



City on a Hill Charter Public School

Student and Family Handbook

Revised July 2021

Subject to change. Please see our website and letters home for the most up to date information. Paper copies are available at the front desk. If you need a language other than English, please speak with the front desk. Thank you.

Quick Contact Guide

58 Circuit Street, Boston, MA 02119

The telephone number for the school is: 617-445-1515.

- ▶ For attendance information or to report your child's absence, dial extension 5727 for the Main Office.
- ▶ To have your child dismissed from school, dial extension 5727 for the Main Office.
- ▶ Para el apoyo en español extensión marque – 5730
- ▶ For general information or concerns, dial extension 5727 for the Main Office.
- ▶ For all other non-emergency concerns, please leave a message for your child's advisor at his or her extension.
- ▶ For Homelessness Liaison, contact Cynthia Victor.

City on a Hill Public Schools does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, homelessness, marital status, sexual orientation, or military status, in any of its programs, activities or operations. These include, but are not limited to, admissions, equal access to programs and activities, employment, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at any City on a Hill Public School. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors.

City on a Hill Charter Public School is an Equal Opportunity Employer.

If you have any question or concerns, please contact the following non-discrimination compliance coordinators.

Any form of discrimination: Michael McGean Director of Teacher Development & Compliance 58 Circuit St, Roxbury MA 02119 mmgean@cityonahill.org (617) 445-1515	Special Education & Section 504: Christina Hannan Director of Specialized Services 58 Circuit St, Roxbury MA 02119 channan@cityonahill.org (617) 445-1515 Ext. 5736	Title IX: Michael McGean Director of Teacher Development & Compliance 58 Circuit St, Roxbury MA 02119 mmgean@cityonahill.org (617) 445-1515
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OUR MISSION

City on a Hill graduates responsible, resourceful, and respectful democratic citizens prepared for college and to advance community, culture, and commerce, and to compete in the 21st century. We do so by emphasizing:

- **Academic Achievement.** We strive to maintain high academic standards and ensure results. We acknowledge our students' competition and seek to find additional resources to prepare our students to compete.
- **Civic Engagement.** We prepare our students to exercise their rights and responsibilities as democratic citizens by emphasizing their responsibility to question, to act, and to avoid complacency. Examples of citizenship education at CoaH include ninth grade civics class, regular school wide Town Meeting featuring student-led debate, and City Project, the capstone course focused on public policy.
- **Teacher Leadership.** Teachers take responsibility for the performance of students and of our schools. Our teachers are reflective practitioners and managers who drive decision-making in doing, building, and growing City on a Hill. They are contributors to urban public school reform.
- **Public Accountability.** City on a Hill expects to show positive results to the taxpayer. We invite the public in to ensure that we are delivering on our promise to educate our students, and we engage parents and guardians as key stakeholders in our schools.

OUR VISION

City on a Hill prepares students to exercise their rights and responsibilities as democratic citizens. We foster in Boston youth a curiosity for life-long learning, the habits of hard work and a commitment to public service. City on a Hill emphasizes the responsibility of educated citizens to question, to act, and to avoid complacency.

To nurture curiosity in our students, we make accessible to them the best of human thought and endeavor. We teach the traditions and important documents of our democracy and encourage students to advance and build on those traditions. We seek to ensure that our own conclusions are never our 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.

We strive to make our classes, our assessment strategies, and the experiences we offer students as authentic as possible--preparing them to meet the challenges and standards of the real world. To make learning authentic for our students, our school must be a learning organization with mechanisms to take and use feedback. We learn from our successes and failures. We maintain intimate learning environments with classes averaging eighteen students. The process of establishing and building City on a Hill is not a distraction from the City on a Hill 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. At City on a Hill, we seek to connect our teaching to students' experiences and to teach them with a faculty that is representative of their backgrounds. In order to fulfill our civics mission, we believe our faculty should reflect Boston's diversity.

Hard work is important for all members of the City on a Hill community. It means that we teach students to value effort as an essential but not sole component of excellence, and that there are standards to which we must all hold ourselves accountable. Hard work also means that students deserve the experience of accomplishing things they thought they couldn't do. And most importantly, it means that City on a Hill 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 we practice what we ask of students. Within all this hard work, we remember to be joyful.

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

As a public charter school, City on a Hill does not ignore the crisis in public education. We disseminate what we learn, and are open to observers. We seek to balance our duties to our own students with our commitment to sustained systemic change in public education.

Student Life at City on a Hill

Daily Schedule Schedule SY 2021-2022

Monday - Thursday Schedule

	START	END
Breakfast	7:30 AM	7:50 AM
Period 1	8:00 AM	9:00 AM
Advisory	9:05 AM	9:30 AM
Period 2	9:35 AM	10:35 AM
Period 3	10:40 AM	11:40 AM
Period 4A	11:45 AM	12:45 PM
Lunch A	12:45 PM	1:15 PM
Lunch B	11:40 AM	12:10 PM
Period 4B	12:15 PM	1:15 PM
Period 5	1:20 PM	2:20 PM
Period 6	2:25 PM	3:25 PM

Friday Schedule

	START	END	MINUTES
Period 1	8:00 AM	8:35 AM	0:35
Period 2	8:40 AM	9:15 AM	0:35
Period 3	9:20 AM	9:55 AM	0:35
Period 4	10:00 AM	10:35 AM	0:35
Period 5	10:40 AM	11:15 AM	0:35
Period 6	11:20 AM	11:55 AM	0:35
Town Meeting	12:00 PM	1:00 PM	1:00
Lunch	1:00 PM	1:30 PM	0:30

LOCKER TIME: Students should plan to use their locker before school, during class transitions, and after school.

BREAKFAST and LUNCH: City on a Hill provides free and reduced-cost breakfast and lunch for all eligible students in our lunchroom according to the established schedule. Students may bring their own breakfast and lunch, but will not have access to a refrigerator or microwave during the school day.

SATURDAY SCHOOL: City on a Hill students are required to attend assigned Saturday school sessions once a month or as scheduled. A calendar and automated call will be sent out ahead of time to let families know when these are.

JOBS, APPOINTMENTS, AND OTHER ACTIVITIES: Families should not schedule other activities, appointments, or student employment during school hours.

Snow Days/School Cancellation

City on a Hill *does* follow the Boston Public School protocol with respect to snow days. When the Boston Public Schools are closed for snow or emergency, City on a Hill is closed. Look for an announcement on television and radio.

Attendance

Attendance is recorded daily and during every class period. If the school is required to return to virtual learning, being in school is defined as: students are logged in to their COAH issued computer and are present in all assigned classes with the camera on.

In person: Students should report to school fifteen minutes before their first class. Students must enter through the main entrance. A student who has been absent must bring written verification from a parent or guardian to the front office on the day of return to school. Parents/guardians are notified regularly of absences through personal or automated phone calls. **Please note that even though a parent verifies an absence, it is not automatically an “excused” absence, it simply means the student did not skip.**

Virtual: Students should log on to their COAH issued computer ten minutes before the start of their first class. A student who has been absent must email written verification from a parent or guardian to the Office Manager on the day of return to school. Parents/guardians are notified regularly of absences through personal or automated phone calls. **Please note that even though a parent verifies an absence, it is not automatically an “excused” absence, it simply means the student did not skip.**

Students who have missed more than 10 days of school (due to non-excused absence, skipping or tardiness) may lose academic credit in all classes for the year.

Absent students cannot participate in school events without prior arrangements.

Excused absences are only designated in the following circumstances:

1. Approved school related activity (i.e. school approved college interview, school approved scholarship interview)
2. Religious Holiday (written verification from parent required)
3. Emergency Medical – (student is hospitalized or kept at home under doctor’s orders – requires a doctor’s note)
4. Death in the immediate family (written verification from parent required)
5. Court Mandated Appearance (note from a court official required)

A note for an appointment (doctor, court, etc.) does not excuse a student for the whole day. It is expected that a student come to school before/after any excused appointments that could not be scheduled outside of school hours. Every effort should be made to schedule all appointments outside of school hours.

Students present in school but who miss an individual class without permission are considered skipping. Students that skip any assigned class period, will be referred to the Deans of Citizenship. Students who skip a class may not be allowed to make up the work they missed from that class.

The Principal will review all attendance cases at the end of the school year to finalize the awarding of academic credit. Students may appeal this decision at the end of the school year in writing. The Principal will review all written proposals and could permit students to attend summer school or regain academic credit. If academic credit is not regained and the student is ineligible for summer school, the student must repeat all six classes during the following school year.

Withdrawal Policy

City on a Hill calls families on the first day of an absence and every day after. If a student is **absent for eight consecutive days** during the school year, and there has been no successful contact between the family and the school to explain his or her absences, the following steps will occur:

1. The school will continue to attempt to reach the family through all phone numbers on file.
2. On the **ninth day of unexcused absence**, the school will mail a letter to the address on file notifying parents/guardians that their student is truant. The letter will request the family to call the school to explain the absences within five days from the

date of the letter, and will propose dates and times for the family to meet with school representatives to discuss the student's attendance.

3. If unexcused absences continue, on the **13th day of unexcused absence**, a second letter will be mailed warning that the student is at risk of losing his or her enrollment at City on a Hill.
4. City on a Hill will continue to try to reach parents/guardians through all means provided to the school if contact has not occurred.
5. If a student fails to return to school or receive qualified excuses, he/she will be withdrawn from City on a Hill and **no longer enrolled on the 16th day of absence**.
6. Families who are actively working with City on a Hill to resolve the student's attendance issue may have a prolonged timeline for withdrawal at the discretion of the student's principal.

The school may also involve a truancy officer or appropriate state agency.

Early Dismissals

Early dismissals should be kept to a minimum. All early dismissals are arranged through the front office.

In person: Students should bring a note from their parent or guardian the preceding day or before first period on the day the dismissal is needed. The front office may verify notes from parents/guardians by a telephone call to the parent or guardian. Families should not schedule other activities (including student employment) during school hours. **Students must sign out in the front office before leaving school grounds**

Virtual: Parent or guardian should email a note to the Office Manager the preceding day or before first period on the day the dismissal is needed. Families should not schedule other activities (including student employment) during school hours.

Late Arrivals

Students not in class by the start of their first scheduled class (8:00) are late to school and will be marked tardy upon arrival and absent from any class period(s) they missed. Students who are late to school for an EXCUSED reason with proper documentation (see list above) will not earn a consequence. **Parents/guardians may call the front office to let the Office Manager know their student is going to be late but this does NOT excuse them.** Any student arriving to school thirty minutes after the start of their first class must be verified by a parent or guardian. If no verification is received the arrival is marked "unexcused-skip," and may not be allowed to make up work that they miss.

Late to Class

Students who arrive to an individual class after it has begun will be marked tardy.

Make-up Work/Late Work

Students are expected to turn in all work on time. For major papers and projects that turned in late, students will lose ten points every day an assignment is late. Exceptions may be granted by the administration and/or individual teachers in the case of an extended absence.

Visitors

Due to safety regulations as a result of the COVID-19 Pandemic, during virtual learning, COAH is working to keep visitors to a minimum and all visitors must be scheduled in advance. To keep our school safe, visitors must check in at the Main Office and get a name badge before entering City on a Hill space and may only visit with permission from the principal or vice principal.

Visiting Families

Families are invited to shadow their student at any time that is pre-approved by the Principal. To arrange a shadow day, please contact the Principal. The Principal will arrange for an administrator to shadow with all families.

If there is an incident that occurs that threatens student safety, the school may prevent a parent from the campus except for scheduled meetings with the Principal.

Homelessness Education Liaison

City on a Hill is committed to providing its students and families experiencing homelessness with equal access to a public education as is provided to other children at City on a Hill. Assistance in addressing issues relating to the education of students and unaccompanied youth experiencing homelessness should be directed to your school's homelessness liaison: Cynthia Victor, Licensed Mental Health Counselor & Foster Care and Homeless Student Liaison, at cvictor@cityonahill.org.

Prepared for School

In order to be PREPARED FOR SCHOOL, City on a Hill students must:

Have All Materials

City on a Hill provides all students of each grade with an assignment notebook at the beginning of the year. 9th and 10th Graders are also supplied with additional materials. See the Student Supplies List in Appendix 1 to see what the school provides and what students are expected to bring.

Come Prepared for Class

Students must come to class prepared. "Prepared for class" means that the student has brought the following materials with them:

- School-issued chromebook
- The appropriate binder or notebook
- The appropriate textbook(s) for that class
- The assignment notebook
- A pen or pencil
- Completed homework
- Any other class-specific materials required by the teacher (such as a vocabulary book for English)

Have Completed Homework

City on a Hill has one school-wide homework policy. Homework is due at the time designated. That could be in class, or a different time that the teacher has determined. It must be complete and on-time. For example, if a student forgot to bring the homework to class, but it is in their locker, it is not considered complete and on-time.

City on a Hill Uniform

City on a Hill requires all students to wear a uniform on the school campus and during school hours. The City on a Hill uniform is checked upon entry to the school building.

Tops

- City on a Hill polo, Oxford, sweater, fleece or cardigan
- Long sleeve shirts can be worn under a City on a Hill shirt as long as they do not have a hood
*Students may **NEVER** wear a jacket, sweatshirt, or non-uniform cardigan over a City on a Hill uniform. Families should purchase a uniform sweater for their student to wear when the weather becomes cold.*

Head Coverings

- Cultural headwraps and religious coverings are welcomed in classes and celebrated at City on a Hill as part of the uniform policy. Functional headgear (head coverings worn for non-cultural/non-religious purposes) other than bandanas may be worn during gym or other outdoor activities, such as field day

City on a Hill provides each student—free of charge—two City on a Hill shirts. Additional uniform pieces can be purchased.

City on a Hill

Online orders can be placed [here](#)

Uniform orders take approximately two weeks to prepare and can be picked up at (due to the COVID-19 Pandemic, shipping times may be delayed):

College Hype
530 Gallivan Blvd
Dorchester, MA 02124

When do students have to be in uniform?

1. when they arrive at school
2. any time during the school day (even during lunch)
3. any time they are in the building, **including after school**
4. any time they are at a school event during the school day (unless otherwise stated)

The City on a Hill uniform must be the outermost layer that a student is wearing. Families should purchase a uniform sweater for their student to wear when the weather becomes cold. If a student is very cold, a uniform sweater may be provided.

Students arriving to school without their uniform will be referred to the Deans' Office. In the Deans' Office, the student will be given a school uniform to borrow for the day, if one is available. Parents/guardians may be asked to bring the student's uniform. If there is any reason your student can not wear their uniform please call or email the school before the start of the school day.

Students have the right to dress in accordance with their gender identity that is asserted at school, within the constraints of the dress codes above. All students should be permitted to wear any clothing that is appropriate for students with the same gender identity.

Professional Dress

During Juries, other presentations, and some field trips students will be required to wear "Professional Dress." Professional dress is a more formal requirement that goes beyond the standard set by the City on a Hill uniform or business casual dress (business casual is the dress code of City on a Hill teachers). Professional Dress is part of preparing our students for college and the professional world. Students may only wear professional dress with permission.

All students should strive to take pride in their appearance, particularly when in professional dress. When in professional dress, students are asked to wear a collared, button-down shirt or blouse with no pictures or brand names showing, and either belted dress pants or knee-length skirts. Additional items, such as a blazer, tie, or plain sweaters may be worn over the shirt or blouse. Whenever possible, these items of clothing should be ironed. Additionally, footwear should consist of dress shoes or reasonably tall heels.

If a student is expected to be in professional dress, but does not have related items, please contact Laura Edouard, Principal, ledouard@cityonahill.org, for support in getting needed clothing.

