# I. Recruitment Plan

## General Recruitment Activities

<table>
<thead>
<tr>
<th>List recruitment activities undertaken each year which apply to all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus recruitment efforts in the Roxbury, Mattapan and Dorchester neighborhoods of Boston.</td>
</tr>
<tr>
<td>• Mail and email information and applications to charter, district, private, parochial schools and educational organizations across the City of Boston.</td>
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<tr>
<td>• Visit middle schools to present on City on a Hill II and attend high school fairs.</td>
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<tr>
<td>• Advertise in neighborhood newspapers in English and Spanish.</td>
</tr>
<tr>
<td>• Post information about school and application process on City on a Hill’s website, along with applications in six languages.</td>
</tr>
<tr>
<td>• Mail flier and application, along with information on charter schools in six languages, to all 8th graders attending Boston Public Schools.</td>
</tr>
<tr>
<td>• Participate in “Boots on the Ground” Campaign, distributing applications and fliers in multiple languages to individuals, businesses, and organizations in traditionally non-English speaking neighborhoods.</td>
</tr>
</tbody>
</table>

## Recruitment Plan – Goals and Strategies

<table>
<thead>
<tr>
<th>List goals and strategies for recruitment activities for each demographic group.</th>
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</thead>
<tbody>
<tr>
<td><strong>Demographic Group:</strong> A. Special education students</td>
</tr>
<tr>
<td><strong>GOAL:</strong> To recruit a population equal to Boston Public School’s population of 18.7%</td>
</tr>
<tr>
<td><strong>STRATEGIES:</strong></td>
</tr>
<tr>
<td>• Publicize on all fliers and newspaper advertisements that CoaH II serves students with disabilities.</td>
</tr>
<tr>
<td>• Have special education staff at all open houses and admission sessions.</td>
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<tr>
<td>• Reach out to special education departments at middle schools in sending district.</td>
</tr>
<tr>
<td><strong>Demographic Group:</strong> B. Limited English-proficient students</td>
</tr>
<tr>
<td><strong>GOAL:</strong> To recruit a population equal to Boston Public School’s 10th grade population of 20%</td>
</tr>
<tr>
<td><strong>STRATEGIES:</strong></td>
</tr>
<tr>
<td>• Create and distribute applications in six languages: English, Spanish, Haitian Creole, Vietnamese, Portuguese and Chinese.</td>
</tr>
<tr>
<td>• Publicize on all fliers and newspaper advertisements that CoaH II serves ESL/LEP students.</td>
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<tr>
<td>• Send mailing to all 8th graders in Boston Public Schools with information in above six languages.</td>
</tr>
<tr>
<td>• Mail information and applications with an offer to visit to middle schools in sending district with high limited English-proficient populations.</td>
</tr>
<tr>
<td>• Participate in “Boots on the Ground” Campaign, distributing applications and fliers in multiple languages to individuals, businesses, and organizations in traditionally non-English speaking neighborhoods.</td>
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<tr>
<td>Demographic Group:</td>
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<td>C. Students eligible for free lunch</td>
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<td>Demographic Group:</td>
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<td>D. Students eligible for reduced price lunch</td>
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<td>Demographic Group:</td>
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<td>E. Students who are sub-proficient</td>
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<td>Demographic Group:</td>
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<td>F. Students at risk of dropping out of school</td>
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<tr>
<td>Demographic Group:</td>
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<td>G. Students who have dropped out of school</td>
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</table>
### Demographic Group(s):
H. Other subgroups of students who should be targeted to eliminate the achievement gap

**GOAL:** To recruit an African American population exceeding Boston Public School’s of 33.7% and a Hispanic population equal to Boston Public School’s of 43%

**STRATEGIES:**
- Mail information and applications with an offer to visit to middle schools in sending district with high populations of African American/Black and Hispanic/Latino students.
- Mail information and applications to non-profit organizations serving this population (*i.e.* Citizen Schools, Tenacity, MetroLacrosse).

### II. Retention Plan

<table>
<thead>
<tr>
<th>Overall Student Retention Goal</th>
</tr>
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<tbody>
<tr>
<td><strong>Annual goal for student retention (percentage):</strong></td>
</tr>
<tr>
<td>City on a Hill II strives to outperform the sending district’s stability rates each year (BPS 2011 stability rate = 84.5%).</td>
</tr>
</tbody>
</table>

| Retention Plan Goals and Strategies -- List goals and strategies for retention activities |
| Support students academically |
| 1. All students will have individualized, daily small group tutorials. |
| 2. Students with who earn between a 60-69% in coursework will attend summer school in that subject. |
| 3. Qualifying students will attend mandatory after-school academic support. |

| Build relationships and communicate regularly with at-risk families |
| 1. Enroll parents in web-based Parent Portal where they can access students’ current academic and discipline information. |
| 2. Assign advisors based on students’ home language, so advisor can communicate with families. |

| Early identification of at-risk students (ELL, SPED and significantly below grade level) |
| 1. At enrollment, ask parents about home language and support services in middle school. |
| 2. At 9th grade academy (August), test in literacy and numeracy; SPED and ELL will follow up with parents and middle schools of at-risk students; relevant staff will meet with all students identified as at-risk during 9th grade academy. |

| Offer strong wrap-around services |
| 1. Implement formal advisory curriculum focusing on organizational, time management and behavioral lessons. |
| 2. Enroll 9th graders in student mentor program. |
Overview of Process
Admission to City on a Hill II is non-selective and non-discriminatory and is won by lottery. City on a Hill Charter Public School II does not discriminate on the basis of race, color, national origin, creed, sex, 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. City on a Hill II serves grades 9-12, with a total of 280 students. City on a Hill II accepts new students for the 9th grade only. The age ceiling for attending City on a Hill II is 23.

The lottery is drawn according to the policies and procedures for Commonwealth Charter Schools. Public notice of all application deadlines are announced at least one month in advance, and at least one-week notice is given prior to each enrollment lottery. Students are notified of their draw within a week of the lottery, and a waiting list is maintained throughout the school year.

Student Recruitment
Beginning in the fall, City on a Hill II faculty and staff will attend school fairs and distribute information about the school through a variety of media. City on a Hill II representatives will visit Boston middle schools (charter, pilot, parochial, and private) to recruit and inform eighth graders of the application process. Prospective students will learn about City on a Hill II and our admissions process, and receive applications in a variety of ways, including mailings, school visits and fairs, admissions sessions held at the school, the school’s website, community newspapers, and word of mouth.

City on a Hill Charter Public School II has and implements student recruitment and retention plans which will be found in the school’s annual report or by request.

Initial Application Process
City on a Hill II begins the application process by accepting applications in the September prior to the enrollment year. The application consists of student name, date of birth, gender, current school and grade, whether the student has a sibling attending City on a Hill II, and contact information for the student and family. All information in the application in not intended and will not be used to discriminate. A version of the application exists in the six most common languages found in Boston – English, Spanish, Portuguese, Haitian Creole, Chinese and Vietnamese.

The application deadline and lottery date are clearly stated on the application itself, and public notice of these deadlines are given in accordance with the policies and procedures for Commonwealth Charter Schools.

Admissions Sessions, where students and families can come to City on a Hill II to learn more about the school and complete application forms, are held before the lottery is drawn. Attendance at these sessions are not a condition of enrollment.
**Lottery Procedures**
The number of slots available in the 9th grade is determined each year by the school. Applications must be submitted before the lottery is held; the school determines the date of the lottery, and at least one week notice is given prior to each enrollment lottery. Lottery dates are determined in compliance with the Charter School Law which states that the initial enrollment process be complete by March 15. The lottery will be held at City on a Hill I, until a location for City on a Hill II is determined. Once a location is set, the lottery will take place at City on a Hill II. All lottery applicants’ names are drawn, and assigned a number in the order that their application is drawn. Applicants have an opportunity to opt out of having their name publicly used and a code will be given in its place.

Siblings of currently enrolled students are offered a position in the 9th grade class in order of their resulting draw. Remaining open spots are offered to residents of the city of Boston in order of their resulting draw. Enrollment will be offered to non-residents sequentially in the order of their lottery draw.

City on a Hill II holds all applications received after the initial lottery process. In the case that the waitlist from the initial lottery is exhausted, City on a Hill II will announce and hold a secondary lottery, following all guidelines as set forth above.

If the principle enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a waiting list does not exist and the required lottery process is strictly followed, including public notification and deadlines.

**Eligibility, Preferences, and Exclusions**
All applicants to City on a Hill II must be a resident of Massachusetts at the time of application. Students are asked to indicate a resident address on the application and provide one of the following documents, except in the case of homeless students, in order to enroll:

- A Utility Bill (not water or cell phone) dated within the past 60 days
- A Deed, Mortgage Payment dated within the past 60 days, or Property Tax Bill dated within the last year
- A current Lease or Section 8 Agreement
- A W2 form dated within the year or a Payroll Stub dated within the past 60 days
- A Bank or Credit Card Statement dated within the past 60 days
- A Letter from an Approved Government Agency (Departments of Revenue (DOR), Children and Family Services (DCF), Transitional Assistance (DTA), Youth Services (DYS), Social Security, any communications on Commonwealth of Massachusetts Letterhead) dated within the past 60 days.

Siblings of currently enrolled City on a Hill II students are given preference for admission over non-sibling resident applicants. Applicants who reside in the city of Boston are given preference over applicants who do not reside in Boston.

Sibling preference applies to a student (resident or non-resident) who has a sibling already in attendance at the school at the time of the lottery (including one due to graduate at the end of the academic year). Sibling preference only applies to students who share a common parent through birth or legal adoption. Children who live in separate households may be siblings, and those that live in the same household may not be.

The sibling(s) of the student selected during the lottery process only receive sibling preference once the admitted sibling is officially in attendance at the school. If the sibling of a student new to the school is on a waiting list, that student will be moved to the top of the sibling waitlist as soon as his/her sibling begins attending the school.
If a sibling or Boston resident misses an application deadline, they do not gain entry into the school prior to those accepted in a previous lottery.

If an applicant comes from a school district that will exceed the tuition cap determined by the Commonwealth by sending this student to City on a Hill II, then that student may not be offered admission but will be placed on the waiting list. If that student is a sibling of a current City on a Hill II student, however, then the state may pay that child’s tuition, subject to appropriation. Students for whom the state is unable to pay tuition will be kept on the wait list.

If an applicant fails to meet eligibility criteria (Massachusetts residency and completion of grade eight), the student will be notified of ineligibility and will forfeit their number in the lottery draw.

**Enrollment**

Each year the school determines the number of seats available, and applicants are notified of their lottery number by mail within a week of the drawing. Students offered a seat as a result of the initial lottery who wish to accept placement must do so and provide proof of residency within six weeks, as stated in the offer letter. At this point, the student will be considered enrolled at City on a Hill II.

Students who decline placement or do not respond by the deadline, forfeit their chance to enroll. Their placement will be offered, in lottery order, to those on the waiting list. Students offered a seat over the summer from the waiting list will have two weeks to accept their placement, and those offered a seat after the start of the school year will have one week. All offers are made by mail, and dates will be clearly stated on the offer letter. Should a student who previously declined placement later express a wish to enroll, that student would have to reapply and be entered into another lottery if necessary.

While incoming students and their families are strongly encouraged to come to the school, City on a Hill Charter Public School II does not require potential students or their families to attend interviews or informational meetings as a condition of their enrollment. Nor does the school administer tests to potential applicants or predicate enrollment on results from any test of ability or achievement.

When a student in the 9th grade stops attending City on a Hill II for any reason, the school will attempt to fill vacant seats under the 280 maximum enrollment with the next available student on the waiting list up to February 15th.

**Waiting List Policy**

Students with numbers exceeding the target enrollment are placed, in order of lottery draw, on a waiting list while taking into account sibling and resident preference. As students decline offers of admission, their spots will be offered to students on the waiting lists. No student will be admitted ahead of other eligible students on the waiting list unless said student is either a sibling of a currently enrolled student or a resident of Boston.

The school may begin offering placement to students on the waiting list as early as May 1. Students on the waiting list will be informed of an offer of admission by letter sent to the address on the application.

City on a Hill II does not roll over the waiting lists from year to year. The school will keep accurate records of the waiting list containing the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission. It is the responsibility of the student to update City on a Hill II with any changes in contact information.

**Freshman Academy**

School begins for freshmen at City on a Hill II in mid-August with a two-week Freshmen Academy.
The dates of the Freshmen Academy are clearly stated on the application.

**Disclosure of Student Information**
City on a Hill II will not disclose any student information unless required by law.

Upon request by a Boston school district, City on a Hill II is mandated by law to provide the names and addresses of students to a third party mail house for mailings unless the parent/guardian requests that the school withhold their child’s information. All incoming students will receive a form that gives parents/guardians the opportunity to deny disclosure of student information.
CITY ON A HILL CHARTER PUBLIC SCHOOL II
DISCLOSURE OF STUDENT INFORMATION FORM

Dear Parents and Guardians,

From time to time, City on a Hill II receives requests for parent and student contact information from the Boston Public Schools, the Massachusetts Charter Public School Association (MCPSA), the U.S. Military, and other organizations such as university researchers. City on a Hill II also occasionally hosts news organizations and posts photos of students on the school’s website, newsletters, and other promotional materials.

The following is the Parent/Guardian Opt Out Form for Parent Directory Information and Student Photos. To opt out means that a parent, guardian, or eligible student is denying permission for the school to share key information with each of the organizations listed below.

To make your request known, you must complete the form below and send it to the main office, ON OR BEFORE MONDAY, OCTOBER 15, (by fax, email or in person at the main office). If you do not express your preference, you are giving permission to share this information.

---------------------------------------------------------------------------------------------------------------------

Parent OPT OUT Form

Parent’s Name (printed) (or student’s name if over 18): ____________________________

Parent’s Signature (or student’s signature if over 18): ____________________________

Student’s Name (printed): ____________________________    Grade: _____

Please CHECK the statement below if you are denying permission to share the parent or student directory information, photo, or student data with the following organizations.

☐ Please do not share my directory information with the MCPSA.
☐ Please do not share my/my child’s directory information with Boston Public Schools.
☐ Please do not share my/my child’s directory information with the U.S. Military.
☐ Please do not share my/my child’s directory information with any other 3rd party research organization.
☐ Please do not publish my child’s photo or image in any City on a Hill related materials.

CITY ON A HILL WILL NOT SHARE ANY PARENT OR STUDENT INFORMATION WITH ANY OTHER ORGANIZATION WITHOUT PERMISSION.

Please return to the main office if you are choosing to opt out.
City on a Hill Charter Public School II
2013 – 2014
Application for 9th Grade

City on a Hill Charter Public School is currently accepting applications for 9th grade for the 2013-2014 school year. City on a Hill is tuition-free, independent from Boston Public Schools, and open to all students in the City of Boston. City on a Hill does not have an entrance exam; students are admitted by lottery with new students admitted in the 9th grade only. Any student who meets the following criteria may apply: 1) The student is a resident of Massachusetts. Boston residents will be given priority. 2) Prior to August 2013, the student will have successfully completed the 8th grade. Note: Preference will be given to siblings of current students and to students from Boston. City on a Hill does not accept transfer students.

Application for 9th Grade

All applications must be received by March 8, 2013 at 4:00 p.m.
Lottery will be held on Wednesday, March 13, 2013 at 4:00 p.m.

Contact and Application Information:
Interested families should complete and submit an application for each child in person, by mail, or by fax to:
City on a Hill Charter Public School
58 Circuit Street
Roxbury, MA 02119
(617) 445-9153 (f)
For further information, please contact Angel Veza at aveza@cityonahill.org or 617-238-2445

City on a Hill is opening a second school!
City on a Hill is accepting applications for 9th grade at City on a Hill Charter Public School II to open in August 2013. The location is TBD. Interested families should complete and submit this application.

*Applicants need to complete and submit a separate application for CoaH I in Roxbury, MA.

Student Name: ________________________________________________
Gender: ___ Female ___ Male Date of Birth: ________ / ________ / ________
Current School: ____________________________ Current Grade: ______
Home Address: ____________________________________________ Apt #: ______
City/State/Zip: _______________________________________________________________________

Parent/Guardian Contact Information:
Name(s): _____________________________________________ Relation to student: __________________
Home Phone: _____________________ Cell Phone: ____________________ Work Phone: ________________
Do you have a sibling who currently attends City on a Hill? ___Yes ___No
Do you have a sibling also applying to City on a Hill? ___Yes ___No
Please note that each child needs to submit a separate application.

_______ Please check here if you do not wish to have your name announced publicly at the lottery. A number will be given in lieu of the student’s name.

_______ I understand that students are required to attend a two-week 9th grade Academy from August 12 to August 23, 2013. Please plan vacation and summer jobs around these dates.

City on a Hill Charter Public School, in accordance with its non-discriminatory policy, does not discriminate in its programs, activities, facilities, employment, or educational opportunities on the basis of race, color, age, disability, sex, religion, national origin, or sexual orientation, and does not tolerate any form of discrimination, intimidation, threat, coercion, and/or harassment that insults the dignity of others by interfering with their freedom to learn and work.
By-Laws

of

CITY ON A HILL CHARTER PUBLIC SCHOOL II
A Massachusetts Commonwealth Charter School
October 15, 2012

SECTION 1
General Provisions

1.1 Charter. The City on a Hill Charter Public School II (the “School”) is a public school chartered by the Commonwealth of Massachusetts pursuant to M.G.L. Chapter 71, Section 89, as it may be amended (the “Enabling Act”). The name and purposes of the School shall be as set forth in its Charter, as amended from time to time. The Charter is hereby made a part of these By-Laws, and the powers of the School and of its Trustees and officers, and all matters concerning the conduct and regulation of the affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended.

