



STAR ACADEMY BOSTON

Student and Family Handbook

2026-2027

Grades K-12 · Wellesley and Watertown Campuses

Formerly the Student Handbook

Approved and adopted by resolution of the Directors of Star Academy Boston

Effective for the 2026-2027 school year



NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES



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About This Handbook

The Star Academy Boston Student and Family Handbook is published for members of the School community to provide information about student and campus life, so that students may gain as much as possible from their time here.

This Handbook is addressed to both students and families. Parts I through III describe the School, its academic program, and what is expected of students; homeroom teachers review these sections with students during the first week of school. Part IV is addressed primarily to parents and guardians, and Part V covers health and safety. Families are asked to read the entire document and return the signed acknowledgment form at the end.

Students, families, faculty, administration, and staff should all be familiar with the contents of this Handbook so that every member of the community understands our shared expectations. While these policies generally apply, the School may take actions it determines to be in the best interests of the School, its faculty and staff, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures before, during, and after the school year.

This Handbook is provided for informational purposes. It is not a contract and does not create contractual rights of any kind between Star Academy Boston and any parent, guardian, or student. The School may, in its sole discretion, add to, revise, or delete policies at any time. Where this Handbook describes a legal requirement, the law itself governs.

We encourage families to maintain an open dialogue with us. Communication between parents and educators is the foundation of a strong working relationship and of a good experience for your children.

Divisions

Division	Grades
Lower School	K-5
Middle School	6-8
Upper School	9-12

Star Academy Boston serves students in Kindergarten through Grade 12. The School's preschool program is governed by a separate handbook, available from the Admissions Office.

Related Policies

Star Academy Boston maintains a number of policies that are published separately from this Handbook and are available on the School Portal. These cover matters such as academic integrity, student travel, admissions, hazing, community service, and emergency response. The School may adopt further policies at any time, and may amend those already in force; policies are adopted by the Directors.

Where this Handbook summarizes a separate policy, the separate policy governs in the event of a conflict.

Part I - About Star Academy Boston

Mission

To prepare students for lifelong success through excellence in education.

Philosophy

Each child carries tremendous potential. Our goal is to lead each child to realize that potential to the fullest degree - teaching students to solve problems, develop social skills, and direct their natural curiosity toward genuine knowledge. We pursue this through lesson planning adjusted in response to regular teacher feedback, careful selection of faculty, small classes with core subjects taught in leveled subgroups, close collaboration with families, and a daily rhythm that minimizes stress while maximizing learning.

The School

Founded in 2017, Star Academy Boston is an independent day school serving students across two campuses in Wellesley and Watertown, Massachusetts.

The School is built around high academic standards. We teach core subjects in small, leveled groups so that each student works at the level that challenges them, and our Upper School offers coursework at CP, Honors, and Advanced Placement levels. We expect students to work seriously, and we hold ourselves to the same standard in what we offer them.

Star Academy Boston is accredited by the New England Association of Schools and Colleges (NEASC), the regional accrediting body for independent schools in New England. Accreditation involves a sustained external review of a school's programme, governance, and practice, and is renewed periodically.

The School is also a member of the Association of Independent Schools in New England (AISNE), the Council of International Schools (CIS), and the National Association for College Admission Counseling (NACAC). These affiliations reflect our commitment to high standards of educational practice and to fostering global awareness among our students.

International Students

Star Academy Boston enrolls international students, including students who study in the United States on an F-1 visa. The admission of international students, their enrolment and support while they are with us, and the School's obligations as a certified school are the responsibility of the Head of Academic Affairs and Global Development, who serves as the School's Designated School Official. That responsibility includes the assessment of applications from international students and the admission decision; the issue of Form I-20 and any reissue or amendment of it; the creation and maintenance of student records in SEVIS, including registration for each term and the reporting of changes within the periods the regulations require; correspondence with United States Citizenship and Immigration Services and with the Student and Exchange Visitor Program; the School's certification

and recertification; the records the School is required to keep for each international student; and host family and residence checks.

A question about immigration status, visa options, or travel is directed to the Head of Academic Affairs and Global Development and not to an individual teacher or member of staff. Employees do not advise a student or a family on these matters and do not complete, sign, or issue an immigration document.

Because reporting deadlines apply, a family must tell the Head of Academic Affairs and Global Development promptly of anything that may affect an international student's status. This includes a change of address or of host family, a prolonged or unexplained absence, a withdrawal or a plan to leave the School, and a change of program or of level. A student holding F-1 status is required to maintain full-time enrolment and satisfactory academic progress, and a disciplinary outcome may also be reportable.

Contact Information

	Details
Wellesley Campus	10 Atwood Street, Wellesley, MA 02482
Watertown Campus	780 Mount Auburn Street, Watertown, MA 02472
Upper School and administrative offices	2 Brook Street, Wellesley, MA 02482
Main number	781.235.8000 (telephone hours 8:00 a.m. - 6:00 p.m.)
Attendance	781.235.8000 ext. 103
General enquiries	info@staracademyboston.com
Admissions	admissions@staracademyboston.com
Website	www.staracademyboston.com
CEEB/ACT code	223 126
NCAA High School Code	855085

Who to Contact

Role	Name	Email
Director	Larisa Bankovsky	larisa@staracademyboston.com
Director; Designated Safeguarding Lead	Margarita Druker	margarita@staracademyboston.com

Role	Name	Email
Head of Academic Affairs and Global Development; College Counseling; International Office – Designated School Official	Dr. Stan Buyanskiy	buyanskiy@staracademyboston.com
Head of Watertown Campus	Milena Trubskyy	trubskyy@staracademyboston.com
Head of Admissions; Wellesley Campus Coordinator; Tuition and Billing	Anna Ptushkina	ptushkina@staracademyboston.com
School Nurse	Julia Oldson	oldson@staracademyboston.com
Technology and School Portal	Keenan Gray	gray@staracademyboston.com
Phase Leader, K–3	Paula Reytblat	reytblat@staracademyboston.com
Phase Leader, K–3	Rhiannon Palframan	palframan@staracademyboston.com
Phase Leader, 4–8	Jane O’Hare	ohare@staracademyboston.com

Administration

Star Academy Boston is led by two Directors, who share responsibility for the School and are its final authority. A family who is unsure which Director to write to may write to either, or to the office.

Where this Handbook provides that a decision rests with a Director, it means the Director responsible for that area. Where it provides that a decision rests with both Directors, it means both acting together. Suspension, dismissal, and expulsion, and the adoption of School policies, rest with both Directors. The School does not provide review beyond the Directors.

The Head of Academic Affairs and Global Development administers the academic program day to day. Each academic department is led by a Chair, who is responsible for the curriculum, standards, and course placement within that department. A reference in this Handbook to the Directors is not a reference to a Head or a Chair.

A concern about the safety or wellbeing of a student may be reported to either Director, and either Director may act on it. The School has a named Designated Safeguarding Lead, identified in the table above, who is the first point of contact on safeguarding matters for students, families, and staff.

The School Year

Star Academy Boston publishes its own academic calendar, which applies to both campuses and is independent of the Watertown and Wellesley public school calendars. The calendar is available on the School Portal.

The academic year is divided into two semesters, each consisting of two quarters - four marking periods in all. Grade reports are issued at the end of each quarter and at the end of each semester, on the schedule set out in the academic calendar. In the Upper School, report cards are issued twice each year, at the end of each semester. Teachers may send progress reports at other points in the year, either because a student's performance has changed markedly or simply to update the family. All grades and communications are available at any time on the School Portal. Parent-teacher conferences are held in the fall and again in the spring.

The School Day

Time	Period
8:00 a.m.	Doors open. Students report to the cafeteria or to a scheduled activity.
8:40 a.m.	All students should be in the building.
8:45 - 9:35	1st Period - attendance is taken
9:40 - 10:30	2nd Period
10:35 - 11:25	3rd Period
11:25 - 11:55	Lunch (K-4)
11:30 - 12:20	4th Period (Grades 5-12)
11:55 - 12:45	4th Period (Grades K-4)
12:20 - 12:50	Lunch (Grades 5-12)
12:50 - 1:40	5th Period
1:45 - 2:35	6th Period
2:40 - 3:30	7th Period - dismissal
until 5:45 p.m.	After-care (additional fee)

The schedule is the same at both campuses. Attendance at all scheduled classes, activities, Olympiads, meetings, and club commitments is required.

Arrival, Dismissal, and Transportation

Students may be dropped off at either campus by a parent, guardian, or designated carpool. Parking at each campus is reserved for drop-off and pick-up only, and vehicles should not be left unattended. Parents are responsible for escorting younger children through the parking area to the entrance. Entry into the building requires a scheduled appointment.

Star Academy Boston operates a shuttle between the Watertown and Wellesley campuses for students registered for the year. Space is limited and confirmed on a first-come, first-served basis; transportation is not guaranteed. The shuttle departs Watertown at 8:00 a.m. and departs Wellesley at 3:30 p.m. and 5:15 p.m. It leaves at the scheduled time and makes no additional stops. Students who miss the shuttle are responsible for arranging their own transportation.

After-care is available until 5:45 p.m. for an additional fee, in accordance with the enrolment contract. Students in after-care either complete homework or read, and should arrive with the materials they need. Students may not leave after-care without permission from the supervising faculty member, and once the programme is underway students may not come and go on their own. A parent or guardian collecting a student before 5:45 p.m. must sign the student out with the supervising faculty member or a member of the office staff. Where a student will walk, cycle, or use public transportation, the family must notify the office in writing.

Emergency and School Closing Information

Star Academy Boston follows the Watertown and Wellesley public school schedules for weather emergencies. If either town announces a delay or closing, the same applies to both of our campuses.

Notice is sent by automated telephone call, text message, and email to all numbers and addresses on file. Closings are also announced on WBZ 1030 and WRKO 680, and on CBS, ABC, and NBC, under Watertown Public Schools and Wellesley Public Schools.

Weather decisions are based on conditions across the area, but conditions vary widely for our families. The final decision about whether a student should travel rests with the parent or guardian. Students kept home for weather reasons on a day when school is open may make up missed assignments and assessments without penalty.

The School maintains an Emergency Preparedness and Response Plan covering evacuation, sheltering, and lockdown procedures. Families are informed of reunification arrangements at the start of each year.

Part II - Academic Program

Academic Expectations

Star Academy Boston provides a rigorous academic program within a supportive environment. Students are expected to attend all classes, complete work on time, and seek help when they need it. Faculty are available for extra help outside class; availability is listed on each course syllabus.

Syllabi

Each student in Grades 6 through 12 receives a syllabus for every course at the first class meeting. The syllabus sets out the goals of the course, the topics covered, requirements, assessment criteria and their relative weight, required books and resources, and the teacher's contact information and availability for extra help. Families are encouraged to read syllabi alongside their students, as the syllabus is the authoritative statement of how a course is assessed.

Grades

Students earn a letter grade at the end of each quarter and at the end of each semester in their core classes. Some elective classes are graded Pass/Fail. Students in Grades K through 8 also receive an effort grade on a 1-5 scale in each subject.

Letter Grades

Grade	Percent	Grade	Percent
A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
		F	0-59

Effort Grades

Score	Meaning
5 - Excellent	Exemplary attitude at all times; concentrates and participates eagerly; always willing to try their best.
4 - Good	Very good attitude; works hard; concentrates and participates well across a variety of tasks.
3 - Acceptable	Positive and willing most of the time; adequate concentration; participates when asked.
2 - Needs improvement	Does what is required but lacks self-motivation and concentration; participates only with encouragement.
1 - Poor	Negative attitude toward tasks set; unwilling to participate; often distracted or distracting others.

An effort grade describes how a student approaches their work, not how well they perform. A student may earn a high letter grade and a low effort grade, or the reverse; both are worth a conversation at home.

Assessment and examinations

Star Academy Boston does not hold school-wide year-end examinations. Each teacher determines how a course is assessed - through tests, projects, papers, presentations, or a final assessment - and states the weight of each component in the course syllabus, which is distributed at the first class meeting.

Late work

Deadlines and the treatment of late work are set by each teacher and stated in the course syllabus.

Appealing a grade

A student or family who believes a grade has been recorded in error, or applied inconsistently with the syllabus, should first speak with the teacher. Where the matter is not resolved, an appeal may be submitted in writing to the Head of Academic Affairs and Global Development within ten school days of the grade being issued. The Head of Academic Affairs and Global Development reviews the work, the syllabus, and the teacher's records, and responds in writing. A family who does not accept the outcome may write to the Director responsible for academic matters within ten school days, whose decision is final.