ACADEMICS

Academic Program

GRADUATION REQUIREMENTS:

To earn a diploma from City on a Hill, students need:

- **English:** four (4) credits of English
- **Math:** four (4) credits of math, including Algebra, Geometry, Algebra II, and Pre-Calculus. Seniors may also study AP Calculus.
- **History:** three (3) credits of history, including US History: Civics and Beyond, World History, and City Project. Students may also study AP Government and Politics or Constitutional Literacy.

- **Science:** three (3) credits of laboratory science, including, Biology, Chemistry, and Physics. Seniors may also study AP Biology or Technology and Engineering. Some students will be assigned to Life Science so they will earn four (4) credits of science.
- **Foreign Language:** two (2) credits of Spanish or English as a Second Language.
- **Public Service:** All students participate in scheduled community service projects. All Seniors must complete 100 hours of a service internship for City Project.

Seniors must pass all of their classes, including written and oral proficiencies, in order to graduate.

ADDITIONAL ELEMENTS OF THE ACADEMIC PROGRAM

- **Advisory.** Every City on a Hill student is a member of an advisory group that meets on a regular schedule.
- **Town Meeting.** Town Meeting is a required part of school and all students are required to attend and expected to participate.
- **Internship.** In their senior year, students complete an internship as part of their City Project.
- **College/Post-Secondary Preparation/Junior and Senior Seminar.** City on a Hill prepares students to select and succeed in a promising post-high school placement. Students practice standardized test-taking, visit colleges, participate in required College Prep classes, and get one-on-one guidance in their planning. City on a Hill will try to schedule as many trips as possible to visit colleges/universities and college fairs. We strongly encourage students and families to take an active role in visiting colleges/universities on their own.
- **MCAS.** All students must pass the MCAS with a rating of “Needs Improvement” or better to graduate.
- **NWEA MAP Testing.** All 9th and 10th graders take the ELA, Math, and Science MAP test to track student growth.
- **ACT Practice Testing and ACT.** All City on a Hill 9th and 10th graders take the practice ACT test; 11th graders take the ACT.
- **Full Course-load.** All students are required to maintain a full course load. Seniors who have completed graduation requirements in a particular subject will take AP or other advanced classes to continue preparation for college/university level studies.
- **Major Papers.** All City on a Hill students will use the Modern Language Association (MLA) format for all major papers. In ninth and tenth grade, students will lose points on major assignments for formatting errors. In eleventh and twelfth grade, the assignment will be returned to students if not formatted correctly. The student will receive no credit for the assignment.
- **Rewrites.** 9th and 10th grade classes allow rewrites per teacher discretion. 11th and 12th grade classes do not ever accept rewrites.

Credit and Grades

WHAT STUDENTS ARE GRADED ON:

Students earn their academic grades for a given course based **coursework** and **proficiencies**.

Coursework

- homework
- classwork
- papers and projects
- unit test and quizzes

Proficiencies

- written exams
- oral proficiencies
- essays or papers

Students must earn at least a 70% average in coursework and the written and oral proficiency to earn credit for a class.

Proficiencies

Proficiencies are assessments administered at the end of each course at City on a Hill to measure a student’s learning. Each course has one or more proficiencies, which may include research papers, projects, written tests, and/or oral presentations.

Juries

At the end of the year, every student presents a sample of his/her work to a jury consisting of a teacher, a student, and community jurors. Juries are the final oral proficiency in that subject (Juries are sometimes called “Orals”). Not all courses have a Jury. Students are required to wear professional dress for all Juries.

	English	Math	Spanish	Science	History
Level 1					Oral
Level 2			Oral	Oral	Oral
Level 3		Oral	Oral		
Level 4					Oral (CP)

HOW STUDENTS ARE GRADED

Grading in all classes is as follows:

90 - 100	= A
80 - 89	= B
70 - 79	= C
0-69	= "Not Yet Proficient," NYP

A student's final grade for a course is based on the final coursework grade (80% of final grade) and final proficiencies (20% of final grade). The final proficiency grade is composed of at least a written proficiency, but could also include an oral proficiency (jury) and/or a final paper, depending on the course. The specific proficiency information is published in each course's syllabus that is distributed to students at the beginning of each course.

HOW TO EARN CREDIT

Passing Classes

Pass all the requirements for a course at City on a Hill with at least a 70%.

Offsite Classes

Take a summer or term-length class approved by City on a Hill administration and pass all of City on a Hill's proficiencies for the comparable course. If a course is taken online or at a different school, City on a Hill can take the school's final exam and grade as the City on a Hill final proficiency.

City on a Hill Summer Credit Recovery

To be eligible for credit recovery at City on a Hill a student must have earned a B- or higher in the previous course and must have a recommendation from their teacher. The principal will make the final determination on credit recovery eligibility. Students who successfully pass credit recovery in the summer earn their grade for the Credit Recovery course on their transcript. They must pass both coursework and the final proficiency to receive credit.

Placement Testing

Students are given an opportunity to take a placement test and test up a level in a particular subject. If a student tests up into a higher-level class during 9th Grade Academy, they will receive an "A" on their transcript for the class they "skipped" or tested out of. For example, if a student tests into Algebra II, they will receive an "A" for testing out of Algebra since they were highly skilled in Algebra in 8th grade.

Repeaters and Baselines

Students who are repeating a class **MAY** move up to the next course in the sequence if the student earns a 75% on the baseline or higher and has the permission of the classroom teacher, the Lead Teacher, and the Principal or Vice Principal. The student will then earn a C- on their transcript for this class.

GRADUATION POLICIES AND ELIGIBILITY

To qualify for graduation students must complete all required courses for City on a Hill and earn a qualifying MCAS score. Only seniors who have completed all graduation requirements may participate in graduation ceremonies. City on a Hill requires seniors to take a full schedule of classes. **Seniors must pass the coursework and proficiency for ALL classes they take in order to be eligible for graduation.**

GRADE LEVEL

Students are assigned to a particular grade level (9-12) according to their graduation year and academic history. Students cannot pass a grade level until they have completed all requirements for that grade level. Upon completing all the requirements of the 11th grade, a student will be considered a “certified senior”.

Students must at least be enrolled in the following courses in order to be considered a member of that grade level (they may be enrolled in a higher-level course):

10th Grade: English 2, Geometry, and at least US History: Civics and Beyond, Biology. These students are required to take MCAS in the spring.

(Students must have already passed English 1 and Algebra 1)

11th Grade: English 3, Algebra II, World History, Spanish 1, Chemistry. These students also participate in Junior Seminar throughout the year.

(Students must have already passed English 2, Geometry, US History and Beyond: Civics, and Biology)

12th Grade: English 4, PreCalculus/AP Calculus/Statistics, City Project, and at least Spanish 2, a History, Science elective. These students also participate in Senior Seminar throughout the year.

(Students must have already passed English 3, Algebra 2, World History, Spanish 1, and Chemistry)

SUMMER SCHOOL POLICIES AND ELIGIBILITY

Because City on a Hill has limited capacity for summer school, only students with a 60% or more coursework average grade for the year will be given a spot in summer school. Students can be scheduled for at most **three** classes. Pending the principal’s approval, students may complete the coursework requirement in another district, but before a student can be promoted at City on a Hill, he or she must take and pass City on a Hill’s proficiencies for that class.

Summer School runs for the first 15-20 days after the July 4th holiday. Students must physically attend Summer School unless they receive special permission from the Principal. This includes students who have a Summer Enrichment program.

Summer School classes are graded in a uniform way. There are three exams that occur in Summer School and account for 60% of the overall grade. The other 40% is made up of writing (if applicable), classwork, and homework grades.

Advanced Placement Classes

City on a Hill offers a variety of Advanced Placement classes. Students are given a 1.0 bump in the grade points earned at the end of the year. All students in AP courses are expected to take the AP exam at the end of the year. In some rare cases, students may opt out of taking the AP exam and, instead, take a final exam for the course. This must be approved by the teacher of the course, and the Principal or Vice Principal. In this case, the student will lose the AP designation on their transcript.

Dual Enrollment

Students are given opportunities to complete dual enrollment classes at a variety of university partners. Students must be approved to complete a dual enrollment class by their college counselor or Principal. Students earn credit at both City on a Hill and at the university where the class occurs. Students earn the grade they earn for the class with a 1.0 bump. If a student fails the class, the student must retake another dual enrollment class. If they take a class Pass/Fail, City on a Hill will not put their numeric grade earned on the transcript. If a student withdraws, they must enroll in a dual enrollment class next semester unless they are given special permission from the Principal. If the university partner withdraws the student, the student will not be permitted to enroll in dual enrollment classes without special permission from the university and the Principal.

Field Trips

In order to be eligible for a field trip at City on a Hill, students need to be in good academic and behavioral standing during the school year. A student can be ineligible for a field trip for any of the following reasons (as decided by City on a Hill’s administration or the teachers running the trip):

1. Student has been suspended from school.
2. Student has been referred to the Deans' Office multiple times during the school year.

3. Student has close to or exceeded the number of unexcused absences allowed in a given school year.
4. Student is not passing their classes with a 70% or better at any time leading up to the trip.
5. Student has excessive tardies.
6. Student has been removed from school or their home for mental health reasons.
7. Other additional extenuating circumstances as determined by the principal.

Due to safety regulations as a result of the COVID-19 pandemic, City on a Hill is not operating field trips at the start of the 2020-2021 school year or until further notice.

Standardized Tests

The tests students may take are **ACT Practice Test, MCAS, NWEA MAP, AP, and ACT**. We urge parents/guardians to purchase an ACT preparation book for their children. Scoring well on these tests can help students get into college and win scholarships.

City on a Hill prepares its students for the MCAS within the classroom. The Math and English curriculum is carefully aligned to the Massachusetts Curricular Framework/Common Core.

Juniors take an ACT prep class at City on a Hill that is built into their schedule.

Advisory

Purpose of Advisory

All COAH Students are assigned an Advisory which is led by a member of the faculty assigned as the student's Advisor. Advisory is about building and maintaining authentic relationships with and amongst students, families, and teachers with the goal of supporting the success and wellbeing of all of our students. The Advisor's primary responsibility is to promote and embody our mission by supporting their Advisees and holding them accountable to CoaH expectations.

Our students will meet the high academic expectations that we set for them. Advisory acknowledges the importance of supporting the social and emotional wellbeing of our students in achieving academic excellence. The CoaH Advisory model provides students with:

- A safe non-academic space to express their needs and aspirations and to be their authentic selves
- A tight-knit family unit comprised of a cross section of their peers
- A staff mentor that will serve as their go-to support throughout their time at CoaH
 - An advocate
 - A motivator
 - A primary point of contact for families

There are three purposes of advisory at CoaH:

- 1) Advocacy:** Advisors know students well, are the students' advocate at school and the link between the family and CoaH.
- 2) Academic Advising and Monitoring:** Advisors monitor students' academic progress and advise them about how to make good academic choices.
- 3) Three Pillars of the Mission: Academic Performance, Leadership, Civic Engagement:** Advisors prepare students to demonstrate proficiency in these three areas.

Roles & Responsibilities of Advisor

Academic Achievement:

- Collaboration: Weekly: Monitor the academic achievement of each of their Advisees.
- Relationship Building/Mentorship: Bi-weekly: Conduct 1:1 check-ins with advisees and discuss student's academic, social and emotional needs.

Citizenship:

- Culture Building: Set up a safe space for students and establish and encourage a strong sense of community within Advisory through team building exercises, as well as formal and informal conversations.

Teacher Leadership:

- CoaH Expectations: Proactively advocate for the needs of your Advisees and families ensuring that students receive any supports they require to thrive. Support your Advisees and hold them accountable to CoaH expectations.

Public Accountability:

- Family Engagement:
 - Act as a liaison between advisees, families, and the school.
 - Proactively communicate with all families at CoaH about student growth, academics, conduct and progress (minimum biweekly) by any means necessary:
 - Serve as the primary point of contact for families throughout their time at CoaH.

Roles & Responsibilities of Advisee

Academic Achievement

- Attend Advisory, arrive on time, and be prepared to participate.
- Take responsibility for your learning and recognize that it is a process.
- Prepare for 1:1 check-ins with your Advisor

Civic Engagement

- Respect the rights and feelings of fellow students, families, educators (including teachers, office managers, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests.
- Embrace all members of the school community with compassion at all times.
- Be your honest and authentic self in Advisory.
- Take responsibility to question, act, and avoid complacency in the face of oppression.
- Take responsibility over your contributions to school climate and culture.
- Leverage existing structures of our school to address concerns.
- Know and abide by school rules and policies.
- Lead by example, set outspoken or quiet examples of high moral character such as honesty, compassion and respect
- Support Others
- Model Perseverance: stick with challenging questions/problems/debates
- Use your Advisory community to work through difficult situations

Public Accountability

- Develop new aspirational academic and personal goals and lean on your Advisor and Advisory community to get the support you need to pursue and achieve them.
- Support your advisory group in solving current issues or concerns.
- Model self, peer or community advocacy
- Take initiative to address a challenge they, a peer or their community faces
- Propose personal and systematic changes in or outside the classroom

Library and Technology Resources

Because we use the city as our extended classroom, City on a Hill only has a small library. City on a Hill students are required to get a library card from the city public library. All City on a Hill students get a Public Library card and are taken to the local branch to learn to use the research facilities.

Textbooks

Students are responsible for keeping their textbooks in the condition in which they received them and must return them at the end of the year. A student who does not return the textbook they signed out at the beginning of the course in the same condition in which they received it will not be eligible to participate in electives or activities until he/she has paid for the missing book or arranged a payment plan with the school.

School Rules and Expectations

Civic Engagement

We prepare our students to exercise their rights and responsibilities as democratic citizens by emphasizing their responsibility to question, to act, and to avoid complacency. Examples of citizenship education at CoaH include ninth grade civics class, regular school wide Town Meeting featuring student-led debate, and City Project, the capstone course focused on public policy.

Student Government

City on a Hill maintains an active student council, advised by two members of the faculty. Members of Student Government are elected each by their Advisory. Student Government debates and discusses school policies and activities.

Town Meeting

Town Meeting is held weekly. Debates are organized and moderated by advisories. The purpose of Town Meeting is for students to be informed and motivated to action by debating the issues that impact them and their communities. Town Meeting proposals are presented formally for approval to the Vice Principal or Principal before debate.

When the student body votes to support a resolution in Town Meeting, the vote does not necessarily impact school policies or practices. The advisory responsible for moderating the debate on that resolution may present a final proposal informed by the debate to the Principal or other authority for further consideration. We invite parents/guardians and members of the public to attend.

Due to safety regulations as a result of the COVID-19 pandemic, Town Meeting may be temporarily suspended during the 2021-2022 school year if and when large gatherings are prohibited.

Extracurricular Activities and Sports

City on a Hill Public Schools does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, homelessness, marital status, sexual orientation, or military status, in any of its programs, activities or operations. These include, but are not limited to, equal access to programs and activities. Extracurricular activities and sports are offered at City on a Hill to those students in good academic and conduct standing.

Age: The Charter School league rule is that you must be 19 years of age or under before September 1st of your senior year to play sports.

Academics: Students need a passing grade in every subject in order to be eligible to participate.

Attendance: Students are not allowed to participate in any games or practices if absent from school UNLESS the absence has been excused in advance by the Principal. If the competition is on a weekend, students must be present on the Friday before.

Sportsmanship & Citizenship: Students are expected to follow City on a Hill's rules about appropriate behavior whenever representing the school, including during athletic competitions. All school rules apply both to players and fans at athletic and other extracurricular events.

Taunting/Trash Talk: Any action or comment that is used to put down, bait, embarrass or humiliate others is strictly prohibited. It is unsportsmanlike. Anyone who engages in such behavior will be immediately asked to leave the competition/activity and may face further disciplinary consequences.

