2017-2018
City on a Hill Charter Public School
New Bedford
Student and Family Handbook

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
The telephone number for the school is: (508) 985-6400.

► For attendance information or to report your child’s absence, dial extension 6401 for the Main Office.

► To have your child dismissed from school, dial extension 6401 for the Main Office.

► For assistance in Portuguese, dial extension 6469.

► Para a ajuda no português, chame por favor 6469.

► Para el apoyo en español extensión marque – 6481.

► For assistance in Cape Verdean Creole, dial extension 6470.

► Pou jwenn sipò an kreyòl ayisyen tanpri rele ekstansyon 6470.

► To reach the anonymous City on a Hill Bullying Hotline dial extension 6415.

► For general information or concerns, dial extension 6401 for the Main Office.

► For all other non-emergency concerns, please leave a message for your child’s advisor at his or her extension.

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.

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
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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.** Academic achievement means that we strive to maintain high academic standards and ensure results. It means we acknowledge our students’ competition and seek to find additional resources to prepare our students to compete.

**Citizenship.** Citizenship means we strive to maintain standards of civility, promote our students’ civic engagement and participation, and link our school to the best of Boston.

**Teacher Leadership.** Teacher leadership means teachers take responsibility for the performance of students and of our school. It means teachers drive decision-making in doing, building, and growing City on a Hill. It means teachers are reflective practitioners and managers. It means that teachers contribute to urban public school reform in our city, state and nation.

**Public Accountability.** Public accountability means that City on a Hill expects to show the tax-payer results and to invite the public in to ensure that we are delivering on our promise to educate our students, and engages parents and guardians as key stakeholders.

OUR VISION

City on a Hill prepares students to exercise their rights and responsibilities as American citizens. We foster in Boston youth a curiosity for lifelong 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

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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 important, 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 demand 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.

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**Student Life at City on a Hill New Bedford**

**Daily Schedule**

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“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
**Detention** is scheduled daily Monday – Friday.

**LOCKER TIME:** City on a Hill students will have 3 minutes during passing period to use their locker. Students may also go to their locker before first period and after dismissal.

**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. All CoaH rules apply during breakfast and lunch.

**SATURDAY SCHOOL:** City on a Hill students are required to attend Saturday school according to the established Saturday School Schedule. Students will take practice ACT and MCAS assessments or other test preparation and assessment classes on Saturdays.

**FINAL BLOCKS:** The final blocks of the day Monday–Thursday are periods that include Academic Support, Enrichment Block, detention, and extracurricular activities. If a student is not assigned to a class, tutorial, detention and/or Homework Club, she or he may be dismissed. She or he can then choose to work with a teacher, attend an extracurricular activity, or choose to go home.

**FINAL BLOCK FRIDAY:** The last period of the day on Friday is detention or double detention. If a student is not assigned detention or double detention, she or he may be dismissed early according to the established Friday Schedule.

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JOBS, APPOINTMENTS, AND OTHER ACTIVITIES: Families should not schedule other activities, appointments, or student employment until after 4:30 p.m. Monday-Thursday or 3:00 p.m. on Friday.

Snow Days/School Cancellation

City on a Hill does follow the District Public School protocol with respect to snow days. When the District 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. 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. If no verification is received the absence is marked “unexcused-skip” and may result in suspension. Parents 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 and will not be sent to the deans.

Absent students cannot participate in school events without prior arrangements.

Excused absences are very rare and are only designated in the following circumstances:

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

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 cutting and will be referred to the Dean of Citizenship. Students that skip any assigned class period, including Homework Club or detention, will be referred to the Dean of Citizenship.

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Students are permitted 10 unexcused absences for the year. If a student exceeds 10 unexcused absences during the school year, that student will not be eligible for summer school and will lose academic credit for all five classes.

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 five 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. Students should bring a parent note the preceding day or before first period on the day the dismissal is needed. The front office may verify parent notes on occasion by telephone call to the parent or guardian. Families should not schedule other activities (including student employment) before 4:30pm, Monday through Thursday, or

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before 3:00pm on Fridays. **Students must receive a dismissal slip from the front office before leaving school grounds. See Schedule of Classes.**

**Late Arrivals**

Students not in class by the start of their first scheduled class are late to school and will earn the established consequence. Students who are late to school for an EXCUSED reason with proper documentation (see list above) will not earn a consequence. **Parents MAY call the front office to let the Office Manager know their student is going to be late but this does NOT excuse the detention.** Any student arriving to school fifteen 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” will result in a referral to the Dean’s’ Office.

**Late to Class**

Students earn one demerit for being late to class. Students who are more than 5 minutes late to an individual class will be referred to the Dean's Office.

**Make-up Work/Late Work**

City on a Hill does NOT accept late papers or projects. Late homework can be turned in the next day for half credit. Students who have EXCUSED absences are expected to turn in all assignments on the day they return, if possible. Students with UNEXCUSED absences will only be allowed to make up major assessments and quizzes. Exceptions may be granted by the administration and/or individual teachers in the case of an extended absence.

**Visitors**

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 principal or vice principal.

**PREPARED FOR SCHOOL**

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

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• **Have All Materials**
  ○ CoaH provides all students of each grade with an assignment notebook. If a student loses this notebook it must be replaced; assignment notebooks are on sale in the front office for $5.
  ○ The Student Supplies List can be found in the Appendix.

• **Come Prepared for Class**
  ○ Students must come to class prepared. “Prepared for class” means that the student has brought the following materials with him or her:
    ○ The appropriate binder
    ○ The appropriate textbook(s) for that class
    ○ The assignment notebook
    ○ A pen and a number 2 pencil
    ○ Completed homework
    ○ Any other class-specific materials required by the teacher (such as a vocabulary book for English)

• **Have Completed Homework**
  ○ CoaH has one school-wide homework policy. Homework is due at the time that it is collected. 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.

• **Be in Uniform**

**What is the 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 a “full uniform” and is checked upon entry to the school building. The City on a Hill uniform consists of the following:

- City on a Hill uniform shirt (all shirts must be tucked in)
- Black, khaki, or navy blue dress pants
- Black leather belt
- All Black shoes

City on a Hill provides each student—free of charge—two City on a Hill shirts. Families can purchase additional uniform shirts by filling out a Uniform Order Form and delivering it to the Main Office.

**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

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4. any time they are at a school event during the school day (unless otherwise stated)

Students may NEVER wear a jacket, sweatshirt, or non-uniform cardigan over a CoaH uniform. 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.

NOTE: Students must arrive to school in full uniform except for uniform shoes. Students may wear boots into school but they must have their uniform shoes in their possession and change into their appropriate uniform shoes by 8:00. Students who are working with a teacher after school MUST be in uniform shoes.

Students arriving to school out of uniform or dressed in non-uniform clothes will NOT be admitted to school and will be referred to the Dean's Office.

For more information about the uniform, please see the Appendix.

Professional Dress
During Juries and other presentations, students will be required to wear “Professional Dress.” Professional dress is a more formal professional dress 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.

Young men must wear an ironed, collared, button-down shirt with no pictures or brand names showing, and a tie. A jacket is optional. The shirt must be tucked in and pants must be worn at the waist with a belt. Shoes must be professional. Young men may wear sweaters as part of professional dress but they must have a collared, button-down shirt and tie on under their sweater.

Young women should wear an ironed button-down blouse or knit top with no glitter, pictures, or brand names showing. Their tops should not be low cut, and their bellies should not show. They should wear slacks or a knee-length skirt. Shoes must be professional.

