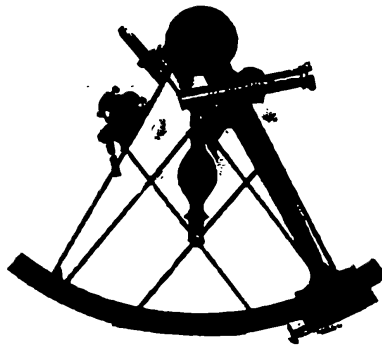


2022-2023
Sturgis Charter Public School
Handbook



Student learning is why we are here. We strive to help all students maximize their potential not only in their knowledge and skills but also in their habits, attitudes, and values.

East Campus

427 Main Street
Hyannis, MA 02601
PH: 508-778-1782
FAX: 508-771-6785

West Campus

105 West Main Street
Hyannis, MA 02601
PH: 508-771-2780
FAX: 508-771-0287

Sturgis Charter Public School is a tuition-free, public high school that accepts students through public lottery regardless of past academic records or individual challenges

Sturgis Charter Public School Handbook 2022-2023

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August 2022

Dear Sturgis Students and Parents,

Welcome to the 2022-23 school year!

Our fundamental purpose is at the forefront of our thinking as we develop our curriculum and student activities: student learning is why we are here. We strive to help all students maximize their individual student potential not only in knowledge and skills but also in habits, attitudes, and values. It is our goal that each student is continually challenged to learn not only in our classrooms but also through the help and support of our faculty beyond the classroom.

We feel fortunate to have many highly capable faculty returning to Sturgis for the 2022-23 school year. In addition, we have also been very fortunate in recruiting many outstanding faculty members who will add their passion and expertise to enhance our program.

Sincerely,

Paul Marble
Executive Director

**STURGIS CHARTER PUBLIC SCHOOL
2022-2023 School Calendar**

August

24	New Faculty and Lead Teachers Meetings
25	Opening Meetings for Faculty
26, 29-30	Professional Days for Faculty
31	First School Day for Students

September

5	Labor Day—No School
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October

5	Teacher Professional Half Day—Half Day for Students
10	Indigenous Peoples' Day —No School

November

11	Veterans Day Observed—No School
21	Parent Teacher Conferences—Half Day for Students
23-25	Thanksgiving Holiday

December

7	Teacher Professional Half Day—Half Day for Students
23-30	Winter Recess

January

2	Winter Recess
3	Classes resume
16	Martin Luther King Day--No School

February

20-24	February Vacation
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March

8	Teacher Professional Half Day—Half Day for Students
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April

17-21	April Vacation
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May

29	Memorial Day- No School
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June

3	Sturgis Graduation—10:00 a.m. for East & 2:30 p.m. for West
19	Juneteenth – No school
21	Last Day (includes 5 inclement weather days)

IBO Mission Statement

To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IBO DEI Statement

At the IB we want to understand and celebrate differences within our community, while recognizing and valuing the things we have in common. As we all strive to achieve our mission of creating a better world through education, we cannot underestimate the importance of diversity, equity and inclusion (D.E.I.). As a global education leader, we aim to provide guidance on ways to cultivate practices that address racism, implicit bias and discrimination of all kinds through an inclusive IB education for our students and community.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

English Language Learners

Pursuant to Massachusetts General Law, Sturgis Charter Public School will “be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, religion, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, homelessness, special need, or proficiency in the English language or a foreign language, and academic achievement.”

Students with disabilities

Pursuant to Massachusetts General Law, Sturgis Charter Public School will “be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, religion, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, homelessness, special need, or proficiency in the English language or a foreign language, and academic achievement.”

School Hours

The school is open to students at 7:30 a.m. as a convenience to parents who must drop their children off early. Students must not enter classrooms unless they have made an arrangement to meet with a member of the staff.

At 3:10 p.m. all students not involved in a formal after school activity are to leave the academic area of the school immediately and wait in the lobby for their rides. No students, except athletes returning from practices or games, are to be on school property after 4:30. Parents who cannot pick up a child until after 4:30 should arrange to meet her or him at a safe location such as the public library.

School Closings

In the event of inclement weather or mechanical breakdown, school may be closed. Sturgis will alert parents via text message to the primary cell phone number provided through SchoolBrains, and changes in school status will be announced, as well, on our website and over local radio stations WQRC, WXTK, and television channels WHDH and FOX 25.

**Calendar of Grade and Progress Reports
2022-2023**

First Semester

	<u>Term & Exam Dates</u>	<u>Progress Report & Report Card Availability Date</u>
<i>1st Quarter</i>	<i>Aug. 31 - Oct. 28</i>	<i>Progress Reports: Oct. 7 Report Cards: Nov. 4</i>
<i>2nd Quarter</i>	<i>Oct. 31 - Jan. 20</i>	<i>Progress Reports: Dec. 9</i>
<i>Mid-Year Exams</i>	<i>Jan. 17 - Jan. 20</i>	<i>Sem 1 & Exam Grades: Jan 27</i>

Second Semester

<i>3rd Quarter</i>	<i>Jan. 23 - Mar. 31</i>	<i>Progress Reports: March 10 Report Cards: April 7</i>
<i>4th Quarter</i>	<i>April 3 - June 13</i>	<i>Progress Reports: May 12</i>
<i>Final Exams</i>	<i>June 8-9, 12-13</i>	<i>Year and Exam Grades: June 23*</i>

** These dates do not reflect additional days in the event of inclement weather.*

Daily Schedules

Our schedule operates on a seven day rotation. Each class meets six times in each seven day rotation, for five single periods and one double period. Note: the days do not correspond to the days of the week. Advisor/Advisee meetings occur on Wednesdays after a shortened first block class.

Academic Program and Policies

Graduation Requirements

Sturgis Charter Public School requires that students earn four credits in each of the following disciplines: English, history, math, science; either four credits in French/Spanish and two in Latin or four credits in Latin and two in French/Spanish; two credits in the arts; and at least two additional elective credits.

Requirements for Graduation

4 credits of English	4 credits of French or Spanish*
4 credits of mathematics	2 credits of Latin
4 credits of science	or
4 credits of history	4 credits of Latin*
	2 credits of French or Spanish
2 credits of the arts	
2 additional elective credits	
Total of 26 credits	

* All students must earn a minimum of 6 credits of foreign language in high school in order to meet the graduation requirements of Sturgis Charter Public

School. Students who enter the school in grade 9 must earn either four credits in French or Spanish and two in Latin or four credits in Latin and two in French or Spanish. Students who enter Sturgis in grade 10 and have accumulated a foreign language credit at their previous school must earn three credits of Latin and two credits of French or Spanish, or three credits of French or Spanish and two credits of Latin. Grade 10 students entering Sturgis without previous foreign language credit must earn three credits each in Latin and French or Spanish. In all situations, the student must achieve a minimum of six foreign language credits to graduate.

Note: All IB assessments are graduation requirements. Additionally all students must satisfy the Massachusetts MCAS requirements prior to graduation.

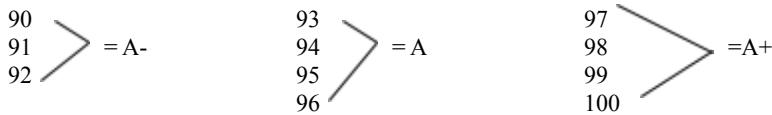
Class Status Policy

Students receive seven credits for passing all courses each year. A student must accumulate the following minimum number of credits to maintain class status:

Sophomore Status: 6 credits
 Junior Status: 13 credits
 Senior Status: 19 credits

Grade Scale

All term and final grades are reported numerically. In order to receive credit for a course, a student must earn at least a 60. Letter grade equivalents are illustrated by the following example:



Grade Point Average

The grade point average is based on a standard 4.0 scale. Because we do not level our courses, the G.P.A. is unweighted. The G.P.A. is calculated using the following point system:

A+	4.3	B+	3.3	C+	2.3	D+	1.3
A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
						F	0.0

Note that in determining course grades the formula for weighting class work and final examinations is as follows:

One semester course: Class work 80%, final exam 20%
 All year courses: Class work 80%, mid-term exam 10%, final exam 10%

A special note for transfer students

Due to the wide range of curriculum requirements, assessment standards and grading policies at regional high schools, as well as the unique nature of our “IB for All” curriculum, Sturgis does not incorporate courses completed at prior schools into our transcript, nor do we include these courses in the calculation of a student’s Sturgis career GPA. During the college application process, Sturgis acknowledges the high school level courses that students have taken at previous schools, by providing colleges and universities with a copy of both transcripts (an official Sturgis transcript and a copy of the student’s transcript from the prior high school).

Class Rank

Sturgis Charter Public School does not report rank in class except by percentile when requested by colleges, universities, and scholarship services as part of the application process.

Course Prerequisites

The prerequisite for the course in each discipline is a passing grade in the previous course. A student may make up a failed course while taking the current grade level course in that discipline.

Minimum Academic Program Requirements

All students must be scheduled for classes during each period of the day unless alternative arrangements (for independent study or a college course) have been approved by the Principal.

Field Trips

School sponsored field trips are considered an integral portion of the curriculum and all eligible students are expected to attend. The Principal reserves the right to review all students’ academic and disciplinary records. In cases where there are concerns, the Principal may deny a student participation on a trip. If cost associated with a particular trip is an issue, the student or family should speak with the teacher or member of the administration.

Incomplete Work

Students who have not completed work due to absences or other extenuating circumstances as determined by the teacher and/or Principal will be given a period of time that is equal to the number of days absent plus three school days to make up the work. Teachers will determine the deadline for submitting the work and will inform the student. If the make-up period falls at the end of a quarter, then the student may be given an “I” on the report card. If a student does not turn in a required course assessment, he or she may be given an Incomplete in the course until which time the assessment is completed and turned in. This may apply to courses assigned Internal Assessments as well as exams.