The mission of the School is to emphasize academic achievement, citizenship, teacher leadership and public accountability and to graduate responsible, resourceful and respectful democratic citizens prepared to advance community, culture and commerce, and to compete in the 21st century.

In addition, the School shall carry out such duties and activities as are consistent with any and all applicable statutes and regulations.

1.2 Location. The School shall be located at the place set forth in the Charter. The Board of Trustees may change the location of the School in The Commonwealth of Massachusetts; provided, however, that no such change shall occur until (a) the School shall have received any approval of such change that may be required by the Department of Elementary and Secondary Education or applicable law and (b) the School shall have obtained the certificates described in 603 CMR § 1.05(2)(f) through (h). The Trustees may establish such other facilities in Massachusetts or elsewhere as is permitted by law.

1.3 Fiscal Year. Except as from time to time otherwise determined by the Board of Trustees, the fiscal year of the School shall end on the last day of June in each year.

1.4 Seal. The common seal is, and until otherwise ordered and directed by the Board of Trustees shall be, an impression upon paper bearing the name of the School, the date “1994” and such other device or inscription as the Board of Trustees may determine.

1.5 Legal References. For purposes of these By-Laws, each reference to a specific statute or regulation shall be deemed to refer to the relevant statute or regulation as amended from time to time and any successor statute or regulation.
1.6 **Waiver of Regulations.** If the Board of Education shall grant a waiver of any regulations applicable to the School, then the Board of Trustees may waive any similar or related provision of these By-Laws so as to permit the School to take such action or actions, or omit to take such action or actions, as such waiver shall permit.

**SECTION 2**

**Tax Exempt Status**

2.1 **Under the terms of its charter,** the School operates as a public entity and is not organized as a non-profit entity under state law. The School may not carry on any activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding sections of any future federal tax code, or (b) by an organization contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding sections of any future federal tax code; or (c) by its charter as set forth in Section 1.1.

2.2 **No Private Inurement.** Pursuant to state law and the terms of its charter, and as set forth in Section 6.2, no part of the net earnings of the School shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the School is authorized and empowered to pay reasonable compensation for services rendered as set forth in Section 5.1 and as permitted by law and to make payments in furtherance of its educational purpose.

2.3 **No Political Activity.** As required by state law, no substantial part of the activities of the School shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the School shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

2.4 **Distribution of School’s Property Upon Dissolution.** Upon the dissolution of the School’s charter, its assets shall be distributed in accordance with the Code of Massachusetts Regulations, 603 CMR 1.13(8), as it may be amended from time to time, which requires that “title to all property shall immediately vest in the Commonwealth, subject to the rights of any secured party holding a perfected security interest in the property of such charter school.” The Commonwealth uses its assets for public purposes.

**SECTION 3**

**Trustees**

3.1 **Powers and Duties.** A Board of Trustees is a public entity which shall manage the affairs of the School and shall have and may exercise all the powers of the School, except as otherwise provided by law, the Charter or these By-Laws. The Board of Trustees shall operate independently of any school committee. All Trustees shall be deemed to be special public employees of the Commonwealth of Massachusetts. The Board of Trustees is a public employer for the purposes of tort liability (M.G.L. Chapter 258) and for collective bargaining purposes (M.G.L. Chapter 150E). The Board of Trustees is prohibited from exercising managerial powers over the day-to-day operations of the School. The following powers shall be exclusively delegated to the Board:

(a) To amend the material terms of the School’s charter (which shall also be contingent upon the approval by the Department of Elementary and Secondary Education), and submit charter amendments to the Commonwealth of Massachusetts.

(b) To manage the financial affairs of the School so as to ensure the School’s financial stability and the continued integrity of its academic programs, including the power to borrow
and incur indebtedness for the purposes of the School, and to approve its annual operating and capital budgets.

The Board of Trustees shall (a) serve the School with the highest degree of undivided duty, loyalty and care and undertaking no enterprise to profit personally; (b) determine school policies in compliance with state and federal law; (c) comply with the code of conduct, conflict of interest, and confidentiality policy statements of the School, establish and review annually the conflict of interest policy for Trustees, members of Trustee committees, and officers, and require affected persons to indicate they have reviewed the policy and disclosed any potential conflict; (d) appoint, evaluate and/or remove the Executive Director; and (e) have no direct or indirect financial interest in the assets or leases of the School. Any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the School shall disclose the relationship and shall not participate in any vote taken with respect to such transactions or services. Since the School holds the charter from the Commonwealth of Massachusetts, the Board of Trustees is also responsible for ensuring that the School: (i) complies with all applicable laws and regulations; and (j) is an academic success, organizationally viable, faithful to the terms of its charter and earns charter renewal.

3.2 Number and Term. The Trustees annually at their annual meeting shall fix the number of Trustees, which number shall be no fewer than seven and no more than twenty-five. The Trustees shall elect such number at the annual meeting so that there shall be an odd number of Trustees. Trustees shall be eligible to vote at the first board meeting following their approval by the Massachusetts Department of Education. The Board of Trustees shall include the Executive Director, who shall serve as a non-voting Trustee ex officio as provided in Section 3.3. All other Trustees shall be elected in accordance with Section 3.3. The Executive Director shall each hold office as a Trustee so long as he or she shall serve in his or her capacity as Executive Director. The other Trustees shall be divided into three classes, as nearly equal in number as possible, and such Trustees shall hold office for a term continuing until the annual meeting held in the third year following the year of their election and until their respective successors are duly chosen and qualified. Trustees may be re-elected to successive terms and may serve simultaneously as one or more officers; provided that no Trustee shall be re-elected as a Trustee after serving three (3) consecutive terms without taking at least a one-year sabbatical from serving on the Board of Trustees. Filling a vacancy for less than a complete term will not be considered as part of the term limit. The Trustees may, at any special or regular meeting, by an affirmative vote of a majority of the Trustees at a meeting at which a quorum is present, increase the number of Trustees and elect new Trustees to complete the number so fixed (who shall be allocated among the three classes of Trustees so as to make the classes as nearly equal in number as possible), or they may by a similar vote decrease the number of Trustees, but only to eliminate vacancies existing by reason of death, resignation, removal or disqualification of one or more Trustees. The Trustees may, by an affirmative vote of a majority of the Trustees at a meeting at which a quorum is present, fill any vacancy in the Board and may exercise all their powers notwithstanding any vacancy or vacancies in their number.

3.3 Election of Trustees.

3.3.1 Executive Director as Trustee Ex Officio. The Executive Director shall be a non-voting member of the Board of Trustees ex officio and shall have the same rights and privileges as other members of the Board of Trustees, except that s/he shall not have the right to vote as a Trustee on any matter and shall not be considered for purposes of determining the number of Trustees in office, the presence or absence of a quorum or the passage of any vote.

3.3.2 Other Trustees. All other Trustees shall be elected by the Board of Trustees. A formal vote of the Board of Trustees is required to accept all new members.
3.3.3. Approval of New Trustees. Notwithstanding the foregoing, promptly following the election or appointment of any new Trustee, the Executive Director shall cause to be submitted to the Commissioner of Education the name, home address and educational and employment history of such Trustee as required by Section 89 of Chapter 71 of the Massachusetts General Laws and its implementing regulations. No person shall be qualified to serve as a Trustee until the School shall have received the approval of the Commissioner of Education of the change in Board membership.

2.3.4. Financial Interest. The Board of Trustees shall request the appointment of a Trustee to the Board only where the Board has no reason to know that the Trustee has a financial interest under M.G.L. c. 268A which may preclude a majority of the Board from participating in deliberations or voting on certain matters that are expected to come before the Board. The Board must exercise due diligence prior to determining that a proposed Trustee does not have such a financial interest.

3.4 Resignation and Removal. Any Trustee may resign by delivering a written resignation to the Secretary or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Trustees, the School formally encourages any Trustee intending to resign or to decline nomination to provide notice of the Trustee’s intention before the end of February and to continue to serve until the next annual meeting of Trustees. Any Trustee may be removed from office with or without cause by an affirmative vote of a majority of the Trustees at a meeting at which a quorum is present. A Trustee may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

3.5 Open Meeting Law. All meetings of the Trustees and committees of the Board of Trustees shall be conducted in accordance with Section 11A½ of Chapter 30A of the Massachusetts General Laws. Except as otherwise permitted by such law, (i) no quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter and (ii) no executive session shall be held until (a) the Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law, (b) a majority of the Trustees at such meeting shall have voted to go into executive session, (c) the vote of each Trustee shall have been recorded on a roll call vote and entered into the minutes, and (d) the Chair (or other person presiding over the meeting) shall have cited the purpose of the executive session, stating all subjects that may be revealed without compromising the purposes for which the executive session was called, and shall have stated whether or not the Board of Trustees shall reconvene after the executive session.

The Board may meet in executive session only for the purposes permitted by Massachusetts General Laws, Chapter 30A, Section 21(a), as it may be amended from time to time, which include the following purposes as of the date hereof:

(1) To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual. The individual to be discussed shall have the rights provided in M.G.L. c. 30A, § 21(a)(1);

(2) To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;

(3) To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the Board and the Chair so declares;
(4) To discuss the deployment of security personnel or devices, or strategies with respect thereto;

(5) To investigate charges of criminal misconduct or to consider the filing of criminal complaints;

(6) To consider the purchase, exchange, lease or value of real property if the Chair declares that an open meeting may have a detrimental effect on the negotiating position of the Board;

(7) To comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements;

(8) To consider or interview applicants for employment or appointment by a preliminary screening committee if the Chair declares that an open meeting will have a detrimental effect in obtaining qualified applicants; provided, however, that this clause shall not apply to any meeting, including meetings of a preliminary screening committee, to consider and interview applicants who have passed a prior preliminary screening; or

(9) To meet or confer with a mediator, as defined in Section 23C of Mass. General Laws Chapter 233, with respect to any litigation or decision on any public business within its jurisdiction involving another party, group or entity, provided that (i) any decision to participate in mediation shall be made in an open session and the parties, issues involved and purpose of the mediation shall be disclosed; and (ii) no action shall be taken by the Board with respect to those issues which are the subject of the mediation without deliberation and approval for such action at an open session.

Trustees shall attend meetings in person whenever possible. However, in a situation where a Trustee is unable to attend in person due to personal illness, personal disability, emergency, military service, or geographic distance, remote participation in accordance with procedures described in 940 CMR 29.10(2) is allowable if the Chair or, in the Chair’s absence, the person chairing the meeting, determines that one or more of the aforementioned factors makes the Trustee’s physical attendance unreasonably difficult.

3.6 Annual Meeting. The Trustees shall meet annually in May at the School, or at such place, within the Commonwealth of Massachusetts, and at such date and time as the Board of Trustees shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting.

3.7 Regular Meetings. Regular meetings of the Trustees may be held at such places and times as the Trustees may from time to time determine. Notice of any regular meeting shall be given as provided in Section 3.9 of these By-Laws. The Trustees shall endeavor to hold no fewer than five (5) regular meetings, including the annual meeting, during the academic year and at least quarterly. The School formally encourages Trustees to attend every meeting of the Board of Trustees. The Board of Trustees shall endeavor to circulate an agenda prior to each such meeting.

3.8 Special Meetings. Special meetings of the Trustees may be held at any time and place when called by the Chair of the Board, if any, the Executive Director or by two or more Trustees. Notice of any special meeting shall be given as provided in Section 3.9 of these By-Laws.
3.9 Notice of Meetings. Public notice of all meetings shall be given specifying the date, time and location of all meetings in accordance with the law pertaining to open meetings of governmental bodies. For so long as required by Section 11A½ of Chapter 30A of the Massachusetts General Laws, notice of each meeting shall be filed with the Secretary of the Commonwealth of the Commonwealth of Massachusetts, and a copy thereof posted in the Executive Office for Administration and Finance at least forty-eight hours, including Saturdays but not Sundays and legal holidays, prior to the time of such meeting. Notice of the date, time and place of all meetings of the Trustees shall be given to each Trustee by the Secretary or, in case of the death, absence, incapacity or refusal of the Secretary, by the officer or one of the Trustees calling the meeting. Such notice shall be given to each Trustee in person or by telephone, telegram, facsimile transmission or electronic mail sent to such Trustee’s usual or last known business, home or electronic mail address at least twenty-four (24) hours in advance of the meeting, or by mail addressed to such business or home address and postmarked at least forty-eight (48) hours in advance of the meeting, unless shorter notice is adequate under the circumstances. Except as required by law, notice of any meeting of Trustees need not be given: (i) to any Trustee who, either before or after the meeting, delivers a written waiver of notice, executed by the Trustee (or the Trustee’s attorney thereunto authorized), which is filed with the records of the meeting; or (ii) to any Trustee who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charter, or these By-Laws, a notice to the Trustees or waiver of notice by any Trustee need not specify the purpose of any regular or special meeting unless such purpose is (i) a major or minor change to the Charter subject to approval by the Department of Elementary and Secondary Education, (ii) an amendment or repeal of any provision of these By-Laws, or (iii) the removal of a Trustee or an officer.

3.10 Action at Meetings: Recusal.

3.10.1 Quorum; Voting; Record Keeping. A majority of the Trustees then in office appearing in person shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Trustees at which a quorum is present, the vote of a majority of those Trustees present in person (except as provided in Section 3.5 hereinabove) shall decide any matter unless the Charter, these By-Laws or any applicable law requires a different vote; provided, however, that the Executive Director shall not be considered for purposes of determining the number of Trustees in office, the presence or absence of a quorum or the passage of any vote. Voting by proxies shall not be permitted. Records of meetings of the Trustees shall include the date, time and location of the meeting, the members present and absent, and all action taken at the meeting, including formal votes taken, and meeting minutes shall be adopted. These records shall comply with the Open Meeting Law.

3.10.2 Recusal. A Trustee shall promptly disclose to the Board of Trustees the material terms of any proposed transaction involving the School with respect to which such Trustee may have a conflict of interest. The disclosure shall include all material facts regarding the terms of the transaction, the interest of the School in the transaction, the interest of the Trustee in the transaction, and any relationship that the Trustee may have with other parties involved in the transaction. For so long as and to the extent required by Chapter 268A of the Massachusetts General Laws, the Trustee shall recuse himself or herself from any vote regarding the transaction and shall not participate in any discussion of the merits of the transaction during any meeting of the Board of Trustees, provided that the Trustee may answer factual questions regarding any matter required to be disclosed to the Board of Trustees under this Section 3.10.2. Any Trustee who shall be an employee of the School, other than the Executive Director, (i) shall recuse himself or herself from any vote regarding the School’s employment and personnel matters, including matters related to the hiring, evaluation and retention of personnel and their compensation and benefits, (ii) shall not participate in any discussion of any such employment and personnel matters during any meeting of the Board of Trustees and (iii) shall not attend any executive session convened to discuss any such employment and personnel matters. The Executive Director shall not participate in any such
vote, discussion or executive session regarding his or her own hiring, evaluation, retention, compensation, benefits or other terms and conditions of employment. Board members must also disclose any financial interest or business transactions that they (or any immediate family member) have in any charter school in Massachusetts or elsewhere with the state ethics commission, the Department and the city or town clerk within 30 days of joining the Board and by September 1 annually, including the year after service is completed (unless service is less than 30 days in that year) and shall otherwise comply with the requirements of M.G.L. Chapter 268A (the “State Ethics Statute”). Notwithstanding the foregoing, with the consent of the Board of Trustees, any Trustee may appear before the Board of Trustees on his or her own behalf as an employee of the School, but only if and to the extent permitted by law.

3.11 Committees and Task Forces. The Trustees may elect or appoint such committees and task forces (which may include individuals who are not Trustees of the School) as they may from time to time determine necessary or advisable, and may delegate, to the extent permitted by law, the Charter or these By-Laws, such powers and duties thereto as they may deem advisable. The Board of Trustees shall, as may be deemed necessary or in the best interests of the School, define the purposes, duties and powers of each committee or task force by vote of the Board of Trustees; provided, however, that any committee or task force to which the powers of the Trustees are delegated shall consist solely of Trustees; and provided further, that all committees and task forces shall be chaired by a Trustee. At any meeting of a committee or task force, a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee or task force. Any committee or task force may, subject to the approval of the Board of Trustees, make further rules for the conduct of its business. However, unless otherwise provided by vote of the Board of Trustees or by rules established by the Board of Trustees, the business of any committee or task force shall be conducted as nearly as may be in the same manner as is provided in these By-Laws for the Board of Trustees. The members of any committee or task force shall serve on such committee or task force at the pleasure of the Trustees.

3.12 Friends of the School. The Trustees may designate certain persons or groups of persons as sponsors, benefactors, contributors, advisors, members of an advisory board, school council or friends of the School or such other title as they shall deem appropriate. Such persons shall serve in an honorary capacity and, except as the Trustees may otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting or to consent to any action taken by or on behalf of the School, shall not be considered for purposes of establishing a quorum and shall have no other rights or responsibilities.