For more information on professional dress, please see the Appendix.

Hat Policy
Baseball hats are NEVER allowed in the building for any reason. If a baseball hat is worn in the building, a staff member will confiscate the hat and return it to the student either at the end of the day, at the end of the week, or at a decided time by CoaH administration, depending the number of times the hat had been previously confiscated.
Discipline and Student Responsibilities

At City on a Hill, all discipline issues are treated very seriously. Every serious discipline issue will involve an investigation and due process by a City on a Hill administrator such as a Dean, a Vice Principal, or the Principal. The student and the student’s family are involved in the process of analyzing the situation according to the following protocol. It is the responsibility of students and families to know the City on a Hill Discipline Procedures.

Being Sent to the Dean or Administrator

The following behaviors will result in a student being sent to the Deans’ Office. The Dean will make a decision about the appropriate consequence after conducting a thorough investigation of the situation.

The table below lists examples of behaviors for each Offense Level (please note that this is not a complete list of behaviors). The Deans’ Office reserves the right to assign a behavior to an Offense Level and then assign a consequence.

**Level 1 Offenses** are minor disruptions to the learning environment. The possible consequences for Level 1 Offenses are (but not limited to) demerit, detention, double detention, or a call home.

**Level 2 Offenses** are serious disruptions to the learning environment. The possible consequences for Level 2 Offenses are (but not limited to) detention, double detention, a call home, Deans/Principal meeting, student send home, or suspension.

**Level 3 Offenses** are criminal, threatening, or dangerous behaviors. The possible consequences for Level 3 Offenses are (but not limited to) Deans/Principal meeting, student send home, suspension, and disciplinary hearing.

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<th>Level 1 Offenses</th>
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<td>3 or more demerits in one class</td>
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<td>Derogatory language (Language that may be perceived to violate the civil rights of any person by putting them down because of their gender, race, sexual orientation, religion, culture, ethnicity, national origin or physical or mental disability.)</td>
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<tr>
<td>Not wearing a uniform (Wearing a coat, sweatshirt, or non-CoaH cardigan or wearing boots or sneakers)</td>
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<th>Level 2 Offenses</th>
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<td>Yelling or shouting in class and in the hallway</td>
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<td>5 minutes or more late to class without a pass</td>
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<td>Acting inappropriately towards an adult</td>
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<td>Horseplay (includes, but limited to, hitting/kicking/wrestling other students,</td>
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<td>play fighting, and running)</td>
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<tr>
<td>Arguing about demerits</td>
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<tr>
<td>Repeated disruptions of the learning environment</td>
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<tr>
<td>Insubordination (Refusing specific, reasonable instructions (such as saying no,</td>
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<td>walking away, or repeating an inappropriate behavior) of an adult is insubordination. Some examples of insubordination are: refusing to hand over electronics, refusing to give your name, refusing to move your seat, refusing to do work in class, or refusing to change inappropriate behavior after repeated redirection.)</td>
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<tr>
<td>Skipping Detention</td>
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<tr>
<td>Repeated Level 1 Offenses</td>
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<td>Level 3 Offenses</td>
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<td>Possession of a weapon. Weapons include, but are not limited to: guns, bullets,</td>
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<td>knives, brass knuckles, tools, and sticks.</td>
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<td>Use or possession of drugs or alcohol or drug or alcohol paraphernalia</td>
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<td>Stealing/Theft</td>
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<td>Bullying</td>
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<td>Smoking or smoking related products including but not limited to, e-cigarettes,</td>
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<td>e-cigarette or cigarette paraphernalia, etc.</td>
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<tr>
<td>Setting a fire</td>
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<td>Vandalism, graffiti, or destruction of property</td>
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<td>Sexual harassment or other forms of harassment</td>
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<tr>
<td>Hazing</td>
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<td>Sexual activity on campus</td>
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<tr>
<td>False alarm/bomb scare</td>
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<td>Gross misconduct</td>
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<tr>
<td>Forgery/Fraud</td>
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<tr>
<td>Hacking</td>
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<tr>
<td>Threatening language or behavior/Fighting (Threatening the physical or emotional</td>
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<td>safety of any student is not tolerated, even if the student is “only kidding.”)</td>
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<tr>
<td>● This includes physical altercations that occur on or off campus.</td>
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<tr>
<td>● This includes threatening language or behavior on or off campus (for example:</td>
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<tr>
<td>posting threats any form of social media).</td>
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<tr>
<td>Repeated Level 2 Offenses</td>
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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.

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**Dangerous Weapons, Controlled Substances & Assaults on Educational Staff**

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from City on a Hill by the principal or their designee.

(b) Any student who assaults a principal, executive director, 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 City on a Hill by the principal or their designee.

Students should note that the definition of “assault” includes not only harmful or offensive contact, but also threatening such contact. Additionally, students should be aware that the federal Gun Free Schools Act mandates that any student who brings a firearm to school be expelled for a minimum of one year, with exceptions granted only by the Executive Director. Under this Act, a firearm includes not only a gun but also an explosive device.

**Merits and Demerits**

**Merits** are positive behavior points that are given for positive behaviors that exemplify the school’s expectations for students. These merits are reinforced with “CoaH Cash” which can be used to gain prizes and incentives throughout the year. Merits can be given for:

- Defends unpopular opinion
- Leads by example
- Helps Others (staff, student, community)
- Advocacy
- Perseverance (Sticks with a question or problem, works through a difficult situation)
- Citizenship

Students earn “CoaH Cash” for every 20 merits they earn and will be given the “CoaH Cash” they have earned in Advisory. “CoaH Cash” will also be earned for behavior that is above and beyond the school’s expectations in the classroom. They can use this currency to earn school-based incentives such as homework passes, casual dress day and other privileges. They can also enter raffle drawings at Town Meetings for larger prizes such as TV’s, headphones, tablets, etc.
**Demerits** are negative behavior points that are given for inappropriate behaviors. Demerits are given for:
- Talking/Disruption in Class
- Inappropriate Language
- Not Following Directions
- Disengaged/Inattentive
- Tardiness/late to class
- Food/Beverage
- Being unprepared for school

A record of a student’s Demerits is kept through the week to track their negative choices. There will be consequences for excessive Demerits or negative choices, however, the consequences are given at the discretion of the Deans and teachers involved. Using restorative justice practices, we will mediate and proactively address any issues that arise to help foster a positive and healthy school community at CoaH-New Bedford.

**Process of Discipline**

The following is a general guideline for the deans to determine the discipline of individual offenses. **For repeated or serious Level II or III offenses (see definitions above), a CoaH administrator can implement consequences further along the discipline process.**

- Issuing of demerits
- Teacher meeting with student after class and teacher calling parent or guardian
- Send to Deans’ Office and call home to parent/Guardian
- Detention and call home to parent/guardian
- Double detention and call home to parent/guardian
- Parent/guardian Meeting with Dean
- Parent/guardian Meeting with Dean and double detention
- Parent/guardian Meeting with Principal/Vice Principal
- Parent/guardian Meeting with Principal/Vice Principal with contract
- Suspension and Parent/Guardian meeting with Dean or Principal/Vice Principal
- Disciplinary Hearing

*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.*

**Definitions of Discipline and Due Process**

**Due Process.** All students at CoaH have due process rights as students in a public school in Massachusetts. If a student has a serious complaint or concern regarding due process or being wrongly accused, students should discuss the complaint with your Advisor, with

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one of the Deans of Citizenship, or the principal. A student may also appeal an issue to the Board of Trustees of City on a Hill.