* For more information on league rules and penalties, see the Massachusetts Charter School Athletics Handbook. Penalties for infractions may also apply to a whole team, even if the guilty person is only watching the game.

General School Rules

Leaving Campus

Students are not permitted to leave campus without approval from an administrator. If a student leaves campus, the Main Office will alert the Principal and call home. In some cases, the Principal may elect to also call the police.

Ordering Lunch and Other Items to School

Students are NEVER permitted to order lunch or any other item and have it delivered to school. If something is delivered, the Dean's Office will confiscate and the item will not be returned. Parents/guardians can drop off food or other items (like homework, books, sports equipment, etc.) to the Main Office and the Office Manager will deliver to the student.

Plagiarism

Plagiarism is a form of cheating. Whether on purpose or accidental, plagiarism is a serious and punishable offense.

Plagiarism is any of the following:

- copying of a phrase, sentence or a longer passage from a source and passing it off as your own;
- summarizing or copying the words, ideas, or opinions of someone else without giving credit to that person;
- paraphrasing someone else's ideas without acknowledging that the work is not your own;
- buying a term paper and handing it in as your own;
- forgetting to place quotation marks around another writer's words;
- forgetting a source citation for another person's idea

The consequences for plagiarism are as follows:

1st occurrence: Call home to families and a 0 for the assignment. This applies to ANY assignment, including a proficiency or an interim assessment.

2nd occurrence: Serious Principal meeting and student is put on a contract explaining that the final consequence is loss of academic credit. The student also gets a 0 on that specific assignment.

3rd occurrence: Loss of academic credit, at the discretion of the Principal.

Appropriate Technology and Internet Use

All City on a Hill students are expected to use technology, and specifically the internet, ONLY for educational purposes.

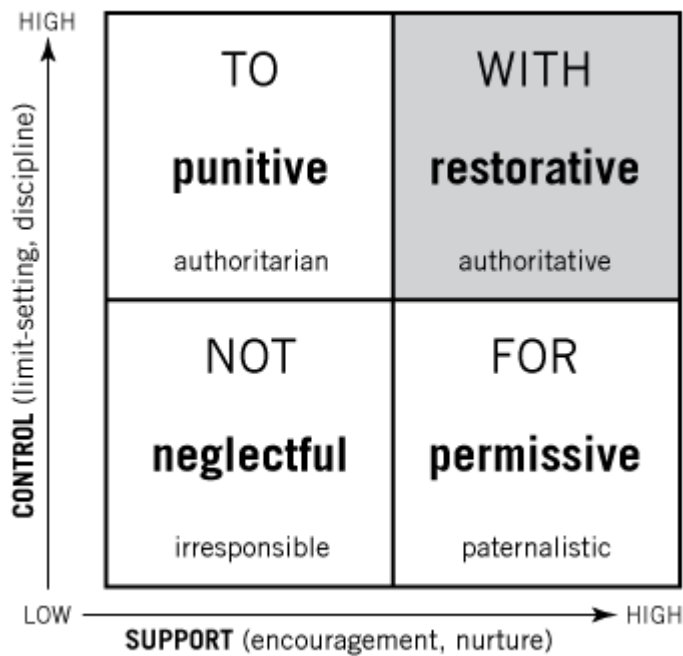
Acceptable Use of Technology: <ul style="list-style-type: none">• Attending class• Completing school assignments• Research for school assignments• Other Educational application	Unacceptable Use of Technology: <ul style="list-style-type: none">• Visiting non-educational websites during class.• Revealing personal information about self or others• Accessing material that is defamatory, pornographic, harassing or illegal• Violating copyright laws• Using the internet for any illegal activities• Tampering with or altering the computer system• Non-school related e-mail• Instant Messaging/Internet chat• Cyberbullying (See "Bullying Prevention and Intervention" for a description.)
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- City on a Hill Chromebooks have software that allows teachers and administrators to monitor the activities of students on their chromebooks. Students should only use school-issued chromebooks for school work.

Restorative Justice

City on a Hill is adopting a restorative approach to school culture and student conduct. This approach combines the need to hold students accountable for their behavior with a nurturing, supportive learning environment in which adults encourage students to learn from their mistakes and continue to grow. It emphasizes disciplinary interventions that are not simply punitive, but supportive. We aim to help students develop the social, emotional and non-cognitive skills they need to develop and maintain positive relationships with peers and adults in our school and our community.

A restorative approach is neither permissive (supportive without accountability) nor punitive (accountability without support). Being a restorative school means that we seek to maintain high expectations and accountability for student behavior while providing a learning environment that helps students meet those expectations.



Key components of our restorative approach to school discipline include:

- Clear behavioral expectations for students
- Opportunities for students to learn about and practice meeting those expectations
- Training and support for staff so that they can effectively encourage positive behavior and support students who are not meeting those expectations
- School-wide practices and procedures for supporting students who are not meeting expectations that both hold students accountable for their behavior and help students learn from their mistakes.

Conduct and Student Rights and Responsibilities

CoaH PHILOSOPHY FOR STUDENT CONDUCT

At City on a Hill, classroom culture ensures that all students are educated in a safe and supportive environment that fosters academic success and healthy development. Classroom culture is about citizenship and establishing and maintaining high expectations. It is about building, maintaining and managing positive culture, not behavior. **CoaH's priority is to keep students in class, where the classroom culture provides a safe space for student growth.**

All CoaH students have the following rights and responsibilities:

COaH Student Rights and Responsibilities	
Students have a right to:	Students have a responsibility to:
<ul style="list-style-type: none"> - Be informed of school rules and policies. - Access available transportation resources 	<ul style="list-style-type: none"> - Know and abide by school rules and policies. - Know and abide by COVID-19 safety protocols.

<ul style="list-style-type: none"> - Be informed of the COVID-19 protocols and be protected from unnecessary exposure. 	
<ul style="list-style-type: none"> - Be provided with an education that is intellectually challenging and relevant to the demands of the 21st century. - Be informed of school expectations, schedule and calendar. 	<ul style="list-style-type: none"> - Attend school regularly, arrive on time, and be prepared to learn. - Take responsibility for your learning and recognize that it is a process.
<ul style="list-style-type: none"> - Be in a safe environment, physically, socially and emotionally, and experience respect while in class, on school grounds, on busses and any school-related activity. - Learn in an environment free from interruption, harassment, discrimination, intimidation, and fear. - Be guided by a Model Code of Student Conduct which is fairly and consistently implemented. 	<ul style="list-style-type: none"> - Respect yourself and others in class, on school grounds, on buses, and at any school-related activity. - Respect the rights and feelings of fellow students, families, educators (including teachers, office managers, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests. - Take responsibility over your contributions to school climate and culture. School is what we make it.
<ul style="list-style-type: none"> - Express themselves. - Advocate for themselves and be heard. - Question, challenge and name oppression without fear of repercussions. - Have complaints about a school-related matter, school employee or other school official responded to. - To be informed on how to/and to whom to express concerns. 	<ul style="list-style-type: none"> - Be your honest and authentic self in class, on school grounds, on buses, and at any school-related activity and take responsibility to question, to act, and to avoid complacency in the face of oppression. - Embrace all members of the school community with compassion at all times. - Leverage the existing structures of our school to address concerns.
<ul style="list-style-type: none"> - Be eligible to and to participate in any school-related programs, activities or operations and not be discriminated against on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, homelessness, marital status, sexual orientation, or military status. 	<ul style="list-style-type: none"> - Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

At CoaH, if a student does not meet CoaH conduct expectations, we will maintain the expectations and increase the amount of support we provide that student with our goal being to teach students the skills to participate most effectively in their education.

Positive Referrals:

Positive referrals are written by teachers/staff for students whose actions exemplify what it means to be a COAH student. Students contribute exceptionally positive things to our community every day. Positive referrals recognize, and celebrate when students model self, peer or community advocacy, exceptional citizenship, perseverance and notable growth. Positive referrals can be given when:

- A student models self, peer or community advocacy

- **Models Advocacy (Takes initiative)** Takes initiative to address a challenge they, a peer or their community faces
- **Models Advocacy (Proposes change)** Proposes personal and systematic changes in or outside the classroom
- A student models exceptional Citizenship
 - **Models Exceptional Citizenship (Leads by example)** Leads by example: Sets outspoken or quiet examples of high moral character such as honesty, compassion and respect
 - **Models Exceptional Citizenship (Takes Responsibility)** Takes responsibility to question, to act, and to avoid complacency in the face of oppression
 - **Models Exceptional Citizenship (Supports)** Supports Others including any staff, student and/or community
- A student models Perseverance
 - **Models Perseverance (Sticking with...)** Sticking with a challenging academic question/problem/debate
 - **Models Perseverance (Working through...)** Working through a difficult situation
- A student models other notable positive growth
 - **Models other notable positive growth**

Students will be recognized throughout the year weekly as Grizzly of the Week, monthly in Deans' Newsletters and Quarterly during COAH awards ceremonies.

Behavior Support

Situations may arise in which conduct expectations are not met. Staff will follow the following protocol in supporting students in successfully meeting school conduct expectations.

Behavior Categorization Tier Chart

Tier 1: Productive Personal Environment	Tier 2: Productive Classroom Environment/ Positive Culture
Behaviors that affect only the student	Behaviors that interfere with others learning or positive culture
<ul style="list-style-type: none"> ● Not following classroom procedures <ul style="list-style-type: none"> ○ Not prepared ○ Not completing assigned home/classwork ○ Not participating ● Plagiarism/Cheating* (Communicate Home and enter that communication in DeansList) ● Dress Code ● Electronics ● Sleeping ● Not taking responsibility for action 	<ul style="list-style-type: none"> ● Consistently not following classroom procedures ● Non-participation in learning activities and experiences ● Distracting, disruptive, disrespectful movement, noise or language ● Initiating or joining in "sidebar" conversations, playing around with others ● Interrupting/blurting out comments ● Inability to work silently or collaboratively without bothering others ● Inappropriate, disrespectful towards peers/adult ● Persistent inappropriate, argumentative and adversarial speech ● Escalated emotions and self- destructive behaviors (Refer to Counselor) ● Easily triggered, annoyed or upset by others (Refer to Counselor)
Possible Motivations for these Behaviors:	Possible Motivations for these Behaviors:
<ul style="list-style-type: none"> ● Confusion/Not Understanding Task/ Work/Expectation ● Lack of Confidence/Insecurity/Anxiety ● Avoiding Adults/Peers ● Avoiding Tasks/Activities ● Other Factors 	<ul style="list-style-type: none"> ● Confusion/Not Understanding Task/ Work/Expectation ● Lack of Confidence/ Insecurity/Anxiety ● Obtaining Adult/Peer Attention ● Obtaining Items/Activities/Preference ● Avoiding Adults/Peers ● Avoiding Tasks/Activities ● Other Factors
Responses may include:	

Tier 1 and 2 behaviors are considered low-impact and should be managed in the classroom by the teacher. It is always best practice to utilize de-escalation techniques (see list in next section). Possible responses:

- Remind students of expectation
- Reteach the associated classroom routine/expectation.
- Contact the family. (Log all family communication in DeansList.)
- Communicate/Collaborate with Advisor/Colleagues
- Looking
- Proximity (maintain social distancing)
- Discussion/talking (privately)
- Schedule a family meeting
- Refer to RTI
- Refer to Check and Connect
- Refer to Counseling
- Attend Grade Level Meetings
- Seek additional support with low-impact behaviors:
 - Submit a “*Deans Support* Teacher Request for Student Support” on DeansList to request culture support from our Deans. *NOTE this is a proactive measure for teachers to schedule time for support with a classroom, routine, student or family relationship, etc.

Tier 3: Safety/Health

Behaviors that cause physical/social emotional harm, jeopardize health/safety, are illegal

- Unfriendly, disrespectful and/or hostile in words and actions towards peers
- Instigating/Deliberately provoking peers
- Verbal intimidation and threats/ physical altercation
 - This includes physical altercations that occur on or off campus.
 - This includes threatening language or behavior on or off campus (for example: posting threats of any form of social media).
- Harassment (abusive, obscene, or offense language, gesture, propositions, or behaviors intended to target or harm an individual or a group based on race, color, origins, gender, sexual identity, age, religion, class or disability)
- Bullying
- Leaves classroom without permission or accompaniment from a staff member
- Possession of a weapon.
- Use or possession of drugs or alcohol or drug or alcohol paraphernalia
- Stealing/Theft
- Smoking or smoking related products including but not limited to, e-cigarettes, e-cigarette or cigarette paraphernalia, etc.
- Setting a fire
- Vandalism, graffiti, or destruction of property
- Sexual activity on campus
- False alarm/bomb scare
- Requiring reminders to maintain social distance, mask use and to abide by health and safety guidelines
- Refuses to properly wear a face mask, social distance and/or follow all of the COVID-19 safety protocols

Possible Motivations for these Behaviors:

- Confusion/Not Understanding Task/ Work/Expectation
- Lack of Confidence/ Insecurity/Anxiety
- Obtaining Adult/Peer Attention
- Obtaining Items/Activities/Preference
- Avoiding Adults/Peers
- Avoiding Tasks/Activities
- Other Factors

Responses may include:

Most Tier 3 behaviors are considered high-impact and are likely to breach school conduct expectations and may prompt a referral to the deans or administrator and in extreme cases, removal from class/school. Possible responses:

- Use de-escalation techniques while reminding students of expectation. (See list in next section)
- Consider context when determining how the teacher responds to the student in the moment and whether contacting a dean/administrator for support is appropriate.
 - When possible, behaviors should be addressed in class with the student.
 - Consider the severity of the action, student responsiveness to redirection/ de-escalation/ restorative practices and the impact on the student(s) involved and the class.
 - If it is not possible to de-escalate and address the situation in the moment, contact deans/administration for support via Gchat or dean cellphone. (***Due to COVID-19 safety protocols, students must remain in the classroom until a dean/administrator is able to remove them, you should not send a student out from your class**).
- Remind students of expectation
- Contact the family. (Log all family communication in DeansList.)
- Communicate/Collaborate with Advisor/Colleagues
- Looking
- Proximity (maintain social distancing)
- Discussion/talking (privately)
- Schedule a family meeting
- Refer to RTI
- Refer to Check and Connect
- Refer to Counseling
- Attend Grade Level Meetings
- Seek additional support with low-impact behaviors:
 - Submit a “*Deans Support* Teacher Request for Student Support” on DeansList to request culture support from our Deans. *NOTE this is a proactive measure for teachers to schedule time for support with a classroom, routine, student or family relationship, etc.
- Write a behavior referral in DeansList.
- Principal Meeting
- Behavior Contract
- In School Suspension
- Out of School Suspension
- Emergency Removal

De-escalation Techniques

1. Establish a classroom culture where students can self-reset
2. Ask students to do something and give them space to do it.
3. Wait – wait time is awesome for ALL THINGS!
4. If it is your first time interacting with a student, introduce yourself and say your position at the school.
 - a. Also explain why you have to speak with them (Example: your language was breaching the code of conduct).
5. Speak softly, maintain a calm demeanor and steady, level voice, even when a students emotions may be escalated:
 - a. “I am not yelling at you.”
 - b. “Match my volume.”
 - c. “Everyone does not need to hear what we are talking about.”
6. Speak respectfully to the student
7. Strive to appear calm even if you are upset

8. Avoid use of sarcasm, teasing, reprimands or other negative comments
9. Repeat statements the student says and ask for clarification.
 - a. Identify points of agreement.
 - b. Make students feel heard.
 - c. "This happened, and I would feel that way too."
 - d. "You're really angry, and I want to understand why."
10. Keep vocabulary simple and sentences brief to allow the student to process what you are saying.
 - a. Allow the student time to process information.
11. Set limits
 - a. "We can talk, but only if you stop swearing."