Failure and Make-up Policy

A student who receives a failing grade for a course will be given the opportunity to retake the final examination for that course in the event that an improved score on the exam will be sufficient to produce a passing grade for the course. The exam will be scheduled at the school’s and the student’s mutual convenience during the summer following the failed course. It is assumed that the student will use the opportunity of the intervening time to receive tutoring or instruction or to engage in self study that will lead to a

sufficiently improved score. Teachers will help students identify areas of the curriculum for particular concentration in their preparation for the exam to be retaken and the school will provide texts and other materials required.

Schedule Changes

A student may submit a request for a schedule change within the first five days of class. All schedule changes should be requested through their school counselor.

Withdrawal from a Course

Students may withdraw from a course only if the course in question is being taken in a semester in which the student's total credits exceed the number required for graduation. The request for withdrawal must be submitted within the first ten days of the semester. Otherwise, a W will appear on the transcript of any student who withdraws from the course after the tenth day of the semester.

Summer School Credit

Sturgis Charter Public School offers no summer school program, nor do we accept summer school credit from other high schools. With the approval of the Principal, students may earn credit through college coursework completed.

Elective Courses

Juniors and seniors are required to take one elective course each year. Those who take a one year elective will be assigned to a focused study for the following year. Students must earn a total of at least 2 elective credits.

Focused Study

Focused Study requires students to be engaged in focused academic study that guarantees productive time in a structured format. Teacher supervision and assistance will ensure that students are purposefully working on activities directly related to their program of studies.

Book Allocations

Books are issued to students in the form of texts and supplementary works of literature, usually in paperback editions. In all cases, lent books are recorded, and the condition of books upon issue is noted. Students are responsible for returning books in the condition of their original issue and will be billed for loss or damage regardless of the reason for the book not having been appropriately returned.

Academic Support

We believe all students, with the appropriate motivation and support, can succeed. The following systems and procedures are available to monitor students' academic success and intervene when there are concerns about a student's achievement.

Advisor/Advisee Program

We believe it is important for every student to have one faculty member who is in touch on a regular basis and is well-informed of the overall academic and social status within the school. An advisory program has a teacher-student ratio that allows *all* students to personally know an adult in the school who cares about them and who acts as a mentor, role model and advisor.

Progress Reports

These reports are available on School Brains four times each year with estimated grades of students' progress at that point, and comments on their effort, cooperation, and attendance. After progress reports are released, Advisors conference with students about their progress during Advisory.

Curriculum Support

Each Monday, Tuesday and Thursday, at least one teacher per department will be available from 3:15-4:15 for after school academic support. Students may seek this support as part of a plan they have made with a teacher and/or their advisor, or as part of a plan established at a team meeting. Each individual teacher will be available a minimum of one day per week.

Peer Tutoring

Peer tutors are available, students should see their guidance counselor, the Principal or subject area teacher for details.

Team Meetings

Meetings of parents, students, relevant teachers and a member of the administration may be convened when the above strategies have not produced the desired results. All team meetings are scheduled by the appropriate school personnel at the request of the advisor or a parent/guardian and serve the purpose of exploring ways to help students improve their achievement and/or their behavior in one or more classes.

Individual Parent/Teacher Discussions

Parents are encouraged to email the school at any time to discuss their student with a faculty member. Effective communication with parents is one of our priority goals.

Participation in Creativity, Activity, and Service

Beyond students' academic development, Sturgis is committed to the growth of each student's character. One way to develop this character is through service to others and participation in extracurricular activities. All students are expected to involve themselves in service projects and service learning as individuals, through advisory, in school-wide activities, and/or through their academic courses.

We believe participation in these programs is an essential aspect of our commitment to developing the well-rounded student. Our athletic and

extracurricular opportunities are offered on the basis of student interest and the availability of coaches and other leaders. The school assesses user fees for participation in activities that incur costs unless students are exempt from payment of the fee for reasons of financial hardship.

Service to school and community is one way we ask students to express the “generosity of spirit” our charter espouses as a core value for our school. Faculty advisors help students identify opportunities for service, make plans for fulfilling their commitment, and reflect on what they did. Parents can help in supporting our work by talking with their children about the concept of service, identifying community service projects and participating with them. This is of great assistance to the staff and to the mission of the school as a whole.

Co-Curricular and Athletic Programs

Examples of Clubs and Activities offered at Sturgis:

Habitat for Humanity	Journalism
Chorus	Surfing
Model United Nations	Sturgis Strings
Outing Club	Frisbee
GSA	Student Council
Chess Team	Prom Committee
Diversity Committee	Yearbook
Bike Builders	Mock Trial
Amnesty International	Newspaper
S.T.A.G.E	Bible Club
Junior Classical League	Gaming Club

Sports offered at Sturgis

Girls Soccer	Boys Basketball
Boys Soccer	Girls Basketball
Field Hockey	Girls Lacrosse
Golf	Boys Lacrosse
Girls Volleyball	Softball
Cheerleading	Baseball
Girls Cross Country	Boys Tennis
Boys Cross Country	Girls Tennis
Track and Field	Sailing

The school is responsible for the enforcement of the MIAA rules relative to the eligibility of athletes for participation in interscholastic athletic events. Selected rules are listed below.

Academic Eligibility

Sturgis students are Student-Athletes, not Athlete-Students. As such each student should be aware of the team schedule and upcoming dismissals. It is the student-athletes' responsibility to notify teachers when they will be out of class. Each student-athlete is also responsible for ensuring that they keep current with their academic load and meet all deadlines set by teachers. Concerns raised by teachers are addressed by the coach and/or athletic director. When a student repeatedly "drops the ball" it may result in that student-athlete's temporary suspension from team events.

Academic Eligibility: MIAA Rule 58.1: A student must secure a passing grade, and full credit, in the equivalent of four traditional year-long major English Courses..

Driving to Practice

Students who are legally entitled to drive may do so after completing the self-drive waiver. Athletes that self-drive to a practice or game understand that they:

- Cannot transport any other students except siblings AT ANY TIME
- Must arrive at all events in a timely manner and
- Must communicate directly with the coach when using their own vehicle.

Health Requirements

As with all facets of school life, student safety is one of our primary goals. For this reason each student participating in athletics requires the following actions to have been completed:

- **Physical Exam Form.** This is valid for 13 months from the date of examination and must be turned in to the athletic office.
- **Opioid Misuse** Prevention information for Student-Athlete and Parent. Parents and students must read all documents pertaining to opioid misuse, accessible on the athletics webpage.
- **Every Athlete** must complete the online base test for concussions (IMPACT)
- **Concussion Awareness:** Parents and students must watch the video on concussions posted on the Center for Disease Control (CDC) website.

Practice and Game Limitations—School and Non-School

A student may practice or play only once in any day. Any player who violates this rule for the first time shall be declared ineligible for participation in the next two consecutive inter-scholastic events or two weeks, whichever is greater. A non-school team is deemed to be a team if it has two or more of the following: a coach, a schedule of games, a schedule of practices, uniforms.

Submission of Paperwork

Please make sure you have handed the following prior to the season start.

- Athletic waiver for the seasons must be completed and signed by a parent and counter signed by the student.
- Participant user fee \$100. A check payable to Sturgis Charter School or cash in an envelope In both cases add the child's first and last name as well as the sport they will be participating in. Refunds of the participation fee are only available if requested during the first week of official practice.
- Financial assistance is available for those who qualify.
- An up-to-date physical exam on file with the school nurse.

Where paperwork is not submitted a participant may be ineligible to practice or play.

Chemical Health

During the season of practice or play, a student shall not, regardless of quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids, or any controlled substance. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

Responsibility for the enforcement of rules rests with the Executive Director, Assistant Principal or Principal, and all coaches. Please refer to the Code of Conduct, M.I.A.A. rules, and any sport specific rules provided by coaches.

Uniforms

Each student-athlete is provided with a team uniform. This uniform is the property of the school and is expected to be returned (in good condition) by the close of the season. Non returned uniforms incur a replacement cost payable by the student/parent. The current replacement cost varies between \$30.00-\$60.00.

Code of Conduct

The Sturgis Charter Public School community values intellectual curiosity and the life of the mind, believing academic achievement to be the result of serious, persistent effort, rather than innate ability or socio-economic advantage. Sturgis also prizes individual responsibility, inclusiveness, empathy, initiative, respect for self and others, self-discipline, moral integrity, creativity and leadership. These traits are an integral part of recognizing one's responsibility to build and uphold an inclusive school culture. These values are articulated in the "Sturgis Compact," the principles that guided the formation of the school.

Beyond these shared attitudes, beliefs, and values, Sturgis cultivates in its students an esprit de corps—"a sense of union and of common interests and responsibilities"—that will encourage students to support each other through four years of challenging academic work leading to high-stakes exams.

The Sturgis Code of Conduct supports the kind of educational environment the trustees and faculty believe is essential to achieving the mission of the school. In keeping with the school's maritime inspiration, Sturgis uses the analogy of a ship and its crew to illustrate what can be accomplished when everyone works together to reach a common destination. For Sturgis students, the common goal is meeting world-class standards of academic achievement while growing in individual curiosity, character, and courage. Such a goal is achievable only in an environment where there is absolute adherence to respect, responsibility, and safety for self, for others, and for the school and larger community.

Rules for Everyone to Live By

All within the Sturgis Charter Public School community agree to support the school's vision, mission, and guiding principles. We also agree to follow these basic rules of behavior.

1. Be a person of integrity. Act honorably.
2. Be kind, polite, and caring at all times.
3. Recognize and honor one another's differences based on identity; actively contribute to the inclusiveness of our community
4. Strive for excellence without arrogance. Do your best.

5. Don't do anything you wouldn't want your parents to know about.
6. Respectfully engage in challenging ideas and not individuals, keep an open mind, listen to understand, speak out against intolerance.
7. Allow for imperfections in others; you're not perfect yourself. Tolerate honest mistakes from people that are doing their best.
8. Lead by example.
9. Speak well of others; gossip undermines human dignity.
10. Seek the truth in all matters.
11. Celebrate life with humor.
12. Live and learn, but teach others as well.