**Procedural Due Process and Emergency Removal**

A student will not be suspended or expelled from school without being afforded appropriate due process.

Included in the hearing will be the following information: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student’s suspension; the opportunity to dispute the charges and to present the student’s explanation of the alleged incident; and the right of the student and the student’s parent to interpreter services at the hearing if needed to participate.

Except in the case of an Emergency Removal, prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and his/her parent opportunity to participate in an informal hearing. If, however, a student’s continued presence in school 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, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an **Emergency Removal** (see below for more information).

**Suspension Hearing.** A disciplinary suspension hearing will occur when a student faces the possibility of suspension as the result of an offense identified in the Student and Family Handbook. The principal or the designee of the principal will alert the family that the school is conducting an investigation that may result in suspension as a possible disciplinary action. The administrator will involve both the student and the parent or guardian in the suspension hearing. The hearing can occur in person or over the phone or Skype over the internet. All efforts will be made to involve parents and guardians. If parents and guardians cannot participate within 48 hours, the hearing can commence without them. The student and family will then be informed of the decision and the consequence will commence immediately.

**Expulsion Hearing.** A disciplinary suspension hearing will occur when a student faces the possibility of expulsion as the result of an offense identified in the Student and Family Handbook. The principal or the designee of the principal will alert the family in writing that the school will be conducting an expulsion hearing. The family has a right to have someone attend to assist in the Hearing and may arrange any witness or student to speak on the student’s behalf. The family also has the right to bring a lawyer and/or request translation services. The family must inform the Dean or Principal of intent to bring a lawyer or a witness at least one day before the hearing. The family must inform the Dean or Principal of the need for translation services at least three days in advance of the hearing. The administrator will involve both the student and the parent or guardian in the expulsion hearing. The hearing can occur over the phone or Skype over the internet, but having the hearing in person is preferred. All efforts will be made to involve parents
and guardians. If parents and guardians cannot participate within four school days, the hearing can commence without them.

**Detention.** Detention occurs at scheduled times every day; see the daily attendance schedule for the specific time and location. No talking is allowed and students must be doing academic work. Students who arrive late to detention without a note from a teacher will be considered a skip. Detention may not be missed for any reason. A student who skips detention will receive a referral to the Dean’s’ Office.

**Double Detention.** Double Detention occurs at scheduled times every day; see the daily attendance schedule for the specific time and location. No talking is allowed and students must be doing academic work. Students who arrive late to double detention without a note from a teacher or who fail to report to the second hour of their double detention will be considered a skip. Double detention may not be missed for any reason. A student who skips double detention will receive a referral to the Dean’s’ Office.

**Rollover Policy.** Unserved detentions and double detentions (which happen when students are dismissed from school early) will roll over and must be served the next day. If detentions are not served by the end of the week, the student will be referred to the Dean's’ Office. When a student reaches 5 unserved detentions they will be referred to the Dean's’ Office and a parent meeting will be scheduled.

**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 he/she 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).** A parent meeting is a meeting between a City on a Hill administrator, the parent or guardian(s), and the student to discuss the undesirable behavior or rule that was broken, the resulting discipline, and the action plan moving forward to teach the student the desirable behavior(s) and the support mechanisms in place for the student’s success. Students may only return to school after the administrator has determined the student is ready to return; if the administrator determines that the student is not ready to return, the suspension will be extended. Meetings can be scheduled to fit a parent/guardian’s schedule before, after, or during school. Repeated missing of Parent/guardian meetings or refusing to attend meetings can be considered neglect and may result with the filing at Department of Youth Services (DYS).

"We shall be as a city upon a hill." --Governor John Winthrop, 1630
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 a disciplinary hearing. Students and parents/guardians may also be given notice alerting the student and parent/guardian that if the described behaviors continue, the dean's' office will recommend a Disciplinary Hearing. Notices do not need to be signed in order to go into effect.

In-School Suspension (ISS). An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student’s in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student’s academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

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The Principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student’s misconduct. Such a removal is not subject to such due process procedures.

**Long Term Suspension.** Long term suspension is suspension for more than 10 days, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year. In the rare event of a potential long-term suspension, the administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension in Section II (Short Term, Out-of-School Suspension) above, plus the following: in advance of the hearing, the opportunity to review the student’s record and the documents upon which the administrator may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student’s choice, at the student’s/parent’s expense; 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; the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and the right to appeal administrator’s decision to impose long-term suspension to the Executive Director.

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student’s conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will 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 school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student’s opportunity to receive educational services to make academic progress during the period of removal from school (if more than 10 cumulative days); Inform the student of the right to appeal the administrator’s decision to the Executive Director or designee.

Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include
the following information stated in plain language: the process for appealing the
decision, including that the student or parent must file a written notice of appeal with the
Executive Director 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 Executive Director an extension of time for filing the written
notice for up to seven (7) additional calendar days; and that the long-term suspension will
remain in effect unless and until the Executive Director decides to reverse the
administrator’s determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such
suspension is imposed.

**Expulsion**

Students are subject to expulsion (i.e. permanent expulsion) by the Principal for the
conduct listed below. (See also, M.G.L. ch. 71, §§37H)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription
drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such
weapons/devices, but also other objects used to assault another person or to otherwise
create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a
lighter. While such objects would not always constitute “dangerous weapons”,
administrators and educational professionals will review the circumstances of each case
and make a reasonable determination about whether a particular object in a student’s
possession constitutes a dangerous weapon in the school setting. Any illegal weapon will
be turned over to the Police Department. Any student who brings a firearm to school
must be expelled for a minimum of one school year, with exceptions granted only by the
Executive Director. (The definition of a firearm includes but is not limited to guns
(including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when
charged/convicted of a felony based upon the standards and procedures set forth in
M.G.L. c.71, §37H1/2. Any student who is removed from school for a disciplinary
offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have
an opportunity to receive educational services and make academic progress during the
period of removal under a school-wide education service plan, and will be so informed at
the time of the suspension/expulsion.

**EXPULSION PROCEDURES**

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
When considering the expulsion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student’s parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:
   a) The reason for the suspension
   b) A statement of the effective date and duration of the suspension
   c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of a felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

**Expulsion Hearing**

At a Disciplinary Expulsion Hearing, the student, parent/guardian, the Dean of Citizenship, the student’s advisor, an additional Faculty Representative and the Principal meet to discuss the student’s future at City on a Hill. The Principal makes the final decision. The role of the Advisor, the Dean, and the Faculty Representative are to advise the Principal. There are four possible outcomes of a Disciplinary Hearing:

1. The student’s suspension will be over and he or she will be able to return to school on the next school day after being informed of the Principal’s decision.
2. The student’s suspension will be extended by the Principal, and the student will be able to return to school after the suspension is completed.

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3. The student will be re-admitted to City on a Hill on a contract created by the Principal. This contract would state specific behaviors in which the student could not engage.
4. The student will be expelled from City on a Hill.

Students With Special Needs, 504.

Students with special needs and an IEP and students with a 504 must follow the discipline procedures. If necessary, during discipline process, a Manifestation Determination meeting and a FBA (Functional Behavioral Assessment) will be conducted to determine if there is any relationship between an exhibited behavior and a documented condition.