Honor Roll

A and B grades are honor marks, reserved for work of honor caliber. Honor Roll is determined at the end of each semester, on the basis of semester grades. Certificates are awarded and the achievement is noted on the report card.

- Honor Roll - a grade of B or better in every graded course, and a Pass in any Pass/Fail course.
- High Honor Roll - a grade of A– or better in every graded course, and a Pass in any Pass/Fail course.

Grade Point Average

For students in Grades 9 through 12, Star Academy Boston calculates both weighted and unweighted grade point averages. In the weighted calculation, Advanced Placement courses receive an additional 1.0 grade point and Honors courses an additional 0.5 grade point. Pass/Fail courses, summer school courses, and courses taken at institutions other than Star Academy Boston are not included in the grade point average. The grade point value of each letter grade at each course level is set out in the Upper School Course Selection Guide. The School does not calculate or report class rank.

Homework

Homework is a valuable part of the educational experience. It may be assigned for review, for practice, as a challenge, or as an introduction to new learning. Students are expected to be thorough and thoughtful and to complete assignments on time. The use of computers for writing and research is encouraged.

Grade	Guidance per subject	Daily total, all subjects
Kindergarten	No required homework. Daily reading with a family member is encouraged.	-
Grade 1	About 10 minutes	Up to 30 minutes
Grades 2-3	About 20 minutes	Up to 1 hour
Grades 4-5	About 30 minutes	Up to 1 hour 30 minutes
Grades 6-8	Up to 45 minutes per core subject on days the class meets	Up to 2 hours

Grade	Guidance per subject	Daily total, all subjects
Grades 9-12	Up to 45 minutes per core subject on days the class meets	Up to 3 hours

These are guidelines rather than targets. Students work at different speeds, and a student who consistently needs substantially more than the daily total in any subject should speak with the teacher, who will adjust expectations or provide additional support. Where the daily total would be exceeded, teachers coordinate so that assessments and major assignments are not concentrated on the same evening. If all assignments are complete, remaining study time is best spent reading or reviewing.

Homework during an absence

When a student is absent for one or two days, it is the student's responsibility to collect missed material and assignments, which are posted on the School Portal, and to meet individually with the teacher on return to review anything missed. Where a student is absent for an extended period, the student may be asked to use time after school rather than class time for these meetings.

Course Levels and Placement

Lower and Middle School

Students entering Grade 5 and above may be placed in accelerated English or mathematics sections. Placement is based on IXL results, transcripts, writing samples, faculty recommendations and, in some cases, a placement test. No single measure determines placement.

Students in accelerated sections must maintain a B average to remain in them the following year, and students hoping to join generally must earn A grades to be considered. Meeting these standards does not guarantee placement: all decisions rest on faculty recommendation and are made in June and September, after year-end grades are submitted and placement review tests are taken. Questions about placement should be directed to the student's subject teacher.

Placement for students rising to the Upper School is determined at the end of Grade 8, after final grades are complete. Middle School faculty make recommendations to the Head of Academic Affairs and Global Development, and in most cases these are noted on the final report card.

Upper School

All Upper School courses are college preparatory. The School offers courses at CP, Honors/Advanced, and Advanced Placement levels. The School does not assign courses to fixed grade levels. Placement in every course, including Honors and Advanced Placement courses, is by departmental recommendation: the department weighs the student's prior work in the subject, demonstrated preparation, motivation, and academic goals. No fixed grade threshold governs entry to an Honors course or continuation in Honors work, and no course carries a fixed course-to-course prerequisite. Students who take an Advanced Placement course are expected to sit the corresponding examination in May, and are strongly encouraged to take no more than three Advanced Placement courses in a single academic year. Students engaged in independent work may sit AP examinations, and students may

pursue Independent Study in any subject area with approval. Course titles, levels, credit values, and placement are set out in the Upper School Course Selection Guide.

Every Upper School student selects one of six languages - Latin, Spanish, French, Hebrew, Russian, or Mandarin - and continues in that language for the remainder of their Upper School study. Three years of world language study are required for graduation. A student may continue into a fourth year with departmental recommendation, and students intending to present a strong world language record for university admission are encouraged to do so. Students have the opportunity to take part in annual educational trips connected to the language they study.

Academic Warning and Academic Probation

Academic Warning

At the end of each quarter, a warning letter is sent by the Head of Academic Affairs and Global Development to any student who earns two or more grades of D+ or lower, or one grade of F. Students on Academic Warning receive short-term feedback through Weekly Academic Progress Reports covering both effort and academic progress, and work with their teachers to set a schedule for weekly extra-help meetings. Academic Warning lasts for one quarter and is reviewed at its end.

Academic Probation

A student on Academic Warning who has not improved to an acceptable level by the end of the following quarter is placed on Academic Probation. The student and family are informed in writing that the relationship between the School and the student is not working as intended. Students on Probation work closely with their homeroom teacher, the Head of Academic Affairs and Global Development, and the Directors, and continue to receive Weekly Progress Reports.

A student may work back to Warning status and then to good standing one quarter at a time. Students on Probation are reviewed by the faculty, and both Directors decide whether the student will continue at Star Academy Boston. Final decisions are usually made at the end of the academic year, though the discussion is ongoing and a decision may be reached earlier. A family may ask the Director responsible for academic matters to review a decision to place a student on Probation by writing within ten school days.

Promotion

To be promoted to the next grade, a student must pass all courses. Where a course is failed, the School will require summer work, a summer programme, or that the course be repeated, and the teachers involved will confer with the family, the student, and a tutor about the material to be reviewed. Course credit is not awarded on the basis of a single examination or assessment alone.

Grades 1-7

Promotion is expected for the great majority of students. Where a student's progress raises a serious question about readiness for the next grade, the homeroom teacher raises the matter with the Head of Academic Affairs and Global Development no later than the end of the third quarter, and the family is

contacted at that point rather than at the end of the year. The School and the family then agree on a plan of support for the remainder of the year. Any decision to retain a student is made by the Directors on the recommendation of the Head of Academic Affairs and Global Development and the student's teachers, following a meeting with the family, and is communicated in writing before the end of the academic year. Retention is a last resort, considered only where the School believes an additional year is in the student's genuine interest.

Grade 8 to Grade 9

- Eighth graders who perform poorly in Algebra I or a language course may be promoted to Grade 9 but will repeat the course.
- Placement in a second-year language course and in Grade 9 mathematics, including Algebra II, is by departmental recommendation, on the basis of the student's year-end work, demonstrated preparation, and academic goals. No fixed grade threshold applies.

Repeating a Course

A student in the Upper School may be permitted or required to repeat a course where the student has not earned a passing grade, has not demonstrated sufficient mastery of essential course content, must satisfy a prerequisite or a graduation requirement, or where the administration determines that repeating the course is academically appropriate. A student may not repeat a course already completed simply to accumulate additional credit or to raise a grade point average.

All course repeats require prior approval from the Head of Academic Affairs and Global Development, who may consult the student's teacher, the Chair of the department, and the family. Approval takes account of the student's academic needs, the sequence of courses, graduation requirements, and whether the course is available.

Where a course is repeated, both the original attempt and the repeated course remain part of the student's academic record. The grade earned on each attempt is retained and may appear on the official transcript. Repeating a course does not erase or replace the student's academic history, and does not authorize removal of the original grade. Repeated coursework is treated under the School's standard grade point average calculations.

Credit toward graduation is awarded only once for successful completion of the same course; a repeated attempt does not generate duplicate credit. This does not apply to courses that carry similar titles but are formally designated as different levels, as sequential courses, as independent studies, or as courses with materially different content.

A repeated course must meet the same academic standards, instructional expectations, assessment requirements, and credit requirements as the course as ordinarily offered. Students must complete the required instruction, coursework, and assessments. The School does not award course credit on the basis of a single examination or assessment alone.

A student who wishes to repeat or replace a course through another accredited institution must obtain approval from the Head of Academic Affairs and Global Development in advance. Before accepting

transfer credit, the School evaluates whether the outside course is substantially equivalent in content, rigor, instructional time, and learning expectations. Accepting outside coursework does not automatically remove the original Star Academy Boston course from the student's record.

The Director responsible for academic matters has final authority over the approval of repeated coursework, the acceptance and application of transfer credit, graduation credit, and the treatment of repeats on the transcript. The Head of Academic Affairs and Global Development administers these matters and makes recommendations. The full Repeated Courses Policy is published separately.

Graduation Requirements

Most required courses run two terms and are equivalent to a full year of work. A full-year course in a core academic subject carries 6 credits in most cases; a few courses carry fewer, according to the hours of instruction each week. One-semester elective courses carry 2 credits each, and one-semester Advanced Placement elective courses carry 3 credits each. The credit value of every course is stated in the Upper School Course Selection Guide. All courses taken during the year appear on the official transcript.

Subject	Requirement
English	4 years - 24 credits
Mathematics	4 years - 24 credits
Science	4 years - 24 credits
Laboratory Science	0.5 credits
Social Studies	3 years - 18 credits
United States History	1 year - 6 credits
World Languages	3 years - 18 credits
Arts	1 year - 6 credits
PE / Health	3 credits
Electives	4 years - 24 credits
Total	147.5 credits
Community Service	40 hours (not credit-bearing)

Each subject requirement is expressed in credits. The duration shown is the typical course of study; a student who earns the required credits in fewer years has satisfied the requirement in that subject. Students must also demonstrate the School's stated competencies in self-assessment and goal setting.

With the permission of the department, a student may enrol in more than one course from the same core academic area in a single academic year, and designates at registration whether the additional course counts toward that subject's graduation requirement or toward the elective requirement. Each course counts once, toward one requirement only. United States History, at every level, counts only toward the United States History requirement and cannot be designated as an elective. Selective

colleges expect continued coursework in the core academic areas through the final year, so completing a requirement early is not in itself a reason to discontinue study in that subject.

Community Service

In addition to course credits, each Upper School student must complete at least 40 hours of community service before graduation. Hours may be earned at any point in a student's Star Academy Boston career, beginning with the summer before entry, and may be completed after school, in the evenings, at weekends, or during vacations.

Community service means work that benefits at least one unrelated person, performed under the auspices of an organization, without compensation or academic credit. Work for friends and neighbours, service at for-profit businesses other than hospitals, nursing homes, and newspapers, participation in religious rites or services, proselytizing, fundraising for religious institutions, and ordinary participation in school clubs or teams do not count toward the requirement.

Students document hours on the Community Service Verification Form within two months of completing the activity. Community service hours are recorded by the School separately from coursework. They carry no letter grade and no academic credit, and they do not appear on the transcript. The full guidelines are published separately, and questions should be directed to the Head of Academic Affairs and Global Development.

College Counseling

College counseling begins in Grade 9 and is led by the Head of Academic Affairs and Global Development. The Head of Academic Affairs and Global Development acts as each Upper School student's counselor for course selection and college planning. Counseling covers course selection and its relationship to college admission, standardized testing, the development of a balanced list of colleges, applications and essays, and financial aid. Students and families meet with the Head of Academic Affairs and Global Development individually; the frequency of meetings increases through the Upper School years. The School maintains an on-site SAT testing centre.

Disclosure of disciplinary matters

Where a college inquires about disciplinary matters, students are expected to respond truthfully and directly. Should the School learn that a student failed to contact a college or provided a dishonest answer regarding discipline, the School will promptly notify the college. When colleges ask the School about student disciplinary matters, we provide honest and straightforward responses.

Academic Integrity

Star Academy Boston is committed to academic integrity and maintains a zero-tolerance approach to academic dishonesty. Students are expected to present work that is their own and to acknowledge the contributions of others. The full Policy on Academic Integrity and Plagiarism Prevention is published separately; what follows is a summary.

Cheating

Cheating is any attempt to gain an unfair academic advantage: unauthorized collaboration on work set for individual completion, using prohibited materials or devices during an assessment, fabricating data or citations, having another person complete work or sit an assessment, or using aid the teacher has not permitted.

Plagiarism

Plagiarism is using another's work, ideas, or expression without proper attribution. It includes copying text without citation, paraphrasing without acknowledging the source, misrepresenting sources or citing sources not used, resubmitting one's own previous work without permission, assembling text from multiple sources without acknowledgment, and failing to cite adequately through negligence. Plagiarism applies not only to written text but also to ideas, data, software, images, and other intellectual property.