These rules reflect in part the character guidelines written by Admiral Charles R. Larson of the U.S. Naval Academy and the Academy's Character Development Program.

Dress Code

While we recognize the inclination of individuals to express themselves through fashion, we also acknowledge that there are levels of formality within our society. What may be appropriate for a weekend social engagement may not be for school. To help students make such distinctions, we ask that they abide by the following dress code. Those who do not reflect the sense of appropriateness and professionalism essential to serious academic purpose will be asked to change.

- Bodies must be appropriately covered.
- Clothing and/or accessories may bear no graphics with writing, slogans, pictures or symbols that depict obscenities, vulgarity, racism, gang affiliation, drugs, drug paraphernalia, alcohol, or other offensive messages that may disrupt the learning environment and/or undermine the mission of the school.
- Accessories (sunglasses, earbuds, etc.) should not interfere with learning.
- No sharp studded jewelry or jewelry that can be construed as a weapon may be worn.
- Clothing should be appropriate for a school setting.

Electronic Devices

Students are allowed to use electronics during lunch and during each passing period between classes. During all classes and focused study halls, students are required to put away electronic devices and/or give the device(s) to school personnel. Failure to do so may result in loss of phone privileges for the day, (including lunch) and/or other disciplinary actions. In addition, students may not take, use, or post any unauthorized video/photos of students or staff.

Tobacco Regulations

The use of any tobacco products and or paraphernalia including, but not limited to: cigarettes, cigars, snuff, electronic cigarettes, vapes, or other similar products that rely on vaporization or aerosolization is prohibited on school grounds and all school functions as per the requirements of the Education Reform act of 1993.

Hazing

Massachusetts General Law Chapter 269, sections 17-19 establishes hazing as a crime. Hazing includes any conduct or method of initiation into

any student organization that willfully or recklessly endangers the physical or mental health of any student or person. Any instances of hazing and the organizers or participants of hazing will be reported to the police.

Commonwealth of Massachusetts: Anti-Hazing Law

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

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 or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean 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. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Whoever knows that another person is the target of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the

institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Harassment

In accordance with M.G.L. c. 76, s. 5, the Sturgis Charter Public School affirms its non-tolerance for harassment or discrimination. The Sturgis Charter School is committed to equal employment and educational opportunities for all employees, students, and members of the school community without regard to race, ethnicity, gender, gender identity, religion, sexual orientation, age, homelessness or disability. Discrimination based of these qualifiers is illegal under state and federal law and will not be tolerated.

“Harassment” means any abusive or harassing conduct (including speech) that creates a hostile learning or work environment and may include insulting words, slurs, or rude / discourteous speech inconsistent with habits and manners of civil discourse. Verbal harassment is threats, gestures, or verbal attacks directed at one's racial, ethnic or religious background, gender identity, sexual preference, or mental or physical disability. Sexual harassment is sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes sexual harassment when such conduct is unwelcome and creates an intimidating, hostile, or offensive learning / work environment. This can include sexual jokes, written references to sexual conduct, gossip regarding one's sex life, displaying suggestive objects, pictures, or cartoons, unwelcome leering or brushing against one's body, inquiries into one's sexual experiences, or discussions of one's sexual activities. What one person may consider acceptable behavior may be viewed as sexual harassment by another person. To protect the rights of both parties, it is important that the target make it clear to the harasser that the behavior is bothering him or her and its continuation will not be tolerated.

Any violation of this policy should be brought in writing to the attention of the Assistant Principal or Principal, who will accept all complaints and then investigate and resolve them within five days of the written submission of the complaint. Sanctions for violations of this policy of discrimination and harassment may range from a parent conference to suspension from school to a recommendation for expulsion to the Board of Trustees, depending on the severity of the violation. Retaliation based on any complaint is unlawful and will not be tolerated.

Bullying Policy: The following is a synopsis of the key components of the Sturgis Bullying Prevention and Implementation Plan. The full policy can be found on line at [HTTP://WWW.STURGISCHARTERSCHOOL.ORG](http://www.sturgischarterschool.org)

BACKGROUND

Sturgis Charter Public School expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Sturgis Charter Public School is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying, racism, prejudice and other harmful and disruptive behavior that can impede the learning process.

We understand that students of color, multicultural students, multilingual and emerging multilingual students, students who are LGBTQ+, neurodivergent students, and students experiencing homelessness may be more vulnerable to becoming targets of bullying, harassment, or teasing. Sturgis Charter Public School takes steps to create a safe, supportive environment for all populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Sturgis Charter Public School does not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school building, on school grounds, or in school-related activities. We promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Any instance of hate speech or derogatory language directed at a person or persons from a systematically marginalized group will not be tolerated. Harassment or slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language, making biased generalizations, or using stereotypes should be reported to the Principal, Assistant Principal, Human Resources Coordinator or DEIB Coordinators. Due to the sensitive and urgent nature of responding to identity based bullying and harassment, Sturgis will ensure school and student safety while supporting behavior change, reflection, and learning. Responses will be timely, thorough, and grounded in anti-bias and

anti-racism with some degree of flexibility given the complexity of these incidents.

The Bullying Prevention and Intervention Plan (“Plan”) is a comprehensive approach to addressing bullying and cyberbullying, and Sturgis Charter Public School is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. The plan applies to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, custodians, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

Definition of Bullying

“Bullying” is the repeated use by one or more students or member of a school staff of written, verbal, or electronic expression (i.e. Instagram, Snapchat, text messages, etc.) or a physical act or gesture, or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target’s property
2. places the target in reasonable fear of harm to themselves, or of damage to their property
3. creates a hostile environment at school for the target
4. infringes on the rights of the target at school
5. materially or substantially disrupts the educational process or the orderly operation of a school

Bullying is prohibited:

1. on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school related activity, function, or program whether on or off school grounds, at a school bus stop, or other vehicle owned, leased or used by a school, or through the use of technology or an electronic device owned, leased, or used by a school district; and
2. at a location, activity, function, program that is not school-related, or through the use of technology or an electronic device that is not owned, leased, or used by a school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process of the school.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation is prohibited. Reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

Procedures for Reporting and Responding to Bullying and Retaliation

A. 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 Sturgis Charter Public School staff member is required to report immediately

to the Assistant Principal or Principal 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 Sturgis Charter Public School staff members, may be made anonymously. Sturgis Charter Public School will make a variety of reporting resources available to the school community including, an Incident Reporting Form, emailing the Assistant Principals at kgauthier@sturgischarterschool.org for East or jnewcombe@sturgischarterschool.org for West, and drop boxes throughout the school where students can report bullying, either anonymously or with their signature.

Use of an Incident Reporting Form is not required as a condition of making a report. However, Sturgis Charter Public School will: 1) include a copy of the Incident Reporting Form on the forms page of the school website for students and parents or guardians; 2) make it available in Sturgis Charter Public School's main office, the counseling offices, and the school nurse's office; and 3) post it on Sturgis Charter Public School's website with this plan.

Reporting by Students, Parents or Guardians, and Others

Sturgis Charter Public School expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the appropriate Assistant Principal or Principal. 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, specifically the attached Incident Reporting Form (see end of document). Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the Assistant Principal or Principal.

Consequences of Student Misconduct or Disobedience

Any student who engages in misconduct or disobedience may be suspended or expelled from school, depending on the severity of the misconduct or disobedience and the student's past disciplinary record. Misconduct means intentional wrongdoing or conduct that a student knows or reasonably ought to know is wrong or prohibited, and includes a violation of the rules of behavior as stated above. Disobedience means refusing or neglecting to follow the lawful instructions of an administrator, teacher, or other school employee.

Disciplinary Procedures

A suspension may be short term (10 school days or less) or long term (more than 10 school days). The Assistant Principal or Principal may impose a short-term suspension or a long-term suspension. The power to expel (i.e., permanently exclude a student from school) is reserved for the Executive Director except in the case of the principal's statutory authority to expel a student for certain offenses (see section below on principal's authority).

Release of Student Disciplinary Information to Colleges

In keeping with The National Association for College Admissions Counseling's (NACAC's) statement of good practice, Sturgis "reports any significant change in a candidate's academic status or qualifications, including personal school conduct record between the time of recommendation and

graduation.” This includes but is not limited to changes in curriculum, violations of academic integrity, suspension or dismissal. When such actions occur, after allowing a seven day window of opportunity for the student to initiate communication with colleges, the student’s guidance counselor will write to the colleges to inform them of the student’s change in status and the reason for the change.

It is Sturgis’ policy to refrain from reporting any disciplinary infractions to colleges and universities unless the student has been adjudicated guilty or convicted of a misdemeanor and/or felony and/or Sturgis administration is aware of information that the student is a safety risk to others. In these cases, the student is encouraged to work closely with their guidance counselor to ensure that both are communicating with college admissions offices in a consistent and thoughtful manner. We counsel students to provide colleges with further information, including any extenuating circumstances and any subsequent effects that the action may have had on them.

Restraint Policy

In compliance with Commonwealth of Massachusetts Regulations (603 CMR 46.00), Sturgis Charter Public School ensures that every student attending our school is free from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- to administer a physical restraint only when needed to protect a student and/or a 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.
1. Use of 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.
 2. Limitations on use of restraint - Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
 3. Prohibitions - Physical restraint is prohibited in the following circumstances:
 - as a means of punishment; or
 - as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that to not constitute a threat of imminent, serious, physical harm.

Definitions

As used in 603 CMR 46.00, these terms shall have the following meanings:

1. Extended restraint is a physical restraint the duration of which is more than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.

2. Physical escort is the touching or holding of a student without the use of force for the purpose of directing the student.
3. Physical restraint is the use of bodily force to limit a student's freedom of movement.