SECTION 4
Officers

4.1 Officers and Agents. The officers shall consist of a Chair of the Board of Trustees, Vice Chair, Treasurer, Secretary, and such other officers as the Trustees may determine from time to time. The School may also have such agents, if any, as the Trustees may appoint. Any officer may but need not be a Trustee. An individual may hold more than one office. If required by the Trustees, an officer shall give the School a bond for the faithful performance of his or her duties in such amount and with such surety or sureties as shall be satisfactory to the Board of Trustees.

4.2 Chair. The Chair shall establish the agenda for all meetings of the Board of Trustees in consultation with the Executive Director and, as appropriate in the discretion of the Chair, other members of the Board of Trustees. The Chair shall preside over all meetings of the Board of Trustees and shall have such other powers as the Board of Trustees shall determine. In the absence of the Chair at any meetings of the Board, the Vice Chair shall exercise the rights and perform the function of the Chair.

4.3 Vice Chair. The Vice Chair shall assist the Chair in overseeing the functions of the Board, and shall have such other powers as the Board of Trustees shall determine. In the absence of the
Chair at any meetings of the Board, the Vice Chair shall exercise the rights and perform the function of the Chair. The Vice Chair shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees.

4.4 Treasurer and Assistant Treasurer. The Treasurer shall oversee the general financial affairs of the School, subject to the direction and control of the Board of Trustees. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees. Any assistant Treasurer shall have such powers as the Trustees may from time to time designate.

4.5 Secretary and Assistant Secretary. The Secretary shall record and maintain records of all proceedings of the Trustees and committees in a book or series of books kept for that purpose, shall maintain such other records as shall be required by Section 11A½ of Chapter 30A of the Massachusetts General Laws, and shall give such notices of meetings of Trustees as are required by law, the Charter or these By-Laws. No later than seven days before any meeting of the Board of Trustees, the Secretary shall distribute to the members of the Board of Trustees copies of any minutes of prior meetings of the Board of Trustees that have not been approved by the Board of Trustees. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees. The Secretary shall attest formally to the legitimacy of the records of the proceedings of the Board of Trustees by affixing his or her signature thereto. The Secretary shall be a resident of The Commonwealth of Massachusetts, unless the School shall appoint a resident agent for the service of process. In the absence of the Secretary from any meeting of Trustees, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary. Any assistant Secretary shall have such powers as the Trustees may from time to time designate.

4.6 Other Officers. Other officers shall have such duties and powers as may be designated from time to time by the Trustees.

4.7 Executive Director. The Executive Director shall be the chief executive officer of the School, subject to the direction and control of the Board of Trustees. The Executive Director shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees.

4.8 Election and Tenure. The Trustees shall elect from among the Trustees a Chair and Vice Chair of the Board of Trustees. Except as otherwise provided by law, the Charter or these By-Laws, and unless a shorter term is specified in the vote electing or appointing him or her, the Chair and Vice Chair shall each hold office for a term continuing until the annual meeting of the Trustees held in the second year following the year of his or her election as Chair or Vice Chair and until his or her successor is duly chosen and qualified or, if sooner, until he or she shall cease to serve as a Trustee or be removed as Chair or Vice Chair.

The office of any officer whose term is expiring shall be filled by the Trustees at the annual meeting of the Board of Trustees. Any other officers deemed necessary or desirable by the Trustees may be elected by the Trustees at any time. Except as otherwise provided by law, the Charter or these By-Laws, including hereinabove regarding the Chair and the Vice Chair, all other elected officers shall hold office for a term continuing until the annual meeting held in the third year following the year of their election and until their respective successors are duly chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. The fact that an individual is currently serving in any office shall not create any presumption that such individual shall be nominated for such office or any other office in any subsequent year.
The Executive Director shall be appointed by the Board of Trustees on such terms and conditions as are mutually agreeable to the parties. If the office of the Executive Director becomes vacant, the Trustees shall appoint a successor, and if the office of Chair, Vice Chair, Treasurer or Secretary becomes vacant, the Trustees shall elect a successor. If any other office becomes vacant, the Trustees may elect a successor. Each such successor shall hold office for the unexpired term of his or her predecessor and, in the case of the Executive Director, Chair, Vice Chair, Treasurer or Secretary, until a successor is chosen and qualified, or in each case until the officer sooner dies, resigns, is removed or becomes disqualified. Elected officers are limited to serving no more than three (3) consecutive terms without taking at least a one-year sabbatical from serving as an officer. Filling a vacancy for less than a complete term will not be considered as part of the term limit.

4.8 **Resignation and Removal.** Any officer may resign by delivering a written resignation to the Executive Director or Secretary or to the School at its principal office. Such resignation shall be effective upon receipt, unless it is specified to be effective at some later time. The Trustees may remove any officer, with or without cause, an affirmative vote of a majority of the Trustees at a meeting at which a quorum is present. An officer may be removed by the Board of Trustees for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

**SECTION 5**
**Compensation and Personal Liability**

5.1 **Compensation.** No Trustee or officer shall receive any compensation for services rendered as a Trustee or officer. Notwithstanding the foregoing, any non-voting Trustee or officer may receive reasonable compensation for services rendered as an employee of the School, and any Trustee or officer may, if authorized by the Executive Director or the Board of Trustees, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Trustee or officer in the performance of duties as a Trustee or officer.

5.2 **No Personal Liability.** The Trustees and officers of the School shall not be personally liable for any debt, liability or obligation of the School. All persons, corporations or other entities extending credit to, contracting with, or having any claim against, the School, may look only to the funds and property of the School for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the School.

**SECTION 6**
**Provisions Relative to Transactions With Interested Persons**

6.1 **Financial Disclosure.** For so long as required by Section 89 of Chapter 71 of the Massachusetts General Laws, each Trustee shall file a disclosure of financial interest within 30 days after becoming a Trustee and annually thereafter with the Massachusetts State Ethics Commission, the Board of Education and the clerk of the city or town wherein the School is located as required by law.

6.2 **Conflict of Interest.** The School shall not enter any contract or transact any business in which any part of the assets or net earnings, if any, of the School shall inure to the benefit of, or be distributable to, any Trustee or officer of the School or other private individual, except that the School may pay reasonable compensation for services rendered and may make payments and distributions in furtherance of its purposes as set forth in the Charter. Subject to compliance with Chapter 268A of the Massachusetts General Laws, the School may, however, enter into contracts and transact business with one or more of its Trustees or officers or with any corporation, organization or other concern in which one or more of its Trustees or officers are Trustees, officers, stockholders, partners or otherwise interested;
and, in the absence of fraud, no such contract or transaction shall be invalidated or in any way affected by the fact that such Trustees or officers of the School have or may have interests which are or might be adverse to the interest of the School even though the vote or action of Trustees or officers having such adverse interest may have been necessary to obligate the School upon such contract or transaction. In the absence of fraud, no Trustee or officer of the School having such adverse interest shall be liable to the School or to any creditor thereof or to any other person for loss incurred by it under or by reason of such contract or transaction, nor shall any such Trustee or officer be accountable for any gains or profits realized thereon.

SECTION 7
Miscellaneous Provisions

7.1 Execution of Instruments. All contracts, deeds, leases, bonds, notes, checks, drafts and other instruments authorized to be executed by an officer of the School on its behalf shall be signed by the Executive Director or the Treasurer except as the Trustees may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the School by the Executive Director and the Treasurer shall be binding on the School in favor of a purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the Charter, By-Laws, resolutions or votes of the School.

7.2 Records. The records of all meetings of Trustees, the names and addresses of the Trustees and officers of the School, and the originals or attested copies of the Charter and the By-Laws of the School shall be kept in Massachusetts at the School.

7.3 Policy of Nondiscrimination. The School will not discriminate against any client, board member, officer, member, employee or applicant for employment on the basis of race, creed, color, sex, sexual orientation, gender identity, or national or ethnic origin, sexual orientation, mental or physical disability, religion, marital status, age or ancestry. The School shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, non-disqualifying handicap or mental condition, age, ancestry, religion, athletic performance, special need, or proficiency in the English language and academic achievement.

7.4 Procedure for Complaints. Individuals or groups may file a complaint with the Board of Trustees concerning any claimed violations of M.G.L. c. 71, §89 or 603 CMR 1.00 by the School or any claimed violations of the Open Meeting Law (M.G.L. c. 30A, § 18-25). Any such complaints shall be in writing, shall set forth, in detail, the circumstances which constitute the alleged violation, and shall be submitted to the Board at the principal office of the School. After receipt of a complaint, the Board shall determine what actions are appropriate in order to ensure compliance with the applicable laws and regulations. With respect to claimed violations of M.G.L. c. 71, §89 or 603 CMR 1.00, the Board shall respond no later than thirty (30) days from receipt of the complaint in writing to the complaining party and shall conduct reviews to ensure compliance with M.G.L. c. 71, § 89, and 603 CMR 1.00. With respect to claimed violations of the Open Meeting Law (M.G.L. c. 30A, § 18-25), the Board shall, within fourteen (14) business days of receipt of a complaint, send a copy of the complaint to the Massachusetts Attorney General and notify the Attorney General of any remedial action taken.

SECTION 8
Indemnification

8.1 Generally. The School shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as a Trustee, Executive Director, Principal, Treasurer, Secretary or other officer of the School, each person who may serve or who has served at the request of
the School as a Trustee, officer, employee or other agent of another organization and each person who
may serve or has served at its request in a capacity with respect to any employee benefit plan
(collectively, “Indemnified Officers” or individually, “Indemnified Officer”), against all expenses and
liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and
settlement payments, reasonably incurred by or imposed upon such person in connection with any
threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or
investigative (a “proceeding”) in which an Indemnified Officer may become involved by reason of
serving or having served in such capacity (other than a proceeding voluntarily initiated by such person
unless a majority of the full Board of Trustees authorized the proceeding); provided, however, that no
indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such
Indemnified Officer shall have been finally adjudicated in any proceeding (i) to have breached the
Indemnified Officer’s duty of loyalty to the School, (ii) not to have acted in good faith in the reasonable
belief that such Indemnified Officer’s action was in the best interest of the School, (iii) to have engaged in
intentional misconduct or a knowing violation of law, or (iv) to have engaged in any transaction from
which the Indemnified Officer derived an improper personal benefit; and further provided, that any
compromise or settlement payment shall be approved by the School in the same manner as provided
below for the authorization of indemnification. Any person who at the request of the School may serve or
has served another organization or an employee benefit plan in one or more of the foregoing capacities
and who shall have acted in good faith in the reasonable belief that his or her action was in the best
interests of such other organization or in the best interests of the participants or beneficiaries of such
employee benefit plan shall be deemed to have acted in such manner with respect to the School.

8.2 Advances; Repayment. Such indemnification may, to the extent authorized by the Board
of Trustees, include payment by the School of expenses, including attorneys’ fees, reasonably incurred in
defending a civil or criminal action or proceeding in advance of the final disposition of such action or
proceeding, upon receipt of an undertaking by the Indemnified Officer to repay such payment if not
entitled to indemnification under this Section, which undertaking may be accepted without regard to the
financial ability of such Indemnified Officer to make repayment.

8.3 Authorization. The payment of any indemnification or advance shall be conclusively
deemed authorized by the School under this Section, and each Trustee and officer of the School
approving such payment shall be wholly protected, if:

(i) the payment has been approved or ratified (1) by a majority vote of the Trustees
who are not at that time parties to the proceeding at a meeting at which a quorum is present or (2) by a
majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding
and are selected for this purpose by the full Board (in which selection Trustees who are parties may
participate); or

(ii) the action is taken in reliance upon the opinion of independent legal counsel
(who may be counsel to the School) appointed for the purpose by vote of the Trustees in the manner
specified in clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a
majority of the Trustees at a meeting at which a quorum is present; or

(iii) the Trustees have otherwise acted in accordance with the standard of conduct
applied to Trustees under Chapter 180 of the Massachusetts General Laws, as amended from time to time;
or

(iv) a court having jurisdiction shall have approved the payment.
8.4 Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Indemnified Officer entitled to indemnification hereunder.

8.5 Non-Exclusive Rights. The right of indemnification under this Section shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Trustees, officers and other persons may be entitled by contract or otherwise under law.

8.6 Adverse Amendments. No amendment or repeal of the provisions of this Section which adversely affects the right of an Indemnified Officer under this Section shall apply to that Indemnified Officer with respect to the acts or omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

8.7 Employees and Agents. To the extent legally permissible, the School may indemnify any employee or agent of the School to the extent authorized by the Board of Trustees by an affirmative vote of a majority of the Trustees at a meeting at which a quorum is present. The foregoing provisions of this Section 8 shall apply to any indemnification of any employee or agent under this Section 8.7.

SECTION 9
Amendments

These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, subject to the approval of the Department of Elementary and Secondary Education, by an affirmative vote of a majority of the Trustees at any meeting of the Trustees at which a quorum is present; provided, however, that the notice of the meeting given to the Trustees shall indicate that an alteration, amendment or repeal of the By-Laws, or the adoption of new By-Laws, will be proposed.
EMPLOYMENT

Harvest Wealth Management, LLC Waltham, MA

2009 - Present

PARTNER

- Co-founder of financial consulting firm giving customers independent, objective and unbiased advice
- Provide comprehensive financial planning and investment management services to select families around the country
- Create custom investment portfolios to optimize investment returns for each client's calculated risk preference
- Participate in recurring intern program with Bentley University, exposing rising Sophomores and Juniors to the financial services industry
- Expertise resulting in Five Star Wealth Manager three years running in Boston Magazine

Ameriprise Financial Wellesley, MA

FINANCIAL ADVISOR

2003 - 2009

- Developed a business of 190 households through networking groups, marketing campaigns and referrals from satisfied customers
- Mentored experienced and inexperienced financial advisors, helping them establish and retain their own client base

Deloitte & Touche, LLP Boston, MA

Staff Accountant

1999 - 2001

- Researched and ensured compliance with all aspects of generally accepted accounting principles, including revenue recognition and asset valuation policies
- Planned, budgeted, conducted and reviewed audits for a variety of clients in the Bio-Tech, Financial Services, Manufacturing, Publishing and Not-for-Profit industries
- Completed staff evaluations and provided staff training

COMMUNITY

City on a Hill Charter Public School Roxbury, MA

2003 - Present

- Member of The City on a Hill Foundation, Inc. Board of Directors
- Served on Gala Planning Committee
- Volunteered as community juror during annual Proficiencies

EDUCATION

Colgate University Hamilton, NY

Bachelor of Arts in Economics

1999

CERTIFICATIONS

CERTIFIED FINANCIAL PLANNER™

Accredited Investment Fiduciary®

Series 7 and Series 66 Securities Licenses
Life & Health Insurance Licenses
ERIC D. BROWN

TEACHING AND ADMINISTRATION EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-present</td>
<td>City on a Hill Charter Public School</td>
<td>Roxbury, MA</td>
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<tr>
<td></td>
<td>Executive Director (2008-present)</td>
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<tr>
<td></td>
<td>Overseeing the school’s academics, operations, fundraising, accountability, finance, human resources, and the design, financing, and construction of an $11 million school facility in Roxbury. Ex officio member of the Board of Trustees since 2003; Clerk of The City on a Hill Foundation, Inc. since 2008.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• U.S. Department of Education’s 2012 Blue Ribbon Schools Winner (one of four in Massachusetts); 2011 EPIC Silver-gain School; 2012 Commonwealth of Massachusetts Commendation School; Bronze metal high school for five successive years (as ranked by the U.S News and World Report)</td>
<td></td>
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<tr>
<td></td>
<td>• 100% college acceptance for 14 successive years.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Over 90% of students earning proficient and advanced in ELA and mathematics; high median growth percentiles on state graduation test, among all districts in the state.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Consistent student outcomes above sending district and state averages, especially by comparable demographics (African-American, Latino, low-income).</td>
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<tr>
<td></td>
<td>• Excellent inspection reviews by MA Department of Elementary and Secondary Education, New England Association for Schools and Colleges, citing consistent implementation of the school’s mission, high student outcomes, and accessibility of teacher leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Excellent annual inspection reviews by external auditors, including four successive years of surplus, and consistent success in fundraising.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal (2003-2009)</td>
<td></td>
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<tr>
<td></td>
<td>Dean of Curriculum and Instruction (2002-2003)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lead Teacher of English (2000-2001)</td>
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<td></td>
<td>Faculty Representative to the Board of Trustees (1999-2000)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director of Information System (1999-2001)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher (1998-2011)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Cushing Academy</td>
<td>Ashburnham, MA</td>
</tr>
<tr>
<td>Master Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>University of Massachusetts</td>
<td>Lowell, MA</td>
</tr>
<tr>
<td>Instructor, College Writing</td>
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<td></td>
</tr>
<tr>
<td>1995-1997</td>
<td>The Baldwin School of Puerto Rico</td>
<td>Bayamón, PR</td>
</tr>
<tr>
<td>Teacher of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>Salzburg International Language Center</td>
<td>Salzburg, Austria</td>
</tr>
<tr>
<td>Resident Counselor and Teacher of English as a Second Language</td>
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</tbody>
</table>

EDUCATION AND CERTIFICATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-1998</td>
<td>Tufts University</td>
<td>Medford, MA</td>
</tr>
<tr>
<td></td>
<td>• M.A. in education. Cumulative GPA: 3.9.</td>
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<tr>
<td></td>
<td>• Thesis in cognition and bicultural education.</td>
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<tr>
<td>1991-1995</td>
<td>Harvard University</td>
<td>Cambridge, MA</td>
</tr>
<tr>
<td></td>
<td>• B.A. in English and American literature and language. Cumulative GPA: 3.4.</td>
<td></td>
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<tr>
<td></td>
<td>• Dean’s list 1991-1995, recipient of Harvard College Scholarship, Elizabeth Cary Agassiz Merit Award, Sidney Matz Memorial Prize and the Harvard Club of Lowell Scholarship.</td>
<td></td>
</tr>
</tbody>
</table>
Cara Stillings Candal  
cara.candal@gmail.com

**EDUCATION**

**Boston University**, Boston, MA  
Dissertation Working Title: Compensatory Education Policy and the Achievement of Disadvantaged Pupils: a Study of Four Nations

**University of Chicago**, Chicago, IL  
Graduate Thesis Title: The Proposed and Perceived Purpose of Maori Language Education in New Zealand

**Indiana University**, Bloomington, IN  
B.A. in English Literature, summa cum laude, May, 1998

**LICENSURE/CERTIFICATION**

RSA/Cambridge Certificate in English Language Teaching to Adults, English International, San Francisco, CA 1998

The Grant Institute Certificate in Professional Program Development and Grant Communication, Harvard Medical School, Boston MA 2007

**PROFESSIONAL/RELEVANT EXPERIENCE**

**Adjunct Faculty Member/Lecturer**, January 2007 to present  
Boston University School of Education, Boston, MA

Designs and teaches courses in The Social and Civic Contexts of Education and Contemporary Issues in Education Policy to Boston University School of Education and College of Arts and Sciences undergraduates. Designs online content and co-teaches a course in Education Policy in International Perspective to undergraduate graduate-level students participating in Boston University summer courses through the Office of Distance Education.