Artificial Intelligence

Artificial intelligence is now part of the environment in which our students will study and work, and learning to use it well is part of their education. The School's position is that AI may support a student's thinking but may not replace it. The substance of academic work - the ideas, the reasoning, and the expression - must originate with the student.

Unless a teacher states otherwise in the course syllabus or for a particular assignment, the following applies.

Permitted

- Using AI to explain a concept the student does not understand, or to generate practice questions.
- Using AI to locate sources and background material, which the student then reads and evaluates independently.
- Using AI to check grammar, spelling, and sentence structure in work the student has written.
- Using AI to brainstorm at the outset of a project, where the ideas are then developed by the student.

Not permitted

- Submitting AI-generated text, code, solutions, or images as the student's own work, in whole or in part.
- Using AI during a test, quiz, or any assessment, unless expressly permitted.
- Using AI to generate or alter data, results, citations, or sources.
- Using AI to rewrite work so that it imitates the student's own voice, or to disguise the use of AI.
- Using AI to complete work on behalf of another student.

Declaring the use of AI

Where a student has used AI in preparing an assignment in any of the permitted ways, the student includes a brief note at the end of the work stating which tool was used and for what purpose - for example, "I used an AI assistant to check grammar in the final draft." A student who is unsure whether a particular use is permitted should ask the teacher before submitting. Asking is always acceptable; assuming is not.

Undeclared use of AI in a permitted category is treated as a lapse in citation on a first occasion, and addressed educationally. Use of AI in a prohibited category is treated as academic dishonesty, on the same basis as plagiarism.

How the School reviews work

Teachers review student work for academic integrity as part of ordinary assessment. This may include the use of Turnitin, which is integrated into the School Portal, comparison with a student's previous work, discussion of the origins and content of a submission, spot-checking of answers, or asking a student to complete comparable work under supervision. No finding of academic dishonesty rests on the output of a detection tool alone: AI detection is unreliable, and a teacher's judgment, informed by discussion with the student, governs.

Procedure and consequences

A teacher who suspects a breach discusses the matter with the student, notifies the student of any finding, and gives the student an opportunity to respond and to explain any extenuating circumstances. The infraction is recorded as a conduct violation in the School Portal, which notifies parents and guardians.

A first offense is met primarily with an educational response: the student may be asked to redo the assignment with guidance on citation and research practice, and a meeting is arranged to discuss the importance of academic integrity. A second offense carries a reduction in the grade for the assignment, a formal warning, and a required session on academic integrity. Repeated offenses may lead to a failing grade for the course, suspension, or other action appropriate to the student's grade level. Individual circumstances, including the student's age, intent, and understanding of the rules, are taken into account throughout.

Appeal

A student may appeal a finding of academic dishonesty by writing to the Head of Academic Affairs and Global Development, stating the grounds for the appeal and including any information not considered in the original decision. The Head of Academic Affairs and Global Development reviews the material, may consult the teacher and other faculty, and informs the student in writing of the outcome. Where an appeal is upheld, the grade is revised and the record removed as appropriate. A student or family who does not accept the outcome may write to the Director responsible for academic matters within ten school days, whose decision is final.

Student Records

Student records, transcripts, comments, and letters of recommendation are the property of Star Academy Boston and are subject to the School's retention procedures. Records are stored securely, with restricted access, in the School Portal.

A parent or guardian may inspect the contents of their child's file by submitting a written request to the school administration; access is arranged within ten school days. Copies are provided on request. A parent who believes information in the record is inaccurate or misleading may submit a written statement setting out their position, which is added to the file and retained with the material in question.

Current students requesting a transcript, grades, or comments should contact the school administration and allow one week. Transcripts may or may not include full report cards, notes, or behavioural comments.

Star Academy Boston complies with all applicable state and federal law regarding the maintenance and release of student records and identifying information.

Revising the transcript

The official transcript is a record of what a student actually studied and achieved, and the School protects its accuracy. A transcript or the underlying academic record is revised only for a legitimate academic or administrative reason, and only through the authorization described here.

A transcript may be revised to correct a clerical or data-entry error; to correct a final grade or credit value recorded incorrectly; to add a course, grade, or approved transfer credit that was omitted; to correct a course title, level, academic year, or other factual detail; to implement the outcome of an approved grade review or appeal; or to correct another documented inaccuracy.

A teacher who identifies an error in a final grade submits the correction to an authorized administrator, with enough information to establish the reason for the change. A student or family may ask for an academic record to be reviewed, but a request on its own does not authorize a revision: any change must be supported by the academic record, by teacher documentation, by an approved appeal, or by other appropriate School documentation.

A clerical or data-entry correction that does not affect a grade, a credit value, a course level, or graduation status may be authorized by the Head of Academic Affairs and Global Development. Any other revision, including a change to a grade, a credit value, a course level, graduation requirements, or a transcript already issued, requires the written approval of the Director responsible for academic matters. Staff who maintain student records enter a revision only after that authorization has been given, and the approval and the basis for it are documented in the student's file.

No member of the faculty or administration may authorize a revision to the academic record of a student to whom they are closely related, meaning a child, a sibling, or a member of the same household. Where a revision concerns a student closely related to the Director responsible for academic matters, it is authorized by the Head of Academic Affairs and Global Development. Where it concerns a student closely related to the Head of Academic Affairs and Global Development, it is

authorized by the Director responsible for academic matters. In either case the basis for the revision is documented in the student's file in the ordinary way. Grades, credits, course levels, and other academic information are not changed without a legitimate and documented basis. In particular, transcript information is never altered solely to raise a grade point average, improve standing, strengthen a college application, satisfy an eligibility requirement, or otherwise present a record inconsistent with the student's actual coursework and performance.

Changes involving coursework completed at another institution require supporting documentation from that institution and School approval of the coursework and credit. The School determines how approved outside coursework is identified and credited on its records.

Where a material revision is made after a transcript has already been issued, the School may provide a corrected transcript to the student, the family, a college or university, or another authorized recipient as appropriate. The corrected transcript supersedes the version previously issued. The full Transcript Revision Policy is published separately.

Tutoring

Outside tutors who are not Star Academy Boston faculty may not tutor students on School property. This restriction does not apply to external providers supporting an accommodation the School has approved, where arrangements have been agreed in advance with the Head of Academic Affairs and Global Development.

Members of the faculty may not accept payment for tutoring a student who is currently enrolled in their own class, and may not accept payment for tutoring any other currently enrolled Star Academy Boston student, on or off campus.

Accommodations

The School does not discriminate against qualified applicants or students on the basis of disabilities that may be reasonably accommodated, and is committed to ensuring that students with disabilities have equal access to its programmes and services in accordance with applicable law.

For students who seek additional support or curricular adjustment, the School requires documentation indicating that the student's disability substantially limits a major life activity. Students who present appropriate documentation are granted those requested accommodations that are supported by the documentation and considered reasonable in this educational setting. Adjustments to the academic programme are made through an interactive process between the family and the Head of Academic Affairs and Global Development.

Even where supportive services and accommodations are in place, a student may still not be able to meet academic requirements satisfactorily. In such cases the student's homeroom teacher, the Head of Academic Affairs and Global Development, and the Directors may conclude that the accommodations in place are not sufficient to ensure the student's success at the School. The Directors will then decide, consistent with state and federal law, whether to suggest additional reasonable accommodations or whether it is appropriate for the student to remain at the School.

Part III - Attendance and Student Conduct

Attendance

Regular attendance is essential to academic success and is a legal requirement under Massachusetts law. Star Academy Boston tracks attendance closely and works in partnership with families to support it.

Definitions

Term	Meaning
Tardy	Arrival after 8:45 a.m., when First Period begins. The teacher records the tardy and the student checks in at the office.
Class absence	Arrival more than 25 minutes into a period - after 9:10 a.m. in the case of First Period - or absence from the period altogether.
Full-day absence	Missing 50 percent or more of instructional time.

Reporting an absence

Parents and guardians must notify the School of any absence, tardiness, or early dismissal by telephoning 781.235.8000 ext. 103 before 8:00 a.m. on the day of the absence.

Students arriving late or leaving early must present a signed note to the office. Students leaving or returning during the academic day must check in and out with the office. A student leaving before a scheduled assessment must speak with the teacher in advance; a student arriving after one must arrange a same-day make-up with the teacher.

Excused absences

An absence may be excused where documentation is provided:

- Illness or injury. Absence of more than three consecutive days requires a note from a physician confirming the student was seen.
- Medical appointments, with a physician's note.
- Hospitalization.
- Bereavement in the family.
- Observance of a major religious holiday.
- Legal, immigration, or military obligations, with documentation.
- School-approved activities.
- Extraordinary family circumstances, at the discretion of the administration.
- College visits, with documentation from the admissions office - up to three days each in Grade 11 and Grade 12. Only the day of the visit is excused; travel days are not. Where a visit requires air travel and a same-day visit is not possible, a family may request that a travel day be

excused by writing to the Head of Academic Affairs and Global Development at least two weeks in advance.

Unexcused absences

Absences that do not meet the criteria above are unexcused. These include family travel outside the school calendar, extending a break or creating a long weekend, skipping or cutting class, remaining at home for errands or childcare, oversleeping, non-emergency family obligations, driving hours, weather absences where the School has not closed, and undocumented illness beyond three days.

Teachers are not required to provide advance or make-up work for unexcused absences, and credit for missed work may be reduced or withheld at the discretion of the administration.

Planned and unplanned absences

Planned absences - college visits, unavoidable medical appointments, religious observances, conferences, or outside commitments - must be communicated to the Directors in advance, and students are responsible for meeting with their teachers beforehand to clarify expectations and deadlines. Family vacations are unexcused: work is not provided in advance, and assessments missed for this reason may be rescheduled only at the teacher's discretion.

Unplanned absences - illness, accident, emergency, bereavement - should be reported before 8:00 a.m. and are ordinarily excused with parental authorization. For an extended absence, families should notify the School Nurse, who will coordinate with teachers. Students who are ill should remain at home, for their own health and that of the community.

Make-up work

For excused absences, students are entitled to make up missed work, tests, and quizzes. The time allowed equals the number of days absent - one day absent, one additional day to submit. Work may be completed before or after school or during a study period, and extensions may be granted in extraordinary circumstances.

For unexcused absences, students remain responsible for missed assignments and assessments but may receive reduced or no credit. Homework posted in advance remains due at the next class meeting. Make-up of assessments is at the discretion of the teacher and the administration.

Tardiness

Students are expected to be in class by 8:45 a.m. Tardies are counted by quarter and the count resets at the start of each quarter.

Occurrence	Response
1st and 2nd tardy	Recorded by the teacher. The student is reminded of the expectation.
3rd tardy	Note on the School Portal, which notifies the family. 30-minute after-school detention.

Occurrence	Response
Each subsequent tardy	A further 30-minute detention. Loss of privileges may follow, including senior privileges for Grade 12 students.
6th tardy in a quarter	Meeting with the Head of Academic Affairs and Global Development and the family to identify the cause and agree a plan.

A tardy is excused where supported by documentation - a medical appointment, a late shuttle, or an emergency. Detentions are supervised by a member of the faculty and overseen by the Head of Academic Affairs and Global Development, and must be completed within one week unless other arrangements are made.

Excessive absence

For students in Grades 6 through 12, attendance is tracked by subject. The following thresholds apply to unexcused absences.

Threshold	Response
3 unexcused absences in a subject in a quarter	Letter to the family from the Head of Academic Affairs and Global Development. The student must meet with the teacher and make up missed work.
5 unexcused absences in a subject in a quarter	Meeting with the Directors, the family, and the student. An attendance improvement plan is put in place.
8 unexcused absences in a subject in a semester	Written notice that credit for the course is at risk.
12 unexcused absences in a subject in a year	Loss of credit for the course.

Where credit is lost, the student's grade is reported on the basis of work actually completed. The School does not substitute a failing grade for a loss of credit: the two are recorded separately, because one describes academic performance and the other describes attendance.

Before the twelve-absence threshold is reached, the Head of Academic Affairs and Global Development may permit a student to recover credit through work completed during a school vacation, subject to the approval of the Director responsible for academic matters. A student who has lost credit may request review by submitting a written request to the Head of Academic Affairs and Global Development within ten school days. The Head of Academic Affairs and Global Development compiles the attendance record and any supporting documentation and refers the request to the Director responsible for academic matters, who decides and responds in writing. Documented medical circumstances are taken into account at every stage.