Training

Training is required for all staff. Such training shall occur within the first month of each school year, and for employees hired after the school year begins, within a month of their employment.

At the beginning of each school year, the administrative team shall identify staff authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint.

DUE PROCESS FOR DISCIPLINARY REMOVALS and SERVICES DURING REMOVALS

Student disciplinary offenses resulting in removal from the classroom (i.e., suspensions and expulsions) are subject to due process procedures, including notices, hearings, appeals, and educational services during removals. The following sections provide you with information about these rights. Please note that students have the right to be represented counsel or a lay person of the student's choice, at the student's/parent's expense, at any and all hearings concerning student discipline. If you wish to bring an attorney to any hearing or meeting at the school, please inform STURGIS CHARTER PUBLIC SCHOOL immediately. If you fail to inform the school prior to bringing an attorney to a hearing, and STURGIS CHARTER PUBLIC SCHOOL's attorney is not present, then STURGIS CHARTER PUBLIC SCHOOL will exercise its right to cancel and reschedule the meeting to ensure that its attorney can attend. This rescheduling may delay the hearing or meeting, and if so, your child's disciplinary removal will be extended until a decision is rendered following the rescheduled hearing or meeting. STURGIS CHARTER PUBLIC SCHOOL hereby notifies you that it may have its legal counsel present at any hearings and meetings involving student discipline.

A. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H

This Notice of Student and Parent Rights applies to student misconduct that involves weapons, drugs, assault on school staff.

Specifically, 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, may be subject to expulsion from the school by the Principal. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Principal. Any student who assaults a Principal, administrator, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

Any student who is charged with any of the misconduct detailed above has an opportunity for a hearing before the Principal. At the hearing, the student may have representation at their own expense, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the Principal to have committed the misconduct detailed above.

Any student who has been expelled from a school district pursuant to GL c. 71 §37H shall have the right to appeal to the Executive Director. The expelled student shall have ten days from the date of the expulsion in which to notify the Executive Director of their appeal. The student has the right to counsel, at their own expense, at a hearing before the Executive Director. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

Students who are suspended or expelled under §37H are entitled to receive educational services during the period of suspension or expulsion under STURGIS CHARTER PUBLIC SCHOOL's Education Service Plan, which is described below in Section D. If the student withdraws from the Sturgis Charter Public School and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

B. NOTICE OF RIGHTS UNDER G.L. c. 71 §37H½

This Notice of Student and Parent Rights applies to student misconduct that involves student criminal or felony delinquency charges, findings, or admissions.

Suspension Following Criminal or Felony Delinquency Complaint

Upon the issuance of a criminal or 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 the Principal if he or she determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student is entitled to 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 their 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 their 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 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 their 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. The Executive Director's decision shall be the final decision of SCHOOL with regard to the suspension.

Expulsion Following Felony Adjudication or Admission

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

The student shall have the right to appeal the expulsion to the Executive Director. The student shall notify the Executive Director, in writing, of their request for an appeal no later than five calendar days following the effective date of the expulsion. The Executive Director shall hold a hearing with the student and the student's parent within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on their behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the Principal or headmaster, 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. The Executive Director's decision shall be the final decision of STURGIS CHARTER PUBLIC SCHOOL with regard to the expulsion.

Students who are suspended or expelled under §37H½ are entitled to receive educational services during the period of suspension or expulsion under STURGIS CHARTER PUBLIC SCHOOL's Education Service Plan, which is described below in Section D. If the student withdraws from the Sturgis Charter Public School and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

C. NOTICE OF STUDENT AND PARENT RIGHTS UNDER G.L. c. 71 §37H½

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

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

considering and/or decides to implement a removal from school as a consequence for student misconduct.

Students who are suspended under §37H³/₄ are entitled to receive educational services during the period of suspension or expulsion under STURGIS CHARTER PUBLIC SCHOOL's Education Service Plan, which is described below in Section D. If the student withdraws from the Sturgis Charter Public School and/or moves to another school district during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Notice of Suspension and Hearing under §37H³/₄

Unless the Assistant Principal or Principal determines that an emergency removal is required (*see* Emergency Removals section below) or decides to implement an in-school suspension of ten or fewer consecutive days (and no more than 10 cumulative days per school year) (*see* In-School Suspension section below), the Assistant Principal or Principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with verbal and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

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

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

The Assistant Principal or Principal is required to make and document reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The Assistant Principal or Principal is presumed to have made reasonable efforts, and therefore may conduct a hearing without the parent present, if the Assistant Principal or Principal has sent written notice (by

hand delivery, first-class mail, certified mail, email, or any other method of delivery agreed to by the Assistant Principal or Principal and parent) and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

Emergency Removal

A Principal has the authority to remove a student from school temporarily when a student is charged with a disciplinary offense and the Principal determines that the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal is required to notify the Executive Director immediately in writing of an emergency removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal is required to:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the Hearing Rights outlined below;
- (b) Provide written notice to the student and parent;
- (c) Provide the student an opportunity for a hearing with the Principal that complies with the rights outlined below in the Hearing Rights section, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent.
- (d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

Hearing Rights

Principal's Hearing under §37H^{3/4}: Short-term Suspension

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less.

The purpose of the hearing with the Assistant Principal or Principal is for the Assistant Principal or Principal to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the Assistant Principal or Principal is required to discuss the disciplinary offense, the basis for the charge, and any other

pertinent information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the Assistant Principal or Principal should consider in determining whether other remedies and consequences may be appropriate. Based on the available information, including mitigating circumstances, the Assistant Principal or Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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

Principal's Hearing under §37H¾: Long-term Suspension

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

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

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

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

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student

and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent. If the Principal decides to suspend the student, the written determination will:

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

Executive Director's Hearing under §37H³/₄

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

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

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

The Executive Director must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director shall 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. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

The student and parent shall have all the rights afforded them at the Principal's hearing for long-term suspension, as detailed above in the sections entitled Principal's Hearing under §37H³/₄: Short-term Suspension and Principal's Hearing under §37H³/₄: Long-term Suspension.

The Executive Director shall issue a written decision within five calendar days of the hearing. 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 shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Executive Director shall be the final decision of the school.

In-School Suspension under §37H³/₄

The Assistant Principal or Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Assistant Principal or Principal is required to inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Assistant Principal or Principal determines that the student committed the disciplinary offense, the Assistant Principal or Principal must inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day that the Assistant Principal or Principal decides to impose an in-school suspension, the Assistant Principal or Principal must make reasonable efforts to verbally notify the parent of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

The Assistant Principal or Principal shall 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 shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Assistant Principal or Principal is unable to reach the parent after making and documenting at least two attempts to do so, such

attempts shall constitute reasonable efforts for purposes of verbally informing the parent of the in-school suspension.

The Assistant Principal or Principal shall 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 Assistant Principal or Principal, if such meeting has not already occurred). The Assistant Principal or Principal shall 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 Assistant Principal or Principal and the parent.

Removal from Privileges and Extracurricular Activities

The Assistant Principal or Principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. A removal from privileges and/or extracurricular activities is not subject to the procedures set forth herein.

Education Services and Academic Progress under §37H-4

Students serving an in-school suspension, short-term suspension, long-term suspension, or expulsion have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of their removal from the classroom or school.

Students who are expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide Education Service Plan.

D. SERVICES DURING REMOVALS AND SCHOOL-WIDE EDUCATION SERVICE PLAN

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

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

STURGIS CHARTER PUBLIC SCHOOL's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

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

Procedures for Disciplining Special Education Students

Federal and state laws govern the disciplining of students with disabilities eligible for Special Education and the regulations promulgated there under. These laws include the Individuals with Disabilities Act, 20 U.S.C. § 1400, et seq., 34 C.F.R. § 300.519-529 et seq., and Massachusetts General Laws, c. 71B. Students with disabilities eligible for Special Education who violate school rules are subject to removal from their current placement for up to ten (10) days, to the extent that such a removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability. Additionally, in certain circumstances, special needs students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct. School personnel may also order a change in the placement of a student with a disability to an interim alternative educational setting for not more than forty-five (45) days if a student:

- 1) carries a weapon to school or to a school function; or
- 2) possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or school functions.

Additionally, a Massachusetts Department of Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with disabilities eligible for Special Education to an interim alternative educational setting for not more than forty-five (45) days. Under the circumstances described in this paragraph, or if the removal of a student will constitute a change in the student's placement, as defined by Federal Special Education Law, a student's IEP Team may convene to review the student's educational program, conduct a manifestation determination, change an existing IEP, conduct a Functional Behavioral Assessment and/or develop and implement a Behavior Modification Plan.

Procedural Requirements Applied to Students not yet Determined to be Eligible for Special Education

1. If, prior to the disciplinary action, Sturgis had knowledge that the student may be a student with a disability, then Sturgis makes all protections available to the student until and unless the student is subsequently determined not to be eligible. Sturgis may be considered to have prior knowledge if:
 - a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. Sturgis staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.Sturgis may not be considered to have prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If Sturgis had not reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, Sturgis follows the procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Notice of Non-Discrimination

The Sturgis Charter Public School hereby gives notice that it does not discriminate in admission to, access to, treatment in, or employment in its programs and activities, on the basis of race, color or national origin, in accordance with the Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). Sturgis Charter Public School also affirms its non-tolerance for harassment or discrimination on the basis of race, ethnicity, gender, religion, gender identity, national origin, age, disability, sexual orientation, homelessness, or religion, in accordance with M.G.L. c.76 § 5 and M.G.L. c. 151B.