**English Literature Teacher—Upward Bound**, June 2007 to August 2007

Developed and taught three English language arts courses aligned to the Massachusetts Curriculum Frameworks for students (grades 10-12) participating in the summer Upward Bound Program run by the University of Massachusetts at Boston (and hosted by Regis College).

**Teaching Fellow**, Sept. 2004 to December 2006  
Boston University School of Education, Boston, MA

Led Boston University undergraduates in discussions of material for a required course, The Social and Civic Contexts of Education. Created and administered in-class quizzes testing knowledge of course
reading. Assisted professor in preparing essay topics and administering and correcting final examinations. Lectured on standardized assessment practices and policies.

**Reading/Language Arts Test Development Specialist**, September 2002 to May 2006
Riverside Publishing Company, Itasca, IL

Led reading and language arts test development specialists in the development of custom state assessments in compliance with state and federal educational policy legislation. Worked closely with various state departments of education and teacher committees. Reviewed high-stakes test items for curricular alignment, bias and sensitivity considerations, and adherence to state specified test and item specifications. Assisted state department personnel in standard-setting and the creation of rubrics and performance tasks for mainstream standardized assessments and alternative testing programs. Contributed to the development of on-line content used to prepare students for custom state assessments. Supervised item writers, conducted curriculum standards and content reviews, and wrote and edited test items. (After May 2004, employment was part time, on a consultancy basis).

**Program Assistant**, September 2001 to May 2002
George M. Pullman Educational Foundation, Chicago, IL

Evaluated over sixty scholarship applicants on the basis of academic achievement, writing skill, and financial need. Researched and presented findings on average poverty levels within the Chicago Public and Chicago area schools in order to determine appropriate candidate allotments for relevant schools. Assisted in the development of plans to expand the role of the Pullman Scholars program within the Chicago Public Schools system.

**Teacher of English as a Second Language**, December 2000 to August 2001
Auckland Language Center, Auckland, New Zealand

Designed curriculum and taught reading, writing, speaking and listening, and grammar classes from beginning to advanced levels to college graduates. Taught TOEFL and Cambridge exam courses. Led an intensive six-week seminar on exam preparation and thesis-focused writing.

**Teacher of English as a Second Language**, September 1999 to December 2000
Michigan Language Center, Ann Arbor, MI

Developed and taught English language, composition, and TOEFL classes from beginning to advanced levels. Directed American pronunciation and culture seminars. Worked with middle school, high school, and college students from over twenty-five different countries. Led English literacy classes comprised of recent immigrants to the United States.

**Teacher of English Literature and English as a Foreign Language**, September 1998 to May 1999
Soukrama Obchodni Akademie, Hradec Králove, Czech Republic

Designed and taught twentieth-century English literature and conversational English classes to high school students. Provided private coaching for students who were to be evaluated by state officials during a thirty-minute oral examination.

**Academic/Research Areas**

• Comparative international education policy
• The achievement gap
• Educational policies impacting urban and minority youth
• The Charter Schooling
• No Child Left Behind legislation

**Publications**


**Edited Publications**


**Papers Presented**


Awards

Graduate Scholar Award, awarded academic years 2004-05 and 2005-06
Boston University School of Education, Boston, MA

Invitee, AERA David L. Clark Graduate Student Research Seminar, March, 2008
one of forty graduate students nominated by universities nationwide and selected by AERA Division L on the basis of promising dissertation work to attend a two day seminar with noted researchers and policy scholars in the field of educational policy and politics.

Fellowships

Junior Research Fellow for Comparative Education Policy, 2006 to present
European Association for Education Law and Policy, Antwerp, Belgium

Professional Affiliations and Other Skills

- American Educational Research Association; member, 2002-present
- Spanish language proficiency
MICHAEL S. GROSSMAN, CFA
mgrossman@mfs.com

EXPERIENCE

MFS INVESTMENTS, BOSTON MA

Investment Officer
July 2005-current
- Serve as small-cap commercial and IT services and industrials analyst for $300B asset management firm.
- Responsible for originating and overseeing over $500 million in equity investments in small cap funds.

ESSEX INVESTMENT MGT CO LLC, BOSTON MA

Vice President, Equity Research Analyst
June 2002-July 2005
- Serve as small-cap generalist and commercial services analyst for $5 billion growth equity asset management firm.
- Initiated coverage of payment processing, HR processing, industrial services and transportation industries by building demand and discounted cash flow models, performing comparable company analysis, and developing industry and company level theses through due diligence exercises with top management and industry experts.
- Communicated recommendations to portfolio managers leading to over $300 million in investments.

Putnam Investments, Global Equity Research, Boston MA

Senior Investment Associate
April 2001-June 2002
- Collaborated with Senior Analysts to launch coverage on telecom equipment, retail, and European ISP sectors by building discounted cash flow models and performing comparable company analysis.
- Named one of top associates (based on bonus) in class of 25 for two consecutive years.
- Initiated coverage of toy sector (one of only Associates); recommendations led to $250 million in holdings.


Summer Analyst
June-September 1998
- Analyzed data regarding the inverted yield curve, which was used in capital markets strategy report distributed to fixed income department and clients.
- Evaluated impact of interest rate movements on company earnings across industries; results used for construction of Bear Stearns’ proprietary risk management model.

EDUCATION

Carroll School of Management, Boston College, Boston MA

May 2007
- Completed MBA in evenings with full corporate sponsorship.
- Inducted into International Beta Gamma Sigma Honors Society (GPA in top 10% of full-time and part-time class)

University of Pennsylvania, College of Arts and Sciences, Philadelphia, PA

May 1999
- Graduated with Distinction, Bachelor of Arts in Philosophy, Politics and Economics (concentration)
- Senior Thesis – Czech Privatization: A Conflict of Interest Among Government, Banks, and Enterprise

Collegium Hieronymi Pragnesis, Prague, Czech Republic

Spring 1998

SERVICE

- City on a Hill Charter School – Board member and Development Chair.
- Kingswood-Oxford School Alumni Association – Co-Founder and chairperson of K-O Young Alumni Club,

INTERESTS

- Goaltender for ice hockey club team.
- Enjoy outdoor activities, especially deep-sea fishing, running, golf and downhill skiing.
Paul Sitton Hays  
paulshays@gmail.com

ADMINISTRATIVE AND EDUCATIONAL EXPERIENCE

CITY ON A HILL CHARTER PUBLIC HIGH SCHOOL  
Cityonahill.org  
Principal  
Boston, MA  
2009-Present

- Responsible for the organization and oversight of all instructional, fiscal, and operational functions of a 280 student, 70 faculty/staff urban public charter public high school with a $4.4 million dollar operating budget.
- City on a Hill Charter Public School has: annually earned top-ten ranking on state standardized tests among Boston high schools; 100 percent college acceptance of all graduates since 1998; earned a Compass School designation by the Massachusetts Department of Elementary and Secondary Education; earned a National EPIC prize for value-add test gains; made US News and World Report’s top high school list since 2007; MA DESE Commendation School designation; designated a 2012 Blue Ribbon School by the US Department of Education.

Director of Academics  
2004-2009

Principal  
1999 – 2003

Dean of Student Life  

- Worked Directly with Principal to oversee all aspects of student conduct.
- Served as point person for school operations and physical plant.
- 12th grade advisor – 100% placement of graduates into college.

.5 Science Teacher, .5 Dean of Student Life  
Advisor/Electives Teacher  

.8 Science Teacher, Chair Science Department, .2 Dean of Student Life.  

Founding Science Teacher  

BOSTON UNIVERSITY  
School of Education, ED 100 Teaching Assistant  
Boston, MA  
Sept. 2003 – June 2004

BURNT HILLS HIGH SCHOOL  
Burnt Hills, New York  
.6 Earth Science Teacher as part of M.A.T. program at Union College.  

TEACH FOR AMERICA  
Louisiana Corps  
1992 – 1994

CAPITOL SENIOR HIGH SCHOOL  
Baton Rouge, LA  
Science Teacher, J.V. and Varsity Coach  

- Grades 9-12: Chemistry, Environmental Studies, Physical Science.
- Division One Varsity Baseball Coach, Junior Varsity Football and Basketball Coach
- Received Department of Energy High School Science Enhancement grant through Southern University.

MONTERRA MIDDLE SCHOOL  
Los Angeles, CA  
Student Teacher  
June -- August 1992
# Education

**Boston College, Lynch Leadership Fellow**  
*Lynch School of Education*  
Chestnut Hill, Massachusetts  
June 2012 – May 2013

**Boston University, Ed. D.**  
*School of Education in Administration*  
Boston, Massachusetts  
Dissertation: *Narrowing the Gap: Three Key Dimensions of Site-Based Leadership in Four Boston Charter Public Schools*  
June 2009

**Union College, M.A.T.**  
*Learning and Teaching, Teaching and Curriculum Program.*  
Schenectady, New York  
Thesis: *The Denudation of Glacial Till Slump within Plotterkill Reserve*  
June 1995

**Denison University, B.A.**  
Granville, Ohio  
Major: Environmental Studies; Concentration: Education and Theatre  
May 1992

**Macquarie University**  
Sydney, Australia  
Semester Abroad; Aboriginal and Environmental Studies.  
January 1991

## Certification and Professional Development

**Massachusetts Educators License Number:** 377689  
Earth Science (8-12), Initial  
Principal/Assistant Principal (9-12), Professional

**New York State Public School Certification**  
Certification Area: Earth Science and General Science 7-12  
Certification Number: 097687278

**Sheltered English Immersion**  
Category I  
Jan. 2010

**Research for Better Teaching**  
Administration Observation and Evaluation  
Jan. 2002 - 2004

**Visions**  
Diversity Training  
Oct. 2001 - 2003

**The Efficacy Institute**  
Training  

**The Pioneer Institute**  
Strengthening Boards of Trustees  
August 2000- June 2001

**Epic Incorporated of Tokyo, Japan**  
Charter School Exchange Program  
October 2000

**The Principals’ Center at Harvard University**  
The Art and Craft of the Principalship  
July 1999

**The School Leadership Academy**  
The Monroe Leadership Principles through Action  
August 1998- June 1999
PRESENTATIONS AND APPEARANCES

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES (NEASC)
NE FALL BEST-PRACTICE CONFERENCE
Building a Safe and Productive High School Culture
Chelmsford, MA
October, 2011

BOSTON UNIVERSITY SCHOOL OF EDUCATION FALL CONVOCATION
The Inconvenient Truth Behind “Waiting for Superman”
BOSTON, MASSACHUSETTS
SEPTEMBER, 2011

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL CONFERENCE
Three Key Dimensions of Site-Based Leadership in Four Charter Public Schools
New Orleans, LA
April, 2011

AP EQUITY CONFERENCE
The Implementation of AP at City on a Hill
Los Angeles, CA
May 2009

NEW ENGLAND CABLE NEWS
Round Table: Homework – Help or Hindrance
Boston, MA
May 2001

1ST ANNUAL MASSACHUSETTS CHARTER SCHOOL ASSOCIATION CONFERENCE
Certification of Teachers at City on a Hill: The Partnership Between the City on a Hill Teachers’ Institute and City on a Hill Public High School
Norwood, MA
April, 2001

TOKYO AMERICAN CENTER
Joint Seminar: Alternative Education for the 21st Century -- Charter Schools in The United States
Tokyo, Japan
October 2000

EPIC EDUCATIONAL EXCHANGE SYMPOSIUM AT TIMEI ELEMENTARY SCHOOL OF CHUO WARD
American Education Promoting Creativity and Personality
Panel Discussion: Private Schools vs. Charter Schools in the United States
Tokyo, Japan
October 2000

PUBLICATIONS

THE JOURNAL OF EDUCATION AND URBAN SOCIETY
Narrowing the Gap: Three Key Dimensions of Site-Based Leadership in Four Boston Charter Public Schools. 10.1, 1-51.
December, 2011

DENISON UNIVERSITY ALUMNI MAGAZINE
Hey Coach Waldo! Year One in Teach For America
December, 1993

MEMBERSHIP

American Educational Research Association (AERA)
Urban Administration
2010 – Present
EXPERIENCE

CITY YEAR, Boston, MA
2005 - Present
Education nonprofit that unites 17-24 year olds for a year of full-time service in urban schools
Senior Vice President, Strategy & Operations

- Co-led on the development of the $30 million Investing in Innovation (i3) award-winning application and $6 million private sector match for Diplomas Now (DN) - the highest grant awarded to a national secondary school model - which enables DN to scale to an additional 60 middle and high schools in 14 school districts over the next 5 years to serve an anticipated 57,000 additional students.
- Directed City Year’s Diplomas Now school partnership recruitment nationally resulting in new multi-year partnerships with 12 school districts.
- Led on the development of centralized School District Relations capacity and knowledge center to increase organization-wide capabilities in school assessment, school and district partnership development, and public education funding which increased 48% annually since 2008.
- Led a strategic initiative to understand school operating conditions that affect the deployment of City Year’s student support model and created a process for successful school partnership given diverse school conditions.
- Strategically directed and manage over $500,000 in annual pro-bono consulting services from Deloitte to build organizational capacity and strengthen impact and scale.
- Oversee City Year’s Care Force earned income physical service and employee engagement business line generating $2 million in annual revenue to the organization.

Director, Strategy and Operations
7/2006-10/2009

- Responsible for leading high priority projects relating to the implementation of the organization’s 5-year strategic plan.
- Developed organization’s “scaled impact” approach for strategic deployment of corps members in high poverty school districts. Subsequently created a $40M fundraising prospectus based on this approach to increase school impact nationally.
- Created business plan for cutting edge collaboration between City Year, Communities In Schools and Johns Hopkins’ Talent Development called Diplomas Now, focused on turning around urban middle and high schools. Received $5M in funding to scale the collaboration to 7 cities over three years.
- Led the creation of City Year’s brand and marketing strategy including internal rollout to over 500 staff members at the organization’s annual training academy.
- Developed and implemented new financial policies for 17 City Year locations to strengthen organizational cash flow resulting in repayment of over $4M in short-term debt over two years.
- Advised on organizational structure for Care Force (City Year’s earned income venture) and created proposals for new clients resulting in over $1M in revenue.
- Leader of Department Leadership Team focused on aligning monthly headquarters meetings with strategic plan.

Senior Manager, Strategic Planning

- Created City Year’s 5-year strategic plan which focused the organization on greater impact, sustainability and scale.
- Conducted in-depth research into City Year’s structure and processes including interviews with site staff, corps members, headquarters leadership and board members resulting in the creation of an actionable strategic plan and financial model.
- Presented the strategic plan to the City Year Board of Trustees and local site advisory boards.

THE BRIDGESPAN GROUP – BRIDGESTAR, Boston, MA
Summer 2004
An initiative of The Bridgespan Group focused on developing leadership for the nonprofit sector
Summer Associate

- Created Bridgestar’s long-term economic model including forecasted funding, revenue, expenses, and social impact.
- Conducted primary research to determine the senior leadership needs of 40 nonprofit organizations. Synthesized feedback and presented findings to The Bridgespan Group’s leadership, resulting in the refinement of the Bridgestar marketing strategy.
MA AFRIKA TIKKUN, Cape Town, South Africa 2002 – 2003
Nonprofit organization focused on youth development, race relations and community outreach in South Africa townships

Internal Consultant/Program Manager
- Created and led race-relations leadership program for over 120 under-resourced students in the Langa Township. Program featured on television and in print articles in South Africa, Israel and the United States.
- Spearheaded improvements at the Delft Community Center, including the expansion of computer literacy and food gardening employment projects.

