

Family Handbook 2019-2020



Waring_{school}

Table of Contents

Table of Contents	2
Waring School's Mission	4
The Waring School Ethic	4
Waring School Guiding Assumptions/Core Beliefs	5
Sustainability Statement	5
Diversity, Equity and Inclusion Statement	6
Staff Directory	7
Waring Parents Group	8
Waring School Board of Trustees	9
The Waring School Day & Basic Guidelines	10
Hours	10
School Closure	10
Lunch	10
Student Drivers	10
Attendance and Presence	10
Medical Appointments	11
Religious Observances	11
College Visits	11
Unexcused Absences	11
Attire and Appearance	12
Parent Phone Calls to School	12
Parent/Student Phone and Email Communications with Teachers	12
Student Cell Phones	12
Music, Video, Images, & Media While at School	13
The Waring School Program	13
Tutorial	13
High School Diploma Requirements	14
Honors Coursework	14
Electives	15
Focus/Flex	15
Senior Intensives	15
Student Travel	15
Student Leadership Opportunities	15
Camping Trip	16
Endterm	16
Special School Events	16
Music Lessons	16
Athletic Program	17
Assessments and Academic Support	17
Assessment and Evaluations	17

Academic and Learning Support	18
Academic Probation (Groups 1-5)	18
Parents as Partners	18
Parent Communication with Teachers and Tutors	18
College Admissions Counseling	19
Parents' Group	19
Lost and Found	19
Health and Safety Policies	19
Confidentiality and Information Sharing	19
All Students classified as Minors	19
Health Examinations	19
Illness and Injuries	20
Medications	20
Concussion	21
Sports Medicine Policies and Procedures	21
Counseling and Emergencies	21
Medical Leave	21
Self-Injurious Behavior	21
Crisis Plan	22
Visitors to Waring	22
Student Conduct Policies	22
Violations of School Conduct Expectations	22
Major offenses	22
Major offenses on and off-campus, during school hours and non-school hours	23
Disciplinary Procedures for Major Offenses	23
Dean's Leave (Leave of Absence Pending Investigation)	24
Bullying, Cyberbullying, Harassment, Sexual Harassment, and Retaliation	24
Definitions	24
Boundaries between Teachers/Staff and Students	31
Responding to Hate Incidents at Waring	31
Prevention and Intervention Plan	32
Anti-Hazing Policy	33
Hazing defined	33
Non-Discrimination Policy	34
Mandated Reporting: Child Abuse and Neglect	35
Technology at Waring	35
Social Media Policy	36
Waring School Technology Acceptable Use Agreement	36
Waring School Music Lessons Agreement	36

Waring School's Mission

To create and sustain a community of lifelong learners who are working together for the individual and common good.

The Waring School Ethic

As individuals, each of us shoulders the personal responsibility for what we say and what we do, both in and out of school. Waring School's Guiding Assumptions are based on personal integrity and the values of the school community. We believe that learning is an essential and defining human activity that involves the whole person throughout life. We believe that a supportive and stimulating learning culture affirms intellectual tolerance and social unity. As a community of individuals, we continually reaffirm our mission and core beliefs through our ethic of meaningful ritual and participation, genuine discussion, and authentic relationships.

Our community is built on trust. At Waring, we students, teachers, parents and administrators have a responsibility to make our school a creative, productive environment for social and intellectual growth. We shape and maintain our culture, and it requires that we have integrity, that we be honest, that we be caring and that we be courageous.

Both as members of the Waring community and as individuals, we agree to take active responsibility for our school. We should do nothing to damage the community and if we witness someone else damaging the community in any way, we should take action in an appropriate way. On a daily level, this means accepting personal responsibility for our actions—being respectful to others in what we do or say while encouraging others to do the same, respecting the physical campus and cleaning up after ourselves, using technology responsibly, being good mentors to younger students, and so on. When serious issues arise, we are called to be our best selves: to take positive action, to use our voice to speak up in an appropriate way. Although it is not easy to do, whenever possible, we should speak to the person(s) directly involved in any situation. We may also speak to a friend, a tutor, a parent, a teacher or administrator. It is our responsibility to speak up whenever there is a breach of trust at Waring. When we fail to do so, we widen the breach and we may be held accountable for our own inaction.