APPEAL TO THE EXECUTIVE DIRECTOR

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the Executive Director. In order to do so the student or parent must file a notice of appeal with the Executive Director within five (5) calendar days with a seven (7) day postponement option. The Executive Director must hold the hearing within three (3) school days of the student’s request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Executive Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The Executive Director will make a good faith effort to include the parent in the hearing. The Executive Director will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director will send written notice to the parent of the date, time, and location of the hearing.
- The Executive Director 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. The Executive Director will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The Executive Director will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator’s hearing for long-term suspension as described in Section III (Long Term Suspension) above.
- The Executive Director will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section III (Long Term Suspension) above. If the Executive Director determines that the student committed the disciplinary offense, the Executive
Director may impose the same or a lesser consequence than the principal, but will not impose a suspension greater than that imposed by the principal’s decision.

The decision of the Executive Director constitutes the final decision of the school district.

**Felony Complaints or Convictions**

Massachusetts General Laws Chapter 71, section 37H 1/2 provides that:

*Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal if said 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 the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director. The student shall have the right to appeal the suspension to the Executive Director. The student shall notify the Executive Director in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Executive Director shall hold a hearing with the student and the student’s parent or guardian within three calendar days of the student’s request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.*

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

**Identification: Say Your Name**

Students MUST give their name whenever asked by a City on a Hill faculty member or volunteer. Refusing to identify oneself or providing false information is considered a threat to the safety of the school and will result in disciplinary action.

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“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
**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:
1**st** offense: Call home to parents and a 0 for the assignment. This applies to ANY assignment, including a proficiency or an interim assessment.
2**nd** offense: Serious Principal meeting and student is put on a contract explaining that the final consequence is loss of academic credit.
3**rd** offense: Loss of academic credit, at the discretion of the Principal.

**Appropriate Technology and Internet Use**
Students have access to a computer lab with full internet access as well as educational applications. All City on a Hill students are expected to use technology, and specifically the internet, ONLY for educational purposes.

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<thead>
<tr>
<th>Acceptable Use of Technology:</th>
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<tr>
<td>● Research for school assignment</td>
<td>● Revealing personal information about self or others</td>
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<td>● Word processing or database software for a school assignment</td>
<td>● Accessing material that is defamatory, pornographic, harassing or illegal</td>
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<td>● Educational application</td>
<td>● Violating copyright laws</td>
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<td>● Using the internet for any illegal activities</td>
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<td>● Tampering with or altering the computer system</td>
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<td>● Non-school related e-mail</td>
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<td>● Instant Messaging/Internet chat</td>
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<td>● Cyber Bullying (See “Bullying Prevention and Intervention” for a description.)</td>
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**Phone Use**
If a student needs to call home, they may ask a teacher for permission to use a classroom phone during advisory or after school.

**Cell Phone Policy**

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
Students who attend City on a Hill Charter Public School in New Bedford are expected to be focused on instruction and learning. For that reason, students will place cell phones/electronic devices in phone cubbies screen side towards the wall at the start of each class, and may retrieve them on the way out to their next class. Cell phones are permitted during lunch. If a student refuses to comply with this policy the following procedures will be followed:

**First Offense** – Staff Member sees student using electronic device, asks for it, the student hands it over, the teacher gives it to one of the deans and it is stored in the deans’ office until the end of the day at which point the phone will be returned to the student.

If the student refuses to comply, the teacher contacts deans office for support. Dean enters room and asks for device, student hands over device to dean who will hold the phone for the day. Phone will be returned to student during detention.

If the student refuses to hand electronic device over to dean they will be advised that they have 2 minutes to hand electronic device over to dean or parents will be called. If the student hands device over prior to 2 minutes passing process returns, then the dean will hold the device until the end of the day, and return it to the student in detention.

If the student continues to refuse, they will be escorted to the dean’s office where the parents will be called, informed of the problem, and the student will be placed on a 5 day phone contract.

If the student continues to refuse, parents will be directed to come in and a meeting is held between dean and parents; electronic device goes home with parents and student serves next available double detention. Student will be placed on a 30 day cell phone contract.

**Second Offense** – the device will remain in the Dean's’ Office until it is picked up by a parent/guardian and student will go on a 30 day phone contract.

**Third Offense** – the device will remain in the Dean's’ Office until it is picked up by a parent/guardian, and the student will lose cell phone privileges.

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

*Fire Drills/Safety Drills*

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
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.

**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 the Appendix.

**RESTORATIVE JUSTICE**

City on a Hill is adopting a restorative approach to school culture and student discipline. 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 soft skills they need to develop and maintain positive relationships with peers and adults in our school and our community.

Each campus implements the specific restorative practices and procedures that best meet the needs of its students. Nonetheless, certain general practices will be common across all three campuses. These practices include:

- The use of circles to develop and maintain relationships within the school community
- The use of merits and demerits to encourage positive behavior and deter negative behavior
- The use of check and connect systems, behavioral intervention plans, and/or peer mediation to provide additional support to students who are not meeting expectations
- Professional development and coaching to help teachers manage student behavior and apply restorative practices in their own classrooms.

CITIZENSHIP

Citizenship means we strive to maintain standards of civility, promote students’ civic engagement and participation, and link our school to the best of Boston.

Student Council

City on a Hill maintains an active student council, advised by two members of the faculty. Members of Student Council are elected each by their Advisory. Student Council debates and discusses school policies, activities, and resolutions from Town Meeting. The Student Council may present final proposals through the School Site Council to the Principal for consideration.

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 for further consideration. We invite parents/guardians and members of the public to attend.

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Extracurricular Activities and Sports
Extracurricular activities and sports are offered at City on a Hill or those students in good academic and disciplinary 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 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. Students have to attend at least three classes (advisory counts) in order to be considered “present.” If the competition is on a weekend, students have to attend at least three classes on the Friday before.

**Sportsmanship and Citizenship:** Students are expected to follow CoaH’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.
ACADEMICS

Academic Program

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

- **English**: four (4) credits of English
- **History**: three (3) credits of history, including Civics, World History, and City Project. Students may also study AP Government and Politics or Constitutional Literacy.
- **Math**: four (4) credits of math, including Algebra, Geometry, Algebra II, and Precalculus. Seniors may also study AP Calculus. Some students will be assigned to Pre-Algebra so they will earn five (5) credits of math.
- **Public Service**: All students participate scheduled community service projects. All Seniors must complete an independent City Project.
- **Science**: three (3) credits of laboratory science, including Unified Science, Biology, and Chemistry. Seniors may also study Physics, AP Environmental Science, or Contemporary Science Applications.
- **Foreign Language**: two (2) credits of Spanish or English as a Second Language.

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

ADDITIONAL ELEMENTS OF THE ACADEMIC PROGRAM

- **Pre Algebra**: Students during Freshman Academy will be given the Algebra Proficiency. Students who do not demonstrate proficiency on this assessment will be strongly recommended to take Pre-Algebra during their freshman year and be on a 5-year plan. The math sequence for the 5-year plan is as follows:
  
  Pre-Algebra, Algebra, Geometry, Advanced Algebra, Pre-Calculus. There is an opportunity to make the program a 4-year plan by taking Advanced Algebra during the summer. The qualifications for this program are B-final grade in Pre-Algebra and Algebra AND passing all classes (no Summer School) during third year at CoaH.

- **Technology Class**: Students take a technology class during a semester of their first year. All students learn to manage files and documents in their computer accounts as well as how to exchange information over the network. All students learn how to use word processors, spreadsheets, databases, and graphics applications. All students learn how to find information on the Internet.