Inquiries regarding compliance with this non-discrimination policy may be directed to

East Campus:
Meg Morris, Title IX Coordinator
Sturgis Charter Public School
427 Main St.
Hyannis, MA 02601
(508) 778-1782
mmorris@sturgischarterschool.org

West Campus:
Meg Morris, Title IX Coordinator
Sturgis Charter Public School
105 West Main St.
Hyannis MA 02601
(508) 771-2780
mmorris@sturgischarterschool.org

whom Sturgis Charter Public Schools has designated to coordinate the school's efforts to comply with Title VI, Title IX, Section 504 and M.G.L. c.76 § 5; to the U.S. Department of Education, Office for Civil Rights (OCR), 33 Arch St., Suite 900, Boston, Massachusetts 02110-1491, (617) 289-0111; to the U.S. Equal Employment Opportunity Commission, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203, (800) 669-4000 (TTY (800) 669-6820); to the Massachusetts Department of Elementary and Secondary Education, 350 Main Street, Malden, MA 02148-5023 (781) 338-3300 (TTY (800) 439-2370); or to the Massachusetts Commission Against Discrimination at One Ashburton Place, 6th Floor, Room 601, Boston, MA 02108, (617) 994-6000 (TTY (617) 994-6196).

Academic Integrity

The exchange of ideas is an essential part of education. Students are encouraged to do research and discuss their work with their peers and teachers but are also reminded that if their education is to be meaningful and valuable, each student's work must ultimately be their own. Thus academic honesty and integrity are also essential parts of education. Integrity in academic matters is the foundation of an academic community. Cheating and plagiarism, therefore, are strictly forbidden. It is always the responsibility of the student to know and work within the guidelines prescribed by each teacher. For clarification of rules for citing sources, the student should consult a writing reference guide such as *the MLA Handbook* or *Writers Inc.* or ask a teacher. If there is ever doubt as to what is appropriate, again, the student should consult a teacher. Each teacher will set their own guidelines about collaboration for each specific assignment. Cheating includes but is not limited to:

- Intentionally using or giving unauthorized aid on any work, for example, homework, projects, tests, quizzes, exams, term papers, lab reports, computer programs.
- Passing information, either general or specific, about a test or quiz to any student who has not yet taken it.
- Taking someone's idea or words and presenting them as your own work.
- Copying the school's software, using illegally copied software in computer rooms or the library, or copying an electronic file.

NOTE: Violations of academic integrity may result in loss of credit for the work, parent contact, and/or disciplinary action.

Academic Integrity Policy

Introduction

Academic Integrity can be described as a set of values and skills that ensures reliability and integrity in the communication and evaluation of knowledge. This is a fundamental part of 'Sturgis school culture', a community of caring and trust in which the opinions of others are valued and the ownership of work is respected. As Sturgis students strive to become more knowledgeable and to communicate their knowledge, awareness of the sources of information is essential to evaluating its authority, purpose, and value; therefore, Sturgis students embody Academic Integrity as they responsibly produce their own work and properly cite the work of others.

Sturgis' focus is to provide an environment in which acting in a principled manner is the norm, and Sturgis faculty are dedicated to helping students develop skills that will allow them to avoid academic misconduct, whether it be intentional or inadvertent. Students must be aware of the severe repercussions of academic misconduct according to the International Baccalaureate Programme and Sturgis. This document defines examples of misconduct (collusion, duplication, and plagiarism) and specifies procedures that are used to ensure Academic Integrity, including possible consequences for misconduct. To help students avoid collusion or misconduct in their academic work, citation requirements are outlined and links to specific citation techniques are provided.

Definitions and Examples of Academic Misconduct

Generally, the IBO identifies misconduct as “any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, [or] falsifying a CAS record)” (*Academic Honesty* 2007). The IBO defines collusion, duplication, and plagiarism as the following:

Collusion is “[s]upporting misconduct by another candidate, as in allowing one’s work to be copied or submitted for assessment by another”.

Examples of collusion include but are not limited to:

- Sharing answers to a test or allowing a fellow student to copy an assignment that is to be submitted individually for assessment.
- Allowing an assessment to be copied or telling a student what is on an assessment.

Students who are aware of collusion that occurs and do not report it to a teacher are facilitating the misconduct.

Duplication of work is the “presentation of the same work for different assessment components and/or diploma requirements.” As each assessment is designed to promote learning, duplication or using the same assessment to fulfill the requirements of two separate assignments can compromise the learning process. For example, if a student turns in a piece of work for a history assignment and later hands in the same, or almost the same, piece of work for his or her Extended Essay, it is a case of duplication.

Plagiarism is “The representation of the ideas or work of another person as the candidate’s own,” (*Academic Honesty* 2007). Consulting the work of others provides a foundation for obtaining knowledge and developing critical thinking; presenting another’s work as your own does not allow you the opportunity to build your own understanding. Using another person’s published work without proper citation constitutes plagiarism. Sources of work include words, graphics, or data that are published in print, video, audio, or electronically (online).

Examples of plagiarism include, but are not limited to:

- Copying directly from a source without using quotation marks or without citing the source
- Copying phrases that are minimally altered from the original source without citation
- Paraphrasing or restating another person’s thoughts or ideas without citing
- Using electronic resources that complete the work intended to be done by the student, such as online translators for a foreign language assessment or applications that solve mathematical problems
- Presenting the unpublished work of a friend, tutor, relative, or any other person as your own
- Presenting “mined” data or published figures for a lab without citing the source(s)
- Downloading or “cutting and pasting” another student’s IB assessment and presenting it as your own work
- Not acknowledging the sources which inspired/influenced their

creative work when required according to each assessment's formatting requirements

In the Arts, work, words, images, audio samples, musical scores, and ideas of others must be acknowledged "in a style that clearly identifies the section of the body of work that is being attributed and its origin (*Academic Honesty in Diploma Program Arts* 2012). For example, in Research Investigations such as the Exploring Music in Context Portfolio, the Theater Research Investigation, and the Visual Arts Journal.

Recommended Styles for Citing and Referencing

At Sturgis, three different citation styles are commonly used: MLA, APA, and Chicago Style. Departments decide which citation style is appropriate for their discipline, and librarians frequently go into classrooms to help teach the different styles. Sturgis subscribes to NoodleTools, a citation management software that students use to help format their citations. The libraries own the latest print editions of *MLA Handbook*, *Publication Manual of the American Psychological Association*, *The Chicago Manual of Style*, and *The Bluebook: A Uniform System of Citation*. We also refer them to these online resources:

Guidance and specific examples for using MLA, APA, and Chicago Style formats at OWL: Purdue University Online Writing Lab
<http://owl.english.purdue.edu/owl/>

Effective citing and referencing

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>

Authentication of Work

The International Baccalaureate Organization encourages schools to use online services such as Turnitin.com to help students improve their writing and also to avoid plagiarism and overreliance on other people's work. Sturgis requires students to submit most IB written assessments through the Turnitin.com website in order to ensure the students are conforming to the School's Academic Integrity policy before submitting their assessments to the IBO. Faculty also use Google's plagiarism checker through Google Classroom for many classroom assignments.

Students sign authenticity statements for their IB assessments, including the Extended Essay, verifying that the assessment is the student's own work and that the ideas, work, and words of others have been properly cited. Once the authenticity statement is signed, students may no longer alter the work in any way. It is, therefore, essential that all authentication of work by teachers and use of services such as Turnitin.com take place before the authenticity statement is signed.

Prior to sitting IB examinations, students review the procedures and regulations for IB testing (*Conduct of the Examinations* 2015) and sign a document acknowledging they are responsible for understanding and adhering to the exam regulations of the IB Diploma Programme.

Consequences of Academic Misconduct

Academic misconduct is considered to be extremely serious as it devalues student learning and is contrary to the culture of Sturgis. Consequences for misconduct will be both internal to Sturgis and, if an IB assessment is involved, may impact the student's IB component score, course credit and IB Diploma eligibility. An assessment containing plagiarism will not be submitted to the IB.

1. The teacher will approach the student and discuss the situation privately. Teachers who suspect a student of misconduct will notify a school administrator. Likewise, teachers should consider alerting the student's school counselor and/or guardian of their concerns.
2. If academic misconduct has occurred, the student may receive no credit for the assignment and may, depending on the misconduct, lose credit for the course.
3. Additional discussions with students, faculty, guardians, and administration will reinforce the value of Academic Integrity and outline how academic misconduct can be avoided in the future.

Both Sturgis and The International Baccalaureate do not distinguish between an intentional or unintentional breach of Academic Integrity. It is the student's responsibility to make certain all works are properly cited. Upon receiving notice from either Sturgis or an IB examiner that misconduct is suspected, the International Baccalaureate Organization will commence an investigation, requiring statements from the candidate, her/his/their teacher, and the IB Coordinator. The IBO investigation committee will review the statements and the work in question and make a judgment as to whether or not Academic misconduct had taken place. Sturgis will cooperate with the IBO during their investigation.

Works Cited

International Baccalaureate Organization. *Academic Honesty*. IBO, 2007. PDF file.
International Baccalaureate Organization. *Academic Honesty in Diploma Programme Arts*. IBO, 2012. PDF file.
International Baccalaureate Organization. *Conduct of the Examinations*. IBO 2015. PDF
International Baccalaureate Organization. *Effective Citing and Referencing*. IBO, 2014. PDF file.

Responsible Use Policy for Technology

Sturgis Charter Public School (Sturgis) supports the educational value of technology and recognizes the dynamic interaction of digital learning with the curriculum. Sturgis strives to create a positive, collaborative culture of digital learning and citizenship promoting safe and responsible technology use.

Technological resources are provided and every reasonable effort is made to protect users from any misuses or abuses. While there is no system to completely protect users, Sturgis' RUP is an effort to outline expectations and communicate the recognition of personal accountability.

Use of Sturgis' computers and school network is a privilege; access is provided to all those who agree to and comply with the terms of this RUP.

Users are responsible for their own behavior at all times. Users acknowledge their responsibility for practicing positive digital citizenship and personal accountability at Sturgis.

Users and parents are asked to discuss the RUP. By signing the handbook, users agree to abide by the terms of the RUP.