For students in Grades K through 5, these thresholds are applied by day rather than by subject, and the emphasis at each stage is on meeting with the family and identifying what is preventing attendance.

Continued excessive absence may result in review of the student's promotion and, where required by Massachusetts law, a report to the appropriate authorities.

Dismissal

Dismissal arrangements should be made in advance, with a note submitted to the office before First Period. In an emergency, families may telephone or email the office. A student leaving because of illness must first be seen by the School Nurse, who will contact the family directly. Students may not dismiss themselves under any circumstances.

Closed campus

Star Academy Boston is a closed campus. Once students arrive, they may not leave until dismissed with proper authorization.

Students in Grades 9 through 12 may leave campus during scheduled breaks in the academic day, provided the School holds written authorization from a parent or guardian on file. Students must sign out and sign in at the office each time, must return before the start of the next period, and remain subject to all School rules while off campus. A student who does not return on time, or who misuses the privilege, may have it withdrawn.

Senior privileges

Students in Grade 12 who are in good academic and disciplinary standing may be granted senior privileges. These may include a later arrival or earlier departure where the student's schedule permits, use of a designated senior study area, and additional flexibility in leaving campus during breaks. Senior privileges are granted by the Head of Academic Affairs and Global Development at the start of the year, require written parental authorization, and may be suspended or withdrawn where a student's attendance, academic standing, or conduct gives cause.

The Honor Code

To build a community of distinction and moral character, each student commits to responsibility, integrity, and mutual respect.

Responsibility

- Taking the initiative to do what I know is right.
- Accepting consequences, without deception or evasion.
- Holding myself accountable for my actions and my words.
- Recognizing that my behavior affects the entire School community.

Integrity

- Upholding personal standards of honesty.
- Taking pride in the truth.
- Committing to my values.
- Maintaining the respect of the community by avoiding lying, cheating, or stealing.

Mutual Respect

- Understanding that how I treat everyone - not only my friends - is a key part of who I am.
- Respecting the differences, opinions, and individuality of others.
- Allowing others to express their ideas freely, without fear of being mocked.
- Treating others as I want to be treated.

Standards of Conduct

Star Academy Boston is committed to a safe and healthy learning environment, free of behavior that is disrespectful of others or physically or emotionally harmful to them. All members of the community share responsibility for maintaining these standards and for intervening when they become aware of behavior that conflicts with them.

Our focus is educational. We hold students accountable for their words and actions in the context of their community and the wider world, and much of that work happens in conversation - with students, with families, and with the Directors. The School expects all members of the community to treat one another with civility, respect, and dignity, whether in person or electronically, and asks students to consider carefully how their words, appearance, and actions affect others.

Prohibited behaviors

The following list is not exhaustive. The School reserves the right to respond to any behavior inconsistent with its policies.

- Chewing gum at school.
- Excessive public displays of affection, anywhere on school grounds.
- Possession, distribution, or use of drugs, alcohol, tobacco, nicotine, or other dangerous substances. Prescription and over-the-counter medication supervised by the School Nurse is excepted. Violations carry consequences up to and including expulsion.
- Acts or threats of violence. These are investigated thoroughly and carry consequences up to and including expulsion.
- Bullying, cyberbullying, harassment, and retaliation.
- Hazing.
- Plagiarism, cheating, unethical use of AI, and other forms of academic dishonesty.
- Skipping or cutting class. A student who skips a class receives a note on the School Portal; a student who skips any two classes in a year faces restriction of privileges and Disciplinary Warning. Skipping an entire school day carries an immediate and serious response.
- Insubordination - refusing a reasonable request from a faculty or staff member, or making rude, profane, or obscene statements or gestures.
- Lying and forgery.

- Inappropriate conduct of a sexual or personal nature, including suggestive, rude, or offensive language, gestures, or actions.
- Slurs or graffiti relating to race, color, ethnicity, gender, sexual orientation, religion, or disability, whether spoken or written, including in electronic communication.
- Theft or possession of stolen property. Thefts may be referred to the Watertown or Wellesley Police Department.
- Vandalism - the willful destruction or defacement of property.
- Violation of the technology policy set out below.
- Possession or use of any weapon on school property or at any school-sponsored activity. Anyone carrying a firearm or other dangerous weapon onto school grounds is reported to law enforcement.

Anti-Discrimination and Interpersonal Misconduct

Star Academy Boston does not discriminate with respect to educational opportunity, and does not tolerate harassment, hate speech, derogatory language, or other conduct evidencing bias or prejudice on the basis of race, religion, color, sex, gender identity or expression, national origin or ancestry, family structure, genetic information, sexual orientation, disability, or any other category protected under state or federal law. All qualified students are entitled to the rights, privileges, programmes, and activities generally made available to students at the School.

Discrimination includes denying or limiting a person's opportunity to participate fully in school life, or treating a person unfairly in connection with an educational or other school activity, on the basis of a protected characteristic. It also includes harassment, hate speech, and derogatory language on that basis.

Bullying and cyberbullying, harassment, hazing, sexual assault, and sexual harassment are referred to collectively as interpersonal misconduct. Such conduct is prohibited on campus and on property immediately adjacent to school grounds, on school vehicles, and at school-sponsored events, activities, and trips. School technology may not be used to intimidate, harass, threaten, or bully any member of the community.

Interpersonal misconduct occurring elsewhere, or through technology not owned, leased, or used by the School, is also prohibited where it creates a hostile environment at school for a student, infringes on the rights of a student at school, or substantially disrupts the educational process or the orderly operation of the School. Conduct outside these limits may fall beyond the School's disciplinary reach, but families are nonetheless encouraged to share concerns so that the School can be alert to protecting students' safety while they are here.

Reporting

A student who is the target of interpersonal misconduct, who has witnessed it, or who otherwise has relevant information should report the matter promptly - orally or in writing - to the Directors or to any faculty member with whom the student is comfortable speaking. A student who finds this difficult may

ask an adult or a classmate for help. Any member of staff who witnesses or becomes aware of such conduct is required to report it to the Directors immediately; there are no exceptions, and staff may not promise confidentiality or make anonymous reports concerning a student.

Parents and guardians of a student who is the target of such conduct, or who has witnessed it or has relevant information, are urged to notify the Directors promptly.

Reports may be made anonymously, but the School strongly encourages named reports: anonymous complaints are far more difficult to investigate, and no disciplinary action will be taken solely on the basis of an anonymous report. The School cannot promise absolute confidentiality, as information may need to be shared during an investigation, but will share it with discretion and only on a need-to-know basis.

It is a violation of this policy to engage in, or encourage another person to engage in, retaliation or intimidation against a person who makes a report, supports a target, or participates in an investigation. The School will not take adverse action against a student for making a good-faith report.

Response

When a complaint is received, the School first assesses what initial steps are needed to protect the wellbeing of the students involved - both alleged targets and alleged aggressors - and to prevent disruption of the learning environment while an investigation proceeds. Strategies may include increased supervision, stay-away arrangements, and personal safety plans.

The Directors or their designee conduct an impartial, fact-finding investigation. This may include interviews with the person who made the report, the alleged target, the alleged aggressor, and any other witnesses or parties with relevant information, and the School may consult faculty and the families of the students involved.

On completion, the School determines whether and to what extent the allegation has been substantiated, what disciplinary or other remedial action is appropriate and how it will be implemented, and whether a referral to outside services should be offered to those affected. The School does not employ a mental health counselor; where support beyond the School's capacity is appropriate, the Directors and the School Nurse will help the family identify external resources.

The School generally notifies the parents of the alleged target and of the alleged aggressor promptly after a complaint has been filed, during the investigation, and to report its results. Families of targets are also informed of steps taken to prevent further misconduct or retaliation. The amount of information shared may be limited by confidentiality law, by other privacy considerations, and by the integrity of the investigation. Where a crime may have been committed, or where a child may have been subject to abuse or neglect reportable under Massachusetts law, law enforcement or the appropriate agency is notified.

The Directors ensure that follow-up contact is made with any student found to have been targeted, and with the family, to confirm that there have been no further incidents. A file is kept of all reports, investigations, and actions taken.

Sanctuary

Student health and safety come first. A student who needs help should not hesitate for fear of discipline. Where a student is violating a School rule at the moment help is needed - for themselves or for another student - the student will generally be granted sanctuary from discipline for that violation, unless, for instance, the student is the perpetrator of an assault. Students are expected to report promptly any incident where a student's health or safety may be at risk.

Child Abuse Reporting

In accordance with Massachusetts law, employees of Star Academy Boston - including faculty, staff, administrators, and the School Nurse - are required to report suspected abuse or neglect of a child under the age of eighteen to the Department of Children and Families. This duty arises where there is reasonable cause to believe that a child is suffering from abuse or neglect, and rests both on the School and on School employees individually.

Bullying and Hazing

No student shall be subjected to harassment, intimidation, bullying, or cyberbullying. The School's Bullying Prevention and Intervention Plan, adopted in accordance with Massachusetts law, is set out in Appendix A and details the School's approach to prevention, reporting, investigation, and response.

Hazing means any conduct or method of initiation into a student organization which willfully or recklessly endangers the physical or mental health of any student or other person. It includes whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, and any other brutal treatment or forced physical activity likely to affect physical health or safety adversely, or which subjects a person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Hazing is prohibited on or off School property and at any school-sponsored event, wherever it takes place. A student who observes what appears to be hazing must report it to the Directors, including the time, date, location, names of identifiable participants, and the behavior observed. Students and employees are obliged by law to report incidents of hazing to the police. A student who is present at a hazing and fails to report it may face disciplinary action. A student determined by the Directors to have organized a hazing activity will receive no less disciplinary action than a participant. In all cases relating to hazing, students receive procedural due process. The text of the Massachusetts hazing statute is set out in Appendix B.

Safe School Policy

Star Academy Boston asks families to work with us to provide a safe school, in which students, parents, and guardians can be reasonably confident that prudent behavior and applicable law are observed to safeguard the wellbeing of all members of our community. Where it can be demonstrated that a parent or guardian has aided or abetted illegal activity, whether through willful action or neglect, on their premises or otherwise, the School may take whatever action it deems appropriate, including ending its relationship with the family.

Drug and Alcohol Policy

The School's approach to helping students abstain from the use, possession, distribution, and sale of illegal substances combines education, intervention, and, where necessary, discipline.

Education

The School develops age-appropriate educational programmes to help students form their own conclusions about the health and safety risks of drug and alcohol use, and offers evening programmes for parents to raise awareness and build a sense of common purpose. These are held periodically, typically once each school year.

The following are basic guidelines to which we ask our community to adhere:

- No alcohol should be served, and no drugs made available, at any party or event for or with students.
- No guest should be admitted to a party or event who has alcohol or illegal drugs with them, or who appears to be under the influence.
- Parents should be present to supervise a party or event, and should call host parents before their children attend one.
- Students should not be permitted to attend unchaperoned parties or events.

Intervention

Any student or family who would like confidential assistance regarding the use of illegal substances or alcohol is encouraged to contact the Directors. Where the School is made aware of a concern before it becomes a disciplinary matter, we will typically support the student and family confidentially, without disciplinary action, and help the family find appropriate external support. We would all rather help a young person make sound decisions before they cross a line that endangers themselves or others.

Consequences

At School-supervised events, a student who sells, distributes, uses, possesses, or is under the influence of alcohol or illegal drugs faces discipline including suspension, dismissal, or expulsion. Where a student's actions have been willfully destructive of property or dangerous to others, or where the administration considers a related action or previous pattern of behavior damaging or threatening to the community, expulsion is the likely consequence. In other instances, students may be suspended depending on the circumstances.

A student who is dismissed may be given the opportunity to apply for readmission after a significant period during which they are no longer a member of this community. Readmission depends on the student's citizenship record, the level of honesty shown in dealing with this and other matters, the attitude of the family, and the circumstances of the event in question, and would only be considered where prescribed conditions have been met, including a drug and alcohol assessment and a meaningful community service project. Readmission is at the sole discretion of the Directors. Students who are expelled are not eligible for readmission.

Where a student has used, possessed, distributed, or been under the influence of alcohol or illegal drugs at an event or location not under the School's supervision, the School may take whatever action it deems appropriate, including dismissal or expulsion.