- **Advisory**: Every City on a Hill student is a member of a small advisory group that meets once a week every Friday and follows a three week rotating schedule. Weekly advisories will include academic check-ins, behavioral check-ins using restorative justice practices, and study period. Every third week, each advisory will be involved in a Town Meeting with other grade level advisory groups.

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
- **Town Meeting.** Students who have demonstrated proficiency in the Town Meeting moderation format based on Robert’s Rules moderate Town Meeting. Town Meeting is a required part of school and seniors are graded on their participation in debate as part of their City Project class.
- **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.
- **ACT Aspire and ACT.** All City on a Hill 9th and 10th graders take the ACT Aspire; Juniors and Seniors 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.
- **Advanced Placement (AP).** Students in an AP class must take the AP placement exam in order to receive credit for the course.
- **Health Class.** All Freshman are required to attend an hour long, mandatory health class from 1:30pm-2:30pm on scheduled Friday afternoons. Please check the academic calendar for specific dates.
- **Major Papers.** All CoaH 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.
- **Late Work.** City on a Hill does NOT accept late work, except for work completed in assigned homework club by ninth and tenth graders. Students who have EXCUSED absences are expected to turn in all assignments on the day they return. Students with UNEXCUSED absences will only be allowed to make up major assessments and quizzes and they will do this in homework club the day they return.

**TUTORING**
- All ninth and tenth grade students receive tutoring in some form at City on a Hill which is determined at the start of the school year.
Credit and Grades

1. WHAT STUDENTS ARE GRADED ON

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

Coursework
- homework
- classwork
- papers and projects
- tests and quizzes
- writing

Proficiencies
- oral
- content
- writing

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.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>English</th>
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<td>Oral (CP)</td>
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</table>

2. 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

“We shall be as a city upon a hill.” -- Governor John Winthrop, 1630
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.

3. ABSENCE and TARDINESS:
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.

4. HOW TO EARN CREDIT
Students may earn credit for a course in the following ways:

- Pass all the requirements for a course at City on a Hill with at least a 70%.
- Take a summer or term-length class approved by CoaH administration and pass all of City on a Hill’s proficiencies for the comparable course.

5. 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. Students may not enroll in two classes of the same subject at the same time. Only seniors who have completed all graduation requirements may participate in graduation ceremonies. CoaH 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.

6. 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”. Only “certified seniors” will be placed in a senior advisory, indicating their eligibility to graduate in June or August of that school year.

Students must at least be enrolled in the following courses in order to be considered a member of that grade level:

10th Grade: English 2, Math 2, and at least History 1, Spanish 1, Unified Science. These students are required to take MCAS in the spring, and to participate in tutoring throughout the year.

11th Grade: English 3, Math 3, and at least History 2, Spanish 2, Biology. These students are required to participate in tutoring throughout the year.
12th Grade: English 4, Math 4, City Project, and at least History 3, Spanish 3, Chemistry

7. 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 four classes. Pending the principal’s approval, students may complete the coursework requirement in another district, but before a student can be promoted at CoaH, he or she must take and pass City on a Hill’s proficiencies for that class.

8. SUMMER CREDIT RECOVERY AT CITY ON A HILL
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.

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 CoaH's administration or the teachers running the trip):
1. Student has been suspended from school.
2. Student has been referred to the Dean's 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.

If a student is ineligible for a field trip, this MUST be communicated to parents (in writing) at least two weeks prior to the trip.

Standardized Tests
The tests students may take are ACT Aspire, MCAS, 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 in three major ways:

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
1) City on a Hill’s Math and English curriculum is carefully aligned to the Massachusetts Curriculum Framework/Common Core.
2) 9th, 10th, and 11th graders participate in tutorials designed to sharpen their skills.
3) Individual tutorials are required for all sophomores for MCAS preparation.

Advisory
Advisory is led by a member of the faculty assigned as the student’s Advisor. There are three purposes of advisory at City on a Hill:

1) Advocacy: Advisors know students well. Advisors are the students’ advocate at school and the link between the family and the school.
2) Academic Advising and Monitoring: Advisors monitor students’ academic progress and advise them about how to make good academic choices. Junior and senior advisors guide students through the college selection and admissions process.
3) Three Pillars: Academic Performance, Leadership, Citizenship: Advisors prepare students to demonstrate proficiency in these three areas.

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.

City on a Hill has at least one computer lab and has at least one computer in every classroom. Students are granted storage space for their work on the school’s server and access to laser printers. Students may request access to the Internet through City on a Hill’s system.

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.

Communication with Students, Parents, and Guardians

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
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.

Community Portal. The Community 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 parents access to each student's attendance record, behavior record, and course list.

Attendance or behavior 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 “Important Dates for the 2017-2018 School Year” in this handbook and in the 2017-2018 school calendar posted on the website, www.cityonahill.org. Parents/guardians are always welcome to call their student’s Advisor or the Main Office for further information.

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
- Free and Reduced lunch forms
- Student and Family Contract
- Proof of completion of the eighth grade
- Field trip form

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

Committees and Involvement

Parent 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. Meetings are held on Saturdays at 10:00am on the school campus.

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School Site Council. The School Site Council is a group that advises the Principal and Executive Director. It consists of two parents (elected by the Parent 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 Committees. City on a Hill’s Board of Trustees governs our school. The Board is responsible for evaluating the Principal and Executive Director and overseeing the fiscal management of the school. Meetings are held once a month and are open to the public. Minutes are kept by Principal’s Office. These are available for the public to review. Frequently, the Board will approach the Parent Council for volunteer members of its committees and task forces. If you have an idea about a committee or taskforce, contact Executive Director Erica Brown.

Proposals. Any parents, 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 Parent Council, Student Council, Town Meeting, or Faculty must have debated the proposal prior to its presentation to the Principal. After discussing and considering the proposal, the Leadership Team will respond in writing to any formal proposal.

Communicating with City on a Hill Leadership

City on a Hill’s Leadership Structure. City on a Hill’s leadership team consists of a Principal and Vice Principal. The Principal reports directly to the Executive Director and 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 that 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, email, 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, email, or call ahead to setup a meeting.
3. Contact the Main Office to arrange a meeting with Principal.

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4. Appeal to the Chief Academic Officer in writing. You can address a letter to Paul Hays, Chief Academic Officer, 31 Heath St., Jamaica Plain MA, 02130. Please be as specific as possible and include the results of your communication in the first two steps.

5. Appeal to the Executive Director and Board of Trustees in writing. You can address a letter to Erica Brown, 31 Heath St., Jamaica Plain, MA 02130. 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 Principal and Executive Director has already decided on.

Permission Slips

Field Trips We ask that parents 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.

Media/Publicity. We ask that parents 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). Our consulting psychologist is 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.**

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**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.

1. **Non-discrimination Statement:** *It is the role of City on a Hill Charter Public Schools to provide a safe and secure learning environment for all its students, without distinction based on race, color, religion, ethnicity, national origin, disability, gender, gender identity, socioeconomic status, homelessness status, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated.*

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.

2. **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 nonviolence in school settings.

3. **Zero Tolerance for Known Civil Rights Violations: Required Reporting and Intervention to Stop Harassment**

   a. 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.

"**We shall be as a city upon a hill.**" --**Governor John Winthrop, 1630**
Designated administrators must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.

b. 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.

c. 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.

4. 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 Executive Director is available to receive reports and complaints of civil rights violations from students, faculty, or staff.