Developing and exercising our personal voice is a key part of Waring's Guiding Assumptions. We are called to exercise our unique voices—spoken, written and artistic—which, in large part, is what we mean by being personally responsible for our daily actions. Cultivating this ethic allows us to act responsibly in service to both our school and global community.

Waring School Guiding Assumptions/Core Beliefs

Learning is an essential and defining human activity that involves the whole person throughout life.

A learning environment should stimulate this powerful, inherently human desire to learn and to grow. Most learning in a lifetime takes place outside of school and one of the purposes of school is to prepare an individual to learn on his or her own.

A supportive and stimulating learning culture affirms intellectual tolerance and social unity.

Emphasis on community that occurs in all-school meeting, mixed-age tutorials, on camping trip and through the common language of French, validates shared experiences outside of the classroom.

Teaching and learning go hand-in-hand and most learning takes place within the context of relationships, including, but not limited to, faculty to students, students to students, faculty to faculty.

The ability to foster growth in others is the essence of leadership.

Learning involves taking responsibility to develop and exercise one's personal "voice" by publicly expressing what one is thinking and feeling. We seek to affirm the unique voice—spoken, written, and artistic—of each member of the Waring community.

Learning compels us to use our knowledge responsibly in the service of multiple communities, both locally and globally.

The liberal arts are those branches of knowledge that contribute to the liberation of the mind and imagination through risk-taking and through the application of our knowledge of the world and of ourselves.

Sustainability Statement

The Waring School embraces environmental sustainability and stewardship as a natural extension of our mission to create and sustain a community of lifelong learners dedicated to the individual and common good. Our goal is to be a model for how a school engages the community through school operations and education programs. We are working towards this goal through efforts to lower our school's environmental impact, integration of sustainability studies into the curriculum, and the Student Sustainability Initiative (SSI). The SSI is a student-led and faculty-supervised group that raises community awareness of the issues, spurring action at the school and at home. Students or parents with questions about sustainability at Waring can ask their Tutors, the SSI student leaders or faculty supervisor.

Diversity, Equity and Inclusion Statement

At Waring, we are committed to building a diverse, equitable, and inclusive community that affirms individual voices. Our program aims at an understanding of the range of human experience; the more varied the voices in our community, the richer that understanding will be. Waring teachers and students are curious and innovative in their approach to learning. We challenge students, and our entire community, to embrace multiple perspectives and to question assumptions and biases. We seek students, faculty, staff, and trustees of different races, ethnicities, genders, gender identities, sexual orientations, ages, family structures, socio-economic backgrounds, physical abilities, and religions. Guided by these principles, the Waring community can prepare us all to lead thoughtful lives in our multicultural society.

In 2015, the Board of Trustees formed a Diversity Committee to address the historic gap between Waring's founding principles and aspirations and the reality of its diversity. Addressing this gap requires sustained reflection as well as action. While we have made progress, there is always more work to do. Our recent activities include:

SEED (Seeking Educational Equity and Diversity) Seminars for Faculty: Since the fall of 2016, a Waring faculty member who attended SEED training has led a monthly seminar for faculty. These seminars ask participants to reflect on their own experiences as a way of opening conversations about systemic injustice and inequality. The seminars aim to make the Waring community more equitable and inclusive.

Diversity Committee Open Meeting: In February 2018, the Diversity Committee held a meeting on gender at Waring that was open to the whole community. This meeting gave the committee valuable insight into issues that needed to be addressed.

Cambridge Hill Partners Training: In the fall of 2018, the Waring faculty participated in a number of gender equity and inclusion training sessions led by the organization Cambridge Hill Partners.

NAIS (National Association of Independent Schools)/SDLC (Student Diversity Leadership Conference) People of Color Conference: Three sets of Waring students have now attended this annual national conference. The conference brings together students and faculty of color from across the country to discuss issues facing students of color in independent schools.

AISNE (Association of Independent Schools in New England) Middle School Students of Color Conference: Since the winter of 2017, a group of middle school students has attended this one day annual conference

WIDA: Waring Inclusion and Diversity Alliance: WIDA provides a time and place at Waring for conversations about diversity, equity, and inclusion that aim at action--both short and long term. Students help lead school wide activities and serve as resources for other students hoping to engage with these topics.

Feminist lunch: A student-led group dedicated to learning about and promoting feminism.

Queer club: A student-led discussion group and safe space for queer students and allies.