Statement of Meaning

Internet Access and Domain User Accounts

Sturgis connects to the Internet through its local area network (LAN). Each user has access to the Internet provided by the school administration. Filters have been implemented to provide safe web browsing, but this system does not replace responsible use.

Sturgis assigns Google user accounts and email addresses that are within the school's domain (sturgischarterschool.org) for the specific use of teacher/student/administration communication.

Right to Privacy

Sturgis administration has the right to monitor all users on the Sturgis digital network, including, but not limited to: Internet, email, physical infrastructure, social networking, instant messaging, etc. to support the safety of all users and integrity of the domain.

Infrastructure

Infrastructure is the backbone of Sturgis technology, the resources of which consist of all hardware, software, networks, facilities and peripherals supporting the goals of the school.

User Expectations

Internet Access and Domain User Accounts

- School-provided email addresses and online file storage should be used only for communications and files related to school projects and academic topics.
- Users agree to use computers, school-provided accounts, and the Internet at school for educational purposes only.
- Users will limit their exploration of the Internet to sites and information as recommended by their teachers and related to their course work
- Content filtering and other control systems are in place on the network and Sturgis equipment to help protect students online and to maintain data privacy. Users will not attempt to access and/or circumvent any controls on the network or any Sturgis equipment.
- Online learning or classroom meetings may occur; school rules apply to remote learning experiences. Students must treat each other with respect during remote interactions and must abide by class participation norms as set by their teachers. Students will not share class video meeting links or passwords with people outside that class. Students cannot save, record, share, or post any class session or any photos from a class session.
- Plagiarism is copying or using another person's work or ideas without giving credit to the author/creator. All information used by users will be appropriately referenced by author, source, date of publication, and/or website link.
- Copyrighted material is protected by law; infringement occurs when one inappropriately reproduces the work for profit or gain without consent from the owner. Users will abide by copyright rules.
- Users will access social media sites (including chat rooms, blogs, Wikis, YouTube, photo sites, etc.) during the school day only when specifically directed by their teachers in the classroom and/or for academic purposes.
- Users shall not access, post, submit, publish, or display harmful or inappropriate material that is threatening, obscene, disruptive, sexually explicit, that advocates violation of and state and/or federal law, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion, or political beliefs.

Privacy

- Users should have no expectation of privacy in regard to any information or file maintained in or on Sturgis' property or transmitted or stored on Sturgis' equipment. This policy includes any personal devices utilizing Sturgis' network. Sturgis has the right at any time to access information stored on the school network and the school's domain, including email, online file storage, and any apps

enabled on the domain. All content on Sturgis' domain and property is subject to the Sturgis Code of Conduct.

- All Sturgis users will respect the personal and academic rights of others.
- Users will obtain permission from all teachers and all individuals involved before taking photos or recording audio or video, whether in a physical or virtual classroom.
- Users will obtain written permission from all individuals involved before publishing or sending photos or recorded audio or video to anyone else or to any online space.
- Passwords must be protected as private information.

Infrastructure

- All equipment purchased or leased by Sturgis (technology hardware, software and peripherals) is the property of Sturgis and may be loaned to the users. The user will practice responsible care and report any malfunctions or damage.
- If a Sturgis-owned Chromebook, laptop, or other hardware is stolen or lost, the user will be expected to pay for the replacement of the missing computer. Stolen equipment must be reported to the school office who will contact local police.
- If equipment is damaged, the school must be notified immediately. The equipment must be brought to the main office or a member of the technology support team.
- Users will pay a per-incident fee** for repairs made to the equipment damaged due to accident or negligence per the guidelines listed below:
 - Level One Repair - \$25
 - Level Two Repair - \$100
 - Level Three - Repair/Technology replacement
 - Chromebook \$350
 - Laptop \$800
 - Other - based on the value of the item

**One to one privileges are revoked until payments are made in full.

Resource Library Use

The Reference / Library Room may only be used with faculty supervision. A room use calendar will be kept and posted by the Librarian noting hours available for use. Anyone using this facility must return all furniture to original positions, turn off any computers and other such equipment used, and save data to disks and not on hard drives. No one may use the Librarian's desk and / or computer without permission.

Attendance and Tardiness

Student attendance is an important predictor of school achievement. Students with consistent attendance are also more likely to enjoy school and be involved in school activities. The effects of missed learning time are often cumulative. Missing the first day of a long term project can make it difficult to understand the objectives and overall process over the weeks that follow. Missing the class

in which a strategy for solving a math problem not only hurts the student's ability to solve that problem, but also those that will build upon that problem solving strategy over the coming months and even years. The frustration that may result can be demotivating. For these reasons, we are committed to working with students and families to support consistent attendance as well as making up for the learning that has been missed as a result of absence or tardiness.

Procedures

If a child is going to be absent, a parent or guardian must complete the Attendance Reporting Form before 9:00 a.m. on the day of absence. This form can be found on the Sturgis website. Per state policy, only absences documented in writing by a doctor, court/legal official, college registrar, or a day associated with a religious holiday or extreme family emergency as determined by the administration will be recorded as excused absences. A contagious illness or chronic, recurring health condition will be considered excused once documented. All other absences will be recorded as unexcused.

When an absence is excused, teachers will provide materials to support a student's learning while he or she is unable to attend school. Upon returning to school, a reasonable amount of time will be given for the student to complete assignments. It is understood that there are those days when a student may not feel well or for other reasons, legitimately will miss school. It is for this reason Sturgis allows for a maximum of four (4) unexcused absences per quarter without consequence .

For every five (5) unexcused absences in any given quarter

- The student and the parent(s)/guardian(s) will be contacted by the assistant principal and /or school counselors in order to be made aware of concerns about attendance.
- Students will be assigned a Saturday Make Up Learning Time session (see description below)
- School counselors may meet with the student to develop an action plan to improve attendance. These meetings may include representatives from community resource agencies, particularly if a student is under the age of 16.

In any quarterly marking period, a student reaching six (6) unexcused absences may receive a failing grade in their courses for that quarter. In semester courses, students may receive a failing grade for the entire course upon reaching eleven (11) unexcused absences in a given semester. Furthermore, a student may fail a full year course upon reaching twenty-one (21) unexcused absences for the year. This policy applies to total excused and unexcused absences from school as well as total absences for individual courses.

It is understood that there are those days when a student may not feel well or for other reasons, legitimately will miss school. It is for this reason Sturgis allows for a maximum of four (4) unexcused absences per quarter.

Student Absence Due To Vacation Plans

Student absences due to a family vacation is discouraged and is recorded as an unexcused absence. Depending on the amount of days, these absences could result in a Saturday School (see below). We ask that students communicate about the intended absence with their teachers and the administration as far in advance as possible. Teachers are not required to

provide additional support to students making up assignments and instruction missed as a result of vacation related absence.

Adjustment for seniors

Seniors taking a second semester course may fail upon reaching their tenth (10th) unexcused absence. During the fourth quarter, seniors may fail the quarter upon the fifth (5th) unexcused absence, and may fail for the year upon reaching twenty (20) unexcused absences.

Tardy to School

Students not in class by 8:20 are considered tardy to school. Tardiness can have similarly negative impacts on student learning as absence. If a pattern of tardiness becomes apparent, a student's counselor and/or teachers may work with the student to address the underlying cause of the problem. If the problem persists, a Student Success Plan may be developed through a conversation between the student and an administrator and /or school counselor. The following measures are in place to address excessive tardiness:

- Lunchtime MULT (Make Up Learning Time) will be assigned for every ten (10) unexcused tardies.
- Excessive tardies may lead to additional consequences

Note – classes missed due to tardiness and/or dismissals are considered absences for those classes and count as unexcused unless they fall under the guidelines for excusable absences outlined above.

Truancy

A student's absence from school without knowledge or permission of the parents/guardians is considered truancy. Absences from a class without permission shall also be regarded as truancy. The student's parent or guardian will be notified when a student is truant. Truancy is a violation of Sturgis' rules of conduct. In addition to consequences determined by Sturgis Administration, in accordance with state law, Sturgis may seek a CRA (Child Requiring Assistance) application for any student up to the age of sixteen.

Saturday School

In an effort to minimize lost class time due to unexcused absences, Saturday School may be utilized.

- When a student accrues absences (per procedure noted above), the Assistant Principal will notify the student of the assigned Saturday School date and location.
- Dates and locations will be determined as students are assigned. The location could be any of the Sturgis campus sites.
- Hours will be 8:30 to 11:30. Students that are late to Saturday School may receive additional consequences.
- If a student is unable to attend their assigned Saturday School, parents must notify the Assistant Principal to discuss alternative discipline arrangements which may include reassigning Saturday School to a different date or similar equivalent consequences. Saturday School will be staffed by school personnel.
- Students are expected to attend with school work/reading which is to be done quietly. All school rules apply.

- Personal laptops may not be used but school Chromebooks will be made available for use. Cell phones will not be allowed and will be turned in to the proctor at the start of the morning.
- Students asked to leave Saturday School for inappropriate behavior may receive additional school consequences.

Attendance and Participation in School Activities

Students must be in school by 9am (first period runs from 8:20 to 9:40) in order to participate in dances, activities and athletics. All student athletes must attend every class in order to participate in after school athletics practices or games. Students may not “sign themselves out” in the afternoon and participate in athletics. Medical appointments, college visits, and other legitimate excuses will be reviewed by the Assistant Principal, Principal or Athletic Director.

Students are expected to communicate with teachers in advance of an absence resulting from a school activity, such as a field trip or athletic competition. Students are expected to make up missed class-work and complete assignments given on the day of the absence.

Dances and Other Social Functions

Prom is the only school dance where students may bring a guest. All guests must be registered and approved. A guest who has not already graduated from high school must be a student in good standing at another school. All non-Sturgis attendees are subject to the school’s rules. Failure to follow the rules will result in removal from the event.