CAMBRIDGE STRATEGIC MANAGEMENT GROUP, Boston, MA 2000 - 2002
Leading strategy consulting firm focused on telecommunications and private equity sectors

Senior Analyst
- Created business case for cutting-edge optical switch product including competitor analysis, marketing milestones and delivery strategies for the largest private telecom equipment maker.
- Performed due-diligence for start-up fiber network provider and presented investment recommendation to private equity firm resulting in second round financing for venture.
- Developed financial and channel recommendations as well as strategic prioritization of value added services for the DSL group at the largest US telecom company.
- Produced detailed market share analysis model to evaluate the competitive and financial standing of over 100 telecom products for the leading Canadian telecom service provider.

ERNST & YOUNG CONSULTING, Boston, MA 1999 – 2000
Staff Consultant
- Engagements included operations implementation for large telecom company and partnership strategy for internet start-up.

EDUCATION

DUKE UNIVERSITY, THE FUQUA SCHOOL OF BUSINESS, Durham, NC
Master of Business Administration, May 2005
- Executive Board Member of MBA Games for Special Olympics. Social Entrepreneurship chair of the Social Impact Club.

UNIVERSITY OF MICHIGAN, Ann Arbor, MI
Bachelor of Business Administration, Graduate with High Distinction, May 1998; Master of Accounting, May 1999
- Only first-year student admitted to undergraduate business school.
- Selected as one of eight graduate students to teach financial and managerial accounting to undergraduate students.

ADDITIONAL INFORMATION
Board member, City on a Hill Charter School, Member of Deloitte Education Summit Advisory Council, Former Board Member, Treasurer, RISA Charitable Trust (a nonprofit that invests in South Africa).
Jeffrey M. Jacobs

Education

The Amos Tuck School of Business Administration
Masters of Business Administration degree, June 1997
Hanover, NH

Vanderbilt University
Bachelor of Arts Degree, May 1990
Nashville, TN

Experience

2006-Present
Raymond James and Associates
Managing Director, Institutional Sales

• Lead teams that consistently rank in the Top 15 domestically at key Boston accounts
• Instrumental in expanding Raymond James’ market share within the Boston marketplace

2003-2006
Soleil Securities
Managing Director, Institutional Sales
Cover key institutional accounts in Boston.

• Selected to help open Soleil’s first branch office in Boston
• Responsible for marketing independent research from a network of research providers to Boston based accounts

2000-2003
First Union / Wachovia Securities
Vice President, Institutional Sales
Covered key institutional accounts in Boston.

• Advised large institutional accounts on the firm’s research product and financing transactions
• Achieved consistent rankings in the top quartile by accounts and management

2000
Prudential Securities
Vice President, Institutional Sales
Covered key institutional accounts in Boston

• One of only five sales people asked to remain at Prudential after the firm acquired Volpe Brown Whelan

1997-1999
Volpe Brown Whelan & Company, LLC
Institutional Sales
Covered key institutional accounts in Boston

• Delivered research information in the technology and healthcare sectors

1996
Taylor Investments
Summer
Equity Analyst
Utilized fundamental analyst techniques to evaluate investment opportunities for a privately held value oriented investment advisory firm

• Research and evaluated investment candidates on a qualitative and quantitative basis
• Presented investment recommendations to the President of the firm and its investment committee

1991-1995
Merrill Lynch & Co
Registered Investment Advisor, Private Client Group
Developed and monitored equity and fixed income portfolios for high net worth individuals and small to mid –sized corporations using asset allocation models

1990-1991
Lehman Brothers
Registered Representative
Assisted sales effort for Senior Vice Presidents through prospecting for potential clients

Additional

Series 7, 24, 63 professional licenses
EXPERIENCE

Massachusetts 2020 – Boston, MA 2005 - present

Vice President
- Overall responsibility for School Transformation and State & District Engagement program areas
- Responsible for setting annual and three-year goals and for leading team toward achieving these goals in both program areas
- Led efforts in four states to develop policies to increase learning time, work with districts and schools to develop implementation plans using more time to build a better school day, and secure grant funding to execute these plans
- Member of organization’s Management Team
- Support development efforts

Managing Director
- Overall responsibility for organization’s work in Massachusetts particularly management, execution, and growth of the Expanded Learning Time (ELT) Initiative.
- Worked in close partnership with Massachusetts Department of Elementary & Secondary Education, public schools, and districts to ensure the quality of implementation of the ELT Initiative including developing performance agreements, supporting schools with technical assistance, and securing ongoing funding.
- Lead 7 person team on public policy, communications, advocacy, research & evaluation, partnership development, and school technical assistance.

Director of Public Policy
- Led development and design of public policy for expanding and redesigning the school day
- Public policy effort resulted in the creation of the Massachusetts Expanded Learning Time to Initiative, the first state program in the nation to publicly fund the expansion of the school calendar by hundreds of hours.
- Developed and led implementation of strategy that resulted in securing line item in state budget for funding schools participating in the state ELT initiative. Line item grew from $500,000 to $17,000,000 within three years. Built support for ELT policy effort among key state education leaders including leaders of statewide teacher unions, school committee association, superintendents, and legislators that led to successfully.
- Recruited initial cohort of 10 districts and 30 schools to participate in state ELT effort.

Center for Collaborative Education Turning Points – Boston, MA 2002 - 2005

Director – Turning Points National Middle School Comprehensive School Reform Model
- Overall responsibility for national middle grades comprehensive school improvement program that works in 14 states and more than 100 urban middle schools.
- Supervise and support nine regional centers to ensure quality of programs and effectiveness of services provided to schools
- Developed new revenue model for National Center that resulted in a 25% increase in program revenue. Responsible for managing $1.1 million program budget.
- Provide direct consulting services to middle schools. Work directly with teachers and administrators to develop a school vision and plan for improvement. Coach, teach and consult with entire staff to improve teaching, learning, and decision making within the school. Train teachers and administrators to use data to make more effective decisions and work more effectively in teams.
Cambridge Public Schools, -- Cambridge, MA  
Publicly Elected School Committee Member  
2003 – 2005

- Overall responsibility for school district budget, performance of schools, setting school policy, and performance and evaluation of superintendent.
- During first term on committee, presided over the development of system-wide school benchmarks for evaluation, implementation of new teacher and principal evaluation systems, development of and intensive training for new block schedule at the city’s only high school, and implementation of system-wide periodic assessments based on the Massachusetts state frameworks.

Prospero Technologies, -- Cambridge, MA  
General Manager, Delphi.com  
2000 - 2002

- Overall responsibility for revenue, product development, customer service, and user interface for largest consumer oriented communities site on the Internet.
- Expanded revenue sources by developing and implementing subscription services, targeted ad campaigns, and email marketing programs. Grew total company revenue by 10% while traditional advertising revenue dropped by 75%.

Manager, Business and Customer Development, Delphi.com  
- Responsible for developing new business partnerships for advertising-based web company.
- Increased total company revenue by 40% within 3 months.
- Developed and launched two revenue-generating products. Led team researching alternative revenue streams. Brought team to consensus after assessing e-commerce options, affiliate marketing opportunities and vendor relationships. Program expanded range of incentives while reducing company costs more than 50%.

Center for Collaborative Education – Boston, MA  
Design Team Member and Director of Marketing  
1999 - 2000

- Developed and implemented initial marketing strategy for the National Turning Points Middle School Reform Design.
- Member of development team that created and orchestrated the national launch of Turning Points.
- Developed guides and tools used by clients and consulting staff in a range of change management areas, including performance assessment, teaming, leadership, curriculum design and instruction
- Led team in design, development, and programming of Turning Points website. Researched and tested different design and implementation options.
- Worked directly with teachers and principals to implement Turning Points design, by developing teaming, instructional, assessment and leadership skills based on the benchmarks and principles of Turning Points.

Independent Consultant – Cambridge, MA  
1997-1999

- Developed performance measurement system for Holbrook, MA school district to measure and communicate student and school performance to community stakeholders. System combined quantitative and qualitative data.
- Led faculty team through design process of Expeditionary Learning Outward Bound program by setting learning goals, creating project ideas, and formulating assessment tools.
- Analyzed data from customer satisfaction surveys for Deputy Superintendent of the Boston Public Schools.

The Cambridgeport School, Cambridge, MA  
Teacher, 5-6 self-contained classroom  
1997-1998

- Designed and directed research project to determine factors influencing student motivation.
- Conceptualized and wrote research proposal, organized research team, developed surveys, analyzed data, and presented findings. As a result, teachers modified teaching strategies and measurably improved student achievement.
- Developed and taught project-based curriculum in multiple subjects. Students worked in teams to produce visual and written projects that demonstrated skills and content learned.
Pollard Middle School, Needham, MA 1994-1997

Teacher, English and writing

- Implemented Writing Process curriculum that used multiple draft revisions, peer conferencing and student assessment to dramatically improve student writing
- Served on Superintendent’s Leadership Committee. Designed strategy and implemented program to improve community’s preparation of children for school.
- Guided two faculty teams in design and teaching of interdisciplinary curriculum.
- Identified need to systematize strategies for student assessment. Designed tools for and facilitated professional development. Developed guide of best practices and coordinated assessment techniques.


U.S. Senate Committee on Labor and Human Resources -- Administrative Staff 1990

EDUCATION

Tufts University, Medford, MA  M.A.T.  (1994)

University of Michigan, Ann Arbor, MI  B.A. Philosophy  (1989)
- Coursework in macroeconomics, microeconomics, international finance, calculus and statistics.
ROBERT P. MAZZARELLA  
r.mazzarella@comcast.net

WORK EXPERIENCE:

Fidelity Investments  
January 1983-February 2002  
President, Fidelity Brokerage Services LLC  
President, Fidelity Institutional Brokerage Group

Pyxis Mobile  
Former Chairman and CEO  
2007-2012

BOARD EXPERIENCE:

CURRENT BOARDS:

Sibert Financial Corporation  
- Compensation Committee  
- Audit Committee - Financial Expert per Sarbanes Oxley Requirements

Placemark Investments  
- Audit Committee  
- Compensation Committee

City on a Hill Charter Public School  
- Chair of the Board  
- Finance/Audit Committee  
- Trustee’s Committee

The City on a Hill Foundation, Inc.  
- Chair of the Board  
- Finance Committee

PAST BOARDS:

Boston Options Exchange Regulatory Board  
- Chair of Board  
- Compensation Committee

Pyxis Mobile  
- Chair of Board  
- Compensation Committee  
- Audit Committee Chair

Surge Trading (NASDAQ and Listed Market Maker)  
- Non-executive Board Chair  
- Compensation Committee  
- Audit Committee

NASDAQ OMX BX Board  
Boston Stock Exchange  
Chicago Board of Options Exchange  
Cincinnati Stock Exchange  
Redbook ECN Board  
Protegent Inc.  
M&O, Inc.  
Securities Industry Association  
Americas Growth Capital  
Fidelity Trust Company
Adam Paul Mikkelson
adam.mikkelson@gmail.com

BUY-SIDE EQUITY ANALYST

Equity investment professional with 10+ years of experience in fundamental analysis in the healthcare sector. Majority of experience is with long/short equity fund with a value-oriented, investment style.

PROFESSIONAL EXPERIENCE

CAMBER CAPITAL MANAGEMENT — BOSTON, MA
Health care equity analyst, 2007-Present

- Employ fundamental valuation techniques and qualitative skills to identify and evaluate investment opportunities for a healthcare-focused, hedge fund
- Work on collaborative investment team that actively manages ~$600m USD in assets; personal focus is on companies in the biotechnology, pharmaceutical, generics & medical device industries
- Meet with executive management teams of active and prospective investments to dynamically revisit positions and ensure that team is well-informed regarding near-term prospects
- Build financial models to project near and long-term revenues and profits while also attempting to assess risk of various investments to mitigate potential losses

DATAMONITOR — NEW YORK, NY
Lead Healthcare Analyst, 2005-2007

- Managed team of four analysts that write and publish active research for clients
- Wrote published and syndicated research on small- and mid-cap biotech and medical device companies for distribution to equity analysts at global asset management firms
- Attended various medical meetings to improve qualitative analysis capabilities
- Identified target clients to improve overall marketing and drive revenue growth

LEERINK SWANN & CO. — BOSTON, MA
Analyst, 2001-2005

- Managed team that evaluated estimated future market potential for novel devices & therapeutics
- Designed and executed physician surveys to gather and analyze quantifiable metrics
- Analyzed clinical trial data and evaluated clinical trial design to estimate potential for success
-Performed custom research for institutional clients

EDUCATION

Boston University, Boston, MA
Bachelor of Science in Business Administration, 2001

SKILLS AND PERSONAL INTERESTS

- Fluent in Italian and Spanish and conversational in Portuguese
- Mentoring (hosted Summer Search interns 2010-present)
- Actively involved in supporting local causes (MSPCA-Angell and Summer Search)
- Cooking
Wanda S. Nascimento

Masters in Business Administration, Suffolk University, 1998
Bachelor of Science, Accountancy, Bentley College, 1987

2010 – Present  City on a Hill Public Charter School, Boston, MA

Controller
- Establish and document financial policies, procedures, and controls to reduce risk.
- Manage annual audit, 990 and Form PC and end of year Department of Education reporting.
- Eliminated all prior year audit management letter issues within one year.
- Lead budget process, ensuring accurate projections of expenses and revenues, providing historical information, improve and develop tools for staff to manage expense during fiscal year.
- Prepare financial statements and year end projects for the Board of Directors and Management.
- Monitor and investigate and report variance explanation in budget to forecasted projections.
- Monitor financing programs for debt refinancing or facility expansion.
- Ensure fiscal compliance with federal, state and city grants, including Title 1, Medicare, nutrition, transportation and technology programs (ERATE) and reimbursements.
- Keep current with DESE and other state and federal regulations, tax, and accounting issues to ensure organizational compliance and best practices.

2001 – Present  Multicultural AIDS Coalition, Boston, MA

Director of Finance & Administration
- Manage financial and administrative functions: accounting, budgeting, contract compliance, reporting and cost reimbursable invoicing, facilities, human resources, and information technology.
- Performed system assessments and transformations including accounting system conversion, overhaul of information technology, establishing new legal, banking, audit, benefits, and insurance relationships. Implemented strict contract compliance and sub-recipient monitoring guidelines and provide ongoing technical assistance to program managers and subcontract personnel.
- Recruited, trained and manage new support staff including, Contracts Manager, Technical Specialist, Accountant, Office Manager, Human Resource and Project Managers.
- Present monthly financial reports to the Executive Director & Board of Directors.
- Manage financial compliance issues to various state, city and federal regulatory agencies.
- Team participant on five year strategic planning processes with Board of Directors.
- Managed four simultaneous audits by Inspector General’s Office, Federal, State, and City funders.

1995 – 2000  Mass Bay Transportation Authority (MBTA) & AMTRAK, Boston, MA

Budget Director
- Managed $35.4M fiscal operating and capital budget process.
- Developed cost savings proposals and budget variance reports for executive management.
- Lead project team to implement a comprehensive human resource information system.
- Managed $145M operating budget and $400M Capital Plan for Commuter Rail Contract.
- Trained Operations Managers in transitioning from Cost Plus to a Fixed Price Contract
- Performed audits of the $1.4B High-Speed Rail construction contract.

7/89 - 4/95  Raytheon Company, Lexington, MA

Sr. Financial & Operational Analyst/Auditor
- Performed internal compliance audits to Federal Acquisition Regulations and Cost Accounting Standards.
EXPERIENCE
1999-Present **PricewaterhouseCoopers**, Boston, MA
*Managing Director*
Manage thirty person team that provides project management, change management, technical healthcare subject matter expertise and business process improvement consulting services for senior management. Selected accomplishments include the following:

- For the largest hospital system in the country:
  - Managed team that developed strategy, redesigned business processes and implemented plan to transition hospital system from paper to electronic processes for $1.5B line of business. Led multiple large project implementations throughout the 154 hospital system including change management, training, communications and problem resolution.
  - Managed focus group initiative to understand customer healthcare choices: identified objectives, developed focus group tool, selected locations, recruited participants, facilitated groups, and analyzed results.
  - Developed model of asset valuation for teaching hospital with $200 million asset base for sale to the region's largest integrated delivery system with $2B in revenues. Served as advisor to client Chief Financial Officer, Treasurer, and Executive Vice President and outside legal counsel.

Summer 1998 **Initiative for a Competitive Inner City**, Boston, MA
*Research Associate*
Participated in a national benchmark study of inner city retailing to identify market opportunities, profitable operating strategies and best practices for independent retailers responding to market threats from national retailers.

1993-1996 **Boston Department of Health & Hospitals**, Boston, MA
*Senior Policy Director*
Managed analysis, design, planning, implementation and reengineering of business processes for diverse programs. Directed multi-disciplinary senior management teams to develop and implement policies, procedures, and strategic initiatives; mediated internal hospital affairs. Directed the creation of integrated systems for a newly formed primary care network composed of ten community health centers, two teaching hospitals and one medical school.

1991-1993 **U.S. Environmental Protection Agency, Massachusetts Public Health Association**, Boston, MA
*Consultant*
Initiated and led development of the strategic plan for the EPA lead poisoning prevention program. Managed interdisciplinary team and led New England states interagency task force responsible for problem-solving and policy development.