SSR: Sustained Social Research: A component of the Humanities curriculum in which students work with people across different demographics in our local community. Placements include: Pathways for Children (A Head Start Program), and ESOL at Project Bootstraps (for immigrant language learners).

Special event days: The Waring community welcomes student initiatives to organize social justice related events. So far, students have organized: women's week, gun violence awareness day, and Earth Day.

Gender neutral bathrooms: Bathrooms in the School and House buildings have been converted to gender neutral facilities.

Staff Directory

Your children can give you the names of their teachers, but the following directory should be helpful. When in doubt, call Ann Cahill at (978) 927-8793—she can route you to the right person.

All extensions are pre-School Building Construction and may be updated once construction begins

Administration

Tim Bakland, Head of School	ext. 333
Robine Vaneck, Associate Head of School	ext. 228
Cory Grant, Dean of Students	ext. 445

Academic Administrator/Registrar	Tiffany Soucy, ext. 332
Administrative Assistant, Receptionist	Ann Cahill, main telephone
Admissions Director	Shelley Morgan, ext. 226
Associate Director of Admissions & Marketing and Summer Programs Administrator	Becky Schaeffer, ext. 227
Athletics Director	Mike Kersker, ext. 225
Buildings & Grounds Manager	Dianne Jirka, ext. 340
Business Manager	Jeanne Havens, ext. 331
College Counseling	Harold Wingood, ext. 335
Communications Manager	J. Graham Pearsall, ext. 338
Development Officer	Landi Van Alen, ext. 337
Director of Advancement	Laura Bitler, ext. 334
Director of Information Technology	Matt Taylor, ext. 336
Events and Alumni Relations Coordinator	Colleen Wholley, ext. 338

Academic and Area Chairs

Art	KB Breiseth
Core & Angers Programs	Yasmine Fraser
Endterm Coordinator	Edith Fouser
French	Christiane Jedryka-Taylor
Health	Colleen Jenkins
Humanities	Josh Webb
Mathematics	Joan Sullivan
Music Lessons Coordinator	Renée Becker
Science	John Wigglesworth
STEM/Makerspace	Francis Schaeffer
Theatre Director	Elizabeth Guttermann
Writing	Jill Sullivan

Student Support Team

Dean of Students	Cory Grant, ext. 445
Nurse	Jackie Raposo, ext. 224
School Social Worker	Meg Ferguson Sauder, ext. TBD
Learning Skills & ESL Coordinator	Kirsten Trumbull (through Sept '19) ext. TBD
Athletic Trainer	Colleen Jenkins, ext. 224

Waring Parents Group

The Waring School Parents' Group exists to support and enhance the overall student and parent environment. We are committed to fostering a strong sense of community through the cultivation of friendships, the promotion of school unity, and the sharing of cultural learning.

Chairs:

Kelly Shea Knowles, ksheaknowles@gmail.com

Virginie Clarey, virginieclarey@comcast.net

New Families Rep:

Nina Gadmer, ngadmer@hotmail.com

Class Reps:

Core:

Sophia Lyons, sophiamarylyons@gmail.com

Lauren Marano, maranowells@comcast.net

Group 1:

Charlene Patey, charlene@patey.com

Kerry & Peter Pound, kerry_pound@yahoo.com, peter.pound@morganlewis.com

Group 2:

Marietto DeAngelo, alnetta94@yahoo.com

Karin Martin, kmm7032@gmail.com

Group 3:

Denise Clinton, deniseclinton1@gmail.com

Group 4:

Julie Corcoran, julie@trinitypartners.com

John Knowles, jfknowles@comcast.net

Group 5:

Christina Holz, christina.holz@gmail.com

Laura Madison, lauralovemadison@gmail.com

Tricia Tham, triciatham@hotmail.com

Waring School Board of Trustees

Timothy Bakland '94 Head of School (ex officio)

Officers:

Bob Bilech, Chair (P '18)

Yew Cheong Tham, Vice-Chair (P '18, '20)

Joe Jutras, Treasurer (P '17, '20)

Scott Hylton, Secretary (P '24)

Trustees:

Sally Bradley-Golding (P '18)

Mary Cookson (P '15, '17)

Cindy Keegan (P '23)

Peter Pintso Lauenstein '98

Priscilla Malboeuf (P '19)

Gerard (Jerry) McCarthy (P '17)

Juanita Prescod (P '22)