Parental responsibility

The School understands that even well-intentioned, parent-supported gatherings can go wrong, and that students sometimes assemble at homes without their parents' knowledge. Where the School becomes aware of plans to use a family's home for an unsupervised party, it is our practice to contact the relevant parents or guardians.

All parents are presumably in agreement about their ethical responsibilities to other people's children, and mindful of the Massachusetts social host law, under which parents may be prosecuted not only for serving alcohol to a person under 21 but also for knowingly allowing anyone under 21 to drink in their home or on property they control. Parents may also be held liable in civil proceedings for property damage, personal injury, or death resulting from events held at private homes. Where it can be demonstrated that a parent has actively participated in, aided, or abetted the illegal use, possession, distribution, or sale of illegal substances, the School may take whatever action it deems appropriate, including ending its relationship with the family.

Sanctuary

The use and abuse of alcohol and drugs can lead to serious health consequences. The School encourages students to ask an adult for help if they find themselves or another student impaired, ill, or struggling with substance use. The Sanctuary Policy gives students a way to seek support without concern that doing so will trigger the disciplinary process.

Any student may invoke this policy on their own behalf or on behalf of another student, simply by contacting any member of the faculty, staff, or administration.

In any apparent medical emergency, even one that is drug- or alcohol-induced, obtaining medical assistance as quickly as possible is imperative. Students should immediately request help from a member of the administration or faculty; if none is immediately available, students should dial 911. Seeking medical assistance in an emergency will not result in disciplinary intervention.

Sanctuary may also be invoked in non-emergency situations, for a student whose health is at risk because of alcohol or drug use, including the effects of recent ingestion, chronic use, or past use that may be affecting functioning at school. In either case, the request for assistance must be student-initiated and must occur before any member of the administration, faculty, or staff learns of the student's use.

Where the policy is invoked, the School promptly determines whether medical attention is warranted, and the student's homeroom teacher, the administration, and the family may be notified. The School will consider whether follow-up evaluation or counseling in an off-campus programme is appropriate. Where lengthy follow-up is needed, the student may be allowed or required to take a medical leave of absence, at the School's discretion. Following treatment, an independent assessment is required within two weeks before the student returns; the medical professional conducting it completes an assessment,

makes recommendations, and discusses them with the School, and the student is expected to follow those recommendations.

Where a student is already involved in the disciplinary process for a violation of this policy, the sanctuary provision may not be invoked. A student who misuses this protocol to avoid disciplinary action may be referred to the Directors. Determination as to whether a case meets the criteria for sanctuary rests with the School. The law may require notification to state agencies or local authorities even where the School offers a non-disciplinary response.

Smoking and Vaping

Star Academy Boston is a smoke-free and vape-free campus. We do not permit smoking or vaping in school buildings, in school vehicles, on school grounds, or at school-sponsored events.

The use of tobacco products is the leading cause of preventable death in the United States, and their use on school grounds is hazardous to the health and safety of students, employees, and visitors. Nicotine and THC are highly addictive and can harm the developing brain. Even nicotine-free vaping products contain harmful chemicals whose long-term effects are not known.

For the purposes of this policy, a tobacco product means any product containing, made from, or derived from tobacco, nicotine, or cannabis intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, vaped, snorted, sniffed, or ingested by any means. This includes cigarettes, cigars, chewing tobacco, pipe tobacco, snuff, and electronic and vaping cartridges regardless of nicotine content. It does not include FDA-approved products for smoking cessation or other medical purposes. Tobacco paraphernalia means any device used to aid, light, burn, vaporize, ingest, or consume a tobacco product.

No person may use a tobacco product in any school building, on school grounds, at any school-sponsored event, or in any vehicle used for school purposes. No student may use or possess a tobacco product or paraphernalia in those places. Where there is evidence that a student is in possession of such items, School administrators may confiscate them.

A student who violates this policy is referred in the first instance to the Directors and to the School Nurse for health information and referral. Subsequent violations may result in discipline. Families are notified of all violations and of the action taken. Employees who violate this policy may face discipline up to and including termination. Visitors are asked to refrain, and to leave the premises if they will not.

Discipline

By joining the Star Academy Boston community, each student agrees to abide by the rules and principles set out in this Handbook and by additional rules the School may establish from time to time. Where a student violates a policy or acts in a way that conflicts with our Honor Code, the School will respond with appropriate disciplinary measures. In all disciplinary matters the School may, at its discretion and in its best judgment, vary from these procedures or impose such discipline as it deems appropriate.

Students represent themselves, their families, and the School through their conduct, on and off campus, whether or not school is in session. The School may impose discipline, including suspension, dismissal, or expulsion, on any student whose behavior violates reasonable expectations of conduct or damages the reputation of the School or of any member of its community.

Language is powerful, and in our community we are responsible for our words. Regardless of intent, language that is hurtful to another is a matter for which a student is accountable. Setting and context are important considerations in the School's response: language directed at someone, or delivered disrespectfully, is treated differently from language that is not.

Notes on the School Portal

Disciplinary incidents are recorded as notes on the School Portal. Parents and guardians are notified when a note is entered, from the first instance and at every grade level from Kindergarten onward. These notes remain part of the student's file. Families are encouraged to talk directly with their child about any note; questions may be directed to the Head of Academic Affairs and Global Development.

Levels of infraction

The lists below give examples and are not exhaustive. Because honesty is expected in all dealings, lying about the facts of a disciplinary matter increases both the student's culpability and the severity of the response.

Tier I

Unexcused lateness to a class or other obligation; repeated tardiness; missing the shuttle; failure to sign out; chewing gum; disrupting other students' learning or the school environment; dress code violations; inappropriate, impolite, or profane language; littering or failing to clean up after oneself; being in an unsupervised or prohibited location; misuse of common areas; leaving personal items in common areas; wearing a hat indoors, other than a head covering worn for medical or religious reasons; violation of classroom rules; throwing snowballs on campus; inappropriate use of a personal device; repeated minor offenses; lingering on campus at the end of the day without being in a supervised programme.

Tier I infractions are usually handled in the moment, through conversation with one or more members of the faculty or staff. Consequences may include a verbal or written warning, detention, a conference with a Director, written notice to the family, or a conference with parents or guardians. At the discretion of the Directors, particular instances may warrant additional consequences.

Tier II

Repeated or extreme Tier I behavior; dishonesty by word or act, including academic dishonesty; neglect of or damage to one's own property, another person's property, or School property; disrespect, disobedience, or defiance toward any member of the faculty or staff, including disruptiveness or an unwillingness to follow instructions; forgery; technology policy violations, including misuse of internet resources and unauthorized recording or photography; unauthorized departure from campus; cutting class or other scheduled commitments; skipping school; gambling or any inappropriate exchange of money.

The School's response to a Tier II infraction usually begins with referral to the Directors and may include an investigation. Consequences may include any of those listed for Tier I, together with formal written warnings, detention, exclusion from extracurricular activities and trips, in-school or out-of-school suspension, loss of privileges, probation, or a conference with the family. Tier II offenses may be brought before the Directors and considered as possible grounds for suspension or expulsion, whether committed on the way to or from school, during school hours, at school-sponsored functions, or otherwise. Where circumstances warrant, a student may be dismissed or expelled even for a first offense.

Tier III

Repeated or extreme Tier I or Tier II behavior; sexual misconduct, including solicitation or the sending of inappropriate photographs, materials, messages, or social media content; violation of the School's anti-discrimination policy; endangering the welfare of other students; physical assault, including fighting, hitting, and kicking; verbal or physical harassment of any kind; harassment, bullying, and cyberbullying; hazing; the use of derogatory language, including pointedly racist, sexist, or anti-LGBTQ remarks; the use, possession, or distribution of, or being under the influence of, an illegal drug, another person's prescription medication, a banned substance, an alcoholic beverage, a tobacco product, an e-cigarette or vaping device, an intoxicant of any kind, or drug paraphernalia; the possession, distribution, or use of weapons, the term being construed broadly to include items in the nature of or having the appearance of weapons, such as pellet guns, toy weapons, and model weapons, and applying regardless of whether a weapon is loaded or operational; possession of fireworks of any kind; stealing or the unauthorized removal of another person's property, or intrusion into another person's locker, bag, or desk; violation of state or federal law.

The School's response to a Tier III infraction begins with referral to the Directors and may include an investigation. Decisions about consequences for these most serious infractions rest with the Directors. Tier III infractions will most often result in suspension, dismissal, or expulsion.

Where a student is the subject of criminal or juvenile proceedings, whether by arrest, application for a criminal complaint, juvenile proceedings, or otherwise, the School may discipline the student before those proceedings conclude and is in no way bound by their outcome. The School may pursue its own disciplinary process and reach its own determinations at any time.

The Discipline Advisory Group

Serious disciplinary matters are referred by the Directors to the Discipline Advisory Group, convened from among the faculty. The Group reviews the circumstances of the case and recommends a response consistent with this Handbook and with the School's standards. The Directors make the final decision in all disciplinary matters.

Disciplinary Warning and Probation

A student who commits a serious offense, or who develops an ongoing pattern of negative behavior, may be placed on Disciplinary Warning or Disciplinary Probation for a specified period by the Directors. Other restrictions of privileges or of participation in School activities may be defined. Where there is no improvement in attitude or behavior during that period, or where further violations

occur, additional disciplinary action may follow, up to and including dismissal or expulsion. Students disciplined for further offenses while already on Warning or Probation should expect more serious consequences or an extension of that status. Cases at this level are documented and placed in the student's file.

Suspension

There are both privileges and responsibilities associated with membership of this community. Where a student's behavior, or pattern of behavior, is of sufficient concern, the School may decide that the student needs to be sent home and separated from the community for a period of reflection.

Out-of-school suspension should take place at home, in a quiet area away from peers, and the student does not attend classes. Students generally work on homework and complete a written reflection, and families are asked to create an atmosphere of seriousness. Participation grades for the period of suspension are recorded as zero; class work, homework, and assessments may be made up at the discretion of the Directors.

Dismissal and expulsion

The School reserves the right to dismiss, expel, or require the withdrawal of any student whose behavior is determined to be unacceptable. A student who is dismissed may be eligible to apply for readmission in a subsequent school year. A student who is expelled is not eligible to apply for readmission.

Review of a Disciplinary Decision

A student or family may request review of a suspension, dismissal, or expulsion by submitting a written request to the Head of Academic Affairs and Global Development within five school days of being notified of the decision. The request should state the grounds on which it is made and include any information not considered in the original decision. The Head of Academic Affairs and Global Development reviews the record of the matter, may speak with those involved, and submits the request and the record to the Directors. Both Directors consider the request and respond in writing within ten school days. Their decision is final. The School does not provide review beyond this stage.

Reporting of disciplinary action

While the School preserves the privacy of Discipline Advisory Group proceedings, the results are valuable information for the faculty community. After each meeting, or at such intervals as seem appropriate, the Directors report to the appropriate parties a summary of the nature of the offense, the recommended response, and the final action taken. Students should not omit serious violations from their records when applying to another school or to college, or when using Star Academy Boston as a reference.

Partnership with families

The most significant factor in changing and improving student behavior is cooperation between the School and the family. Families help by holding students to the School's principles and expectations and by supporting the consequences imposed where those principles have not been met. Questions should be directed to the Directors.

Searches

Lockers, cubbies, desks, and other storage provided by the School remain School property and may be searched and inspected by School officials at any time, at the School's discretion.

Where the School has reasonable grounds to suspect that a search will produce evidence that a student has violated a School rule or the law, a member of the administration may search a student's bag, personal belongings, or personal device. A search is conducted in the presence of two adults, one of whom is a member of the administration, and is limited in scope to what the circumstances warrant. The student is present wherever practicable, and the family is notified promptly afterwards. A record of the search and of anything found is kept in the student's file.

The School does not conduct searches of a student's person. Where circumstances suggest that such a search would be warranted, the School contacts the family and, where appropriate, law enforcement.

Dress Code

The purpose of the dress code is to reflect respect for the discipline and seriousness of academic work while fostering a safe, equitable, and inclusive learning environment. Students are expected to be neat, clean, and appropriately dressed for school each day. The uniform policy is designed to create a focused and respectful academic environment, reduce distractions and peer pressure related to clothing, promote school pride, keep students safely and appropriately dressed for school activities, and support fairness across the student body. The Director responsible for operational matters is the final authority on appropriate dress.