There is no excuse, reason, or circumstance for having a weapon on you or in school. **If you feel threatened or pressured to carry a weapon**, please speak to your parents/guardians, your advisor, or a teacher **before** you involve yourself with a weapon.

Cell Phone Policy

If a student needs to call home, they may ask a teacher for permission to use a classroom phone during advisory or after school.

At City on a Hill:

City on a Hill students may use their cell phones in the Town Hall during breakfast and lunch ONLY. If a student is listening to music on their cell phone, they must use headphones. If a cell phone or other electronic device is seen by a staff member any other time or in **any other place in the building**, the cell phone/electronic device may be confiscated.

The Only Times When and Where Students MAY Use Electronics:

WHEN	WHERE
<ul style="list-style-type: none"> · Before School · During lunch · After School (EXCEPT FOR academic support) · Virtual - During breaks between classes 	<ul style="list-style-type: none"> · Inside Town Hall · Inside Town Hall · Anywhere in the school

Students are expected to be fully engaged in class at all times. The school reserves the right to confiscate a student's cell phone if it becomes a repeated disruption to the learning environment.

Please note that City on a Hill and its staff are not responsible for loss, theft, or damage to any student's cell phone.

Process of Discipline

The following is a general guideline for the deans to determine the discipline of individual offenses. **For repeated or serious incidents, a CoaH administrator can implement consequences further along the discipline process.**

- Teacher meeting with student after class and teacher calling parent or guardian
- Send to Deans' Office and call home to parent/guardian
- Parent/guardian Meeting with Dean
- Parent/guardian Meeting with Principal/Vice Principal/Director of Climate and Culture
- Parent/guardian Meeting with Principal/Vice Principal/Director of Climate and Culture with contract

- Suspension and Parent/Guardian meeting with Dean or Principal/Vice Principal
- Disciplinary Hearing

These are meant as possible outcomes in the disciplinary process and not a step-by-step guide.

*City on a Hill does not, as a rule, involve police in its disciplinary process, but reserves the right to involve community law enforcement in a threatening situation.

Out of School Suspension (OSS)

An Out of School Suspension is defined as a disciplinary removal for at least half of the school day from the student's regularly scheduled school activities. Out of school suspension means a student has temporarily lost the right to attend school or participate in school-sponsored events for the set period of the suspension. An administrator decides the duration of the suspension. Upon being suspended, the student must leave the City on a Hill campus immediately. He/she may not participate in any City on a Hill activities during the suspension. If she/he is on campus at any time during the suspension (until the re-entry meeting), he/she is trespassing on private property and the Police may be called for his/her removal.

Parent/Guardian Meeting (Re-entry meeting or Principal Meeting)

At City on a Hill, we believe that the most impactful way to re-engage a student who has recently participated in a suspension is for the student, the student's family, and a school leader to participate in a re-entry or principal meeting. The purpose of the meeting is to discuss the undesirable behavior or rule that was broken, the resulting discipline, and the action plan moving forward to help ensure that the student engages in productive behavior(s) moving forward. This meeting also provides the opportunity to ensure that support mechanisms are in place for the school to partner with the student and the student's family to achieve success. Students and families are strongly encouraged to participate. Meetings can be scheduled to fit a parent/guardian's schedule before, after, or during school.

Behavior Contracts and Notices

A contract signed by the student, an administrator, and parent/guardian describing specific behavior from a student's previous offense and future consequences if that behavior is repeated. Violation of a behavior contract results in a recommendation for intervention and potential discipline, which may include suspension, depending on the student's conduct. Students and parents/guardians may also be given notice alerting the student and parent/guardian that if the described behaviors continue. Notices do not need to be signed in order to go into effect.

Bullying Prevention and Intervention

City on a Hill Charter Public School will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation in our school buildings, on school grounds, in school-related activities, or that occurs outside of school and creates a hostile school environment for the targeted student. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to restore a safe learning environment for students who are bullied and to prevent further bullying or harassment by students who are identified as perpetrators of bullying.

City on a Hill Charter Public School's bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyberbullying and retaliation that may compromise the safe learning environment for any student. City on a Hill is committed to working with students, staff, families, law enforcement agencies, and the community to address and prevent bullying and harassment within our school. In consultation with these constituencies, we have established this Bullying Prevention and Intervention Plan for preventing, intervening and responding to incidents of bullying, cyberbullying, and retaliation.

For more information on bullying, please see Appendix 2.

Fire Drills/Safety Drills

Posted in every room at City on a Hill is a map that shows where to exit and how to do so.

1. Follow the classroom teacher to either remain in the classroom or exit the building.
2. Stay with the class.
3. Exit directly according to instruction.

4. Go directly outside and stay as a class with the teacher in the designated outside location until given further instruction.
5. Remain quiet, in order for adults to hear and give instructions.

Any student who does not follow these fire drill rules endangers the safety of the school and may face disciplinary action.

Communication with Students and Families

Progress Reports and Report Cards. You will receive eight written reports of your child's progress during the school year (four progress reports and four quarterly report cards). In addition, parent/advisor conferences will be held at the end of each quarter for parents/guardians to pick up their student's grades and discuss them with the Advisor.

Student/Parent Portal. The Student/Parent Portal is a family-based web portal where an authorized user will be able to see the status of students registered at City on a Hill. The Community Portal grants families access to each students' attendance record, behavior record, and course list.

Advisor. You will receive biweekly or monthly outreach from your child's advisor with updates of your child's progress.

Attendance or conduct issues. Whenever there is a serious concern, the Dean of Citizenship or your child's Advisor will call home to inform you about the problem.

School events and activities. The dates for school events are indicated in the school calendars. To access your school's calendar, you can contact the Main Office or view it on the City on a Hill website.

Required Forms

Families must complete, sign and return the following forms to the school:

- Registration (including daytime phone number and emergency contact)
- Proof of Immunization/yearly physical exam
 - For information regarding the new mandated flu shot requirement for K-12 see Appendix 4
 - More information including any required forms pertaining to the new mandated flu shot requirement will be shared with you.
- Proof of completion of the eighth grade
- Photo Release and Field Trip Form

Please remember to call the Main Office when you move or change phone numbers.

Committees and Involvement

Family Council. Every parent with a child enrolled at City on a Hill is a member of the Parent Council. Parent Council meetings occur on one Saturday per month. Please check dates of meetings indicated on the school calendar. The Parent Council elects officers each fall, including two representatives to the School Site Council. The Parent Council organizes fundraisers, discusses key issues about our school, hosts guest speakers, and remains in close contact with City on a Hill's administration. Minutes for all meetings are kept by the Council Secretary. These minutes are available for the public to review.

School Site Council. The School Site Council is a group that advises the Principal and CEO. It consists of two family representatives (elected by the Family Council), two students (elected by the Student Council) and two faculty members (elected by the faculty). The Council discusses the issues and challenges in our school and advises the school's management about solutions. Any community members may attend School Site Council meetings. Minutes for all School Site Council meetings are kept by one of the elected members and stored in the Principal's office. These minutes are available for the public to review.

Board of Trustees & Board Committees. City on a Hill's Board of Trustees governs our school, manages the ED and oversees the academic success and fiscal management of the school. Meetings are held every six weeks and are open to the public. Information about meetings and minutes are available for the public to review via the City on a Hill website.

Proposals. Any parents/guardian, students, or faculty members may present formal proposals to the Principal regarding policy, curriculum or academic progress at City on a Hill. If a proposal pertains to an individual student, the student's advisor must be involved in the process. If the proposal is about a policy change, the Family Council, Student Council, Town Meeting, or Faculty must have debated the proposal prior to its presentation to the Principal.

Communicating with City on a Hill Leadership

City on a Hill's Leadership Structure. City on a Hill's leadership team consists of The Principal, Vice-Principal, Director of School Operations, Director of School Climate and Culture, Director of Specialized Services, Deans of Citizenship, Mental Health Counselors, and College & Career Counselors. The Principal reports directly to the Executive Director. The Executive Director reports directly to the Board of Trustees.

Appeals Process. It is a common reaction to immediately contact the Leadership Team, should a concern or dispute arise about your student's experience at City on a Hill. However, at City on a Hill, we have a communication process in place to assure that the issue at hand is smoothly and effectively resolved. More often than not, concerns can be resolved well before the Leadership is involved. Please follow these guidelines when you have a problem. If you are unsatisfied with the results of a step, then proceed to the next item.

1. Address your concern first to the staff member that it directly involves by phone, e-mail, or call ahead to set up a meeting.
2. For academic concerns, appeal to the Lead Teacher of the academic department. Appeal to Deans of Citizenship if it concerns a disciplinary action. Contact the proper person by phone, e-mail, or call ahead to setup a meeting.
3. Contact the Main Office to arrange a meeting with Principal.
4. Appeal to the Executive Director in writing. You can address a letter to Executive Director, 58 Circuit Street, Roxbury, MA 02119 Please be as specific as possible and include the results of your communication in the first two steps.
5. Appeal to the Chief Executive Officer and Board of Trustees in writing. You can address a letter to CEO 15 Allerton St Roxbury, MA 02119. Please be as specific as possible and include the results of your communication in the first three steps. The Board of Trustees will only consider an appeal that the Chief of School and CEO has already decided on.

Permission Slips

Field Trips We ask that families sign a general field trip permission form to allow teachers to take students on short trips to any community sites accessible by foot or public transportation. This form is signed when the student enrolls at City on a Hill and remains on file as long as they are a student at City on a Hill. Parents/guardians may give verbal permission to a City on a Hill staff member before leaving on a field trip.

Media/Publicity. We ask that parents/guardians sign a general permission slip for students to be included in publications about our school. This permission slip is signed when the student is enrolled in the school and applies for their tenure at City on a Hill.

Medical Policies

In order to enroll at City on a Hill, every student must have an up-to-date health record, including immunizations. Students will be excluded from school until that record is provided. *Note: A student may be excused from providing this information in limited cases for medical, residency, or religious reasons. If this is the case, the parent should discuss this issue with the Principal.*

If a student requires medication during school hours, it will be supervised by the school nurse/health consultant under the following guidelines required by state law:

- **Prescription medications** must be supplied in the original pharmacy container. Parents/guardians must sign the appropriate administration forms.
- **Non-prescription medications** must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian.
- Students requiring medication will be on self-administration protocols reviewed by the health consultant on a weekly basis. First aid will be administered by the health consultant. Teachers and administrators cannot administer any medication, including over-the-counter medicines, except in an emergency situation where the student has a known allergy or other condition and there is a specific order from a licensed prescriber and written consent of parent/guardian. **No medication will be administered without physician's orders and parent/guardian's consent.**

City on a Hill provides students with some on-site services. City on a Hill students complete all state-mandated medical screenings (including eyes, teeth, posture, and hearing). Mental health counselors are available to meet with students and families and to make referrals for regular counseling services. When on-site services cannot treat a child's medical needs, we refer students to partner community organizations.

According to state law, all students must have an updated medical and immunization record on file in order to attend City on a Hill.

School Policy Substance Use Prevention/Opioid Screening

City on a Hill Offers guidance and recommendations to assist students and families with the effective substance use prevention and abuse support and guidance through education in advisory and student seminar. All students will experience substance abuse training in Health Class and will have access to a counselor and nurse. All students will experience Opioid and Substance Use Screening and if identified receive support accordingly.

Athletics Policy

City on a Hill is a member of the Massachusetts Charter School Athletics Organization and abides by all MCSAO rules, as enumerated in the MCSAO handbook. The MCSAO mission statement is:

The mission of the Massachusetts Charter School Athletic Organization (MCSAO) is to oversee the regulation, organization and promotion of its member schools' interscholastic athletic programs. MCSAO provides opportunities for charter school student/athletes to compete at a high level and uses that competition to teach the fundamental values of teamwork, discipline, sacrifice, and sportsmanship. This will contribute to the students' overall educational experience and development as individuals. MCSAO is committed to educating our youth for a better tomorrow and will work in partnership with local communities to establish and maintain charter school interscholastic athletic programs.

Equal Access:

City on a Hill Public School does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, homelessness, marital status, sexual orientation, or military status, in any of its programs, activities or operations. These include, but are not limited to, equal access to programs and activities with the exception of those students who do not meet the following MCSAO eligibility requirements.

Age: Participants must be 18 years of age or under prior to September 1st of their senior year. Participants may compete during the remainder of the school year providing their 19th birthday occurs on or after September 1st of that school year.

Academics: Participants must have a passing grade in each subject in accordance with the academic guidelines set forth by their school. The end of the term grade will determine eligibility at the beginning of each season.

Incomplete grades due not count towards academic eligibility.

Any participant who is currently receiving special education services under IDEA (Individuals with Disabilities Education Act) and who has an Individualized Education Program (IEP) can be declared eligible if all of their academic requirements satisfactorily meets the special education director's approval.

Amateur Status: All participants must be of amateur status. An amateur is defined as an athlete/participant who competes for the intrinsic value of the game and at no time, under any circumstances, accepts money or compensation of any kind, for their efforts involving the activity in question.

Attendance: Participants should not be allowed to participate in any MCSAO contest on the same day they are absent from school unless the absence has been approved in advance by the principal/team administrator. Participants must be in attendance for at least 57% of the school day in order to be eligible to participate. If a contest is scheduled for a weekend, the participant must be in school on Friday for 57% of the school day.

Transfer Status: Any student who transfers from one MCSAO member high school to another will be ineligible to participate in any interscholastic athletic contest in which that student participated in at the previous member school for a period of one (1) year.

Sportsmanship & Citizenship: All City on a Hill community members are expected to adhere to City on a Hill's code of citizenship whenever they represent the school, including during athletic competitions. All school rules apply both to players and spectators at athletic events. Specifically, the MCSAO handbook states: All participants, coaches, spectators, and anyone associated with or involved in a MCSAO event are required to display, at all times, the characteristics associated with "good sportsmanship." Sportsmanship is the ability to treat everyone involved in an athletic contest with fairness, generosity, respect, and courtesy regardless of the outcome of a game.

Taunting/Trash Talk: Any action or comment that is used to demean, bait or embarrass/humiliate others is strictly prohibited. Game officials are to treat any form of taunting as a flagrant unsportsmanlike foul and immediately disqualify the offender(s). The offender(s) are required to leave the contest area immediately and are not allowed to return.

Student Off-Campus Conduct Policy

City on a Hill extends its disciplinary authority beyond school grounds and events when the behavior and conduct of its students makes it reasonable and necessary to provide for the student's physical and emotional safety, and for reasons relating to the safety and well-being of other students, teachers, or school property.

Off-Campus Violations of Student Handbook

Students who engage in criminal acts and/or school disciplinary infractions outside of school and school events may be held accountable to the regular City on a Hill Handbook's Code of Conduct if the off-campus behavior is found to have an on-campus impact adversely affecting safety, discipline and an orderly school environment.

Examples of such off-campus behavior, which may constitute an adverse on-campus impact, may include but are not limited to:

1. Drug dealing
2. Illegal possession and use of a weapon or explosive
3. Assault and/or battery on a member of the school community
4. Serious assault, sexual assault, hazing
5. Harassment of City on a Hill staff or students
6. Civil right violation (hate crimes against race, sexual orientation, gender, etc.)
7. Criminal felony activities

Suspension Procedure

In-School Suspension (other than Emergency Removal)

In-school suspension is when a student is removed from regular classroom activities, but not from the school premises, as a result of his or her conduct. In-school suspension is rarely used at City on a Hill; in the case that a student faces an out of school suspension, s/he may be in school suspended pending a disciplinary hearing. If a student faces in-school suspension for more than ten (10) school days, consecutively or cumulatively during the school year, the procedures governing long-term suspension (see below) will be followed.