1985-1990 **City of Boston**, Boston, MA
Boston Parks and Recreation Department, *Open Space and Community Planner*
Office of the Mayor, *Special Assistant to Policy Director*
Boston Redevelopment Authority, *Assistant Planner*

EDUCATION
**FUQUA SCHOOL OF BUSINESS, DUKE UNIVERSITY**, Durham, NC
Master of Business Administration

**MASSACHUSETTS INSTITUTE OF TECHNOLOGY**, Cambridge, MA
Master in City Planning

**BROWN UNIVERSITY**, Providence, RI
Bachelor of Arts, Urban Studies

ADDITIONAL
Certification: Project Management Professional
Volunteer Work: Rosie's Place, Habitat for Humanity, Walk for Hunger
MICHAEL L. ROSEN
mrosen@foleyhoag.com

EXPERIENCE
Foley Hoag LLP, Boston MA
Partner
• Litigates every kind of employment-related dispute and regularly counsels employers on all of the strategic and day-to-day issues relating to their employees.
• Litigates and advises clients about non-competition, non-solicitation and non-disclosure agreements, as well as related issues of unfair competition, the Computer Fraud and Abuse Act, misappropriation of trade secrets and breach of fiduciary duty.
• Counsels employers in the financial services, consulting, manufacturing, software and life sciences industries with actions involving the enforcement of restrictive agreements and on a range of employment matters such as employment contracts, harassment, leave-of-absence issues, employee handbooks, employee screening, workforce reductions, training and severance agreements.
• Utilizes his expertise with computer forensics issues to enable clients to achieve successful outcomes.
• Advises departing employees and hiring employers in achieving their business goals when confronted with potential application of restrictive agreements.
• Represents employers before federal and state equal opportunity commissions, such as the EEOC and the Massachusetts Commission Against Discrimination and handles general employment litigation involving such issues as breach of employment contract and wrongful termination.
• Served as lead counsel in defending claims of age, disability, race and gender discrimination under state and federal laws, as well as claims brought under the Family and Medical Leave Act, FLSA, state wage and hour laws, and ERISA.

BAR AND COURT ADMISSIONS
• Massachusetts
• U.S. District Court for the District of Massachusetts
• U.S. Court of Appeals, First Circuit
• U.S. Court of Appeals, Third Circuit

REPRESENTATIVE EXPERIENCE
• Defeated a multi-million dollar "raiding" case brought before a FINRA panel by a brokerage house in connection with the hiring of a group of financial advisors
• Obtained on behalf of a multi-national financial services company a favorable award from an NASD arbitration panel against a highly-compensated former research analyst who claimed entitlement to millions of dollars in severance pay and bonus amounts associated with his employment termination.
• Obtained favorable jury verdict on behalf of a large manufacturer on claims by a former employee that he had been terminated based on his race and disability in refusing to return to work following a medical disability leave.
• Successfully represented a retailer in defending a putative class action in California state court involving allegations of failure to provide statutorily-mandated meal and rest periods and coerced patronage of the defendant’s products.
• Successfully represented a manufacturer in defense of a putative collective action under FLSA and class action under state law, involving claims under federal law of failure to pay overtime on a timely basis and under state law of failure to pay n-exempt employees on a bi-weekly basis.
• Successfully represented a start-up in defeating a multi-national cosmetics company's attempt to enjoin our client's hire of a new CEO to oversee its product development and marketing efforts; filed a declaratory judgment action in the Business Litigation Session of the Massachusetts Superior Court seeking a ruling that our client was not a "competitor" as defined in the non-compete agreement and then defeated a request for a preliminary injunction barring his employment by our client.
• Successfully represented a software company in responding to a concerted raiding campaign by former employees and their new employer; obtained injunctive relief bringing to a halt efforts to “lift out” client’s off-shore engineering office and ultimately obtained favorable monetary settlement.
• Successfully represented a large healthcare client in a multi-million dollar ERISA arbitration brought by the former chief executive of a client’s predecessor entity, who alleged he wrongfully had been denied retirement benefits under a split dollar plan.
SPEECHES AND CONFERENCES

• Panelist, "Drafting Noncompete Agreements from the Employer and Employee Perspectives," 5th Annual Labor and Employment Law Conference, Seattle, WA (November 2-5, 2011)
• Speaker, "Law School for the Tech Entrepreneur," Foley Hoag Emerging Enterprise Center (September 27, 2011)
• Panelist, "Discovery - The Black Hole: Practical Strategies for a Changing Landscape", MCLE 2010 Employment Law Conference (December, 2010)
• Panelist, "Executive Compensation Cutbacks and Take-Aways," American Bar Association Section of Labor and Employment Law, Employment Rights and Responsibilities Committee 2010 Midwinter Meeting (March 25, 2010)
• Panelist, "Top Five Issues in Employment Law," ABA Section of Labor & Employment Law Third Annual CLE Conference, Washington, DC (November 5, 2009)
• Speaker, "Advising Massachusetts Nonprofit Corporations," 2009 Association of Corporate Counsel Annual Meeting (October 19, 2009)
• Speaker, "Hiring while Firing." Kennedy Information Professional Development Seminar (May 14, 2009)
• Moderator, "Legal Issues for Executive Employment Agreements in Pre- and Post-Acquisition Settings," American Bar Association Section of Labor and Employment Law, Employment Rights and Responsibilities Committee 2009 Midwinter Meeting (March 24, 2009)
• Moderator, "Understanding the New Data Security Laws" (December 10, 2008)
• Co-presenter, "The New Era of Retaliation Claims," MCLE 2008 Employment Law Conference (December 5, 2008)
• Panelist, “HR Issues for Hedge Fund Management Companies,” The Boston Hedge Fund Group (June 20, 2007)
• Panelist, “Health Care Reform and Business Leaders: Advancing Opportunities in Massachusetts,” The Commonwealth Institute (June 11, 2007)
• Panelist, “2007 HR Trends: People to Profitability,” Entrepreneurs Organization -- Boston Chapter (June 6, 2007)
• Speaker, “Building the Team: Attracting and Retaining Skilled Workers in Competitive Markets,” Massachusetts Hydrogen Coalition (May 16, 2007)
• Panelist, “Nothing Up the Sleeve: Are There Any Rights When There is No Written Covenant?” American Bar Association Section of Labor and Employment Law, Employment Rights and Responsibilities Committee 2005 Midwinter Meeting (March 2005)
• Speaker, “Employment Law Issues in Extended Hours Operations” (with Circadian Technologies and WORKFORCE MAGAZINE) (February 2004)
• Speaker, AeA New England HR Legal Smorgasbord: Tips & Advice on Today’s Legal Issues (November 2003)
• Panelist, “23rd Annual Labor and Employment Law Spring Conference,” Massachusetts Bar Association (April 2002)

PUBLICATIONS

• TIPS FOR PLANNING REDUCTIONS IN FORCE (2008)
• *Five Common Employment Law Hazards for Start-Ups*, VENTURE CAPITAL REVIEW (Spring 2008)
• *Lift-Outs and Corporate Employee Raids: Checklist for the Raided Company*, MID-WINTER MEETING MATERIALS, ABA LABOR AND EMPLOYMENT SECTION, COMMITTEE ON EMPLOYMENT RIGHTS AND RESPONSIBILITIES, SUBCOMMITTEE ON COVENANTS NOT TO COMPETE, TRADE SECRETS AND DUTY OF LOYALTY (April 2008)
• Co-author, *Choice of Law and Forum Issues in Restrictive Covenant Cases*, MID-WINTER MEETING MATERIALS, ABA LABOR AND EMPLOYMENT SECTION, COMMITTEE ON EMPLOYMENT RIGHTS AND RESPONSIBILITIES, SUBCOMMITTEE ON COVENANTS NOT TO COMPETE, TRADE SECRETS AND DUTY OF LOYALTY (March 2007)
• *Ten tips for hiring without getting sued*, MASS HIGH TECH (with Sheila O’Leary) (February 2, 2007)
• *Avoiding Legal Risks As You Expand Your Head Count*, BOSTON BUSINESS JOURNAL (with Sheila O’Leary) (July 28 - Aug. 3, 2006)
• *Court cases show need for scrutiny of noncompetes*, BOSTON BUSINESS JOURNAL (March 4-10, 2005)
• *GUIDE TO FEDERAL AND STATE EMPLOYMENT LAWS IMPACTING EXTENDED HOURS OPERATIONS* (with Alex Kerin, Ph.D., Circadian Technologies) (2003)
• *Noncompetition Agreements at Tech Companies Draw Court Scrutiny*, AIM BUSINESS & INDUSTRY REPORTER (April 2002)
• *Navigating the Overlapping Obligations of Workers’ Compensation, ADA and FMLA*, MID-WINTER MEETING MATERIALS, ABA LABOR AND EMPLOYMENT SECTION, COMMITTEE ON EMPLOYMENT RIGHTS AND RESPONSIBILITIES (March 2002)
• *As Layoffs Continue, Noncompetes Assume Urgency*, BOSTON BUSINESS JOURNAL (December 2001)
• *Trends in the Enforcement of Non-Competition Agreements*, BOSTON BUSINESS JOURNAL (October 2001)
• *Be Wary of Legal Issues When Making Temp or Contractor Staffing Decisions*, MASS HIGH TECH (August 2001)

**HONORS AND AWARDS**

• Ranked by Chambers USA: America’s Leading Lawyers for Business as one of Massachusetts’ leading labor and employment lawyers (2011, 2012)
• Listed in Massachusetts Super Lawyers
• Received the Myron Greene Award for Excellence in Advocacy at New York University School of Law.

**PROFESSIONAL AND CIVIC INVOLVEMENT**

• Co-Chair, Contracts and Executive Compensation Subcommittee, American Bar Association, Labor and Employment Section, Committee on Employee Rights and Responsibilities
• Member of Subcommittee on Covenants Not to Compete, Trade Secrets and Duty of Loyalty, American Bar Association, Labor and Employment Section, Committee on Employee Rights and Responsibilities, 2000-2007
• Boston Bar Association, Labor and Employment Law Section, Member
• Massachusetts Bar Association, Labor and Employment Law Section, Member
• City on a Hill Foundation, Member of Board of Directors
• Town of Cohasset, Personnel Committee, 1996-1998

**EDUCATION**

New York University School of Law
Juris Doctor with honors, 1991

University of Miami
Bachelor of Arts, 1998
*Honors:* Magna Cum Laude, Phi Beta Kappa
LORI P. STEVENS
loripstevens@gmail.com

WORK EXPERIENCE

Citizen Schools, Boston, MA  
Chief Development Officer  
August 2006- Present

• Lead fundraising around a strategic growth plan taking Citizen Schools, an innovative educational nonprofit, from $11MM in annual revenue in 2006 to $22M in 2010, with continued growth ahead.
• Partner with and advise the CEO, board and regional EDs to achieve our revenue goals.
• In partnership with the CEO and lead investors, raised a $30M “growth capital” fund in 2007-2008.
• Manage a team of nine (four direct reports; five indirect) plus dotted-line reporting relationships with Executive Directors and Development Directors in seven states.
• Oversee national and regional fundraising strategies and key relationships in the corporate, foundation, individual giving and public funding sectors.
• Serve on the Citizen Schools senior management team—leading our efforts to scale up from serving 2,000 students in four states in 2006 to over 6,000 in seven states by 2012.

Harvard University, Cambridge, MA  
1995–2006

Deputy Director, University Capital Giving; Director for Public Service  
September 2003–August 2006

• Worked with the president, provost and institution-wide leadership to attract new sources of donor support for Schools and cross-university initiatives addressing societal challenges, with particular emphasis on education, global health, and public and nonprofit leadership.
• Developed fundraising plans including gift opportunities and proposals, prospect identification, cultivation and solicitation strategies, stewardship, communications, events, and training for fundraisers.
• Collaborated with faculty and leading administrators to craft multi-disciplinary proposals and implementation plans, including a $10 million gift that established the Catherine B. Reynolds Foundation Fellowship in Social Entrepreneurship.
• Managed portfolio of donors with $5M+ gift potential and a broad range of interests.
• Orchestrated the University Committee on Student Excellence and Opportunity—49 alumni and friends advising Harvard on the strategic use of current resources for undergraduate and graduate student financial aid and planning ways to increase available funds.
• Supervised two professional staff; collaborated with a wide array of colleagues, including research, communications, corporate and foundation relations and front line fundraisers, toward common goals.

Deputy Director of Major Gifts, Faculty of Arts and Sciences  
July 2002–September 2003

Associate Director of Major Gifts, Faculty of Arts and Sciences  
January 2000–July 2002

• Led the advance strategy for and staffed a successful $15 million presidential solicitation.
• Raised capital gifts for the Faculty of Arts and Sciences (FAS) from a portfolio of 300+ prospects in the New York, Boston and Washington, D.C., areas with $250K or higher giving capacity.
• Managed a major gifts officer and a staff assistant.
• Led the New York-focused major gifts team and managed the New York Major Gifts Committee (100+ top donors in the NYC area) and its 15-person executive group.
• Founded Harvard NETworks—a series of networking events in five cities for Harvard College and Graduate School of Arts and Sciences alumni who work in the broadly-defined technology industry.
• Directed the FAS Task Force on Women and Leadership, a committee of top alumnae volunteers focused on improving women’s involvement in philanthropy at Harvard College.
• Received the Marion L. Anderson Award for effectiveness, dedication and imagination in Harvard College fundraising.
Assistant Director of Major Gifts, Faculty of Arts and Sciences  
**April 1999–January 2000**

- Worked with alumni with $250K+ giving capacity in the Boston area and Southeastern United States.
- Managed team that planned the 250-guest dedication celebration for Harvard’s computer science building, Maxwell Dworkin, given by Bill Gates ’77 and Steve Ballmer ’77.

Associate Director, Harvard College Fund  
**June 1996–June 1999**

- Set and achieved Annual and Reunion dollar and participation goals with volunteer leaders.
- Raised a record-doubling $4.1 million with the Class of 1988’s 10th Reunion Gift Committee, for which the co-chairs and the participation chair received Harvard College Fund awards.
- Developed fundraising plan for the $19 Million Harvard University Women’s Matching Fund with senior FAS fundraisers, including prospect strategy, publicity, momentum, and results analysis. The fund was used up in less than five months.

Assistant Director, Harvard College Fund  
**June 1995–June 1996**

- Enlisted, trained and worked closely with co-chairs and 200-person Senior Gift committee from the graduating Class of 1996, achieving a 70% participation rate—a record until 2003.

**Bentley College**, Waltham, MA  
**Assistant Director of Alumni Affairs and Annual Giving**  
**July 1992–May 1995**

- Directed young alumni class agents, phone-a-thons and undergraduate philanthropy programs.
- Planned and hosted Washington and Boston area alumni and Reunion Weekend events.

**EDUCATION**

**Harvard University Graduate School of Education**, Cambridge, MA

- Coursework focused on urban education and risk and resilience in children.

**The College of William and Mary**, Williamsburg, VA

- B.A. in anthropology with a minor in biology received in May 1992.
- Spent semester abroad in Madrid, Spain.

**VOLUNTEER EXPERIENCE**

- Board member, Camp Starfish (2008–present)
- William and Mary Class Notes Reporter (2003–present)
- Co-chair of the fundraising committee of the board of Boston Aging Concerns-Young and Old United, the organization that founded GrandFamilies® House in Dorchester, MA (2000–2004)
- Completed the Breast Cancer 3-Day, a 60 mile walk; raised over $2,700 for the Susan B. Komen Foundation and the National Philanthropic Trust Breast Cancer Fund (2004)
- Prepared breakfast at the Women’s Lunch Place shelter in Boston, MA (1997–1999)
- Mentored a young woman from Mattapan, MA regarding her career plans (1996–1997)

**PERSONAL**

- International traveler, amateur photographer, avid reader
- Proficient in Spanish
Ryan Thornton
rtt153@aol.com

EDUCATION

BOSTON UNIVERSITY GRADUATE SCHOOL OF MANAGEMENT
Master of Science in Investment Management, May 2005
- Participated in the student equity portfolio, which provides students the opportunity to implement stock research and practice management of an actual fund
- Received highest grade for the Institutional Case in Portfolio Management class: Designing a Defined Contribution Plan

UNIVERSITY OF NOTRE DAME
Bachelor of Business Administration, May 1997
MANAGEMENT INFORMATION SYSTEMS
- Letter of Academic and Athletic Commendation, Spring Semester, 1996
- Irish Senior Award for Alumni-Senior Club, 1997
- Notre Dame Athletic Scholarship for Hockey, 1993-1997

EXPERIENCE

DEUTSCHE BANK
Institutional Equity Sales - Director
Feb 2006 – Present
- Analyze, communicate, and disseminate company-specific and economic research, as well as market-driven ideas, to clients daily
- Interpret and summarize analyst comments from the morning sales call to provide clarity on investment theses and value added opinions for clients
- Update clients as to new products, including primary and secondary issues of equity, and specific convertible, derivative and structured instruments

LEHMAN BROTHERS
Institutional Equity Sales – Vice President
Aug 2004 – Feb 2006
- Same as above

RBC CAPITAL MARKETS
Institutional Equity Sales - Director
Sept 2000 – Aug 2004
- Same as above

LEHMAN BROTHERS
Institutional Equity Sales/Trading - Associate
Mar 1999 – Sept 2000
- Same as above

ACCENTURE (FORMERLY ANDERSEN CONSULTING)
Business Analyst
Aug 1997 – Mar 1999
- Designed business processes in finance and revenue accounting for both the core and joint venture businesses of a high profile energy client
- Prototyped and configured the financials of a supply chain integration system for a major pharma company
- Analyzed and researched Oracle business functionality for a firm-wide Business Solutions training initiative
- Developed business processes in Sales and Distribution for a new US pharma company