Daily uniform

All students in Grades K through 12 wear the approved school uniform from the first academic period until the end of the last, unless a teacher or administrator has explicitly authorized otherwise for a special event or a designated non-uniform day.

- Tops - Star Academy logo tops, or a white dress shirt with short or long sleeves.
- Outerwear - school-issued sweatshirts or blazer only. Non-school sweaters, hoodies, and sweatshirts are not worn.
- Bottoms - school-approved uniform bottoms: blue trousers, blue shorts, or uniform skirts.
- Footwear - closed-toe shoes suitable for school activities. Slippers, heels, sandals, and flip-flops are not worn.
- Tie - the school tie is worn daily.

Uniforms must be clean, tidy, and in good condition. The administration provides families with details of uniform items and how to obtain them separately, before the start of the school year.

Physical education

Students change into appropriate athletic clothing and footwear for physical education, and change back afterwards. The School will inform families of the specific requirements, including which days apply to each class and where students change, at the start of the year.

Not permitted

- Clothing with logos, slogans, or designs not affiliated with Star Academy Boston.
- Ripped, torn, or excessively tight clothing.
- Blue denim, including jeans, jackets, and skirts.
- Athletic wear such as sweatpants, athletic shorts, yoga pants, and leggings, except during physical education.
- Headwear indoors, including caps, hats, and hoods, except for head coverings worn for religious or medical reasons.
- Excessive jewellery, piercings, or accessories that distract from learning or present a safety concern.
- Extremely short, revealing, soiled, frayed, or ripped clothing.
- Visible undergarments.

Friday non-uniform day

Friday is designated as a non-uniform day. The restrictions listed above continue to apply, and students are expected to dress in a manner that is appropriate, safe, and respectful of the academic environment. Specific guidance is posted on the School Portal.

Special occasions and exceptions

Students may be asked to dress up for particular events, field trips, or formal programmes; the School provides clear instructions beforehand.

Exceptions to the dress code may be granted for documented medical conditions or other significant needs. Requests should be submitted in writing to the Head of Academic Affairs and Global Development in advance, and are granted for a stated period.

Consequences

A first violation results in a warning and a loaner item where one is available. A second results in the family being contacted and reminded of the policy. A third requires a parent or guardian to bring the correct uniform to school. Repeated disregard for the dress code may result in further disciplinary action.

Partnership with families

We ask families to ensure that students arrive each day in the correct uniform, to label uniform items with the student's name, and to reinforce at home the importance of respecting school rules.

Technology

Technology is an integral part of the academic programme and plays an increasingly large role in life outside school. Students are expected to use technology in ways consistent with the values of this

community. The guidelines below supplement the standards of behavior described elsewhere in this Handbook and generally follow common-sense rules for responsible and ethical conduct.

These expectations apply whether a student is on campus or off, during the school day or at night, on vacation or at any other time while enrolled, whether connected to the School's network or not, and whether using School equipment or a personal device.

Personal devices during the academic day

Star Academy Boston operates a bell-to-bell restriction on personal devices. From the beginning of the first academic period to the end of the last, students may not use or access personal phones or smart devices. The restriction applies everywhere on campus, including classrooms, hallways, restrooms, the cafeteria, and outdoor areas, unless a teacher or administrator has explicitly authorized otherwise.

The restriction covers mobile phones, smartwatches with messaging or internet capability, tablets not issued by the School, headphones, and any other personal electronic device capable of messaging, calling, or accessing social media. Devices must be switched off and kept out of sight for the duration of the academic day; they should be neither seen nor heard between the first and last bells. Before school begins and after dismissal, students may use their devices freely.

Students bring their own laptops for academic work. A personal laptop may be used during the academic day only for schoolwork and only under the direction of a teacher; it is not a general exception to the restriction above. Students are responsible for arriving with a charged laptop and for the security and care of their own equipment. The School is not responsible for loss of or damage to personal devices.

Exceptions to the device restriction are made for documented medical needs - including phones paired with continuous glucose monitors, insulin pumps, or hearing aids - and for accommodations approved by the administration. Requests should be submitted in writing to the Head of Academic Affairs and Global Development in advance. A student who needs such a device is not required to explain their medical circumstances to other students or to teachers who do not need to know.

A first violation results in the device being held in the front office until the end of the school day. A second requires a parent or guardian to collect it. Subsequent violations may result in the loss of the privilege of bringing a personal device to school, together with further disciplinary measures.

Families who need to reach a student during the day should contact the main office, and students may use the office telephone to call home.

Accounts, the School Portal, and privacy

The School provides students with an email account and access to the School Portal, which is hosted on Blackbaud, together with the academic platforms the School uses, including SAVVAS. These accounts and the data held in them belong to the School. Access is a privilege, not a right, and the School may suspend or terminate it. Accounts and data belonging to students who leave the School are deleted upon their departure.

Students have no expectation of privacy in data stored on or transmitted through School systems. The School may access, view, monitor, and record any information or communication stored on or

transmitted over its network or through School-administered accounts, including material marked personal or confidential, and may be required by law in some circumstances to allow third parties to do so. Others may also inadvertently see messages or data in the course of routine maintenance or through mis-delivery. Each student and their parents or guardians consent to this by using School systems.

Communication between students, families, and staff

All communication between members of staff and students takes place through School channels: School email accounts, the School Portal, and School telephones. This protects students, and it protects employees, because communication through School systems is recorded and can be relied upon if a question ever arises about what was said.

Students communicate with faculty and staff using their School email account, not a personal account. Except in specific circumstances approved by the Directors, students should not text members of faculty or staff, nor communicate with them through social media, messaging applications, or personal accounts of any kind.

Members of faculty and staff correspond with students and families only from their School email accounts and School telephones. Staff do not give students personal telephone numbers or personal email addresses, do not exchange messages with students through messaging applications or social media, and do not connect with students on personal social media accounts.

Parents and guardians should write to staff at their School email addresses, which are listed in Part I. Messages sent to a personal address may not receive a reply.

Exceptions are made only where the Directors have approved them in advance, and only for a defined purpose and period - on an overnight or international trip, for example, where a chaperone must be reachable by telephone. Any such arrangement is communicated to families beforehand.

Where a student or family receives an unexpected communication from a member of staff outside these channels, or a member of staff receives one from a student, it should be reported to the Directors.

Expectations

- Log in only under your own account, and never share your password or use another person's.
- Do not access or attempt to access network resources, files, accounts, or data not intended for you.
- Do not attempt to bypass filtering, security, or monitoring, and do not create or use a mobile hotspot on campus.
- Do not install or download software onto School computers.
- Do not use School systems for commercial purposes, for games or amusement software, or for any illegal activity.
- Do not damage, steal, or interfere with School equipment, network, or services, including by introducing malicious software or altering hardware or software settings.

- Do not take photographs, video, or audio recordings of any student or employee on campus or at School functions without their express permission and the permission of the School, and never in private settings such as restrooms or changing areas.
- Never record, broadcast, or share images, video, or sound of an inappropriate nature.
- Do not give out personal information about yourself or others, and never share private information about other students online.
- Do not alter communications to disguise your identity or impersonate another person.
- Comply with copyright, trademark, and other intellectual property law, and cite the sources you use.
- Report any security problem to the member of staff responsible for technology, whose contact details are listed in Part I, rather than demonstrating it to other users.

Where a student damages the hardware or software of School-owned technology, the family may be responsible for the cost of repair or replacement.

Conduct online

Bullying, cyberbullying, sexting, hazing, cruelty, inappropriate language, and harassment have no place in this community, online or in person. Communicate online as you would in person, and assume that anything shared on a network is public and permanent: material posted to one site can be copied or stored elsewhere and cannot reliably be removed from the internet.

The School prohibits students from creating, requesting, sending, or possessing any message, image, or video containing explicit representations of or references to sexual conduct, sexual excitement, or nudity. Massachusetts law prohibits anyone, regardless of age, from disseminating obscene or pornographic images of minors, and the School may contact law enforcement where a student violates this policy.

Whether a student uses social media is a decision for the student and their family. Where students, families, or other members of the community represent the School to one another and to the wider community, participation should be undertaken responsibly, with attention to how both the forum and the content reflect on the individual and on the School. Respect for the privacy of others, for copyright and trademark, and for confidential information all matter before taking part.

Online and remote learning

Where the School delivers programmes online or remotely, all School policies continue to apply, together with the following. Students are expected to be appropriately dressed when visible. Students must maintain the highest standards of conduct, respect, and integrity, and refrain from any activity that might constitute or contribute to cyberbullying. Staff may hold virtual one-to-one meetings with students where appropriate to support academic and social wellbeing. Unless otherwise stipulated, students may not record any part of a remote learning session, nor share, broadcast, or make public any material created or recorded by the School or its employees. All members of the community share responsibility for maintaining a safe remote learning environment.

Reporting and enforcement

A student who suspects a violation of this policy, or who is uncomfortable about another community member's use of technology, should report it immediately to a Director or to the member of staff responsible for technology. Some violations may constitute criminal offenses under state or federal law, and the School may provide information to, or assist in, the prosecution of such violations.

Violations may result in disciplinary action up to and including suspension, dismissal, or expulsion. The School also reserves the right to respond to computer-related activity conducted off campus where it adversely affects the safety or wellbeing of any member of our community or violates our expectations for behavior.

The School takes precautions to restrict access to objectionable material online but cannot fully control access to resources on the internet, does not guarantee that network services will be error-free, and is not responsible for lost data, interrupted service, the accuracy of information obtained through the network, or financial obligations arising from its use. The School will cooperate fully with law enforcement in any investigation of potentially illegal activity conducted through our network.

Part IV - For Families

Communicating With the School

Communication between families and educators is the foundation of a good experience for a child. Most questions are best answered by the person closest to the situation, and the sequence below usually resolves matters most quickly.

Question about	Contact first	Then
A specific class, assignment, or grade	The subject teacher	Head of Academic Affairs and Global Development
A child's overall progress or wellbeing at school	The homeroom teacher	Head of Academic Affairs and Global Development
Placement, transcripts, college counseling, accommodations	Head of Academic Affairs and Global Development	Directors
Health, medication, illness	School Nurse	Directors
Attendance	781.235.8000 ext. 103	Head of Academic Affairs and Global Development
Tuition, billing, admissions	Head of Admissions	Directors
Technology and the School Portal	Technology staff	Directors
Discipline	Head of Academic Affairs and Global Development	Directors

Question about	Contact first	Then
Anything unresolved	Directors	

In Kindergarten through Grade 8, a matter that a family raises with a teacher and that is not resolved there goes to the Phase Leader for that phase before it goes to the Head of Academic Affairs and Global Development. Teaching in Kindergarten through Grade 8 is organised in two phases, K–3 and 4–8, each led by a Phase Leader, who is the teachers’ line manager for the ordinary business of teaching. For the Upper School, the Head of Academic Affairs and Global Development acts as Phase Leader.

The School aims to acknowledge messages within one school day and to provide a substantive response within three school days. Where a matter needs longer, we will say so and give an expected timeframe. Teachers are teaching for most of the day and generally reply outside class time.

Parent-teacher conferences are held in the fall and again in the spring, and dates are sent home in advance. A family may request a conference at any other time by contacting the administration or the teacher through the School Portal. Many conferences are scheduled before or after school to avoid taking teachers away from their classes.

Enrolment, Tuition, and Withdrawal

Enrolment contracts are sent to families each spring. Students may not attend classes unless a properly executed contract, signed by all responsible parties, has been submitted to the School.

Tuition, fees, payment schedules, deposits, the treatment of late payment, refunds, and the charges associated with after-care and other services are governed by the enrolment contract. Families with questions about tuition or billing should contact the Head of Admissions, whose contact details are listed in Part I.

All families assume responsibility for paying the agreed tuition in full and on time. Contracts are sent to returning students only where financial obligations are current and the School is satisfied with the student's academic performance and conduct. Notice of withdrawal, and the financial consequences of withdrawing, are governed by the enrolment contract.

Requests for financial assistance are considered individually by the administration and treated confidentially.

The School's Admissions Policy, which governs applications, placement testing, waiting lists, and the disclosure of special educational needs, is published separately.

Parents and Guardians Living Apart

Where a student's parents are separated, divorced, or living apart, the School's aim is to keep both parents informed and involved in their child's education, while respecting any legal arrangements in place.

Unless the School holds a court order stating otherwise, both parents have equal access to their child's records, receive School communications, may attend conferences and School events, and may collect their child from school. The School treats both parents as equally entitled to information about their child's progress and wellbeing.