In such cases the Principal is required to inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the incident. On the same day the in-school suspension is imposed, the Principal must make reasonable efforts to notify the parents/guardians of the disciplinary offense, the reasons for concluding that the student committed the offense, and the consequence. The Principal shall also invite the parent to a meeting to discuss the student's behavior, or at least make and document two attempts to do so.

Out-of-School Suspension (other than Emergency Removal)

There are two kinds of out-of-school suspensions. A **short-term out-of-school suspension** means the removal of a student from the school premises and regular classroom activities for no more than ten (10) consecutive or cumulative school days. A **long-term out-of-school suspension** means the removal of a student from the school premises and regular classroom for more than ten (10) consecutive or cumulative school days.

The Principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with verbal and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in the hearing.

Out-of-School Suspension Notice of Student and Family Rights

*This section governs notice rights regarding all student offenses that may be subject to short- or long-term suspensions that do not involve dangerous instruments, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by G.L. C.71 §§37H and 37H½, as detailed below.

Student disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights.

The Principal is required to provide this verbal and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice must set forth the following information:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the Principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the Principal, the student's short and long term suspension hearing rights and the right to appeal the Principal's decision to the CEO (see below).

The Principal is required to make and document reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The Principal is presumed to have made reasonable efforts, and therefore may conduct a hearing without the parent present, if the Principal has sent written notice (by hand delivery, first-class mail, certified mail, email, or any other method of delivery agreed to by the Principal and parent) and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

Please note that students have the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If a student or parent wishes to bring an attorney to any hearing or meeting at the school, City on a Hill must be informed immediately. If a student fails to inform the school prior to bringing an attorney to a hearing, and City on a Hill's attorney is not present, then City on a Hill will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, the child's disciplinary removal will be extended until a decision is rendered

following the rescheduled hearing or meeting. City of a Hill hereby notifies each student and parent that the School may have its legal counsel present at any hearings and meetings involving student discipline.

In every case of student misconduct for which suspension may be imposed, the Principal is required to exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following section outlines student and parent rights when the Principal is considering and/or decides to implement a removal from school as a consequence for student misconduct.

Students who are suspended under this section are entitled to receive educational services during the period of suspension or expulsion under City on a Hill's Education Service Plan, which is described below in Section D. If the student withdraws from the City on a Hill and/or moves to another school district during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Short-Term Suspension Hearing Rights

This section governs hearing rights for students facing short-term suspension. Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less.

The purpose of the hearing with the Principal is for the Principal to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Principal is required to discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate. Based on the available information, including mitigating circumstances, the Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal is required to provide written notification to the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.

Long Term Suspension: Hearings and Appeals

Hearing Rights

This section governs hearing rights for students facing long-term suspension. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

The purpose of the long-term suspension hearing is the same as the purpose of a short-term suspension hearing. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights during a long-term suspension hearing:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the School; and
5. the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the Principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the Principal's decision to the CEO (only if the Principal has imposed a long-term suspension). Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the CEO within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the CEO an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b. the long-term suspension will remain in effect unless and until the CEO decides to reverse the Principal's determination on appeal.

Appeals of Long Term Suspension

A student who is placed on long-term suspension following a hearing with the Principal has the right to appeal the Principal's decision to the CEO.

In order to appeal the Principal's decision to impose a long-term suspension, the student or parent must file a notice of appeal with the CEO within five calendar days of the effective date of the long-term suspension (in the alternative, within five calendar days of the effective date of the long-term suspension the parent may request and receive from the CEO an extension of time for filing the written notice for up to seven additional calendar days). If the appeal is not timely filed, the CEO may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The CEO shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the CEO shall grant the extension.

The CEO must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and CEO to participate. The CEO shall send written notice to the parent of the date, time, and location of the hearing.

The CEO will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

The student and parent shall have all the rights afforded them at the Principal's hearing for long-term suspension, as detailed above.

The CEO shall issue a written decision within five calendar days of the hearing. If the CEO determines that the student committed the disciplinary offense, the CEO may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the CEO shall be the final decision of the school.

Emergency Removal

In cases of emergency that do not involve either expellable offenses or special needs students facing suspension for 10 or more consecutive school days or constituting a change in placement, the Principal has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the Principal determines that the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal is required to notify the CEO immediately in writing of an emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal will

1. make immediate and reasonable efforts to inform the student and parent orally of the emergency removal, the reason for the need for the emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including the potential length of the student's suspension;
2. provide written notice of a hearing with the Principal concerning the proposed suspension with notice of rights to which the student is entitled based on the possible consequence in accordance with state law; and
3. Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

The Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Education Services During Removals and School-Wide Education Services Plan

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, tests, and projects missed.

City on a Hill has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

City on a Hill's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, independent study, and video conferencing.

If City on a Hill expels a student or suspends a student for more than 10 consecutive school days, City on a Hill is required to provide the student and the parent of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent, the School shall facilitate and verify enrollment in the service.

Service Options for students suspended from 10 or more school days (Please note, may be updated throughout the year based on availability of options):

- Tutoring
- Independent study projects for class credit
- Alternative placement

Expulsion

Expulsion is defined as the exclusion from City on a Hill on a permanent basis at the discretion of the Principal. Massachusetts law provides the principal with the authority to expel students without Board involvement for the following behavioral infractions:

- Possessing a dangerous weapon including but not limited to a knife or a gun;
- Possessing a controlled substance as defined in M. G. L. c. 94C including, but not limited to illegal drugs (e.g. marijuana) and prescription medication;

- Assaulting educational personnel;
- Being convicted of a felony or being found guilty of committing a felony either by admissions or adjudication; or
- A serious case, which is defined as involving the possession or use of illegal substances or weapons, assault, vandalism, or violation of a student's civil rights. In practice, the decision to suspend rather than expel in serious cases may depend on whether the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

In addition to the above infractions, violations of applicable state or federal laws or ordinances may be handled in cooperation with the local police department as authorized by law.

Expulsion Procedure

This policy governs procedures relating to conduct that may result in expulsion. Students who are expelled under this section are entitled to receive educational services during the period of suspension or expulsion under City on a Hill's Education Service Plan, which is described below. If the student withdraws from the City on a Hill and/or moves to another school during the period of expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Notice for Students and Parents/Guardians Facing Expulsion for Possession of Dangerous Weapon or Controlled Substances, or Assault on Educational Staff (under G.L. c. 71, s. 37H)

Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous instrument, including, but not limited to, a gun or a knife, may be subject to expulsion from the school by the Principal. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Principal. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the School by the Principal. Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the Principal with his or her parent or guardian. Prior to the hearing and prior to the expulsion taking effect, the student shall receive written notice of the student's right to a hearing with the principal. The notice shall include the date, time, and location of the hearing. The student's parent or guardian will be present at the hearing. At the hearing, the student may have representation at his or her own expense, the opportunity to present evidence and witnesses at said hearing before the Principal, and the right to confront and cross examine witnesses presented by the school. After said hearing, the Principal may, in her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above. Before the expulsion takes effect, the student shall receive written notice of the charges and of the reasons and evidence for expulsion. If the principal decides to expel the student after the hearing, the principal shall give written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The expulsion shall remain in effect prior to any appeal hearing conducted by the CEO.

Any student who has been expelled pursuant to GL c. 71 §37H shall have the right to appeal to the CEO. The expelled student shall have ten days from the date of the expulsion in which to notify the CEO of his or her appeal. The superintendent shall hold a hearing with the student and the student's parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, the right to counsel and the right to confront and cross examine witnesses presented by the school. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

The CEO shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The CEO shall render a decision on the appeal within five calendar days of the hearing. That decision shall be the final decision of school district with regard to the expulsion.

Notice for Students and Parents/Guardians Facing Suspension or Expulsion Relating to Criminal or Felony Delinquency Changes, Findings, or Admission (G.L. c. 71, s. 37H ½)

This section applies to student misconduct that may result in suspension or expulsion arising out of student criminal or felony delinquency charges, findings, or admissions.

Expulsion Following Felony Adjudication or Admission

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal may expel said student if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the CEO.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the Principal with his or her parent or guardian. Prior to the hearing and prior to the expulsion taking effect, the student shall receive written notice of the student's right to a hearing with the principal. The notice shall include the date, time, and location of the hearing. The student's parent or guardian will be present at the hearing. At the hearing, the student may have representation at his or her own expense, the opportunity to present evidence and witnesses at said hearing before the Principal, and the right to confront and cross examine witnesses presented by the school. After said hearing, the Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above. Before the expulsion takes effect, the student shall receive written notice of the charges and of the reasons and evidence for expulsion. If the principal decides to expel the student after the hearing, the principal shall give written notification at the hearing to student and parent of student of the right to appeal, the process for appealing the expulsion and of the opportunity to receive educational services. The expulsion shall remain in effect prior to any appeal hearing conducted by the CEO.

Any student who has been expelled from School pursuant to GL c. 71 §37H ½ shall have the right to appeal to the CEO. The student shall notify the CEO, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The CEO shall hold a hearing with the student and the student's parent within three calendar days of the request. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, the right to counsel, and the right to confront and cross examine witnesses presented by the school. The CEO shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The CEO shall render a decision on the appeal within five calendar days of the hearing. The CEO's decision shall be the final decision of the school with regard to the expulsion.

Educational Services After Expulsion and School-Wide Education Services Plan

Students who are expelled from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, tests, and projects missed.

City on a Hill has developed a school-wide Education Service Plan for all students who are expelled from school. Principals shall ensure these students have an opportunity to make academic progress during the period of expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

City on a Hill's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, independent study, and video conferencing.

If City on a Hill expels a student for more than 10 consecutive school days, City on a Hill is required to provide the student and the parent of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent, the School shall facilitate and verify enrollment in the service.

Service Options for students:

- Tutoring
- Independent study projects for class credit

- Alternative placement

Discipline of Student With Special Needs

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to due process protections afforded to all students under applicable federal and state laws, the IDEA, Section 504 and relevant regulations require that additional provisions may be made for students who have been found eligible for special education services or who the school knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline. The following procedures apply to the discipline of students with disabilities:

1. The Individualized Education Plan (IEP) for every student eligible for special education and related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether and how the code should be modified to address the student's individual needs.
2. Before a student with a disability can be excluded from the school for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a "change of placement," the IEP Team (which may include the building administrators, the parent(s) and relevant members) will meet in a so-called "Manifestation Determination" meeting to determine the relationship between the student's disability and the behavior. The purpose of the Manifestation Determination meeting is to determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability, OR whether the conduct in question was the direct result of the school's failure to implement the student's IEP.
3. If the IEP Team determines that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, as set forth in this handbook, but will continue to provide a free appropriate public education to the student. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment. When appropriate, consideration in reviewing a behavior intervention plan or performing a functional behavioral analysis will also be given to students eligible for a 504 plan.
4. If the IEP Team determines that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP Team develops, and the parent's consent to, a new placement or unless the School obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The IEP Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the School may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days without the need for parental consent for this change in placement.

Massachusetts Laws and Legal Rights of Students & Families

Non-discrimination Notice, Civil Rights, and Safety

Any instance of discrimination, civil rights violation, or safety concerns should be reported immediately to the Principal or Vice Principal of City on a Hill.

Non-discrimination Statement:

City on a Hill Public Schools does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability,

homelessness, marital status, sexual orientation, or military status, in any of its programs, activities or operations. These include, but are not limited to, admissions, equal access to programs and activities, employment, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at any City on a Hill Public School. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors. The following positions at City on a Hill Schools have been designated to handle inquiries regarding the non-discrimination policies: Chief Academic Officer and Deputy Chief Academic Officer.

It shall be a violation for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as “wrongful harassment”) or violate the civil rights of any pupil, teacher, administrator, or other school personnel. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

The school will act to investigate all complaints, either formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and to take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation.

Commitment to Prevention

This institution is committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in activities and programming such as training of all school personnel, intended to foster respect for diversity, civil rights, and non-violence in school settings.

Zero Tolerance for Known Civil Rights Violations, Required Reporting and Intervention to Stop Harassment

School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported, to the extent intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the Principal or Mental Health Counselor. Designated administrators must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.

The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to have occurred. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.

Effective, and if need be escalating, measures will be used to definitively stop harassment and violence. School officials will use regular administrative actions to diffuse a civil rights situation wherever possible: separating victim or complainant and offender, ordering the offender to stay away from the victim, or assigning additional security. Relevant school disciplinary hearings will occur and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender’s conduct will be taken when a violation is found.

Designation of Civil Rights Administrators

The Principal of City on a Hill will him/herself respond to matters of civil rights that arise in the school setting. The Principal or CEO is available to receive reports and complaints of civil rights violations from students, faculty, or staff.

Examples of Civil Rights Violations and Bias Incidents

- Unwelcome verbal, written, or physical conduct directed at the characteristics of a person’s race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs (racial and color harassment).
- Unwelcome verbal, written, or physical conduct, directed at the characteristics of a person’s religion, such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti (religious harassment).
- Conduct directed at the characteristics of a person’s national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs (national origin harassment).

- Conduct directed at the characteristics of a person's sexual orientation—actual, perceived, or asserted—such as negative name calling and imitating mannerisms (sexual orientation harassment).
- Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (disability harassment).
- Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (crime of assault).
- Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (civil rights violation or crime of stalking).
- Painting swastikas on walls or other public or private property (crime of vandalism).
- Hitting someone because of his/her actual or perceived group status (crime of battery).

Procedures for Responding to and Investigating Incidents

- Whenever a staff person witnesses, or a third party reports, a possible civil rights violation, the Principal must be notified. The Principal will immediately begin an investigation. In an emergency, 911 will be called.
- A student coming forward to report a civil rights violation s/he has experienced should be directed to the Principal after any emergency needs are attended. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant.
- The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti will be photographed then removed. The investigator will seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, then interview others who may have relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.
 - d. All the facts should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether a civil rights infraction in violation of this policy has occurred.

Potential Consequences for Civil Rights Violations and Failures to Act as Required

- Non-disciplinary corrective actions

Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program separating offender and victim, parent conferences, and special work assignments such as a composition on a civil rights-related subject.

- Disciplinary Proceedings

Violations of the civil rights of a student or school employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for students), and suspension or termination (for employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing re-occurrence, and re-establishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program as a sanction for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.

Commitment to Non-Retaliation

To secure the unimpeded reporting of bias activity called for in this information, City on a Hill Charter Public School will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions to mitigate possible or actual retaliation may also be taken, to the extent administrators have discretion to act.

Referral to Law Enforcement

Whenever a school employee has reason to believe that a potential hate crime has been, or is about to be committed, s/he should notify the Principal and, in an emergency, the local police

Additional Information: 504 OF THE REHABILITATION ACT.

504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under 504, City on a Hill High School has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school.

City on a Hill High School has the responsibility under 504 to identify, evaluate, and if the student is determined to be eligible under 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, s/he has the right to a hearing with an impartial officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parents or guardian the right to: (1) inspect and review his/her child's educational records; (2) make copies of these records; (3) receive a list of the individuals having access to those records; (4) ask for an explanation of any item in the records; (5) ask for an amendment to any report on the grounds it is inaccurate, misleading, or violates the child's rights; and (6) request a hearing on the issue if the school refuses to make the amendment.

Questions should be directed to the designated 504 coordinator, via the Principal's office.

Additional Information: NOTICE OF NON-DISCRIMINATION

City on a Hill is committed to compliance with the Americans with Disabilities Act (ADA). The school intends to ensure that individuals with disabilities, whether they are employed, apply for a position, or visit facilities within the schools are treated fairly and given an equal opportunity to access facilities, programs, activities, and employment.