ADDITIONAL
- Member of the Board of Trustees for City on a Hill Charter Public School in Boston, MA
- Proficient in several tools, including BARRA (portfolio risk), Bloomberg, and Capital IQ (fundamental data)
- Enjoy reading, running, yoga, and hockey
CONSULTING AND PRESENTATIONS

Massachusetts Charter Public School Association  
• Researcher and Author, Expanded Learning Time: Making Every Minute Matter  
Ongoing since January 2009

Massachusetts Department of Education  
• Researcher, Charter School Dissemination Project  
August 2008-January 2009

National Association of Charter School Authorizers  
• Professional Services Consultant  
• Author and Project Coordinator, Comprehensive Charter School Closure Guide  
• Author, Issue Brief No. 17 Stepping Up: University Leadership in the Charter School Sector  
• Reviewer, Florida Schools of Excellence Commission Application Cycle  
• Session Liaison and Presenter, Annual Conference  
• Reviewer, Louisiana Charter School Application Cycle  
• Reviewer, New Orleans Charter School Application Cycle  
Ongoing since October 2005

New York Charter Schools Association  
• Consultant, New Schools Incubator and High Performance Network  
• Presenter, Annual Conference  
Ongoing since 2006

SchoolWorks, LLC  
• Consultant, National Heritage Academies School Quality Reviews  
• Consultant, Curriculum Review  
Ongoing since August 2008

South Carolina Public Charter School District  
• Consultant, External Charter Application Review Process  
November 2008

State University of New York, Charter Schools Institute  
• School Inspector, Renewal Inspection Team  
• Consultant, External Charter Application Review Process  
Ongoing since July 2008

The Center for Charter Schools at Central Michigan University  
• Consultant, External Charter Application Review Process  
October 2008

CHARTER SCHOOL AUTHORIZATION AND POLICY DEVELOPMENT

State University of New York, Charter Schools Institute  
Associate Vice President  
New York, NY  
September 2005-May 2008

• Served as a senior staff member with primary responsibility for the renewal of charter schools  
• Led the refinement and implementation of all charter renewal related policies and procedures, including the conduct of school renewal visits and organization of renewal inspection teams, as well as the development of all renewal reports and recommendations  
• Advised the State University Trustees’ Committee on Charter Schools on the renewal of charter schools  
• Aligned the State University of New York’s practices, policies, and procedures for the renewal of charter schools with ongoing oversight and evaluation of charter schools  
• Provided leadership for the ongoing evaluation of charter school performance as a member of the Institute’s school evaluation team, including oversight and direction of formal and informal accountability visits to charter schools and authorship of subsequent school evaluation reports  
• Evaluated the capacity of proposed charter school boards of trustees to provide appropriate academic and organizational oversight  
• Provided technical assistance and feedback to charter school applicants and operating charter schools  
• Supported newly chartered schools in the areas of compliance with state and federal requirements  
• Reviewed state and federal grant applications
Massachusetts Department of Education, Charter School Office

Coordinator of New Schools Development

Malden, MA

June 2004-September 2005

- Stimulated the development of high quality charter applications
- Coordinated and led the review of all charter applications for the Commonwealth of Massachusetts, and advised the Commissioner and Board of Education on the granting of new charters
- Created and authored *The Opening Procedures Handbook: A Guide for Boards of Trustees and Leaders of New Charter Schools* to support new charter school leaders and founders from the granting of the charter into the school’s first year of operation
- Supported newly chartered schools to ensure an on-time and successful first day of school
- Reviewed the academic and organizational performance of charter schools
- Evaluated the governance practices of charter schools
- Coordinated the review of charter school amendment requests, and advised the Commissioner and Board of Education on the granting of charter amendment requests

SCHOOL ADMINISTRATION

Academy of the Pacific Rim Charter Public School

Hyde Park, MA

Principal Intern

January 2004-May 2004

- Earned initial certification as a Principal/Assistant Principal 5-12 through this practicum experience
- Participated in teacher supervision and evaluation processes
- Provided direct, ongoing instructional coaching to teachers
- Planned school-wide professional development initiatives in conjunction with principal
- Supported alignment of curriculum with state frameworks
- Gathered and synthesized data in support of MA DOE Site Visit and Coordinated Program Review

City on a Hill Charter Public High School

Boston, MA

Lead Teacher of Spanish

August 1999-June 2003

- Served as content-area expert to Instructional Leadership Team
- Coached all department members toward the attainment of individualized professional development goals
- Oversaw the implementation of Spanish curriculum across four levels of instruction
- Coordinated the administration of quarterly proficiency assessments for all Spanish classes
- Collected and analyzed student performance and assessment data from teachers within the department and supervised and coordinated appropriate adjustments to curriculum and instruction
- Set agendas for and facilitated weekly department meetings
- Managed financial and material resources for Spanish department

Teacher Leadership and Administration

- Served as the elected Faculty Representative to the Board of Trustees
- Coordinated budget process and made recommendations regarding the annual budget
- Mentored two teaching fellows through teacher certification programs
- Created and maintained a system to monitor student attendance
- Served as the City on a Hill Test Site Coordinator for the administration of SAT I and SAT 2
TEACHING AND CURRICULUM DEVELOPMENT

City on a Hill Charter Public High School  
Spanish Teacher and Student Advisor  
Boston, MA  
August 1999-June 2003

• Taught four levels of Spanish during the regular academic year, as well as during City on a Hill’s Competency Summer Program
• Designed and developed curriculum for Spanish IV (*Spanish and Latin American Language, Literature, and Film*)
• Made adjustments to Spanish curriculum based on regular collection and analysis of student achievement data
• Incorporated technology within the curriculum throughout all four levels of Spanish
• Organized and led City on a Hill’s annual student trip to Spain
• Advised twelve students through the completion of their graduation requirements
• Coordinated the college exploration and application process
• Maintained all pertinent student data

Westfield High School  
Spanish Teacher  
Westfield, MA  
September 1998-June 1999

• Taught five Spanish classes daily
• Monitored the attendance of over 1,600 students as a member of the Attendance Committee
• Chaired the NEASC Committee for Student Support Services

Universidad de Córdoba  
Servicio de Lenguas Modernas y Traducción Técnica  
Córdoba, Spain  
August 1997-June 1998

• Planned and taught conversation and language classes in English for adult learners
• Incorporated American cultural realia and perspectives into lessons

EDUCATION

Harvard University Graduate School of Education  
Master of Education  
September 2003-June 2004

• School Leadership Program: Principal Licensure Strand

Northeastern University  
Certificate in Nonprofit Management Program  
January 2002-January 2003

Simmons College  
Master of Arts in Spanish  
May 1997-August 1998

Bachelor of Arts in Secondary Education and Spanish  
August 1993-May 1997

• Summa Cum Laude Honors

Universidad de Córdoba  

Universidad Internacional Menéndez Pelayo  
Summer Session  
July 1998

PROFESSIONAL LICENSES

Massachusetts Educator’s Certificates  
March 2004

• Professional Foreign Language (Spanish) 5-12
• Initial Administration: Principal/Assistant Principal 5-8  
August 2004

• Initial Administration: Principal/Assistant Principal 9-12  
August 2004
To Whom It May Concern:

My name is Joshua Benet and I am a current board member at City on a Hill Charter Public School in Roxbury, MA. This letter is a statement of my commitment in support of the charter applications for City on a Hill II and City on a Hill New Bedford.

As a proposed board member of these charters, I am excited at the opportunity to help traditionally underserved students graduate high school and attend college. Students who attend and graduate from City on a Hill are role models in their respective communities. They value education and being good citizens. City on a Hill encourages them to do so, leveling the playing field by creating an environment where all students are allowed and encouraged to prosper. I believe the Boston and New Bedford communities will benefit from replicating City on a Hill’s environment.

I am qualified to serve as a founding board member of City on a Hill II and City on a Hill New Bedford for many reasons. I have been part of the CoaH family for the past 10 years, first as community juror, then as Gala attendee, and ultimately in my current role as board member. Outside of my volunteer efforts, I am a small business owner, operating my own financial planning firm in the Boston metro area. My work and volunteer efforts merged recently when we created a new position at our firm for a summer intern from City on a Hill.

Thank you for taking the time to read my letter of commitment. I hope you are as excited about City on a Hill’s replication as me.

Sincerely,

Joshua M. Benet
Dear Commissioner Chester,

I am writing to express my commitment and enthusiasm for City on a Hill Charter Public School’s application for a second Commonwealth high school in Boston and a third Commonwealth high school in New Bedford.

Every year in Boston, I speak with dozens of Black and Latino parents who are heartbroken that their child received a low lottery number in City on a Hill’s annual enrollment process. They are well aware of, and deeply fear, the statistics associated with a poor education. They know brothers, sisters, uncles, parents, cousins, and many family friends whose lack of educational opportunity has shaped their incarceration, poverty, addiction, or adolescent parenthood. They know that, statistically, Black and Latino students, Special Education students and English Language Learners, as well as low-income students, receive a lower grade education than their White, non-disabled, English speaking, and non-low-income peers. And they know that City on a Hill Charter Public School is one of the few exceptions to these statistics in the nation.

In addition, I have spent the last year speaking with community leaders in New Bedford who voice the same fears about the future of the young people in that gateway city.

As a long-standing teacher and administrator in the school, and as an ex officio Member of the Board of Trustees, I know that City on a Hill’s program is ready to offer more high-quality high school seats to more of Boston’s young people and expand its reach to New Bedford, a gateway city with a fundamentally struggling school district and a substantial population of underserved teenagers who deserve the opportunity to go to college.

Respectfully,

Erica D. Brown
Executive Director
Board of Trustees, ex officio
Dear Commissioner Chester:

I have been a trustee of City on a Hill Charter Public School since 2004 and served as Treasurer from 2004-2008. I have personally seen this school develop into a strong academic leader in the community. CoaH has won numerous awards and has excelled its mission of narrowing the achievement gap for inner city students. It has done so by involving all its academic staff along with the board of trustees, to create a strong academic program while having the proper controls and focus on its financial affairs. CoaH has also been a good neighbor and has worked closely with the community on common projects. Its Board of Trustees is operating at a very high level and is committed to the success of City on a Hill.

I am the Executive Vice President for Grand Circle Corporation where I have been employed since 1999. The Grand Circle Foundation, the philanthropic arm of the company, has contributed over $1 Million to City on a Hill over the past ten years.

I am writing you to personally express my full support for City on a Hill’s application for a new high school in Boston and New Bedford, Massachusetts. We are doing this because we think it is the best interest of Boston, New Bedford and the Commonwealth and encourage you to grant our request. In addition, I personally pledged my future commitment to making this replication successful.

Regards,

Joe Cali
Trustee
City on a Hill Charter Public School
November 8, 2012

Massachusetts Board of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

To Whom it May Concern:

I am excited to support City on a Hill Charter Public School in its plans to establish two new schools to serve the children of the Commonwealth of Massachusetts. As a longtime friend of the school and member of the Board of Trustees, I have every confidence that City on a Hill can continue to offer educational opportunities of the highest quality to its current students while opening up those same opportunities to even more students and families in Boston and New Bedford.

As one of the founding members of the National Academy for Advanced Teacher Education and an adjunct professor of education policy at Boston University, I am passionate about finding a way to help all students and families access the high quality education options that they deserve. City on a Hill provides that access to each and every student that walks through its doors. The school’s faculty and staff work tirelessly to ensure that all students, regardless of academic or social background, have access to a rigorous college preparatory curriculum. They also recognize that students require different supports to be able to master that curriculum, and they are committed to working closely with each and every student and family to secure the right supports. The school has proven to students, families, and the community, time and again, that even students who have struggled mightily in elementary and middle school can grow academically, and in very short periods of time. The culture of City on a Hill emphasizes not only the importance of citizenship but also the integral role that effort plays in achievement—we teach our students that the most important lessons in school and in life are often borne of the ability to learn from our failures and get up and try again.

As the chair of the School Performance Committee I can tell you that the faculty, staff, and board of City on a Hill are all committed to maintaining the high level of success that our current school has achieved while working to replicate to additional schools of exceptional quality. We have not taken the question of replication lightly, as we realize the many challenges that it poses. To this end, we have set high but realistic goals and thoroughly reviewed the systems that we have in place to ensure that all schools would be financially and organizationally viable and equipped to help all of our students realize their fullest academic and personal potential.

I look forward to using my own personal and professional experiences to help our organization grow. As a high school teacher, university professor, and director of a national organization committed to the development and retention of excellent teachers in our nation’s neediest schools, I have learned a lot about teaching and learning, the importance of school culture and organizational health, and especially about the enormous difference that high quality educational opportunities can make in a community. I look forward to continuing to work with City on a Hill as it provides those opportunities to even more families and students in Boston and New Bedford.

Please do not hesitate to be in touch if I can be of any further assistance.

Sincerely,

Cara Stillings Candal
July 23, 2012

Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

I have been involved with City on a Hill Charter Public School for nearly ten years and have been a member of the Board of Trustees for seven years. During this time, I have watched the school undergo continuous improvement and am quite proud of our top tier results. I believe that City on a Hill has a unique model that has been developed over time that produces an academic and social experience for our Boston students that is on par with many of the prestigious private schools in the area. The “outcomes” of City on a Hill’s model speak for themselves when you look at where our alumni are today. As such, I fully endorse the replication efforts that City on a Hill is pursuing.

The youth across the cities of Boston and New Bedford deserve the opportunity to share in the same wonderful experience that so many graduates of City on a Hill are now benefitting from, and it is a shame that we can only touch 280 students today. We have an extremely strong leadership that can manage growth, and now is the time to begin the process of expansion. We are ready!

The Commonwealth has as much to gain as the students of City on a Hill and the future students of our proposed new schools. With City on a Hill’s focus on citizenship, service, and leadership, our students are eager to give back to their community upon graduating from college. This will allow for the City of Boston and City of New Bedford to generate a tremendous return on its investment over time, the order of magnitude which I struggle to find each day in my field of work.

Sincerely,

Michael Grossman
Dr. Mitchell Chester  
Commissioner of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA  02148

Dear Commissioner Chester,

I am writing to express my dedication and support to the application of City on a Hill Charter Public School to replicate and open a 2nd Charter Public High School in Boston ensuring an increase in the number of Boston’s citizens who will graduate from high school with an acceptance to a two- or four-college that is right for them.

As the founding science teacher and Principal at City on a Hill, one of the original fourteen charter public schools in Massachusetts, I have dedicated 17 years as a contributing member to the development of City on a Hill as one of the highest performing urban high schools in Boston and Massachusetts: in 2009 CoaH had the highest MCAS growth score of any district in the Commonwealth; since 1998 all CoaH graduates have been accepted to college; 75% of all CoaH graduates have graduated from or are still enrolled in college; CoaH has been on U.S. News and World Report’s list of top schools in the US since 2007; CoaH was awarded a 2011 EPIC award as one of the highest performing charter public schools in the nation; and finally CoaH is a 2012 Blue-Ribbon Award recipient as a model public school in the United States.

Additionally, recent independent research by the Boston Foundation suggests that the charter public schools of Boston, including City on a Hill, are some of the most effective public schools for low-income students of color in the Commonwealth: How Students Are Making It: Perspectives on Getting Through College from Recent Graduates of the Boston Public Schools; Informing the Debate: Comparing Boston’s Charter, Pilot and Traditional Schools.

The outstanding work and commitment of the faculty, administration, families, and Board of Trustees over these last five years as we bought and renovated the old St. Jo’s Parish from the Archdiocese and became a staple in the Roxbury community continues to impress me. The City on a Hill organization and community, including over 300 families, is poised to expand our community and improve public education in Boston. That said, we identify areas of our academic program we must continue to develop to ensure the highest quality education for the students of Boston and look forward to doing so. I respectfully request that you approve our application to open an additional charter public high school in Boston.

Respectfully,

Paul Sitton Hays, Ed.D.  
Founding Teacher and Principal
October 24, 2012

Mr. Mitchell D. Chester  
Commissioner of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Commissioner Chester:

As City Year’s Senior Vice President of Strategy and Operations every day I work to support partnerships with schools and districts across the country to deploy City Year corps members to high poverty urban schools to ensure every student is given the support needed to meet their potential.

I recently joined the City on a Hill Board of Trustees because I was so impressed with their rigorous approach and track record of success in ensuring students fulfill their potential by graduating college-ready despite the myriad of challenges they enter high school with. I am excited to do everything I can to support City on a Hill’s expansion plans to serve 280 additional 9-12th graders in Boston and 280 additional 9-12th graders in New Bedford.

Closing the achievement gap and ensuring all students graduate college and career ready are core tenants for City on a Hill and the school has proven that it can meet this challenge. By doing so, it is one of the very few high school-only charter operators in the nation that can stake this claim.

At City on a Hill I am honored to work closely with a committed and determined group of Trustees, school leaders, and teachers who have shown some of the top results in the state. Based on my knowledge of schools and partnership expansion, I am confident that City on a Hill has the team and support structure to establish new schools that will effectively serve Boston and New Bedford high school students as well as our founding school has.

I hope that the development of City on a Hill’s additional high schools will allow us to collaborate further to directly help Boston and New Bedford and create a much needed option for high school students in these cities. Thank you for your support and let me know if there is anything I can do to be of assistance.