Where a court order, custody agreement, or protective order affects a parent's access to the child or to School records, the family must provide the School with a copy of the current order. The School will follow the order as written. It is the family's responsibility to provide any subsequent modification; the School cannot act on an arrangement it has not seen, and cannot interpret an order or adjudicate a disagreement between parents about what it means.

The School will not restrict a parent's access to a child or to records on the basis of a verbal request alone, and does not take a position in disputes between parents. Where the School receives conflicting instructions and holds no governing order, it will continue to treat both parents equally and will ask the family to resolve the matter.

Requests to schedule separate parent-teacher conferences are accommodated where possible. Teachers do not act as intermediaries between parents and do not provide statements for use in legal proceedings.

Collecting a Student From School

The School releases a student only to a parent or guardian, or to another adult the family has authorized. Families provide a list of authorized adults at the start of the year, and update it in writing as needed.

Where a family needs to authorize someone not on the list, a parent or guardian may telephone the office to do so. The office confirms the caller's identity before accepting the authorization, and the person collecting the student is asked for photo identification on arrival. A student is not released to an adult the School cannot identify.

Students may not dismiss themselves. All arrangements for early dismissal should be made in advance, in accordance with Part III.

On Campus and Around the School Day

Arrival and parking

Parking at each campus is available for drop-off and pick-up only. Vehicles should not be left unattended, and families are asked to follow the directions of staff supervising arrival and dismissal, to keep the flow moving and to keep children safe. Parents escort younger children through the parking area to the entrance.

Student identification cards

Every student in the Middle School and the Upper School is issued a student identification card by the Head of Academic Affairs and Global Development. Students carry the card during the school day and produce it on the request of a member of the faculty, staff, or administration, and when signing in or

out at the office. A card that is lost or damaged is reported to the Head of Academic Affairs and Global Development, who issues a replacement. The card remains the property of the School, is not lent to or used by another person, and is returned on withdrawal or graduation.

Visiting the School

We are glad to welcome families into the School, and we also have a duty to know who is in the building during the school day. Entry requires a scheduled appointment, arranged in advance with the office or with the member of staff being visited.

Every visitor, including a parent or guardian, reports to the office on arrival, signs in, and wears a visitor badge for the duration of the visit. Visitors sign out and return the badge when they leave. Visitors remain in the area covered by their appointment, and are accompanied by a member of staff where the visit takes them beyond the office.

A parent or guardian who arrives to collect a child, to deliver a forgotten item, or to bring medication to the School Nurse should come to the office rather than going to a classroom. Staff will bring the student or pass on the item; interrupting a lesson disrupts the learning of every student in the room.

Parents and guardians who wish to observe a class should arrange this in advance with the teacher and the Head of Academic Affairs and Global Development. Observation is arranged for a defined period rather than on an open-ended basis.

Visitors may not photograph or record students, staff, or classrooms. This protects the privacy of children other than your own, some of whose families have asked that their child not be photographed.

All visitors are expected to observe the standards of conduct set out in this Handbook while on School property. The School may ask a visitor to leave, and may decline future visits, where conduct is disruptive, disrespectful toward students or staff, or unsafe.

Lockers and cubbies

Lockers and cubbies are provided where possible. Students may go to them before the first class, before and after lunch, during recess, after the last class period, and with a teacher's permission.

Students are expected to keep them orderly and to secure them to protect personal belongings, and may not open another student's locker or cubby without permission.

Decorations must be in good taste, at the School's discretion, and must be removed within two weeks of the end of the academic year. Adhesive stickers are not permitted. Lockers and cubbies remain School property and may not be damaged; families are responsible for the cost of any damage to School property. Perishable food may not be stored in them. The School cannot be responsible for theft of or damage to items stored in a locker or cubby.

Valuables

Non-essential items, large amounts of money, and items of value such as expensive jewellery and watches should be left at home. Electronic games and music players should not be brought to school. Items needed for school programmes, such as musical instruments, should be brought when needed and taken home afterwards.

Lost and found

Students who have lost an item should check the lost and found, and those who find one should hand it in. Items not claimed by the end of each term are donated or discarded.

Breakfast and lunch

Breakfast and lunch are provided by the School. A student who prefers to bring food from home may do so; families are asked to notify the homeroom teacher. The School accommodates students with allergies to the best of its ability, and families of students with food allergies should inform the main office. No food containing nuts or nut oils is permitted on campus. Students may not order food delivery from outside vendors.

Students in the Middle School (Grades 6–8) remain in the cafeteria for the whole of the lunch period, including after they have finished eating, and leave only when dismissed by the supervising member of staff. A student who needs to leave earlier, for example to see the School Nurse, to use the restroom, or to meet a teacher by prior arrangement, asks the supervising member of staff for permission first.

School Events and Trips

Events on campus

Only students attending a school event, such as a rehearsal, dance, or performance, should be on campus in the evening. All School rules and expectations apply at every event, and students are responsible for the behavior of guests they have invited. A student who leaves an event before it ends may not return.

The class, club, or organization sponsoring an event is responsible for arranging chaperones and clean-up. Chaperones should be treated with consideration and courtesy, greeted on arrival and thanked on departure, and should familiarize themselves with the School's policies and rules.

Off-campus trips

Wherever our students go, they represent the School, and all School rules and expectations apply on every school-sponsored trip. Families are required to sign consent, release, and assumption of risk forms for their child to take part. Faculty sponsors notify families of trip details and transportation arrangements and remain at school at the end of a trip until every student has secured a ride home.

Chaperones

A chaperone is an employee of the School, a parent or guardian, or another adult aged 21 or over - or a parent chaperone aged at least 18 - who accompanies and supervises students on a School activity, trip, or event, whether on or off School property and whether during or outside school hours.

Chaperoning is a full-time responsibility for the duration of the activity. Before taking part, a chaperone must:

- have a current Criminal Offender Record Information check on file with the School;

- read the School's policies on student conduct and the rules set out in this Handbook, and agree in writing to implement and enforce them;
- sign an acknowledgment that their duties are a full-time responsibility during the trip, and that they will engage in no conduct that interferes with their ability to perform those duties;
- follow the instructions of the sponsoring faculty member throughout.

Chaperones supervise all students assigned to them, not only their own child. They do not consume alcohol or use any prohibited substance while responsible for students, do not leave students unsupervised, and report any concern about a student's safety or conduct to the sponsoring faculty member without delay. On overnight travel, accommodation is arranged so that no chaperone shares a room with a student; a parent chaperone may share a room only with their own child.

School-sponsored trips, including transportation, supervision ratios, accommodation, and international travel, are approved by the Director responsible for operational matters, who remains responsible for the trip. Where a trip forms part of the academic program, the Director responsible for academic matters approves its educational purpose; approval of the trip itself, and responsibility for it, remain with the Director responsible for operational matters. The supervision ratio is a maximum of ten students to one supervising adult, and a higher ratio of adults is required for younger children, for water-based activities, and for overnight and international travel. The School determines the number of chaperones required for each activity, and may decline or withdraw a chaperone at its discretion. The full Policy on Field Trips and Student Travel, which governs approval, supervision ratios, transportation, accommodation, and international travel, is published separately.

Celebrations and social life

Families are asked to use discretion and sensitivity when planning birthdays and other celebrations outside school, to prevent feelings of exclusion. Invitations and gifts for personal birthday parties should be handled outside school and not distributed on campus. Where a social event is held by an individual and not all students in a grade are invited, the School should not be used to distribute invitations.

For inclusive birthday celebrations at school, families are welcome to provide a simple treat, which is eaten with the homeroom class at lunch. Please bring enough for the whole class and the teachers. The School is nut-free, and many classes include a student who is gluten- or dairy-intolerant, so fresh fruit or a clearly labelled allergy-conscious treat is the best choice. All treats must arrive in their original packaging with ingredient labels, and are checked by the teacher before being shared.

Facilities and Maintenance

The School contracts with a cleaning company that provides regular cleaning and disinfection of high-touch surfaces each school day. Cleaning wipes and disposable gloves are available for use as needed, and hand sanitizer dispensers are placed throughout each campus.

As part of our commitment to transparency about building maintenance, families should be aware that the Wellesley campus building at 10 Atwood Street previously contained asbestos-containing materials, common in buildings of that era. Asbestos abatement work was carried out by a licensed

contractor before the building was used as an educational facility. Documentation of that work is maintained by the School and is available to families on request. Questions are welcome and should be directed to the Director responsible for operational matters.

Part V - Health and Safety

The School Nurse is responsible for student health at Star Academy Boston. Questions about health, illness, medication, or allergies should be directed to the School Nurse, whose contact details are listed in Part I.

Health Records

An individual health record is maintained for each student throughout enrolment. The record is confidential; access is restricted by the School Nurse and information is shared only on a need-to-know basis. Parents and guardians may access the record on request.

The Massachusetts Department of Public Health requires that every student health record include verification of a physical examination and an up-to-date immunization record, unless the student meets the requirements for a medical or religious exemption as defined by Massachusetts law. This applies to all students.

The School complies with all applicable state and federal law regarding the maintenance and release of student health records and identifying information.

When to Keep a Student at Home

It is the School's policy to protect the health of everyone in our community. We ask families to keep a child at home, and to watch for new symptoms, where the child has an acute illness or a suspected contagious illness that would pose a risk to the child or to others.

A student should stay at home where any of the following is present:

- A temperature of 100.4°F or higher.
- Vomiting or diarrhea within the previous 24 hours.
- A rash of unknown cause.
- Suspected conjunctivitis, or discharge from the eyes.
- Any condition that prevents the student from taking part in the school day.

A student who has been ill should not return until they have been free of symptoms for at least 24 hours without the use of fever-reducing or symptom-suppressing medication. Where a student has been diagnosed with a condition requiring treatment before return - a streptococcal infection or conjunctivitis, for example - the student returns in accordance with the treating physician's instructions. A note from a physician stating that the student is not contagious will be accepted for an earlier return.

Absence of more than three consecutive days for illness requires a note from a physician confirming that the student was seen.

If a student becomes unwell at school

A student who feels unwell during the day is sent to the School Nurse, who assesses the student and decides whether the student should go home. That decision rests with the Nurse rather than with the classroom teacher. Where a student is to be sent home, the Nurse contacts the family directly, and the student waits in the health office under supervision until collected. Families are asked to collect a child within one hour of being contacted.

Medication at School

All medication administered at school is managed by the School Nurse.

Bringing medication to school

- Medication is brought to school by a parent or guardian and handed directly to the School Nurse. Students should not carry medication to school themselves or bring it in a bag, except where self-administration has been approved as described below.
- Prescription medication must arrive in its original pharmacy container, labelled with the student's name, the name of the medication, the dose, and the frequency and duration of administration. The pharmacy label is accepted as the physician's written authorization.
- The School will not administer medication contrary to the directions on the label unless authorized in writing by the student's physician.
- Non-prescription medication requires written parental authorization, which remains valid for the school year.
- A parent or guardian completes the School's medication authorization form before any medication is administered. Forms are available from the School Nurse and on the School Portal.

Storage and records

Medication is stored securely in the health office, out of the reach of students. Controlled substances are kept locked separately. The School Nurse maintains a record of each administration, including the student's name, the date and time, the dose, and the name of the person administering it; this record forms part of the student's health record.

Unused medication is returned to a parent or guardian at the end of the school year or when it is no longer needed. Medication not collected is disposed of in accordance with Department of Public Health guidance.

Self-administration

Students with asthma, severe allergy, or diabetes may carry and use their own inhaler, epinephrine auto-injector, insulin, or glucose monitoring equipment, where all of the following are in place: written

authorization from the student's physician, written consent from a parent or guardian, and confirmation from the School Nurse that the student understands how and when to use the medication.

Where self-administration is approved, the School asks that a back-up supply be kept in the health office. A student who uses emergency medication during the school day should tell a teacher or the School Nurse immediately afterwards.

Allergies and Anaphylaxis

Star Academy Boston is a nut-free school. No food containing nuts or nut oils may be brought onto either campus. Families are asked to check labels before sending food to school, and food shared with a class must arrive in its original packaging with ingredient labels for the teacher to check.

Families of a student with a diagnosed food or other severe allergy should inform the main office and the School Nurse at the start of the year, or as soon as the allergy is diagnosed.