Miranda Russell '90 (P '18, '20)

Colin Weir '99

Roberta Wilmore

Michael Zarren '94

Parent Group Representative:

Kelly Shea Knowles (P '21, '24, ex officio)

Trustees Emeriti:

Joanne Avallon (P '11, '15)

Thomas Burger (P '88, '90, '96)

Andrew S. Calkins (P '05, '07, '10)

John K. Dineen, Sr. (P '82, '85)

Geoff Hunt (P '97, '02, '06)

Richard Prouty (P '87, '91)

Malcolm Reid (P '84, '86)

The Waring School Day & Basic Guidelines

Waring students are expected to comport themselves in a manner which reflects the intention of respect and purpose as expressed in the [Ethic](#). This is true not only between the hours of 8:00am and 5:00pm when students are on campus, but also at off-campus school sponsored events such as athletic games, field trips or on longer trips such as the French Exchange or Junior Trip. With the freedoms at Waring, comes much responsibility on the part of students; when students abuse freedoms or use poor judgment, teachers exercise authority appropriately.

Hours

First period starts at 8:00am. All students must arrive early enough to be on time for their first class. Dismissal is 3:20pm on Mondays (or 5:00pm for those participating in an Elective), 3:20pm on Thursdays, and 5:00pm at the end of Sports or Theater practice on Tuesdays, Wednesdays, and Fridays. Varsity sports teams also practice until 5:00pm on Thursdays. Core students have the option of leaving at 3:20pm on Wednesdays throughout the year (with written permission from a parent/guardian), unless they are part of a Junior Varsity team.

School Closure

In the event of school closure, Waring notifies families in three different ways: 1) an announcement is posted as early as possible on the Waring School website homepage, 2) an email is sent to every family, 3) announcements are broadcast on TV Channels 4, 5, 7 and Fox 25.

Waring also takes part in the alert services offered by these media outlets, as well as the OneCallNow text alert service. When you sign up, you will automatically receive either a text message and/or an email that morning, in the event of a school closure. An email will be sent home each fall containing all the necessary steps in order to sign up for alert services.

Lunch

Please note: Waring is **not** a nut-free campus and does not have restrictions on other allergy-related foods. Please inform the nurse if your child has a food allergy.

Waring does not offer a formal lunch service, but Waring provides microwaves for student use, and students may store their lunches and snacks unopened in their cubbies as needed. Cooking facilities in the kitchen may only be used with faculty supervision.

Students should pack a snack for Focus/Flex or Break in the morning, and another for between last period and the beginning of sports in the afternoon. On Tuesdays, tutorials have lunch together, and students must bring a lunch that does not require the use of a microwave.

Students may eat lunch outside or in the designated public areas of the House, including the VH Room, Green Couch Room and Fireplace area. **Lunch may not be taken into any other buildings.** During breaks, students may also eat their snacks in the foyers of the Forum, Barn, and Theater, but not in other areas of the School. Students may not eat in the Gym.

All members of the community are always expected to leave eating areas completely clean and to dispose of trash and recyclable items in the appropriate containers. No uncovered food items may be left in cubbies and all food should be taken home at the end of each day. Chewing gum is not allowed on campus.

Student Drivers

Students with valid MA licenses whose parent(s)/guardian(s) co-sign a **Waring Student Driver Agreement and Waiver of Liability** may be allowed to drive to and from school. In this agreement, students agree that driving to and from Waring is a serious responsibility that carries much accountability. Students agree that their vehicle is off limits during the school day. Students agree that any abuse of this privilege will result in the privilege being revoked by Waring at the School's sole discretion.

Attendance and Presence

Waring is a learning environment that depends upon the contributions and voices of everyone within the school, and our community is at its best when all students are present.

Classes start at 8:00am every day. Students should arrive on campus no later than 7:55am in order to be ready to start the day on time with their teachers and classmates. While unexpected events, illness, and injury may occur (see section on Illness and Injuries for guidelines as to when a student should stay home), students are expected to attend all classes, meetings, lessons, practices, and other obligations (Special School Events) punctually. Tardies and absences are recorded, and will be reported on the students' semester evaluations.

Please report any absence - foreseen or last minute - to the Main Office (978-927-8793) along with the reason for the absence. Students who do not arrive by the start of 3rd period may not be allowed to participate in afternoon events such as athletics, theater and electives. If a student must leave campus for medical or other reasons, the Main Office must be informed by a parent or legal guardian and the student must sign out before being picked up. The student must also sign back in upon return.