Sincerely,

Jeff Jablow  
617-777-3339
Dear Commissioner Chester,

I am writing as a member of City on a Hill’s Board of Trustees and CoaH II’s founding group to urge your support of City on a Hill Charter Public School’s replication. For the past 17 years, City on a Hill has proven its ability to provide Boston’s young people with a rigorous, college prep academic curriculum. Since the very first graduating class of 1998, 100% of City on a Hill graduates have been accepted to college. Currently 75% of CoaH graduates are either currently enrolled in or have graduated from college. Regularly in the top ten for MCAS growth in both ELA and Math, City on a Hill is looking to extend its reach to a greater number of students in Boston as well as to the gateway city of New Bedford.

As demonstrated by its success, the educators and administrators at City on a Hill Charter Public School have figured out how to revolutionize student performance. They have adopted a formula that produces amazing results for the kids: more time in school in the form of an extended school day, school week and school year; a two week Freshmen Academy over the summer that ensures a smooth transition for 9th graders into the CoaH programs and curriculum that will lead them on a path towards college success; a tutorial program that provides small group tutoring for students in grades 9-11 that focuses on closing the skills gaps in literacy and numeracy; and a college prep curriculum for all students that holds them to high standards and gives them proper supports to reach these standards.

As a result of this formula, the successful students and highly effective educators at City on a Hill will continue to strengthen and transform our city, state, and nation both directly and indirectly for years to come. Enrolled in and graduates of college, CoaH alumni inspire their neighbors and set an example for other young people of what is possible through hard work and excellent teaching. Supported by CoaH’s teacher training program and professional development system, CoaH’s educators will become the kind of highly effective and experienced teachers that we need to transform our education system. Together, CoaH’s teachers and students will provide proof that hard work, discipline, and support close the achievement gap.

For 17 years, CoaH has been transforming education and individual student lives in Boston, and will continue to do so for many years to come. Your support of this application for a charter will allow City on a Hill to extend its reach to even more high school students in Massachusetts, and triple its impact. The students throughout the state who deserve more high quality educational options at the high school level are counting on you to give them this opportunity to succeed.

Please seize this occasion to replicate schools like City on a Hill that have proven their ability to transform lives and strengthen communities. Thank you in advance for your consideration of this application and for all the work that you and your team do on this worthwhile endeavor.

Respectfully,

Jeff Jacobs
July 20, 2012

Mr. Mitchell D. Chester

Commissioner of Elementary and Secondary Education Massachusetts Department of Elementary and
Secondary Education 75 Pleasant Street
Malden, MA 02148

Dear Commissioner Chester:

Last year I joined the City on a Hill Board of Trustees and currently sit on our Strategic Planning Committee. We set up our committee immediately upon learning that there would be additional charter seats available in Massachusetts’ lowest performing cities for proven providers and spent the last two years carefully considering our resources and options. After careful analysis and planning, we have decided to apply for 280 seats to serve 9-12th graders in Boston and for 280 additional seats to serve 9-12th graders in New Bedford. We hope you will give us your full consideration.

You know my work well. You know that through my work in schools and as a fellow leader in the expanded learning time movement that I care deeply about creating high quality schools in our state and beyond. You know that I work with teachers and principals, district and union leaders, school boards and community leaders and state leaders as well to help schools do more with and for students than they can imagine is possible. Joining the City on a Hill Board is an extension of this work, particularly as we enter our next phase – expanding beyond the founding school. At City on a Hill I am pleased to work with a committed and determined group of Trustees, school leaders, and teachers who have shown some of the top results in the state. Based on my deep knowledge of schools, I am confident we have the team to build two new schools that will serve Boston and New Bedford high school students as well if not better than our founding school.

At City on a Hill, we believe the following:

1. Boston has a need for more college preparatory education for 9-12th graders. We received nearly 900 applications for our 90 current 9th grade seats.
2. Boston is currently expanding the number of charter seats serving 6-8th graders but will not have enough seats for 9th graders in the near-term.
3. Identified as a “Gateway City” by the Commonwealth, New Bedford additionally has a need for more high-quality college preparatory education in order to “give students the opportunity to achieve in our global economy.”
4. City on a Hill, with its current operation in Roxbury, is providing a strong education for this needy, underserved population and is willing to triple its efforts to benefit these populations.
5. We have begun to hire and prepare additional senior staff in an effort to ensure a successful replication consistent with the mission and expectations of the existing school.
6. Between private fundraising and an allocation of funds from our foundation, we have secured almost $700,000 toward the $1.7 million needed if our application is approved, to open our doors in Boston in 2013 and New Bedford in 2014.

I hope that the development of City on a Hill’s additional high schools will allow us to collaborate further to directly help Boston and New Bedford and create a much needed option for these two cities’ high school students. I hope you will consider a full application from City on a Hill so we can immediately begin to build the next great high schools. Please contact me if I can help in any way.

Sincerely,

Ben Lummis
617-966-1221
Robert P. Mazzarella  
12 Trailside Circle  
Sudbury, MA 01776  
July 17, 2012

Mr. Mitchell D. Chester  
Commissioner Of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Commissioner Chester:

I have been a trustee of City on a Hill Charter School for more than seven years and I have been Board Chair for over five of those years. I have personally seen this school develop into a strong academic leader in the community. COAH has won numerous awards and has excelled its mission of narrowing the achievement gap for inner city students. It has done so by involving its entire academic staff in the creation of a strong academic program while having the proper controls and focus on its financial affairs. COAH has also been a good neighbor and has worked closely with the community on common projects. Its Board Of Trustees is operating at a very high level and is committed to the success of City on a Hill.

Our lottery applications exceed our annual enrollment number by almost ten to one on a consistent basis and we feel obligated to share more of our success with a larger community. Our research shows that there is a lack of quality high school seats in Boston and New Bedford, Massachusetts. We believe that that number is growing, so we are asking for the opportunity to expand our program to fill that growing need. We are a known contributor to the Boston community and we have spent more than a decade understanding what they need and how to deliver it. We want to help fill the growing need in Boston and New Bedford.

As a former President of Fidelity Brokerage Services LLC, I know the importance of a strong workforce in growing businesses and what that means to the population of the Commonwealth, and I feel strongly that it is our obligation to provide the academic programs to help grow that workforce and provide the opportunity for all of our students to share in the American dream. City on a Hill can help provide that framework in the Cities of Boston and New Bedford.

Therefore, I am writing you to express my full support for City on a Hill’s application for a new high school in Boston and New Bedford, Massachusetts. We are doing this because we think it is the best interest of Boston, New Bedford and the Commonwealth and encourage you to grant our request. In addition, I personally pledged my future commitment to making this replication successful.

Sincerely,

Robert P. Mazzarella  
Board Chair  
City On A Hill Charter School
Dear Commissioner Chester:

I am writing to you to express my support for City on a Hill’s application for new high schools in Boston and New Bedford, MA. While I am one of the more recent additions to the City on a Hill Board of Trustees, I have been a long-time supporter and admirer of the school. When I first became acquainted with the school many years ago, the passion of those involved with the school was obvious and I could clearly see the good that City on a Hill was providing for its students and their families here in the Boston area.

However, as you are acutely aware, there are many other students (both in Boston and in other communities) that could also benefit from the safe, collaborative environment that has been created at City on a Hill. Current lottery applications far exceed the spots available here in Boston and children in other communities, such as New Bedford, would greatly benefit from an improved outlook for students that do not historically achieve high levels of success. The results seen at City on a Hill (as measured by dramatic improvements in MCAS scores, graduation rates and four-year secondary admission rates) are indicative that charter schools do work and that their hard work and efforts can reap immediate rewards for students in the community.

Working in the financial industry, I have found that quantitative (not just qualitative) metrics are required to ensure long-term success. As a Board, we are committed to maintaining the high levels of success seen here in Boston at all of our additional schools should our applications be granted. I can personally ensure that I will focus a great deal of my efforts to find novel ways to ensure quantitative metrics are collected and analyzed while finding creative ways to adapt the culture of the new schools to their respective communities and environments. While we have set a high bar with the first City on a Hill, we will not settle for anything less than excellence as we look to expand.

In closing, we ask for your support in this expansion effort. I believe wholeheartedly that these endeavors will further the Commonwealth’s goals in building a stronger educational environment for its students and encourage you to grant this request for expansion.

Sincerely,

Adam Paul Mikkelson

617-596-6296
November 1, 2012

Mr. Mitchell Chester  
Commissioner of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Commissioner Chester,

As a trustee for City on a Hill Charter Public School since 2009 and resident of the City of Boston, I am writing to express support and sincere enthusiasm for City on a Hill’s application for two new high schools - one in Boston and one in New Bedford.

One of my favorite nights of the year is when I attend the City on a Hill graduation to participate in the success of our graduates. These young people with college acceptance letters in their hand are often the first in their family to graduate high school. I watch these students with pride as the class speakers inevitable talk about the support that they received in the four-, five-, or even six-years they spent at City on a Hill earning the skills that they need to be successful in college. I am committed to the replication of City on a Hill, because I want more students to have this same opportunity.

My background as an urban planner has convinced that the development of our human capital assets is vital to the socio-economic health of cities. In addition, my experience as a healthcare consultant has shown me that completing high school is one of the most important predictors to future health outcomes. Literacy allows people to have choices and helps them contribute to their potential as members of society.

I am confident about the capacity of my fellow Board of Trustees and the amazing administration and faculty at City on a Hill to be successful in the opening of two additional schools. I encourage the Commonwealth to allow more students in Boston and New Bedford to experience the “rigor with support” of City on a Hill that has proven successful in educating young people.

Sincerely,

Ginger Parker
October 23, 2012

Mr. Mitchell D. Chester  
Commissioner of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Commissioner Chester:

I am writing this statement of commitment in support of the application by City on a Hill Charter Public School (CoaH) for approval to open a second high school in the City of Boston (“CoaH II”) and a third high school in New Bedford (“CoaH NB”). I will be a founding board member of each school.

I have been a trustee of CoaH since May, 2010, a member of CoaH’s Foundation’s Board of Directors for several years, and have been involved in providing pro bono legal services to the School through the law firm of which I am a partner, Foley Hoag LLP, since approximately 2000. As I have come to be more closely involved in CoaH’s activities, I have only become more impressed with the School’s mission, administration, staff and, most importantly, successes in providing educational opportunities to underprivileged students in Boston. The results speak for themselves. Against significant statistical odds, CoaH has been able to bring about very significant increases in MCAS scores and has been able to state during every year of its existence that all of its graduates have been admitted to college. My understanding is that there continues to be a need for high schools in Boston and in New Bedford that can promise what CoaH has accomplished since its inception.

I wholeheartedly support CoaH’s application to open a second high school in Boston and a high school in New Bedford.

Thank you for your consideration.

Sincerely,

Michael L. Rosen

cc: Erica Brown
October 30, 2012

Mr. Mitchell D. Chester  
Commissioner of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Commissioner Chester,

With enthusiasm and conviction, I offer this letter of commitment in support of the founding of an additional City on a Hill Charter Public School in Boston and a City on a Hill Charter Public School in New Bedford.

While I recently took on a new professional challenge, for the prior six years, I served as Chief Development Officer for Citizen Schools. During that time, I also was a volunteer “Citizen Teacher” of two extracurricular classes for middle school students (at the Rogers in Hyde Park and at Orchard Gardens in Roxbury). As part of its focus on pathways to college and careers, Citizen Schools helps students and families to select strong high schools. City on a Hill is perennially a top choice for many Citizen Schools students. The combination of high expectations, academic excellence, commitment to college attainment and success, and emphasis on community leadership, combined with a 9th grade entry point, makes City on a Hill an ideal high school for Citizen Schools alumni and all students seeking opportunity.

It is important to me, personally and as a board member, to give many more students in Boston and New Bedford the opportunity to attend City on a Hill. Citizen Schools already partners with the Normandin Middle School in New Bedford, so students from that school will be particularly ready to take advantage of all that City on a Hill offers.

I have served on the City on a Hill Board of Trustees for two years. Throughout that time, we have been thoughtfully preparing to replicate our proven model. We are proud to provide a high school option for students, as some students and families do not know about charter school options earlier in their academic years and others move after the 5th/6th grade and elementary school entry points for some other excellent charter schools. We also prioritize the school’s ability to help students make significant academic progress from their entry point until graduation—our “value-add.” To ensure continued success, we carved out positions within our current school to prepare school leaders for our next schools. These are just a few examples of the careful choices and plans we made in preparation for replication.

From my work at Citizen Schools and now with The Mission Continues, I bring experience in scaling organizations and building financial sustainability to the Board of Trustees. I also bring knowledge of education reform and talent development. Perhaps most important, I bring a deep belief in the importance of equality of opportunity for all young people and the critical role that public education plays in opening up that opportunity.

Please feel free to contact me if there is anything I can be helpful with or discuss further.

All the best,
Lori Stevens
Mr. Mitchell D. Chester  
Commissioner of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant St  
Malden, MA  02148

Dear Commissioner Chester: 

I am writing to express my support for City on a Hill’s application for new high schools in Boston and New Bedford, MA. I have been associated with City on a Hill since 2004. Since that time, I have been involved with fundraising events, served as a Foundation Board member and am currently the Treasurer of the Board. What initially drove me to get involved with the City on a Hill community was the unbreakable passion that everyone from the students to the teachers to the administrators to the parents/guardians exuded from day one. Up until that point, I had never seen a community that was so involved with the success and mentorship of it students. It was obvious from my very first fundraising event that this was a community I wanted to help.

As you know, poor and minority children do not have a lot of choices when it comes to education. Many of these students get relegated to low-performing schools with inadequate facilities and ineffective teachers. The result of having too few choices means that these children typically end up exactly where they started. By having more charter schools in both Boston and New Bedford, students and their families now have more choices. And, it’s these additional choices, in my opinion, that allow for healthy competition within the public school system, especially as the school districts reassess their educational processes.

As mentioned above, it is well known that urban districts offer the greatest challenge given that these districts serve the vast majority of poor, minority, and immigrant children in the country. Because charter schools can offer innovative and effective educational programs, they are on track to close the achievement gap. As evidenced by the most recent CoaH MCAS results below, 

- 98% of CoaH students passed in ELA, Math, and Science on the first try;  
- 66% of students scored in the “Advanced” category in Math, a record-braking percentage;  
- CoaH ranked 2nd in Math growth when compared to all other districts in MA

it is clear that CoaH continues to be a clear leader in closing the achievement gap. By having additional charter schools in Boston and New Bedford, both communities stand to massively benefit from this outstanding platform.

Thank you for reading my letter of support and I sincerely thank you for your consideration.

Ryan Thornton

(617-233-3777)
July 23, 2012

Massachusetts Board of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

To Whom It May Concern:

I am pleased to offer this letter of commitment in support of the founding of an additional City on a Hill Charter Public School in Boston, as well as the establishment of City on a Hill Charter Public School in New Bedford.

As an individual that works closely with charter schools, charter school networks, and charter school authorizers around the country, I am fully committed to improving access to and the quality of educational opportunities available to students and their families. The establishment of two additional charter schools that replicate the success of City on a Hill Charter Public School will allow an additional 560 Massachusetts high school students to benefit from a high quality educational program each year once the two schools have reached full capacity.

By far, the most compelling component of our model is that we will provide this opportunity to high school students who did not otherwise have or choose to avail themselves of the opportunity to enroll in a high-performing charter or district school earlier in their educational careers. In fact, City on a Hill’s academic program has demonstrated success in bringing high school students who come to the school far below proficient in English language arts and/or mathematics to proficient and advanced levels on the MCAS by the time they graduate. Our program has proven that, with the right supports in place, students can achieve high levels of academic growth in a relatively short period time, enabling them to earn admission to competitive four-year post-secondary programs alongside peers from other effective school districts or charter schools (particularly those charter schools that accept students at earlier grade levels). As a result, our Board of Trustees and school leaders remain passionate about increasing the number of opportunities for students entering high school to achieve high levels of academic attainment and growth.

Although we are passionate about this work, the Board of Trustees and school leadership also recognize the challenges inherent in replicating a charter school. The Board of Trustees (and its committees, including the Executive Committee, the Strategic Planning Committee, and the Academic Performance Committee, among others) is clear in its commitment to overseeing the continued academic success, financial stability, and organizational viability of the existing City on a Hill Charter Public School while simultaneously establishing the two new schools. In order to accomplish this, we have articulated clear systems, roles, and responsibilities for school governance and management, as well as measurable goals and targets for all aspects of school performance that will assist us in overseeing the academic and organizational health of all three schools.

Lastly, the skills and abilities I have acquired through my professional experiences make me uniquely qualified to support the Board of Trustees’ oversight of all three schools. In particular, I have served as a high school teacher (at City on a Hill, among other locations), as Coordinator of New School Development for ESE’s Charter School Office, and Associate Vice President of the State University of New York’s Charter Schools Institute. Currently, I am Director of Project Management at SchoolWorks, LLC, an educational consulting company that works with school districts, state departments of education, and school networks (including charter and educational management organizations) to build their capacity to advance all aspects of student achievement and well-being. In addition, I regularly consult for organizations such as the National Association of Charter School Authorizers and present at conferences (including the National Charter Schools Conference) on the ongoing oversight, monitoring, and renewal of charter schools.

I look forward to continuing my involvement with City on a Hill as a board member as we work together to enhance the educational opportunities available to the young people and families of Boston and New Bedford. Please do not hesitate to contact me should you have any further questions.

Sincerely,

Kim Wechtenhiser