5. Examples of Civil Rights Violations and Bias Incidents
i. 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).

ii. 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).

iii. 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).

iv. 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).

v. 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).

vi. Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (crime of assault).

vii. 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).

viii. Painting swastikas on walls or other public or private property (crime of vandalism).

ix. Hitting someone because of his/her actual or perceived group status (crime of battery).

6. Procedures for Responding to and Investigating Incidents
a. 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.

b. 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.

c. 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.

7. Consequences for Civil Rights Violations and Failures to Act as Required
a. 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

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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.

b. 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.

8. 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.

9. 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.

10. 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.

11. 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:

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

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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.

City on a Hill’s Appointed Coordinators:

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<th>TITLE VI</th>
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<th>504</th>
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<tr>
<td>Chief Academic Officer</td>
<td>Executive Director</td>
<td>Director of SPED and Student Services</td>
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<tr>
<td>31 Heath St.</td>
<td>31 Heath St.</td>
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<tr>
<td>Jamaica Plain, MA 02130</td>
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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;

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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.

**Manifest 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, 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 not to 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, a 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?**

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● 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.
\n● A student’s words may not incite others to disrupt the work or discipline of the school or disobey the Laws.
\n● No students may be obscene.
\n● 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.
\n● 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
\n● 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.

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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, gender, sexual preference, religion, national origin, or handicap. Laws which prohibit discrimination in education include:
- Title IX of the Educational Amendments of 1972 (Federal Laws).
- Title VI of the Civil Rights Act of 1964 (Federal 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 he/she has been subject to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, disability, or handicap may file a complaint with the City on a Hill Principal. The Principal will make a determination in the matter. If the Principal’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.

**Student Records**

The state regulations divide student records into two categories of information. The "transcript" contains the minimum information necessary to reflect the student's educational progress, such as name, address, course titles, grades and year completed. It is to be kept by the school system for at least sixty years after the student leaves the system. With a few exceptions, the state regulations forbid the dissemination of information about the student from the record to any "third party" without the informed, written consent of the parent or the eligible student. A "third party" under the regulations is any person or agency except for the parent, the eligible student or "authorized personnel" employed by the school committee. All other information kept by the school system about the student is called the "temporary record." This includes such things as standardized test results, class rank, extracurricular activities, and evaluations. A log is to be kept with each student's temporary record, and every instance of dissemination of the information in this record is to be noted in the log. A student's temporary record, which is material other than the official transcript, will be destroyed no later than seven years after a student transfers, withdraws, or graduates from City on a Hill. Students and parents are to be notified when the student leaves the school that the temporary record will eventually be destroyed, and that they may receive copies of anything in the record before it is destroyed. Finally, the state regulations establish procedures whereby parents or eligible students may appeal a decision of the principal about the student record. A student and his/her parent/guardian have the right to see his/her records and to determine who else sees them. If a student wants to see his/her records, he/she must make the request and the school must grant access within ten days after the initial request. He/she may also request to have his/her Advisor or another faculty member explain his/her records. The school will make copies of records if a student requests such copies. (Submitted as notification to the parents and students of City on a Hill in accordance with state law.)

**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 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

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• make Special Education decisions, including the decision to terminate an IEP, without a guardian’s permission

Examples of what CoaH 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 Pregnant Students**

Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before they leave.

**Policy on Homeless Students**

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 CoaH’s students. If necessary, CoaH will work to provide alternate transportation, free uniforms, and other required school supplies, to students who are residing out of the CoaH district, but still attending CoaH.

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.

**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.

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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 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 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 schedule 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 CoaH’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.

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Illegal Activity

Harassment
There shall be no verbal harassment at City on a Hill. Verbal harassment includes 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.

Hazing. Hazing is considered a crime in Massachusetts and is prohibited in all public schools. In accordance with Massachusetts General Laws, the statutes on hazing are reprinted below for each student's reference:
Chapter 269, 17 states that, “Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars ($3,000) or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.”
The term “hazing” means “any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall 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.” Consent is not a defense to any prosecution for hazing.

At City on a Hill, victims of any hazing effort, or witnesses to such an act, shall make this behavior known to the Dean of Citizenship. The Dean of Citizenship shall advise the Principal whether sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile Officer of the Police department. The Dean of Citizenship, in consultation with the Police department, will advise the Principal whether to file charges. Hazing will result in suspension and possibly in expulsion.

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 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.**
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. No form of harassment will be tolerated, whether related to race, gender, sexual orientation, ethnicity, nationality, language, religion, physical appearance, disability, physical or mental capacity. Furthermore, freedom from harassment, intimidation, and other academic distractions is freedom to learn.

At City on a Hill we understand sexual harassment to be a form of sexual discrimination that occurs when one person subjects another person to unwanted sexual attention, coerces him or her into sexual activity, and/or punishes his or her refusal. Sexual harassment may be manifested verbally (which includes, but is not limited to, propositions, innuendoes, and/or subtle pressure for sexual activity) and/or physically (which includes, but is not limited to, touching, patting, pinching, brushing against another’s body, physical assault, rape, or subtle pressure for sexual activity).

The accusation of sexual harassment is a serious one, and all cases will be given immediate individual attention with the strictest confidentiality imposed. A student should contact his/her Advisor or another member of the City on a Hill faculty.

**Note:** ALL instances of sexual harassment deserve an official response. Some instances of sexual harassment may best be dealt with through mediation; others, by direct involvement of an Advisor or the Principal (or his/her designee). In other instances, the matter will be made an official "case" of the Judicial Hearing Board. Some serious situations may not be sent as cases to the Judicial Hearing Board out of respect for the sensitivities of the victim and for his or her need for privacy.

The legal definition of "sexual harassment" is as follows: sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:
(a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions;  
(b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Sexual harassment may include the following:

**Verbal/Nonverbal/Written:**
Sexual put downs  
Obscene gestures  
Sexual gossip or rumors  
Comments about someone’s body  
Whistling, grunts & groans or other offensive noises  
Pressure for sexual activity or quid pro quo (I’ll give you this for that)  
Sexual harassment over the internet or via e-mail  
Blackmail, or threat of harm for sexual favor  
Permitting sight of undergarments.

**Physical:**
Unwelcome or inappropriate touching  
Invasion of personal space  
Pulling off or lifting someone’s clothes  
Pinning someone to the wall, locker, or blocking their movements  
Touching someone’s private parts  
Sexual assault, rape or attempted rape

Since we are an educational institution, the definition of sexual harassment also includes the following: Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition for participation in school programs or activities; or such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance, education or participation in school programs or activities by creating an intimidating, hostile, humiliating or sexually offensive environment. Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits

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such as favorable reviews, salary increases, promotions, increased benefits, or continued employment; or direct or implied requests by a faculty member in exchange for actual or promised favorable evaluations of course requirements or favorable recommendations constitutes sexual harassment. The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace or educational environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment. All employees and students should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint, is unlawful and will not be tolerated by the School.

Complaints of Sexual Harassment. City on a Hill is committed to equitable, swift and confidential resolution of claims of harassment. Any student or employee experiencing harassment should follow any or all of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
2. If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
3. Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotes, and other evidence.
4. If you are a student, notify your advisor or the Principal, or if you are uncomfortable doing so, speak with another adult.
5. If you are an adult, notify the Principal.

Response to Harassment. As soon as possible, the Dean of Citizenship will report the allegation of harassment to the Principal of City on a Hill.

The Principal will ensure that the matter is investigated in a swift and equitable manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed sexual harassment. The group will bring a recommendation to the Principal of City on a Hill.

Upon completion of the investigation, the Principal of City on a Hill will, to the extent appropriate, inform in writing all parties involved of the results of the investigation.