It is unlawful for City on a Hill to discriminate on the basis of disability against a qualified individual with a disability in regard to:

- recruitment, advertising, job application, and employment procedures;
- hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- rates of pay or any other form of compensation and changes in compensation;
- job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- leaves of absence, sick leave, or any other leave;
- fringe benefits available by virtue of employment, whether or not administered by the covered entity;
- selection and financial support for training including apprenticeships, professional meetings, conferences, and other related activities and selection for leaves of absence to pursue training;
- activities sponsored by a covered entity including social and recreational programs; and
- any other term, condition, or privilege of employment.

City on a Hill will not isolate individuals with disabilities, discriminate on the basis of disabilities through contracts, avoid using qualification standards, criteria, methods of administration, or tests that discriminate against individuals with disabilities, avoid not making reasonable accommodations to an otherwise qualified individual with a disability. The ADA requires that the School focus on the ability, not the disability, of the individual. City on a Hill High School will consider reasonable accommodations providing the individual can perform essential functions of the position or task at issue. It is not required, however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

City on a Hill High School is committed to meeting the intent and spirit of ADA. All members of the City on a Hill Community are urged to help meet this goal. If anyone believes that City on a Hill High School has discriminated against him/her or someone else on the basis of disability, or if anyone has questions or concerns about the school system's responsibilities in this regard, please contact the 504/ADA Coordinator through the Principal's office.

Students with Special Needs

We believe that students who are eligible for special needs services can learn and achieve at a level commensurate with their potential when they are given appropriate support. We also believe that challenge is a necessary part of learning.

We strive to balance that necessary challenge with appropriate support. We provide support by consulting or collaborating with teachers in the classroom and by holding small group or individual tutorials. **Overall, City on a Hill practices an inclusion model for students with special needs.**

The broad goal of the Learning Network program is to help our students meet the expectations City on a Hill has for every student. While the Network acknowledges, understands, and respects the reality of all disabilities, we seek to equip each student with compensatory strategies and work habits that will maximize their academic success in high school and beyond. Consequently, students will be included in regular academic offerings with deference to their readiness. The particular educational needs of each student involved in the program will be addressed in his/her Individualized Educational Plan (IEP).

Furthermore, and in the spirit of true inclusion, our students will also be held accountable for observing City on a Hill's standards of citizenship.

The full spectrum of the Learning Network services includes individual and small group academic support sessions, collaboration and consultation between subject area teachers and the learning specialist. While this spectrum is available only to those students who have educational plans under Special Education law, we provide a less formal academic support program for other students who need it.

The Massachusetts Department of Education's policy on Disciplining Students With Special Needs shall serve as the basis for all decisions regarding the discipline of special needs students at City on a Hill. The principles of this policy are summarized below.

The underlying principle of Special Education law is that students with special needs must be treated in a manner that most closely resembles their peers in regular education and, at the same time, considers their unique programming needs. Accordingly, with regard to discipline:

- The IEP of every student with special needs shall indicate whether or not the student can be expected to meet the school's discipline code or if a modification is required;
- If a modified discipline code is required, it must be written into the student's IEP;
- If no such modification is required, the special needs student shall conform to the discipline code established by the school.

Code of Conduct for Students with Special Needs

All students at City on a Hill Charter School will meet the requirements for behavior as set forth in this handbook. Special Education law requires additional provisions for students who have been determined eligible for special education, which will be written in an Individual Education Plan (IEP). The following requirements apply to discipline of Special Education students:

- The IEP indicates whether the student will adhere to the school's discipline code. When the student requires a modification to the code of conduct, these changes will be clearly stated in the IEP.
- The Dean of Citizenship will notify the Director of Special Education after the 7th suspendible offense for a student with an IEP or after the 3rd suspension for the same offense. A record will be kept of such written notices.
- Short Term Removals: Schools can remove a student for up to 10 days at a time for any violation of school rules as long as there is not a pattern of removals and so long as such discipline is consistent with discipline applied to students without disabilities.
- Longer Removals: A student with a disability cannot be long-term suspended (11 days or more) or expelled from school for behavior that is a manifestation of his or her disability (exceptions noted below). Beginning on the 11th school day of a student's disciplinary removal during the school year, and if removal is a change in placement, the student must be provided free appropriate public education (FAPE) services during the period of removal to allow him/her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting.
 - If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances (not alcohol/tobacco), or serious bodily injury, school personnel may remove the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. The IEP Team must determine the IAES.
 - Special circumstances exist if the student:

- carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency (district); or
- knowingly possess or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or
- inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency.

Change of Placement

A change of placement because of a disciplinary removal occurs if a child with a disability is removed from his/her current educational placement for more than 10 consecutive school days, or the child is subjected to a series of removals that constitutes a pattern because:

- the removals total more than 10 school days in a school year;
- the child's behavior is substantially similar to previous incidents that resulted in the series of removals; and
- additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another constitute a pattern.

Manifestation Determination

A manifestation determination review is conducted by the district, the parent, and relevant members of the student's Team, after review of all relevant information in the student's file including the IEP, teacher observations, and relevant information provided by the parents/guardians, to determine whether:

- the conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
- the conduct in question was the direct result of the district's failure to implement the student's IEP.

If the action is determined to be a manifestation of a student's disability, a Functional Behavior Analysis (FBA) and a Behavior Intervention Plan (BIP) will follow to address the behavior. If the action is determined to not be a manifestation of a student's disability, appropriate disciplinary action may proceed consistent with policies applied to any student without disabilities, except that the district must still offer:

- services to ensure access to FAPE
- as appropriate, an FBA and BIP to address the behavior so that it does not recur.

School officials must conduct a Manifest Determination review whenever:

- Removal of a student constitutes a change in placement; or
- Removal is for behavior relating to weapons or use of illegal drugs; or
- The district is seeking a hearing officer's order to place a child in an interim alternative educational setting because of behavior that is substantially likely to result in injury to self or others.

Who may file an appeal of a disciplinary decision?

- A parent of a child with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting, disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding the functional behavioral assessment and/or implementation of a behavioral intervention plan.
- An LEA (Local Education Agency) that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.

Students' Rights

Freedom of Speech

Students' right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way.
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the Laws.
- No students may be obscene.

- Students may not say (slander) or write things about (libel) another person that damage that person's reputation and are not true, if they know the statement to be false or do not care whether it is true or false.
- Students may not use fighting words, that is, words which, when spoken to a reasonable person are reasonably certain to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

Massachusetts General Laws. Chapter 71. 82. The right of students to freedom of expression in the public schools of the Commonwealth shall not be abridged, *provided that such right shall not cause any disruption or disorder within the school*. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the Principal or Vice Principal.

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students.

Freedom of Press

Students may express their opinions in publication and other written material. Unofficial or underground publications distributed at school will not be censored so long as it is signed by the author(s), and is not disruptive, defamatory, obscene, or containing "fighting words." But following the United States Supreme Court decision in Hazelwood School District v. Kuhlmeier (1988), City on a Hill reserves the right to regulate the content of "school sponsored expressive activities."

Freedom of Symbolic Expression

Students have the right to wear buttons, armbands, and peace signs in school as long as they do not break the uniform code. Symbolic messages must not be disruptive, defamatory, obscene, or contain "fighting words."

Freedom of Religion

Students have the right to be absent from school for observance of the holy days of their religion. Parents/guardians must notify Advisor and all teachers in writing prior to absence. An absence for religious reasons does not count as an absence from school.

Search and Seizure

Any searches and seizures will be conducted solely for the safety and well-being of the City on a Hill community. Mass searches of lockers are prohibited unless the Principal (or his/her designee) deems that a threat to the health or safety of the school exists. In order for the Principal (or his/her designee) to conduct a search of a student's person, locker or possessions:

- There must be reasonable suspicion that a student has violated the school policy or the Law concerning contraband or stolen property; and
- The search must be conducted in a manner reasonably related to its objectives and not excessively intrusive in light of the age and gender of the student and of the nature of the infraction. The search must always be conducted in the presence of at least two members of the City on a Hill faculty, if possible.

A responsible student will not bring anything to school or store anything in a locker that he or she would not want school officials or police to know about. Lockers are loaned to students and remain City on a Hill property throughout the student's use.

Right to Equal Education

City on a Hill students cannot be prevented or discouraged from participating in any City on a Hill activity because of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, homelessness, marital status, sexual orientation, or military status, in any of its programs, activities or operations.

Laws which prohibit discrimination in education include:

- Chapter 622 of the Acts of 1971 of the Massachusetts Legislature (State Laws).
- Title IX of the Educational Amendments of 1972 (Federal Laws).
- Title VI of the Civil Rights Act of 1964 (Federal Laws).
- 504 of the Rehabilitation Acts of 1973 (Federal Laws).
- Chapter 766 of the Acts of 1972 of the Massachusetts Legislature (State Laws).
- IDEA (Individuals with Disabilities Education Act)

What to do if rights are violated

You are encouraged to talk to your Advisor, your teachers, your coach, or someone else in the City on a Hill community. Any member of the City on a Hill community who believes they have been subject to or bears witness to discrimination on the basis of race, gender, gender identity, transgender status, age, sexual orientation, religion, national origin, or disability may file a complaint with the City on a Hill Chief of Staff & Title IX Coordinator, : Jordan Pina, at titleix@cityonahill.org.

The Chief of School will make a determination in the matter in conjunction with the Chief of Staff. If the Chief of School's determination is unsatisfactory, the member of the City on a Hill community can request a hearing before the Board of Trustees, by submitting a request in writing.

Age of Majority

When a child reaches the "age of majority," or 18 years of age, City on a Hill is obligated to honor a his or her education decision, whether or not the student has parental/Guardian permission. All students enrolled in City on a Hill are subject to the rules and regulations set forth in this handbook regardless of their having attained the age of majority.

Examples of what students who are 18 or older may do:

- sign in and out of the school (be absent, tardy or dismissed without a guardian's permission)
- drop out of school without a guardian's permission
- sign a field trip form, or apply to other programs without a guardian's permission
- receive his/her own grades at report card times without a guardian's permission
- review his/her school records without a guardian's permission
- apply to college programs without a guardian's permission
- make Special Education decisions, including the decision to terminate an IEP, without a guardian's permission

Examples of what City on a Hill will continue to do:

- Inform the legal guardian when the student is absent from school, tardy to school, or being dismissed
- Inform a legal guardian of a student's plan to drop out of a school
- Send copies of grades to legal guardians and invite legal guardians to parent-advisor meetings
- Release the student's school records to legal guardians upon request
- Inform a legal guardian when the student is sent home or suspended for disciplinary reasons
- Engage legal guardians in supporting the student toward making the best educational decisions

City on a Hill urges students who are 18 to register to vote, and to exercise their right to vote in all local, state, and federal elections.

Policy on Supporting Students Experiencing Homelessness

The Massachusetts Department of Education has adopted Section 725(2) of Act regarding the definition of homeless children and youth:

Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings.

City on a Hill is committed to offering equal opportunities and removing barriers for participation in all areas of our school to those students who are homeless. Students who are homeless will not be excluded from school due to

incomplete paperwork (including immunizations), will have access to the same educational programming, athletics, transportation, and nutrition services as the rest of City on a Hill's students. If necessary, City on a Hill will work to provide alternate transportation, free uniforms, and other required school supplies, to students who are residing out of the City on a Hill district, but still attending City on a Hill.

Homeless students are subject to the same enrollment guidelines as set by our charter and charter legislation. However, if a dispute over a homeless student's place or enrollment at City on a Hill arises: 1) City on a Hill will admit the homeless student, pending resolution of the dispute; 2) City on a Hill will provide the student with a written explanation of the school's decision, including the right of the parent, guardian, or student to appeal the school's decision, and 3) the parent, guardian, or student will be referred to the school's homeless liaison who carries out the dispute resolution process and ensures that the student is enrolled in school pending the resolution of the dispute.

Policy on Restraint of Students

In compliance with the Commonwealth of Massachusetts Regulations (603 CMR 46.00), City on a Hill ensures that every student attending our school is free from unreasonable use of physical restraint. Physical restraint will only be used in emergency situations, after alternative interventions have failed or been deemed inappropriate, and with extreme caution.

Trained school personnel only use physical restraint with two goals in mind:

- to protect a student and/or member of the school community from imminent, serious, physical harm; and
- to prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint may be used only in the following circumstances:

- when non-physical interventions would not be effective; and
- when the student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

Physical restraint is prohibited in the following circumstances:

- as a means of punishment; or
- as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

Any physical restraint that results in any injury to a student or staff member, or any physical restraint of duration longer than five minutes, will be reported to administration and the student's family.

Home-Hospital Policy

What is the home-hospital procedure?

This service is provided to City on a Hill students who are unable to attend school due to a certified physical or emotional condition. Home-hospital teaching is provided to a student who is staying home, in a therapeutic center, or in a hospital while convalescing or receiving treatment.

Why is home-hospital teaching provided?

Home-hospital teaching is provided to enable the student to continue academic work and remain current with classroom instruction while absent from school. Home-hospital teaching can also provide a transitional educational service before a student returns to a regular school setting.

Responsibilities of City on a Hill:

- Receive and date verifications and documents related to the need for home-hospital teaching.
- Prepare and submit a referral packet to include a letter specifying the services to be provided to the student.
- Maintain the student on the regular school roll and count the student as present, except when a student is not available for home-hospital teaching services.
- Provide the home-hospital teacher with materials of instruction. This includes books, course outlines, tests/exams, projects, service learning information, and any other material necessary for instruction.
- Determine final grades and what credits are to be awarded.

Responsibilities of the home-hospital teacher:

- The role of the home-hospital teacher is to act as the liaison between the student, the parent, and the school and to help the student remain current with his/her academic program, including all courses needed for graduation.
- Contact the parent/guardian to establish a teaching date and time.
- Contact the student's advisor or someone on the administrative team to request materials.
- Confirm that materials are ready for pick-up with the school's office manager.
- Talk with relevant school staff and gather materials.
- Provide instruction in the areas specified by the student's teachers.
- Contact the student's parents/guardians, advisor, or a member of the administrative team with any questions or concerns.

Responsibilities of the parent/guardian:

- Present to the school verification and documents of the need for home-hospital teaching services.
- Provide a safe environment for home teaching as required.
- Contact the home-hospital teacher in the event that the student is unable to keep a scheduled appointment.
- Contact the advisor and/or a member of the administrative team with any questions or concerns.

Responsibilities of the student:

- Maintain motivation and cooperation with the home teacher.
- Be on time.
- Have necessary books and materials for the teaching session.
- Spend time doing school work.
- Complete all assigned work.
- Demonstrate an attitude of respect toward the home teacher.
- Participate and cooperate with the teacher on completing assigned work.
- Submit completed work to the home-hospital teacher.

Drug and Opioid Verbal Screening

Starting in the 17-18 School Year, City on a Hill Schools will have an Drug and Opioid Verbal Substance Screening protocol according to section 97 of chapter 71 of the General Laws.

As part of City on a Hill's wellness program City on a Hill teaches substance use prevention and about the dangers of substance abuse. All information regarding wellness is shared on the City on a Hill Website: cityonahill.org in the student handbook or related materials. The verbal screening tool will be conducted during a student's first year as part of the health and wellness screening and BMI. Students and families will be provided with the opportunity to opt out of the screening by written notification at any time prior to or during the screening, using a notice and opt out form and the screening results will be reported to the department of public health according to DESE protocol.

Video Monitoring Policy

At our school, we sometimes use video monitoring to assist in ensuring the safety of our students, teachers, staff, and families. This may occur during, but not be limited to, student discipline investigations or events, or in the context of a restraint.