Lunch

One of the advantages of Sturgis’ downtown Hyannis location is the opportunity it affords us to interact with the larger community. With parental permission, students may leave the campus at lunchtime. They understand that leaving to buy lunch in a local establishment is a privilege. It can be withdrawn if the student behaves in a way which discredits the school’s standing in the community or fails to return from lunch ready to begin class on time. Those students who do not have a parent’s permission, or who lose lunch privileges eat in supervised situations.

Sturgis offers a set lunch program that can be ordered in the morning prior to 8:20 a.m. Students who opt for the set lunch program can pick up their lunch at the main office at the beginning of the lunch period.

Safety is a major concern for students at all times, including lunch, on Main Street and West Main Street. Students should cross the street ONLY on crosswalks and only when WALK signs are displayed at intersections. On crosswalks one must never assume that cars will stop in accordance with the signs and wait for all traffic to come to a complete stop before crossing.

Sturgis provides a free or reduced price lunch to students who qualify.

Services

Transportation

Sturgis students living in the town of Barnstable may be transported on Barnstable school buses under the terms of the Barnstable Public Schools’ transportation policies. Students living outside Barnstable may also arrange for transportation on Barnstable school buses but may also use public

transportation, most commonly through the Cape Cod Transit Authority's H20 and Sea Lines. For more information, call the CCTA at (508) 385-8326. Students and their families also arrange car pools. To get more information about the Sturgis carpool network, call the school and speak with the office staff. Questions about the Barnstable buses should be directed to The Barnstable Public Schools at (508) 790-6237.

Lockers

Students who wish to have lockers are assigned them. Students are responsible for supplying locks and are highly encouraged to do so. The school is not responsible for replacing stolen/lost articles or their monetary value. School administrators have the authority, as deemed necessary, to interview students and to conduct searches of desks and lockers assigned or used by students. Maximum effort will be made to protect each student's constitutional rights, his/her private property, and protection from coercion by others. Students must remember, however, that lockers are school property and may be inspected by authorized school personnel at any time without notice. Stickers or other decorations are not permitted on the outsides of lockers.

Health Center

By the start of school, each new Sturgis student is required to present their medical records and a complete immunization record signed by a parent or guardian and by a personal physician. The state also mandates that a physical exam be completed within the first year of entering a new school. Returning students' medical records must be kept current. Sturgis employs a full time registered nurse. Students taking medications must do so through the school nurse. Neither the nurse, nor any other individual, may administer medication without written consent from home and physician. The nurse is able to administer a few specific medications with parental consent only. A more complete policy regarding medication is available from the nurse. Students who play sports must have a recent physical, and all students must file a medical emergency card each year. To access the Head Injury Policy please visit the school website www.sturgischarter-school.org. Questions and concerns regarding the administration of medication or other medical issues should be made directly to the school nurse.

Post Secondary Planning

By choosing to attend Sturgis, a student has made a commitment to a rigorous, college preparatory program. For all students, standardized testing begins with the PSAT in the fall of junior year. Organized post -secondary counseling with students and their parents or guardians begins midway through junior year. The goal of our school counseling program at Sturgis is to match each student with the plan, college or university that best fits their needs

District Curriculum Accommodation Plan (DCAP)

(revised, Spring 2022)

STATE LAW AND GUIDELINES FOR CURRICULUM ACCOMMODATION PLAN

<https://malegislature.gov/laws/generallaws/parti/titlexii/chapter71/section38q1~2>

Based on guidelines released by the Massachusetts Department of Elementary and Secondary Education on February 20, 2001, the new statutory requirement for each school district is to develop a District Curriculum Accommodation Plan (DCAP). This requirement was added to the Massachusetts General Laws in 2000. The intent of this provision is to assist school leaders in planning and providing a general education program that is able to accommodate students' diverse learning needs and avoid unnecessary referrals to special education.

The recently enacted changes to Ch. 71 of the Massachusetts General Laws added the following new section:

Section 38Q1/2: A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students' needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.

Additionally, Section 59C of Ch. 71, the statute on school councils and school improvement plans, was amended by changing the fourth paragraph. Added language is indicated through the use of a double underline as follows:

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q1/2, shall assist in the review of the annual school budget, and in the formulation of a school improvement plan as provided below.

- Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students' learning needs, including students who are English language learners, and to manage students' behavior effectively;
- Support services that are available to students through the regular education program, including services to address the needs of students whose behavior may interfere with learning;
- Direct and systematic instruction in reading for all students;
- Encouragement of teacher mentoring and collaboration; and
- Encouragement of parental involvement in their children's education.

Sturgis Philosophy

Sturgis is dedicated to an "International Baccalaureate (IB) for All" philosophy, preparing high school students for higher education in a supportive learning environment. Sturgis provides each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence, and personal growth.

Key guiding principles at Sturgis are:

- Student learning is why we are here;
- Sturgis strives to maximize the individual potential of each student;
- All students should be challenged with rigorous work and high expectations;
- All students do all of their coursework in grades 11-12 in the IB Diploma Programme; all students in grades 9-10 are enrolled in IB prep courses for all of their coursework

Consistent with our international cultural feel, we seek to sustain a school community where every child feels seen, heard, and valued, and students are challenged and nurtured to meet their maximum potential. A broad range of students with various ethnic, socio-economic, and academic backgrounds attend the school. Students gain admission to the school via a random lottery of applicants, and a significant majority of the students previously attended school districts on Cape Cod or in southeastern Massachusetts in addition to charter and independent schools in the area.

The purpose of this District Curriculum Accommodation Plan (DCAP) is:

- To assist teachers in analyzing, assessing, and accommodating diverse learners within the Sturgis curriculum
- To provide teachers with increased support services and instructional options within general education settings
- To recommend additional instructional interventions for learners who need more support
- To identify available resources for teachers in the areas of student support

Curriculum Design

The curriculum at Sturgis Charter Public School is designed to address the content provided in the Massachusetts Frameworks and the International Baccalaureate Organization (IBO) Curriculum Guides. The graduation requirements for Sturgis Charter Public School students meets or exceeds the Massachusetts graduation requirements. Sturgis, in accord with the IBO, works to infuse both Learner Profile traits as well as Approaches to Learning (ATL) skills into teacher professional development and classroom instruction.

Personnel Resources Providing Curriculum Support

The following members of staff provide support for students:

- Principal
- Lead Teachers
- Counselors
- International Baccalaureate Coordinator
- Assistant International Baccalaureate Coordinator
- Creativity Action and Service (CAS) Coordinator
- Assistant Creativity Action and Service Coordinator
- English Language Education Coordinator
- Inclusion Support Specialists
- Instructional Coach
- School Nurse
- Librarians
- Extended Essay (EE) Coordinator
- Special Education Coordinator
- Diversity, Equity, Inclusion and Belonging (DEIB) Coordinators
- Teachers

Note: The Principal, Special Education Coordinator, and English Language Education coordinator meet regularly to consult about supporting students in need.

General Education Student Support Structures

Support structures that are available to students through general education, including support to address the needs of students whose behavior may interfere with learning.

- Advisory System: Each student is assigned to an advisory group of 10-16 students across the four grade levels. Advisors are seen as additional adult mentors and advocates for students in their group. Advisory groups discuss varied topics and provide a forum for students to share their interests, ideas, and support for each other.
- Classroom Accommodations: Students who need extra time on essays, quizzes, and tests or other means of support are provided the appropriate accommodations as needed by the teachers.
- Counseling:
 - Sturgis provides a student/counselor ratio of about 140/1.
 - Counselors support students who have academic and/or emotional needs.
 - Programs offered by or run by the counseling department:
 - SOS (Signs of Suicide)
 - Lifestyle Risk and Reduction Programs
 - SBIRT (Screening, Brief Intervention, and Referral to Treatment)
- School Adjustment Counselor/School Social Worker
- Scheduling: Changes and flexible options for course scheduling can be provided for students with diverse learning styles and individual needs.
- Make Up Learning Time (MULT) during lunch period
- Consultants: Sturgis provides highly qualified and effective specialists in speech and language and remedial reading specialists who provide support for students with needs in this area. Sturgis uses BCBA consultants and community resources to provide assistance to teachers and students.
- Student Support Team (SST): The Principal, guidance counselors, the nurse and two teachers meet regularly to discuss referrals for formal student supports and intervention steps for students possibly requiring Special Education services. (See attached for more information regarding the SST process and documentation).
- Behavioral Interventions:
 - Policies in Student Handbook
 - The Principal, Assistant Principal and any other relevant staff will collaborate to create processes and procedures to address specific behavioral challenges of students identified as in need of such services.
 - Consultants available to develop plans for interventions.

- In-school and out-of-school suspensions
- Alternatives to discipline including restorative practices, peer mediation, educational opportunities.
- Positive Behavior Intervention Strategies (PBIS) - Strategies used by teachers to re-enforce and increase positive behaviors. This sometimes comes in the form of a formal plan geared toward a specific student and sometimes it's a classroom management strategy.
- Anti-vaping program
- Loss of privileges
- Testing: MCAS test results are reviewed in detail in order to plan and implement focused instruction and extra tutoring for students who have specific skill deficiencies.
- MCAS prep classes (math, biology and ELA) for those students who would benefit from the extra support
- English Learners and Former English Learners receive appropriate Sheltered English Immersion (SEI) instruction and support in a separate environment (ELD class and/or ELD study) and in the mainstream classroom setting (in Sheltered Content Instruction classes).
- 1 to 1 Technology
- Ubiquitous use of Google Classroom by all faculty
- ACCESS (Language proficiency test given to English Learners) is administered annually and results are reviewed by the English Language Education department as well as all teachers of students who have taken the test. Students' test results inform their academic goals.
- [SSP \(Student Support Plan\)](#): Document completed by student and teacher to identify areas student might address to improve academic performance (See Appendix 1). These plans can be done with any student in which the teacher deems might need one.
- SST (Student Support Team): Team of teachers and staff convened 7 times per year to review students in need of support (as identified by progress notes)
- CST (Child Study Team): Targeted meetings on specific students who have been identified as needing more support.
- RTI ([Response to Intervention](#)): This is a formal process initiated by a student's counselor in consultation with the student's teachers where a detailed plan with measurable objectives is developed. (See Appendix 3)
- General Education Accommodation Plans: Written plans in place for [EL and FELs students](#) (see Appendix 4) and students who do not qualify for a special education plan.
- When students have a documented medical need for [Home/Hospital educational services](#), the principal or their designee such as their school counselor, will arrange for educational services for that student according to the linked policy. (See Appendix 5)
- Library resources (such as assistance with obtaining library cards from the CLAMS system and Boston Public Library, ordering materials from inter-library loan), online databases (such as Gale, EBSCO & JSTOR) and online tools (such as NoodleTools)

- IB Info sessions for 10th grade students
 - IB Coordinators present info to all 10th grade students
 - IB Expo during a lunch period in which students can ask questions to teachers and other IB students
 - An IB bilingual diploma info session during lunch

Teacher and Staff Support Structures:

Support for teachers, such as professional development that will help them analyze and accommodate various students' learning needs and support teacher collaboration.