Disciplinary Action. If it is determined that inappropriate conduct has been committed by one of our employees, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment, and may include such other forms of disciplinary action as we deem appropriate under the circumstances.

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).

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.

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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

Enrollment Policies

City on a Hill visits middle schools, public, private, and parochial, each winter at the invitation of these middle schools. We provide informational materials and answer questions about our school during these sessions. We also invite the public to three admissions sessions each winter on City on a Hill’s campus.

City on a Hill accepts applications each winter for its early spring lottery. In order to be eligible for the lottery, students must be currently enrolled in the 8th grade.

City on a Hill admits students only by lottery, without regard to past academic performance, discipline, or MCAS scores. A community member without ties to the school draws the lottery winners each March and students are offered placement according to the order in which his/her name is drawn.

1. By Massachusetts law, siblings of currently enrolled City on a Hill students receive “sibling preference” and are automatically assigned the lowest (highest priority) lottery numbers. They are the first applicants admitted.
2. By Massachusetts law, residents of Boston are also afforded higher priority status than other school districts.

Families are immediately notified in writing of their lottery number after the lottery takes place as well as their enrollment status, “accepted” or “waitlisted”. City on a Hill admits students, in order of their lottery numbers, as spots become open.

City on a Hill’s maximum student enrollment is 280. City on a Hill only enrolls students at the 9th grade level; we do not accept 10th, 11th, or 12th grade transfers from other schools.

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

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• 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.

**Drug and Opioid Verbal Screening**

Starting in the 17-18 School Year, City on a Hill Schools will have a 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 CoaH teaches substance use prevention and about the dangers of substance abuse. All information regarding wellness is shared on the CoaH 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.
Appendix

Appendix 1: Student Supplies List

For all students:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1 inch binders</td>
</tr>
<tr>
<td>1</td>
<td>Sturdy homework folder</td>
</tr>
<tr>
<td>2</td>
<td>Packages of college ruled notebook paper</td>
</tr>
<tr>
<td>1</td>
<td>Package of graph paper</td>
</tr>
<tr>
<td>1</td>
<td>Package of Index Cards</td>
</tr>
<tr>
<td>1</td>
<td>Cube of Post-It notes</td>
</tr>
<tr>
<td>1</td>
<td>Box of black or blue ink pens</td>
</tr>
<tr>
<td>1</td>
<td>Box of green ink pens</td>
</tr>
<tr>
<td>1</td>
<td>Box of pencils</td>
</tr>
<tr>
<td>2</td>
<td>Black marbled composition notebooks</td>
</tr>
<tr>
<td>1</td>
<td>Highlighter</td>
</tr>
<tr>
<td>1</td>
<td>Box of erasers</td>
</tr>
</tbody>
</table>

Additional supplies for Grades 10-12

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
<table>
<thead>
<tr>
<th>Quantity</th>
<th>Supply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Protractor</td>
</tr>
<tr>
<td>1</td>
<td>TI-83 or TI-84 graphing calculator</td>
</tr>
</tbody>
</table>

Please note:

The focus of our efforts is on preparing our students to be successful students and organized, responsible adults. These supplies are necessary to be successful in our program. We do recognize that school supplies can present a real burden for some families. If any student or family is struggling with the cost of school supplies, please contact the school principal directly: Gail Keith, 401.985.6402, gkeith@cityonahill.org. This will be treated a confidential matter and handled with discretion.
Appendix 2: Student Uniform Details

MEN’S PANTS
- Appropriately fitted, flat front pants.
- Color: Khaki, Dark Navy Blue, or Black.
- Pants should be flat front. Must be pants – no jeans or jean material; no cargo pants, no side pockets, loops, strings, or zippers.
- Approved belt must be worn with pants.

The following are examples of approved pants:

Dickies Original 874 Pant (Item #874)

Dickies Premium Flat Front Pant (Item #WP314)
Dickie Slim Straight Pant (Item #WP873)

Where can I buy Dickies Pants?
- Order directly from Dickies online at [www.dickies.com](http://www.dickies.com) or by phone at 1-866-411-1501
- You can go to a SEARS store (781) 356-6000) and buy in person or order online from SEARS at: [www.sears.com](http://www.sears.com)
- You can go to Walmart or order online
- You can go to JC Penny or order online at [www.jcpenny.com](http://www.jcpenny.com)

French Toast Hemmed Flat Front Twill Pant (Item #1492Y)

Where can I buy French Toast pants?
- Order online at [www.frenchtoast.com](http://www.frenchtoast.com) or call 1-800-373-6248

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
MEN’S SHORTS
- Appropriately fitted, flat front shorts.
- Color: Khaki, Dark Navy Blue, or Black.
- Shorts should be flat front and must have belt loops and be 13” at the knee. Must be pants material, no jeans or jean material; no cargo shorts, no side pockets, loops, strings, or zippers.
- Approved belt must be worn with shorts.

13” Twill Stripe Short (Item #WR815)

13” Flat Front Short (Item #42274)

Where can I buy Dickies Shorts?
- Order directly from Dickies online at www.dickies.com or by phone at 1-866-411-1501
- You can go to a SEARS store (781) 356-6000) and buy in person or order online from SEARS at: www.sears.com
- You can go to Walmart or order online at www.walmart.com
- You can go to JC Penny or order online at www.jcpenney.com

MEN’S SHOES

“We shall be as a city upon a hill.” —Governor John Winthrop, 1630
All students must wear shoes to school every day. Shoes can be leather, a leather alternative, or a sneaker style shoe. ALL SHOES must be SOLID BLACK.

The following are examples of approved men’s shoes:

Where to buy:

- Wal-Mart
- Sears
- JC Penny
- Macy’s
- Amazon has some great choices in their “Kid’s School Uniform Shop”
  www.amazon.com
- Payless ShoeSource
WOMEN’S PANTS
- Appropriately fitted, flat front pants.
- Color: Khaki, Dark Navy Blue, or Black.
- Pants should be flat front and must have belt loops. Must be pants – no jeans or jean material; no cargo pants, no side pockets, loops, strings, or zippers.
- Approved belt must be worn with pants.

The following are examples of approved pants:

![Dickies](image)

Women’s Straight Flat Front Pant (Item #FP221)

Women’s Original 774 Pant (Item #FP774)

Women’s Flat Front Stretch Twill Pant (Item#FP121)

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
Where can I buy Dickies Pants?

- Order directly from Dickies online at [www.dickies.com](http://www.dickies.com) or by phone at 1-866-411-1501
- You can go to a SEARS store (781) 356-6000) and buy in person or order online from SEARS at: [www.sears.com](http://www.sears.com)
- You can go to Walmart or order online at [www.walmart.com](http://www.walmart.com)
- You can go to JC Penny or order online at [www.jcpenney.com](http://www.jcpenney.com)

Young Women’s Pant (Item#13649)

Where can I buy French Toast pants?

- Order online at [www.frenchtoast.com](http://www.frenchtoast.com) or call 1-800-373-6248

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
WOMEN’S SKIRTS
- Appropriately fitted, knee-length (15” touching the knee, NOT above).
- Color: Khaki, Dark Navy Blue, or Black
- Must be pants material - no jeans or jean material; no side pockets, loops, strings, or zippers.