Social Media Policy

Use of the internet has potential dangers, particularly in the context of social media. At City on a Hill, we believe that our families are critical partners, along with teachers and students, in helping to ensure that students use the internet safely, respectfully, and consistent with the school's Code of Conduct and anti-bullying policy, both inside and out of school. At City on a Hill, we ask that families monitor their student's internet activity, including internet use on all social media platforms, to help ensure that students are safe and engaged in respectful internet use consistent with all school rules and policies.

We encourage our families to read information that the Massachusetts Office of the Attorney General has published on Cyber Crimes and Internet Safety, which is found on the Commonwealth of Massachusetts government website <http://www.mass.gov/ago/public-safety>.

Availability of In-School Programs for Pregnant Students

Concluding school is indispensable for success in life and for academic achievement. For this reason, City on a Hill guarantees that pregnant students have access to the full range of educational opportunities available to all other students. Discrimination or harassment by fellow students, teachers, school administrators, and counselors is forbidden.

City on a Hill does not discriminate against any student or exclude any student from any educational program or activity on the basis of a student's pregnancy, childbirth, termination of pregnancy, or recovery from these conditions.

Pregnant students have the right to remain in their regular or current school program, including in-district special education placements, as well as all extracurricular, internal, interscholastic activities, and graduation programs. Granting the same documentation required for participation and eligibility for all students must be provided.

City on a Hill pregnant students cannot be expelled, suspended, or otherwise excluded from any academic or extracurricular program, or be required to participate in school programs, solely on the basis of the students' pregnancy, childbirth, pregnancy recovery or termination, conditions related to pregnancy, or marital or parental status.

If City on a Hill develops a special program for pregnant students or related to pregnancy in order to educate the students, the participation in these special academic or extracurricular programs is completely voluntary on the part of the student and said programs are offered to non-pregnant students on a completely voluntary basis as well.

City on a Hill allows pregnant students to take part in fitness classes, although the same documentation required for participation for all other students must be provided by the student who is pregnant as well. If a pregnant student is not able to participate in the regular physical education program, City on a Hill may develop an alternative curriculum that will cater to her condition and provide, upon satisfactory completion, her with physical education credit.

City on a Hill will always treat pregnancy as it treats other medical conditions. Services are to be provided to pregnant students in the same manner as services are provided to students with other temporary disabilities.

If a pregnant or parenting student misses school due to pregnancy or medically related conditions (including childbirth, miscarriage, termination of pregnancy, and recovery), the absences shall be considered excused absences upon a physician's note and/or certification; the same manner that is required for all students for absences due to medical conditions.

Upon returning from an excused absence, a pregnant student shall return to City on a Hill with the same status as before the leave began, and will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided. Upon satisfactory completion of such assignments, the student shall be given full credit.

Upon the recommendation of the student's physician, a pregnant student may be granted a leave of absence for as long as it is deemed medically necessary, during which time the student will be entitled to tutoring services comparable to tutoring services provided to students with other temporary disabilities.

Smoking: Tobacco-Free Policy

Massachusetts General Laws, Chapter 71, Section 37H prohibits the use of any tobacco products within the school facilities, school grounds or on school buses by any individual including all school personnel. The policy pertains to all school sponsored, school related events and athletic games. Staff and students who violate these laws will be subject to disciplinary action.

Gender Identity Policy

City on a Hill will accept a student's assertion of his or her gender identity when there is "consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a person's core identity."

Confirmation of a student's asserted gender identity may include a letter from a parent, health care provider, school staff member familiar with the student (a teacher, guidance counselor, or school psychologist, among others), or other family members or friends. A letter from a social worker, doctor, nurse practitioner, or other health care provider stating that a student is being provided medical care or treatment relating to their gender identity is one form of confirmation of an asserted gender identity. It is not, however, the exclusive form upon which the school or student may rely. There is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have their gender identity recognized and respected by City on a Hill.

Names and Pronouns

When requested, City on a Hill will accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change. These changes will also be reflected on the students State Assigned Student Identifiers (SASIDs). City on a Hill personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo gender transition while attending the same school, City on a Hill will work with the student, and where appropriate, the student's family, to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

Restrooms, Locker Rooms, and Changing Facilities

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. In all cases, the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students will want that arrangement, others will not be comfortable with it. City on a Hill will work with transgender students who are uncomfortable using a sex- segregated restroom to provide a safe and adequate alternative, such as a single "unisex" restroom. Similarly, some transgender students may not be comfortable undressing in the changing facilities that correspond to the student's gender identity. Under those circumstance as well, City on a Hill will work with the student (and parent) to identify an adequate alternative.

To view the entire Gender Identity Policy, please visit the Important Documents section on our website.

Release of Student Information

Pursuant to 603 CMR 23.07(4)(a), City on a Hill may release the following information without prior consent: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post- high school plans.

Parents/guardians and students have the right to request that this information not be released without prior consent. If you would like to request that this information not be released without your prior consent, please ask for your Director of School Operations at the front desk.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents/guardians certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or

8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor under State law.

City on a Hill will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. City on a Hill will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. City on a Hill will also directly notify, such as through U.S. Mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. City on a Hill will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/guardians who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

FERPA Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the City on a Hill receives a request for access.

Parents/guardians or eligible students who wish to inspect their child's or their education records should submit to the school operations manager a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/guardians or eligible students who wish to ask the City on a Hill to amend their child's or their education record should write the school operations manager, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the City on a Hill to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA requires that City on a Hill, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, City on a Hill may disclose appropriately designated "directory information" without written consent, unless you have advised the City on a Hill to the contrary in accordance with City on a Hill procedures. The primary purpose of directory information is to allow the City on a Hill to include information from your child's education records in certain school publications or to allow our partners to contact you. Examples include:

- Vendors and partners who assist us with data analysis and evaluation of our programs (i.e. City on a Hill Foundation, Illuminate, research collaborative projects)
- Advocacy groups such as Families for Excellent Schools or the Massachusetts Charter Association;
- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents/guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want City on a Hill to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the City on a Hill in writing by October 1, 2015. City on a Hill has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents/guardians and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents/guardians or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents/guardians of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Access to Student Records

Log of Access.

- A. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:
 1. authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
 2. administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
 3. school nurses who inspect the student health record.
 - a. Access of Eligible Students and Parents/Guardians. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents/guardians as provided in 603 CMR 23.07 (5) Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.
- B. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents/guardians or eligible student from exercising their right, under federal law, to inspect and review the records.
- C. Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.
- D. The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
- E. The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.
 1. Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.
- F. Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which

parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

- G. A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents/guardians a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.
- H. Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
- I. A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
- J. Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents/guardians; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.
- K. A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.
- L. Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
- M. Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.
- N. School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.
- O. Access Procedures for Non-Custodial Parents/Guardians. As required by M.G.L. c. 71, § 34H, a non-custodial parent/guardian may have access to the student record in accordance with the following provisions.
- P. A non-custodial parent is eligible to obtain access to the student record unless:
 - 1. the parent/guardian has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - 2. the parent/guardian has been denied visitation, or
 - 3. the parent/guardian's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - 4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent/guardian.
- Q. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- R. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

- S. Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
- T. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents/guardians. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
- U. Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34E.

Title I: Highly Qualified Teacher Notification

No Child Left Behind, a federal legislation comprised to improve education systems nationwide, requires local school districts to ensure that all teachers hired to teach core academic subjects in Title I programs are "highly qualified." As a school that receives Title I funds, it is City on a Hill's responsibility to annually notify you of your "right to know" about teacher qualifications at your son or daughter's school. In general a "highly qualified teacher" is one who has passed required Massachusetts Tests for Educator Licensure (MTEL), holds a bachelor's degree, and has demonstrated competence in subject knowledge and teaching. This policy applies only to those teachers who teach the core subjects of English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

As a parent/guardian, you may request and receive from City on a Hill, information regarding the professional qualifications of your student's classroom teachers, including:

- a) Whether the teacher possess a Massachusetts teaching license.
- b) Whether a teacher is teaching under emergency or other provisional status.
- c) The baccalaureate degree major of the teacher and any other graduate degree major or certification.

A major objective of No Child Left Behind is to ensure high quality teachers for all students, regardless of race, ethnicity or income, because a well-prepared teacher is vitally important to your child's education. In order to find out about the quality and status of your child's teachers, please contact the principal of your school.

No Idling of Motor Vehicles

Massachusetts General Law chapter 71, section 37H prohibits all operators of school buses and operators of personal motor vehicles from idling vehicles on school grounds or within one hundred (100) feet of school grounds.

AHERA Notice

The AHERA management plan for the City on a Hill's Administrative office, located at 15 Allerton Street, Roxbury, MA 02119 are available for review in the school regional administrative office during normal school hours. Please contact the Chief of Strategy and Operations at (617) 379-5213 or via email at nabraham@cityonahill.org with any questions.

Illegal Activity

Harassment

There shall be no verbal harassment at City on a Hill. Verbal harassment includes but is not limited to threats, gestures, or verbal attacks on persons, including attacks directed at one's racial, ethnic, or religious background, sexual preference, physical or mental disability, appearance, as well as any form of obscene language, swearing, slander, name-calling, or

slur. Talking about someone in their presence so that they can hear can also be considered harassment. Harassment can also be non-verbal, for example bumping someone in the hallway, or gesturing. Our school is a place of work where every one of us must be comfortable. No language can be used that might offend any member of our community. As a place of learning, it is our responsibility to foster precise and appropriate public speech.

Under the influence of Drugs or Alcohol

Staff members who have reason to believe that a student is under the influence of drugs or alcohol will report the student to the Dean of Citizenship. The Dean of Citizenship will investigate the matter and, if appropriate, shall initiate a conference with the student, the student's Advisor, and the student's parent/guardian, where disciplinary action, including expulsion, will be considered.

Violence

Following Massachusetts General Laws, Chapter 71, 37H, any student who assaults any member of the City on a Hill faculty, contractual employee, guest, or volunteer of City on a Hill at school-related events or projects, including athletic games or field trips or public service, may be subject to expulsion from the school by the Principal (or his/her designee).

Students found fighting with each other will be suspended immediately. Violence will result in suspension and possibly in expulsion.

Anti-Hazing Policy

Hazing is a crime in Massachusetts and will not be tolerated at City on a Hill. Hazing shall be defined as any method of initiation into a City on a Hill -affiliated organization, whether on or off school grounds, which willfully or recklessly endangers the physical or mental health of any student or other person. Methods of initiation that would be considered hazing include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. The consent of the victim will **not** be considered an acceptable excuse for hazing behavior. Anyone at City on a Hill, student or staff, who witnesses an act of hazing will be expected to immediately report it to the Principal and/or Assistant Principal. Staff involved in hazing will face immediate dismissal. Students involved in hazing will face consequences according to the Code of Conduct. **All incidences of hazing will also be promptly reported to the local police.**

False Alarms

Setting off false fire alarms and/or inciting bomb scares are serious offenses that shall result in the following: a report filed with the Police and/or Fire Department, and a conference with the parent/guardian and the Principal at which time appropriate disciplinary action, including a fine and/or expulsion, will be determined. False alarms will result in suspension and possibly expulsion.

Vandalism, Graffiti, or Destruction of School or Individual Property

A City on a Hill student is responsible for repairing, restoring, or replacing any and/or all lost or damaged property. If a student cannot meet this obligation, his/her parent/guardian is responsible for paying for the costs of repair, restoration, and/or replacement.

Stealing

Students will be required to turn over any visible stolen property to any staff member. Searches may also be conducted in accordance with due process. City on a Hill will not be held responsible for lost or stolen contraband or other property not in its care.

Smoking

In accordance with Massachusetts General Laws, Chapter 71, 2A, students are not permitted to use tobacco products of any type on school grounds during school hours. At no time may students use tobacco products at any off-campus lunch-site (from school opening until the conclusion of after-school activities). Students' smoking in school, on campus or field trips will result in suspension and possibly expulsion.

Sexual Harassment or Other Forms of Harassment

This Policy is established by City on a Hill Charter Public School in adherence with Title IX of the Education Amendments of 1972 ("Title IX") and all applicable Massachusetts statutes and regulations. Title IX prohibits City on a Hill Charter Public School from discriminating on the basis of sex (including sexual harassment and sexual violence) in all facets of its educational programs and activities.

This Policy applies equally to all of City on a Hill Charter Public School's students, employees, authorized volunteers, parents, and other members of the City on a Hill Charter Public School community. This Policy applies to conduct at school, at school events, and away from school in all other instances when City on a Hill Charter Public School has a duty to investigate.

All members of the City on a Hill community – faculty, staff, and students – are expected to treat each other with dignity and respect, and are entitled to freedom from any kind of personal harassment. Sexual harassment and sexual violence are prohibited and will not be tolerated. City on a Hill Charter Public School expressly prohibits sexual harassment and sexual violence at school or by a student to another student; a student or by a member of the staff; and/or of or by any other person who is in any way associated with City on a Hill Charter Public School. To this end, City on a Hill Charter Public School commits its staff to the implementation of a comprehensive and preventive approach that addresses the underlying reasons for this behavior and helps to create a better school community that supports learning and teaching for students and adults.

"Sexual harassment" is unwelcome conduct of a sexual nature that is sufficiently persistent or offensive to unreasonably interfere with an employee's job performance or create an intimidating, hostile, or offensive working environment. Sexual harassment is prohibited by all members of the City on a Hill community including, third-party vendors whom the students may encounter.

Sexual harassment is defined by the Equal Employment Opportunity Commission (EEOC) guidelines as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example:

- Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment, even if the complaining individual is not the intended target of the sexual harassment.

Sexual harassment can be physical or psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

City on a Hill designates a Title IX Coordinator for each school year. The Title IX Coordinator's responsibilities shall include, but are not limited to:

- Coordinating City on a Hill Charter Public School's compliance with Title IX, including City on a Hill Charter Public School's grievance procedures for resolving Title IX Complaints;
- Drafting and publicizing procedures for reporting possible Title IX violations;
- Overseeing City on a Hill Charter Public School's prevention of and response to Title IX reports and complaints;
- Ensuring fair, equitable, and prompt resolution of complaints;
- Providing the complainant with the availability for supportive measures, considering the complainant's wishes with respect to supportive measures, informing the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explaining to the complainant the process for filing a formal complaint;
- Identifying and addressing any patterns or systemic problems revealed by such reports and complaints;
- Providing confidential (to the extent possible) written reports to the Chief of School, Chief Executive Officer and the Board of Trustees as requested, but at least once every 4 months. Reports shall be kept in a separate and

secure Title IX file;

- Providing training to City on a Hill Charter Public School's employees, authorized volunteers, and other members of the City on a Hill Charter Public School community with respect to Title IX and City on a Hill Charter Public School's implementation of this Policy.

The Title IX Coordinator shall understand and have knowledge of the Title IX requirements and City on a Hill Charter Public School's own policies and procedures on sex discrimination, anti-bullying, anti-retaliation, school place violence, and sexual harassment. City on a Hill Charter Public School shall require that the Title IX Coordinator, as well as investigators and adjudicators, be free of any conflict of interest or bias for or against complainants or respondents, generally, or an individual complainant or respondent. Any training materials for Title IX Coordinators, investigators, adjudicators, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Each and every report or complaint filed with City on a Hill Charter Public School pursuant to Title IX or reasonably related to Title IX must be provided to the Title IX Coordinator to achieve his/her mission.

For school year 2020-2021, the Title IX Coordinator shall be:

Role	Director of Teacher Development and Compliance
Email	titleix@cityonahill.org
Phone Number	(617) 981-4350

Process for Reporting Sexual Harassment or Gender Discrimination

To facilitate the prompt and equitable resolution of any and all Title IX complaints, City on a Hill Charter Public School adopts the following grievance process. For the purpose of Title IX complaints and investigations, City on a Hill Charter Public School will apply a preponderance of the evidence standard of review. Complainants may choose to submit a written grievance to City on a Hill Charter Public School's Title IX Coordinator using the Title IX grievance form found on the Important Documents section of the City on a Hill website. City on a Hill Charter Public School shall respond to all Title IX complaints promptly and in a manner that is not deliberately indifferent, that is, in a way that is not clearly unreasonable in light of the known circumstances.