Allergy action plans

For each student with a diagnosed severe allergy, the School Nurse works with the family to put an allergy action plan in place, signed by the student's physician and by a parent or guardian, and reviewed each year. The plan records the allergen, the signs of a reaction in that student, the medication prescribed, and who to contact.

Emergency medication prescribed for a student is kept where it can be reached quickly, not in a locked cabinet, and staff who work with that student are told where it is. Staff receive instruction from the School Nurse in recognizing the signs of an allergic reaction and in using an epinephrine auto-injector.

If a reaction occurs

Where a student shows signs of a severe allergic reaction, staff administer the prescribed epinephrine without delay and call 911. Epinephrine is given first and the Nurse and family are contacted immediately afterwards. Emergency services are called every time epinephrine is administered, even where the student appears to recover, because a second reaction can follow. The student is transported to hospital for observation.

In the classroom and around the school

Teachers are told which students in their classes have allergies and what those allergies are. Food is not used in classroom activities where a student in that class is allergic to it. Surfaces used for eating are cleaned after meals, and students wash their hands before and after eating. Students are asked not to share food.

Head Injury and Concussion

Where a student sustains a blow to the head at school, the student is assessed by the School Nurse and the family is contacted. A student showing signs of concussion is not permitted to return to class, to physical education, or to any physical activity that day, and the family is advised to seek medical evaluation.

A student who has sustained a concussion, at school or elsewhere, returns to full academic work and to physical activity only with written clearance from a physician. Families should inform the School Nurse of any concussion diagnosed outside school so that appropriate academic adjustments can be made during recovery.

Emergency Procedures

The School maintains an Emergency Preparedness and Response Plan covering evacuation, sheltering in place, and lockdown, and conducts drills during the year so that students and staff know what to do. Families are informed at the start of each year of the arrangements for reunification with their children in an emergency.

Families are asked to keep emergency contact information current in the School Portal. In an emergency the School will communicate by telephone, text message, and email, and asks families not to come to campus until told that it is safe and appropriate to do so, so that emergency services can work unobstructed.

Hand Hygiene

Hand hygiene is a simple and effective public health measure. Everyone on campus is encouraged to wash their hands frequently with soap and water and to use alcohol-based hand sanitizer between classes, before eating, and after touching shared surfaces. Dispensers are placed throughout each campus.

Handbook Acknowledgment

Please read this Handbook with your child, complete this form, and return it to the school office.

We acknowledge that we have received and read the Star Academy Boston Student and Family Handbook for 2026-2027. We understand the expectations it sets out for students and families, and we agree to abide by the policies and rules of the School.

We understand that this Handbook is provided for informational purposes, that it is not a contract, and that the School may add to, revise, or delete its policies at any time.

Student name (please print)

Grade

Student signature (Grades 6-12) Date

Parent or guardian name (please print)

Parent or guardian signature Date

Second parent or guardian signature Date

Return to: Star Academy Boston, 2 Brook Street, Wellesley, MA 02482

Appendix A - Bullying Prevention and Intervention Plan

Adopted in accordance with Massachusetts General Laws, Chapter 71, Section 37O. Reviewed and updated for 2026-2027.

I. Introduction

At Star Academy Boston we expect that all members of our school community will treat one another with civility and respect. It is the policy of the School to provide and maintain a learning environment free of bullying, cyberbullying, retaliation, and any other verbal or physical misconduct that disrupts the learning environment or makes it unsafe.

This Bullying Prevention and Intervention Plan sets out the School's comprehensive approach to addressing incidents of bullying, cyberbullying, and retaliation. The School will promptly investigate any report. On determining that bullying, cyberbullying, or retaliation has occurred, we will act immediately to stop the behavior and to address the safety of any member of the community who has been affected.

The School recognizes that certain students may be more vulnerable to becoming a target based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or association with a person who has or is perceived to have one or more of these characteristics.

The Directors are responsible for the implementation and administration of this Plan, and questions may be referred to them. The School provides written notice of the Plan to students and families each year, in age-appropriate terms for students. The Plan is included in this Handbook and in the employee handbook, and is posted on the School website. It is reviewed and updated every two years.

The School provides annual training on the Plan to faculty and staff, covering at a minimum the reporting obligations of all employees and the process the School follows in response to a report.

II. Prohibition

The School will not tolerate any form of bullying or cyberbullying, nor retaliation against any person who reports it or who in good faith provides information during an investigation.

Bullying, cyberbullying, and retaliation are prohibited on school grounds and at school-sponsored events, activities, functions, and programmes, including those held off campus. They are prohibited at bus stops, on school vehicles, and through the use of technology or electronic devices owned, leased, or used by the School.

Bullying, cyberbullying, and retaliation are also prohibited at a location, activity, function, or programme that is not school-related, and through technology or an electronic device not owned, leased, or used by the School, where the conduct creates a hostile environment at school for a target,

infringes on the rights of a student at school, or materially and substantially disrupts the educational process.

III. Definitions

The following definitions are those set out in Massachusetts General Laws, Chapter 71, Section 37O.

Bullying

Bullying means the repeated use by one or more students, or by a member of school staff including an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination of these, directed at a target that:

- causes physical or emotional harm to the target, or damage to the target's property;
- places the target in reasonable fear of harm to themselves or of damage to their property;
- 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 or the orderly operation of the school.

Bullying includes cyberbullying.

Cyberbullying

Cyberbullying is bullying through the use of technology or any electronic communication, including the transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by wire, radio, electromagnetic, photo-electronic, or photo-optical system, including electronic mail, internet communications, instant messages, and facsimile communications.

Cyberbullying also includes the creation of a web page or blog in which the creator assumes the identity of another person, and the knowing impersonation of another person as the author of posted content or messages, where the creation or impersonation creates any of the conditions listed in the definition of bullying above. It further includes the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium accessible by one or more persons, where the distribution or posting creates any of those conditions.

Hostile environment

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

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, or who witnesses it or provides information during an investigation.

Perpetrator

A perpetrator is a student or a member of school staff, including any of the roles listed in the definition of bullying, who engages in bullying or retaliation.

School standards and the legal definition

Stricter standards may apply under the School's own policies to prevent inappropriate verbal and physical conduct before a student has been subjected to bullying, cyberbullying, or retaliation as the law defines it. Although the law defines bullying as the repeated use of certain expressions, acts, or gestures, the School reserves the right to apply disciplinary measures and other corrective action in response to a single expression, act, or gesture where it determines that the severity warrants it.

IV. Prevention

The School's values, faculty professional development, parent programming, and student support are directed at building a collaborative and safe community in which all members feel welcome and connected.

From the moment a student joins this community, they learn that they have a right to be treated with civility and respect. Our curriculum emphasizes respect for difference, and faculty are clear in their expectations for student behavior. Families are expected to reinforce these standards at home.

Each campus provides annual age-appropriate programming to teach students how to prevent bullying and how to respond to it, including what to do as a bystander and how to seek help from an adult.

V. Reporting

Any member of the school community can and should report an incident of bullying, cyberbullying, or retaliation. Faculty and staff are required to report.

Students

A student who is the target of bullying, cyberbullying, or retaliation, who has witnessed it, or who otherwise has relevant information is strongly encouraged to report the matter promptly, orally or in writing, to any member of the faculty, staff, or administration. A student who knowingly makes a false report will be subject to disciplinary action.

Parents and families

A parent or family member of a student who is a target, or who has witnessed such conduct or has relevant information, is strongly urged to notify a member of the School administration promptly.

Faculty and staff

Any member of the faculty or staff who witnesses or otherwise becomes aware of bullying, cyberbullying, or retaliation is required to report it immediately to a member of the School administration. There are no exceptions. Faculty and staff may not make anonymous reports concerning a student, and may not promise confidentiality to a student, parent, or colleague who informs them of an allegation.

Anonymous reports

Massachusetts law permits anonymous reports, but the School urges students and families not to make them, because anonymous complaints are considerably more difficult to investigate and address. No disciplinary action will be taken against a perpetrator solely on the basis of an anonymous report.

Confidentiality

The School understands that reporting can be difficult. We are committed to protecting the confidentiality of all parties to the extent possible, and share information only with those who have a legitimate need to know.

VI. Investigation and Response

Preliminary considerations

When a report is brought to the attention of a member of the School administration, an assessment is made of whether any initial steps are needed to protect the wellbeing of the students involved and to prevent disruption of the learning environment while the investigation proceeds. Strategies such as increased supervision or a safety plan may be put in place.

Investigation

Once a report has been made, the applicable member of the School administration or their designee has a duty to investigate. The investigation may include individual interviews with the person who made the report, the student alleged to have been targeted, the person or persons against whom the report was made, and any students, faculty, staff, or others who witnessed the incident or may have relevant information. Interviews are documented, and the documentation remains confidential except on a legitimate need-to-know basis.

Notification to parents

The School notifies the parents of any student alleged to be a target, and the parents of any student alleged to have engaged in the conduct, after a report has been made and during the course of the investigation.

Determination and resolution

Following the interviews and any other investigation the School considers appropriate, the applicable member of the School administration determines whether and to what extent the allegation has been substantiated. Where it is substantiated, that person determines what disciplinary or other remedial action is appropriate and how it will be implemented. In all circumstances where dismissal is under consideration, the Directors are consulted and make the final determination.

The goal of an investigation, and of any resulting action, is to correct the situation so far as is reasonably possible, to prevent a repetition of the incident, and to protect the student or students targeted, and anyone who participated in the investigation, from retaliation.

Where a crime may have been committed, or where a child may have been subject to abuse or neglect reportable under Massachusetts law, law enforcement or the appropriate government agency is notified.

Follow-up

On completion of the investigation, the person who conducted it meets individually with the student or students alleged to have been targeted and with the person or persons against whom the report was made.

Parents are informed of the results of the investigation and, where disciplinary or other corrective action is determined to be appropriate, of the steps that will be taken. The School complies with applicable law regarding the disclosure of confidential information when informing students and parents. No disciplinary action may be taken against a person solely on the basis of an anonymous report.

The School does not employ a mental health counselor. Where support beyond the School's capacity is appropriate for a target, a perpetrator, or a family member, the Directors and the School Nurse will help the family identify external services.

The School ensures that follow-up contact is made with any student found to have been targeted, and with their parents, to confirm that there have been no further incidents. A file is kept of all reports, the investigation, and any action taken.

VII. Conclusion

Star Academy Boston is committed to the prevention of bullying, cyberbullying, and retaliation. This Plan is consistent with the standards and values that guide our effort to create a safe and welcoming environment for every member of our community.

Appendix B - Massachusetts Anti-Hazing Law

The Commonwealth of Massachusetts prohibits the practice of hazing in public and private schools. Star Academy Boston has never tolerated hazing, and in accordance with the law we publish the text of the statute here. Violations are subject to the School's disciplinary process as set out in Part III of this Handbook, and to the penalties provided by law.

Chapter 269, Section 17. Crime of hazing; definition; penalty

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 by 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. Duty to report hazing

Whoever knows that another person is the victim 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. Hazing statutes to be provided; statement of compliance and discipline policy required

Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that

said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, 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 a report.

The School's Anti-Hazing Policy

No student, employee, or school organization under the control of Star Academy Boston shall engage in hazing a student, whether on or off school property, or at a school-sponsored event regardless of location. No organization using facilities or grounds under the control of the School shall engage in hazing any person while on school property.

A student who observes what appears to be hazing should report it to the Directors, including the time, date, location, the names of identifiable participants, and the behavior observed. Students and employees are obligated by law to report incidents of hazing to the police department.

A student who is present at a hazing has an obligation to report it; failure to do so may result in disciplinary action by the School. A student who participates in hazing will be subject to disciplinary action. A student determined by the Directors to have been the organizer of a hazing activity may be recommended for further disciplinary action, but will receive no less disciplinary action than a participant.

In all cases relating to hazing, students receive procedural due process.

The School issues a copy of sections seventeen, eighteen, and nineteen to every student group, team, and organization under its authority, and to each of their members, at the start of each year, and collects a signed acknowledgment from an officer of each group. This Handbook, which contains the text of the statute, is issued to every enrolled student annually. The School files the annual compliance report required by section nineteen.

This policy is reviewed every two years.

Approval

This Handbook, in the edition identified on the title page, has been approved and adopted by the Directors of Star Academy Boston. It takes effect on the date recorded below and supersedes all previously issued handbooks and any earlier statement of the matters it covers.

Version 2026-2027.1

Effective date 08/23/2026