The following are approved skirts:

French Toast Kick Pleat Skirt (Item#12689)

Where can I buy French Toast skirts?
- Order online at www.frenchtoast.com or call 1-800-373-6248

WOMEN’S SHORTS
- Appropriately fitted, flat front shorts.
- Color: Khaki, Dark Navy Blue, or Black.
- Shorts should be flat front and must have belt loops and be 13” at the knee. Must be pants material, no jeans or jean material; no cargo shorts, no side pockets, loops, strings, or zippers.
- Approved belt must be worn with shorts.

The following are examples of approved shorts:

French Toast Bermuda Short (Item #13039)

“We shall be as a city upon a hill.” — Governor John Winthrop, 1630
Where can I buy French Toast shorts?
- Order online at www.frenchtoast.com or call 1-800-373-6248
Dickies Junior Classic Fit Bermuda Short (13” inseam) (Item #KR7714)

Where can I buy Dickies Shorts?
- Order directly from Dickies online at www.dickies.com or by phone at 1-866-411-1501
- You can go to a SEARS store (781) 356-6000 and buy in person or order online from SEARS at: www.sears.com
- You can go to Walmart or order online
- You can go to JC Penny or order online at www.jcpenney.com

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
WOMEN’S SHOES

All students must wear shoes to school every day. Shoes can be leather, a leather alternative, or a sneaker style shoe. ALL SHOES must be SOLID BLACK.

Where to buy:

- Wal-Mart
- Sears
- JC Penny
- Macy’s
- Amazon has some great choices in their “Kid’s School Uniform Shop”
  www.amazon.com

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
Appendix 3: Professional Dress

Examples of Professional Dress:

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
Appendix 4: 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.

“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.

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

Retaliation 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: incidentreport@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.

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
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

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

“We shall be as a city upon a hill.” --Governor John Winthrop, 1630
Name: ___________________________ Student  Staff  Other
Name: ___________________________ Student  Staff  Other

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used).

(Please use additional paper and attach to this document as needed)

9. Signature of Person Filing this Report: _______________________________ Date:__________________
(Note: Reports may be filed anonymously except if filed by staff.)

FOR ADMINISTRATIVE USE ONLY

Form received by: _______________________________ Position: ___________________________ Date:__________________

II. INVESTIGATION

1. Investigator(s): _______________________________ Position(s): ___________________________

2. Interviews:
   - [ ] Interviewed aggressor  Name: _______________________________ Date:__________________
   - [ ] Interviewed target  Name: _______________________________ Date:__________________
   - [ ] Interviewed witnesses  Name: _______________________________ Date:__________________

3. Any prior documented Incidents by the aggressor?  [ ] Yes  [ ] No
   If yes, have incidents involved target or target group previously?  [ ] Yes  [ ] No
   Any previous incidents with findings of BULLYING, RETALIATION  [ ] Yes  [ ] No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)
III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation:
   □ Yes □ No
   □ Bullying □ Incident documented as
   ______________________________
   □ Retaliation □ Discipline referral
   only __________________________

2. Contacts:
   □ Target’s parent/guardian  Date:_________ □ Aggressor’s parent/guardian
   Date:_________
   □ School/Outside Counselor  Date:_________ □ Law Enforcement  Date:
   ______________

3. Action Taken:
   □ Detention  □ Suspension  □ Disciplinary Hearing
   □ Education  □ Counseling Referral
   □ Other _____________________________

4. Describe Safety Planning:
   Follow-up with Target: scheduled for ______________________ Initial and date when
   completed: __________  Follow-up with Aggressor: scheduled for ______________________ Initial and
date when completed: __________
   Report forwarded to Principal: Date__________________ (If principal was not the investigator)
Appendix 5: Forms to Return to City on a Hill

SHARING INFORMATION WITH MEDICAID/SCHIP

Dear Parent/Guardian:

If your children get free or reduced price school meals, they may also be able to get free or low-cost health insurance through Medicaid or the State Children's Health Insurance Program (SCHIP). Children with health insurance are more likely to get regular health care and are less likely to miss school because of sickness.

Because health insurance is so important to children’s well-being, the law allows us to tell Medicaid and SCHIP that your children are eligible for free or reduced price meals, unless you tell us not to. Medicaid and SCHIP only use the information to identify children who may be eligible for their programs. Program officials may contact you to offer to enroll your children (Filling out the Free and Reduced Price School Meals Application does not automatically enroll your children in health insurance).

If you do not want us to share your information with Medicaid or SCHIP, fill out the form below and send in (Sending in this form will not change whether your children get free or reduced price meals).

☐ No! I DO NOT want information from my Free and Reduced Price School Meals Application shared with Medicaid or the State Children's Health Insurance Program.

If you checked no, fill out the form below.

Child's Name: _______________________ School: _______________________

Child's Name: _______________________ School: _______________________

Child's Name: _______________________ School: _______________________

Child's Name: _______________________ School: _______________________

Signature of Parent/Guardian: _________________________ Date: ________

Printed Name: ___________________________ Address: _______________________

For more information, you may call City on a Hill at 617-445-1515.

“We shall be as a city upon a hill.” -- Governor John Winthrop, 1630
CITY ON A HILL ELECTRONICS POLICY/CELL PHONE USE

Students who attend City on a Hill Charter Public School in New Bedford are expected to be focused on instruction and learning. For that reason, students will place cell phones/electronic devices in phone cubbies screen side towards the wall at the start of each class, and may retrieve them on the way out to their next class. Cell phones are permitted during lunch. The policy is:

**First Offense** ~ the device will be held in the Deans’ Office until the end of the day.

**Second Offense** ~ the device will remain in the Deans’ Office until it is picked up by a parent/guardian.

**Third Offense** ~ the device will remain in the Deans’ Office until it is picked up by a parent/guardian, and the student will lose cell phone privileges during breakfast and lunch.

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

**CoaH Student and Family Handbook Snapshot**

- City on a Hill is a charter public school with high expectations for student behavior and academics. Your student must act and speak with respect at all times.
- School hours are 8:00-5:30 every Monday-Thursday and 8:00-3:30 on Friday. Regardless of what time the student arrived in the building they must be in their seat by 8:00 am or they will receive a detention.
- Your student must come to school in their complete City on a Hill uniform. This includes all black shoes, a black leather belt, and pants. Your student may not dress when they arrive at school.
- Your student must complete all homework assignments every day. If your student does not turn in a homework assignment they will receive a zero for the assignment with the opportunity to earn half credit for turning it in the following day.
- To pass each course, your student must earn a 70% or higher average of all four quarters and also score 70% or higher on each final proficiency.
- Your student will receive an assignment notebook. Parents, please check this assignment notebook each night.
- City on a Hill works together with parents to support students. There will be times when you are asked to come to school for meetings and attend Parent Council meetings. Parent Council meetings are a great way for you to voice your comments and concerns to the school leadership.
- Hats are not allowed in school. Hats will be taken and returned to students at the end of the school day.
- If your student earns more than 10 unexcused absences, he/she will lose academic credit for all of their classes in a given year and will not be permitted to attend
Summer School. (Excused absences: medical with doctor note, court date, religious holiday, approved school related activity, and bereavement.)

- Electronics including cell phones and ipods are allowed during lunch in the Town Hall only. Cell phones and other electronics that are seen during any other time or in any other part of the building (including after school) by a staff member will be confiscated. On the first offense, students will get their electronics back at the end of the day. On the second offense, students will get their electronics back at the end of the week and their parent/guardian must pick it up. On the third offense students will also lose the privilege.

- City on a Hill students are never allowed to put their hands on each other in an aggressive manner. This would include play fighting and fighting on or off campus.

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 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 __________________________