- A formal grievance process is initiated when a Complainant:
 - o Submits a written or digital statement alleging discrimination prohibited by Title IX to the Title IX Coordinator; or
 - o When the Title IX Coordinator receives a report of a suspected Title IX violation from another City on a Hill Charter Public School student, employee, volunteer, or other community member.
- Upon the Title IX Coordinator's receipt of a grievance or other complaint pursuant to this policy, an investigator, separate from the Title IX Coordinator, shall commence and conduct an investigation pursuant to the procedures set forth within this Policy.
- A decision maker, who shall not serve as the Title IX Coordinator or the investigator, shall determine whether the complainant was excluded from participation in, denied the benefits of, or subjected to discrimination on the basis of sex with respect to any City on a Hill Charter Public School program or activity.
- The decision maker shall consult with other members of the City on a Hill Charter Public School administration and/or Board of Trustees as necessary in reaching a decision regarding the written grievance.
- The decision maker shall prepare a written report setting forth his/her findings, conclusions, and actions to be taken, if any, and will determine with whom to share the report.
- Following his/her review, the decision maker shall, as necessary, take appropriate action(s) to ensure that City on a Hill Charter Public School complies with Title IX in a manner that is prompt and equitable to the Complainant.
- If any of the parties wish to appeal the decisions of the decision maker, that party must make a written appeal to City on a Hill Charter Public School's Board of Trustees within 10 business days.
- The Board of Trustees shall then hold a hearing in which the parties may present witnesses and evidence,

- engage in direct and cross examination, be represented by counsel (at the party's expense), present testimony of a mental health provider or other specially trained advocate (at the party's expense), submit expert testimony (at the expense) and/or record the proceedings (at the party's expense).
- The Board of Trustees shall issue a written report within 10 business days of the hearing. The Board of Trustees' written report shall include a notice to the parties of their further appellate rights.

To the extent possible, City on a Hill Charter Public School strives to complete all Title IX investigations, from date of report to final hearing and notice of outcome, within 60 days.

Reporting & Protection Against Retaliation

Students who witness alleged violations of this Policy, or parents whose children inform them of alleged violations of this Policy, shall report incidents to the Title IX Coordinator. The victim shall not be disciplined for failing to report an alleged violation of this Policy. All reports from students or parents will be maintained in confidence to every extent possible.

Although City on a Hill Charter Public School cannot discipline or sanction parents or guardians who elect not to report violations of this Policy, particularly sexual violence and/or sexual harassment, when they learn of any such conduct, City on a Hill Charter Public School **strongly encourages** parents or guardians to contact the Title IX Coordinator as soon as practicable with any and all relevant information that they receive. All reports will remain confidential, to every extent possible.

No individual who exercises their Title IX rights shall be subject to retaliation. Neither the school nor any person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. The school shall keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), or as required by law, or as necessary to carry out a Title IX proceeding. Complaints alleging retaliation may be filed according to the Grievance Procedures in this Policy. By filing a Title IX complaint, no student, employee, volunteer or parent making such a report shall extinguish his or her right to file criminal or civil complaints concerning the same conduct.

Upon receiving a credible report of an alleged violation of this Policy, City on a Hill Charter Public School will take all necessary measures to ensure the safety all parties (e.g., separate the student-victim from alleged perpetrators; provide alternative schedules to one or both parties; provide necessary support services to the student-victim, etc.) and will provide the student-victim and his/her parent(s) or guardian(s) with regular updates as to the status of the investigation. City on a Hill Charter Public School shall implement appropriate interim supportive measures on a case by case bases and shall not rely upon any fixed rules related to any such measures. City on a Hill Charter Public School will provide student-victims with the contact information for available resources outside of City on a Hill Charter Public School, including but not limited to, victim assistance organizations, law enforcement, mental health services, legal assistance, and or counseling services.

If the respondent is a City on a Hill Charter Public School employee and the complainant is a City on a Hill Charter Public School student, City on a Hill Charter Public School will report the alleged misconduct to the appropriate law enforcement agencies.

For additional information about Title IX, including definitions of related terms, you can view the extended policy in the Important Documents section of the City on a Hill website.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below.

Massachusetts Commission Against Discrimination
One Ashburton Place
Room 601
Boston, MA 02108
Telephone: 617-727-3990

Office for Civil Rights
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110-1491
Telephone: 617-289-0111

Using our complaint process does not prohibit you filing a complaint with these agencies. Each of the agencies has short time periods for filing a claim (OCR - 180 days; MCAD - 6 months).

Appendix 1: City on a Hill 2021-2022 Supplies List

9th & 10th Grade Supplies List

- 1.5-2 inch binder with a divider for each subject (5 total)**
- Single Subject Notebook for each class**
- Homework folder
- Pens and erasable pencils
- TI-83, 83Plus, 84, 84Plus Graphing Calculator
- Protractor, ruler, compass (Geometry students only)
- Graph Paper
- Highlighters
- Dictionary
- Post-It Notes
- Index Cards (3x5)
- At least one set of professional clothes for midterm and final oral proficiencies as well as some field trips (see Student and Family Handbook for guidelines on professional dress).

** These materials will be supplied to 9th graders during 9th Grade Academy.

11th & 12th Grade Supplies List

- 1.5-2 inch binder with a divider for each subject (5 total)**
- Single Subject Notebook for each class**
- Homework folder
- Pens and erasable pencils
- TI-83, 83Plus, 84, 84Plus Graphing Calculator
- Protractor, ruler, compass (Geometry students only)
- Graph Paper
- Highlighters
- Dictionary
- Post-It Notes
- Index Cards (3x5)
- At least one set of professional clothes for midterm and final oral proficiencies as well as some field trips (see Student and Family Handbook for guidelines on professional dress).

** These materials are suggested and may vary depending on teachers' preferences.

Appendix 2: Prohibition Against Bullying and Retaliation

Acts of bullying, which include cyberbullying, are prohibited:

- On school grounds and property immediately adjacent to school grounds, at a school- sponsored or school-related activity, function, or program whether on or off school grounds, or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Students are held accountable for behavior outside of school and school events between other members of the City on a Hill community.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

DEFINITIONS

"Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying. Certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

"Cyber-bullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

"Hostile environment", a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

“Plan”, a bullying prevention and intervention plan established pursuant to subsection (d).

“Perpetrator”, a student who engages in bullying or retaliation.

“School grounds”, property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

“Target”, a student against whom bullying or retaliation has been perpetrated.

“Retaliation,” is conduct directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

REPORTING AND RESPONDING TO BULLYING AND RETALIATION

Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

The school has made a variety of reporting resources available to the school community including, but not limited to:

- Incident Report Form (included at the end of this document, available in the school’s main office, the counseling office and online at www.cityonahill.org)
- E-mail address: jpina@cityonahill.org

Use of the Incident Report Form is not required as a condition of making a report. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Responding to a report of bullying or retaliation

Upon receiving a complaint, the principal or designee will confer with the complainant to obtain an understanding and statement of the alleged facts. If based on the facts alleged, the principal determines that the conduct complained of would not constitute bullying as defined by M.G.L. c. 71, § 37O and school policies, the principal or designee shall document that determination on the Incident Reporting Form and shall take no further action with regard to the complaint. If the Principal or designee determines that such facts, if true, would constitute bullying, as defined above, the principal or designee will promptly commence an investigation of the complaint.

Responses to Bullying

Every effort will be made to maintain confidentiality in each investigation. When appropriate and with mutual agreement from the students and adults involved, efforts will be made to informally resolve issues before relying on the formal procedures outlined below. Every student involved in the process may have access to an adult advisor during and after the process.

Informal Procedure

Following an initial investigation, it may be possible to resolve a complaint through a voluntary conversation between a complaining party and the alleged aggressor which would be facilitated by the principal or designee. If both the complaining party and the alleged aggressor feel that a resolution has been achieved, then the conversation may remain confidential and no further action need be taken. The results of an informal investigation shall be reported to the principal. Consistent with state and federal law

(FERPA), parents or guardians of the students involved will be notified of the incident and whether or not a resolution had been reached. If the complaining party, the alleged aggressor or the complaint official chooses not to utilize the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, she/he may proceed to the formal procedure. The formal procedure is available for all complaints.

In addition, school officials may take immediate steps, at their discretion, to protect the complaining party, alleged aggressor, and/or witnesses pending completion of an investigation of alleged bullying and may make any suitable referrals for assistance to appropriate persons or agencies.

Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct as outlined in the Student Handbook.

The federal Individuals with the Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline, govern discipline procedures for students with disabilities.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Strategies that the principal or designee may use include but are not limited to: increasing adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur, creating a personal safety plan, pre-determining seating arrangements for the target and/or the aggressor in classrooms or at lunch.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Notification of Local Law Enforcement

City on a Hill Charter Public School is committed to maintaining an educational environment free from all forms of bullying behavior. City on a Hill Charter Public School shall afford all students the same protection regardless of their status under the law. Referral to the Boston Police Department may be made, where appropriate, when the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

The principal shall notify law enforcement if bullying or retaliation (as provided in the bullying prevention and intervention plan) occurs on school grounds and involves a former student under the age of 21.

Students with disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Appendix 3: Forms to Return to City on a Hill

City on a Hill Electronics Policy/Cell Phone Use

City on a Hill students may use their cell phones in the Town Hall during breakfast and lunch ONLY. If a student is listening to music on their cell phone, they must use headphones. If a cell phone or other electronic device is seen by a staff member any other time or in **any other place in the building**, the cell phone/electronic device will be confiscated.

The Only Times When and Where Students MAY Use Electronics:

WHEN	WHERE
<ul style="list-style-type: none">· Before School· During lunch· After School (EXCEPT FOR academic support)· Virtual - During breaks between classes	<ul style="list-style-type: none">· Inside Town Hall· Inside Town Hall· Anywhere in the school

Students are expected to be fully engaged in class at all times. The school reserves the right to confiscate a student's cell phone if it becomes a repeated disruption to the learning environment.

Please note that City on a Hill and its staff are not responsible for loss, theft, or damage to any student's cell phone.

I, _____, understand that by signing this form, if a cell phone becomes a repeated disruption to the learning environment, the phone may be confiscated.

Student Signature _____ *Date* _____

Parent/Guardian Signature _____ *Date* _____

City on a Hill Student and Family Commitment to Excellence

- City on a Hill prepares students for college and to compete in the 21st century by emphasizing academic achievement, citizenship, teacher leadership, and public accountability.
- School hours are 8:00-4:00 every Monday-Thursday and 8:00-3:30 on Friday.
- Your student must come to school in their City on a Hill uniform. Your student may not dress when they arrive at school.
- Your student will complete all school-assigned work every day and on time.
- To pass each course, your student must earn a 70% or higher average of all four quarters.
- Students will follow the City on a Hill Code of Conduct at all times.
- City on a Hill works together with parents/guardians to support students. There will be times when you are asked to come to school for meetings and attend Family and Community Council meetings. Family and Community Council meetings are a great way for you to share your voice and make suggestions to the school leadership.
- If your student has more than 10 unexcused absences, they may lose academic credit for all of their classes in a given year and will not be permitted to attend Summer School. (Excused absences: approved school related activity, religious holiday, medical with doctor note, court date, and bereavement.)

Signature of student: _____

Signature of parent/guardian: _____

City on a Hill General Travel Permission Slip

City on a Hill Schools travel to local sites during the school year as part of the general City on a Hill curriculum. Examples of destinations include the theatre, the museum, the library, and City Hall. Students also travel to internship sites or service sites to conduct community service. Students always travel together during the school day with school chaperones. The school will inform parents/guardians and guardians of the dates, times, and location of trips in advance. Signing this permission slip gives consent for the student below to participate in local school trips during the school year while they are students at City on a Hill.

When students travel out of the city limits or out of state, such as to a college campus or Washington, D.C. on chartered transportation, a separate specific permission slip will be signed.

Student Name

Date

Parent Guardian Name/Signature

Date

Appendix 4: Information regarding the new mandated flu shot requirement for K-12

Influenza Vaccine Requirement for School Attendance: Kindergarten through Grade 12

Beginning with the 2020-2021 school year, influenza vaccine will be required for all students. Influenza vaccine is always important to receive to reduce the risk of getting sick with influenza, reduce the severity of disease if one does get sick (including the risk of hospitalization) due to influenza, as well as preventing the spread of influenza to others. During the COVID-19 pandemic, influenza vaccine will be especially critical to reduce the overall impact of respiratory illness on the population, protect vulnerable populations from severe illness, and decrease the overall burden on the healthcare system.

Which students need to receive influenza vaccine?

Students in Kindergarten – Grade 12 will be required to receive influenza vaccine for the current influenza season for school attendance unless they have a medical or religious exemption.

When do students need to receive influenza vaccine?

Students must receive influenza vaccine for the current season by December 31, 2020.

Are there any exemptions to receiving influenza vaccine?

Medical and religious exemptions are allowable in the state of Massachusetts.

What type of influenza vaccine can students receive?

Any age-appropriate licensed influenza vaccine for the current season fulfills the requirement. This includes injectable and nasal spray vaccine types.

Should students without a documented dose of seasonal influenza vaccine be excluded from school on January 1st?

Enforcement of school immunization requirements is determined at the local level. We encourage school communities to work with families and healthcare providers to satisfy the requirements for students who are not compliant on January 1st.

What about students who enroll after December 31?

Newly enrolling students between January 1 and March 31 must have a documented dose of influenza vaccine for the current influenza season (along with all other required vaccinations) when they start school.

What about students who enroll later in the spring?

Students enrolling after March 31 are not required to have a dose of influenza vaccine for the current school year.

Will my school have to report on influenza vaccine in the Kindergarten and Grade 7 school immunization

surveys?

Yes—the surveys will be open as usual during the fall to input information on other vaccines. By January 2021, a new section of the survey may be completed to report influenza vaccination rates for students enrolled in Kindergarten and Grade 7. We anticipate both parts of the survey, the traditional school immunization survey and the influenza component, will be due by the end of January 2021.

Will my school have to report the number of students who received influenza vaccine in the Grade 11 school immunization survey?

Yes—the Grade 11 survey will open in early 2021 and will include the influenza question with the survey. More information on the timeline for the Grade 11 survey will be available in the future.

Will my school have to report the number of students who received influenza vaccine for students in all grades?

While the influenza vaccine requirement exists for every grade, you will be asked to complete school immunization surveys for Kindergarten, Grade 7, and Grade 11.

Will influenza vaccine be required every year or just for the 2020-2021 school year?

Influenza vaccine is now a required vaccine for school attendance and will be required as of December 31 for all students in Kindergarten through Grade 12 each school year.

Do younger students require 2 doses according to ACIP guidelines?

Children younger than 9 may need two doses of influenza vaccine depending on the number of influenza vaccines they have received in the past. Children should be vaccinated according to ACIP recommendations but only one dose of influenza vaccine is required for school attendance.

If my school will be providing instruction remotely, will students still need to meet immunization requirements?

The school immunization requirements, including the requirement for seasonal influenza vaccine, apply to all Massachusetts students enrolled in Kindergarten through Grade 12, regardless of whether the district is providing instruction in-person, or using a hybrid or remote learning model.

Do the flu immunization requirements apply to students that are home schooled?

Immunization requirements, including the flu immunization requirement, do not apply to home schooled students unless the student will ever need to access the school building for sports, after school activities or any other reason.