- Professional Development: Sturgis budgets significant resources for professional development, and differentiating instruction is one of the ongoing major goals for allocating the resources. Sturgis schedules guest speakers and supports workshop attendance for faculty for various topics in the area of differentiating instruction.
- Faculty Led Professional Development
- Departmental and Faculty Meetings: Biweekly Departmental and Faculty meetings are held to plan curriculum, to review the MA Frameworks and IB Curriculum Guides, and to discuss supports for students who are experiencing difficulty with the curriculum.
- Faculty Training and Mentoring:
 - All new faculty meet during faculty orientation with the Executive Director and the Human Resource Coordinator.
 - New faculty are assigned to a Lead Teacher whose responsibility is to mentor and provide information and support in order to enhance teaching skills and strategies that address the needs of diverse learners.
 - New teacher coffee with the Principals
 - New teachers have the opportunity to join PLCs such as Critical Friends Group and/or Skillful Teacher Group
 - New teacher group meets about once a month with a mentor teacher
- Learning Walks: Teachers have the opportunity to observe other teachers and their teaching methods, in order to reflect on their own teaching practices and thus improve student learning through collaboration with others.
- IB Training for Teachers
- Access to Massachusetts Charter Public School Association (MCPSA) workshops
- Critical Friends Group: A professional learning community open to new and veteran teachers that discusses dilemmas brought up by the participants. The group is facilitated by a trained faculty member who uses protocols to guide discussion.
- Instructional Coach
- Skillful Teacher Groups: A professional learning community open to new and veteran faculty based on the text *The Skillful Teacher: Building Your Teaching Skills* (Saphier, Haley-Speca, Gower) and which meets approximately twice per month during the school year.
- Sheltered English Immersion (SEI) Course: Sturgis is a vendor for the SEI course.

- Administrators who observe teachers are all SEI endorsed.
- Lead Teacher and Principal observations
- Grade Level Meetings
- Equity Professional Learning Community (EPLC)
- Faculty Annual Self-Assessment
- **Family and Community Support Structures:**

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations

- Parent Involvement: Faculty contact parents via phone or email when students are experiencing difficulty in their courses.
- Progress & Grade Reports: Teachers send comments to parents on all students for the four progress reports and the four report cards during the year.
- Special Education Parent Advisory Committee (SEPAC)
- Sturgis Parent Association (SPA)
- IB information sessions
 - Student panels
 - Information nights for parents
 - Special education meeting for students on IEPs
- Translation services
- Counselors contact parents regarding outcomes of Child Study Team (CST) discussions.
- [School website](#)
- [Athletic website](#)
- IB Webpages for [students](#), [faculty](#) and [parents](#)
- Convocation
- Weekly newsletter with upcoming events
- Parent Teacher Conferences
- Spring Placement Exams and Family Orientation
- Fall Open House
- Student Government Led New Student Orientation prior to the start of school
- New Student Tours and Shadowing Program in Spring for rising 9th/10th
- Translation and Interpretation Services including teacher access to the [Language Line](#)

Curriculum Support Structures:

Systems, structures, and curriculum tools to support direct and systematic instruction in academic literacy and other curriculum areas for all students.

- Small Classes: Sturgis maintains an average class size of 17-18 students per class. This small class size allows for more individual support and help from teachers during class and more time and access for students after class. Teachers are better able to know

their students' strengths and areas of need because of the small size of classes.

- Extra Help From Faculty: It is a contractual obligation that each faculty member spends at least fifty minutes one day per week working with students who need extra help. Faculty meet with students before school, at lunch, during study periods, and after school to provide instruction, support, and mentoring for students in need.
- Peer Tutoring: A student who is having difficulty in a class may be paired with a peer tutor who can provide extra support and tutoring. Referrals for peer tutoring can be forwarded by parents, faculty, or a student and are supervised by the Principal or designee.
- Midterm and final exams
- IB Curriculum and Guides
- Access to Online Textbooks and Resources: Some courses have access to online textbooks such as Kognity or online subscriptions such as TheoryofKnowledge.net.
- Sheltered English Immersion (SEI): All core academic teachers who have an English Learner in their classroom receive the SEI endorsement and provide SEI instruction in their class.
- English Language Development (ELD) class: All English Learners are taught by a licensed ESL teacher in a separate class.
- Language objectives: Teachers of ELs create language objectives for their students to build their academic language proficiency.

Complaint Procedure

In accordance with Massachusetts Education Law, a parent, guardian or other individuals or groups who believe that a charter school has violated or is violating any provision of **M.G.L. c. 71, § 89**, or **603 CMR 1.00** may file a complaint with the Sturgis Board of Trustees. Please refer to **603 CMR 1.10** for a full description of complaint procedures as they pertain to Massachusetts Education Law and charter schools.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and "eligible students" (those 18 and over) with certain rights with regard to the inspection and dissemination of education records. This federal law was designed to protect student privacy and it applies to all school districts and schools that receive federal financial assistance through the U.S. Department of Education. The rights include:

1. Right of access: Parents of students or eligible students may inspect and review the student's education records upon request. Parents or eligible students should submit to the school director a written request which identifies as precisely as possible the record or records they wish to inspect. The director will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request.

2. Right to written consent for disclosures of information from a student's education record *except*:
 - To school officials who have a legitimate educational interest in the records

A school official is: a person employed by the District as an administrator, supervisor, instructor, or support staff member; a person elected to the Board; a person employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultant, or therapist.

A school official has a legitimate educational interest if the official is: performing a task that is specified in their position description or by a contract agreement; performing a task related to a student's education; performing a task related to the discipline of the student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
 - To school officials of another school, upon request, in which a student seeks or intends to enroll
 - To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs
 - In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
 - If required by a state law requiring disclosure adopted before November 19, 1974
 - To organizations conducting certain studies for or on behalf of the District
 - To accrediting organizations to carry out their functions
 - To parents of an eligible student claiming the student as a dependent for income tax
 - To comply with a judicial order or a lawfully issued subpoena
 - To appropriate parties in a health or safety emergency
 - Directory information so designated by the District

3. Right to request a correction of education records: Parents or eligible students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:
 - Parents or eligible students must ask the school to amend a record. In doing so, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights.
 - The school may comply with the request or it may decide not to comply; if it decides not to comply, the school will notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
 - Upon request, the school will arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing.

- The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the school district. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or student may be assisted by one or more individuals, including an attorney.
- The school district will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
- If the school district decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement stating the reasons for disagreeing with the decision.
- The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the school district discloses the contested portion of the record, it must also disclose the statement.
- If the school district decides that the information is inaccurate, misleading or in violation of the student's right of privacy, it will amend the record and notify the parents or eligible student, in writing, that the record has been amended.

Record of Requests for Disclosure

Sturgis Charter Public School will maintain a record of all requests for and/or disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or eligible student.

Directory Information

Sturgis Charter Public School designates the following items as Directory Information: student name, parents' name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended, photograph, video images, grade level, electronic mail address, and post high school plans. The school may disclose any of these items without prior written consent, unless notified in writing to the contrary.

Grievance Procedure Addendum to the Student Handbook

A grievance is defined as a dispute or controversy involving the meaning, interpretation, or application of the specific terms of the Employment Agreement for Sturgis Charter Public School. Grievance complaints could include but are not limited to allegations of discrimination from students or staff members regarding race, color, sex, religion, national origin or sexual orientation.

The purpose of this grievance procedure is to define a process of initial to culminating steps by which a grievance can be reviewed and addressed. If the grievance has not been addressed to the satisfaction of the employee or student at a specific step, then the employee or student may proceed to the next step in

the procedure. The employee or student is allowed to bring an observer during any step of the procedure.

Steps in the Grievance Procedure

Step 1: The employee or student shall discuss the grievance directly with the individual whose action or decision resulted in the grievance. If the grievance is the result of an action or decision of the Executive Director and is not resolved in Step 1, then the procedure moves to Step 4.

Step 2: The employee or student shall discuss the grievance with the lead teacher or administrator who has supervisory responsibility over the area of concern.

Step 3: The employee or student shall discuss the grievance with the Executive Director.

Step 4: The employee or student shall submit a description of the grievance in writing to the Grievance Committee. The employee or student shall then discuss the grievance with the Grievance Committee, which consists of the Principal, the Director of Finance and Operations, the Faculty Representative to the Board of Trustees, the Civil Rights Coordinator, two faculty members elected by the faculty at large with one acting as the regular member and one to serve as an alternate in cases of conflict of interest or absence, and the Executive Director.

Step 5: The employee or student shall submit the grievance in writing to the Board of Trustees, which will give the employee or student a hearing at an executive session during a meeting of the Board of Trustees within five weeks upon the receipt of the grievance.