Repeated tardiness or absences may require a meeting with the Dean of Students. If a student misses more than 20% of the meetings of any class during a semester, the student may receive a No Credit or Incomplete for the course (including Endterm). If a student misses more than 10% of the meetings of any class during a semester, the student may not be eligible to receive Honors. An absence from class due to Waring-related responsibilities (music lesson, field trips/school travel, sports, debate, etc.) will not count towards this percentage. Students are always responsible for any missed material and work during an absence. (See below for Unexcused Absences.)

Families are expected to schedule foreseeable trips during scheduled school vacation time, and to schedule appointments during times that do not remove students from class. Waring also expects families to respect the integrity of our program by not extending a vacation beyond the scheduled school vacation or by creating a long weekend. Any planned, extended absence (longer than 3 consecutive school days) should be **preceded** by a conversation with the Tutor and then the teachers to assess the impact of the absence on the student's academics and responsibilities. The student's missed classes will count as absences. Teachers are not required to spend extra time tutoring the student on the material that was taught during classes the student missed. Any assessments or assignments that were missed during the absence must be completed according to the terms agreed upon by the teacher(s) and student ahead of time.

An extended absence (longer than 5 consecutive school days) due to medical reasons may result in a Medical Leave from school (see **Medical Leave**).

Medical Appointments

Medical appointments that conflict with a student's school schedule are discouraged. In cases of unavoidable or emergency appointments, a parent must send a note to or call the Nurse or Dean of Students in order to document the student's absence, including situations in which the student is 18 years or older.

Religious Observances

Waring respects families' rights to religious observances and understands that students will miss school for these observances. When possible, for major religious holidays, Waring proactively schedules homework leniency in its programming. For observances not already accounted for in Waring's program and schedule, communication between home and school is requested so that teachers can show sensitivity in arranging makeup work.

College Visits

Waring acknowledges the importance of visiting colleges as students near the end of their high school career. Waring encourages college visits during the summer prior to senior year. Waring strongly recommends that Seniors use days off, 3-day weekends, vacations, and Waring "Professional Days" for their college visits. If this is unavoidable, students must work with their academic teachers, Tutor and Dean of Students to find viable alternatives. Days missed for college visits may be marked as Unexcused Absences.

Unexcused Absences

When students miss school for any reason that does not constitute an excused absence (including but not limited to: extra vacation time taken by family, unapproved college visits, etc.) the student's record will reflect the Unexcused Absence. Multiple Unexcused Absences may result in a meeting with the Dean of Students and the student's Tutor and escalate to further disciplinary and academic sanctions.

Attire and Appearance

The guideline at Waring is that clothing and overall appearance should be appropriate to our shared environment of learning. We take the job of learning seriously and general appearance (dress, hair, jewelry, etc.) should reflect a commitment to that sense of purpose.

Within appropriate school bounds, the choice of what to wear to school is the student's, and accordingly we rely on the student's good judgment. On occasion, what a student is wearing may not be appropriate for our community and the work we seek to do together. If a student is not dressed appropriately for school, the student will be asked to change (into clothing provided by the school if no other options are available) for the duration of the school day.

A few specifics:

- Clothing must be clean and in good repair
- No clothing with offensive slogans or pictures.
- No exposed undergarments or overly revealing clothing.
- Shorts and skirts should be worn at a reasonable and appropriate length, with the fingertip as a guideline.
- Hats may not be worn indoors during any organized activity or lunch.

Teachers and staff members are authorized to exercise reasonable judgment on a student's attire/appearance. Any final judgment on inappropriate attire/appearance will be made by the Dean of Students, Associate Head or the Head of School.

On certain occasions more formal attire is required. Students must wear formal attire for Convocation, Baccalaureate, Commencement, the Winter and Spring Concerts, and other School events or trips when requested. Students are welcome to dress up on other days, particularly Monday, which traditionally was Waring's weekly "Dress Day".

Parent Phone Calls to School

Because Waring prohibits cell phone use by students except for emergencies and teacher-sponsored programming, parents are asked not to call or text their student's cell phone during the school day. Parents who need to reach their child at school may call the main office and a message will be in the student's mailbox. For emergencies, the student may be paged or retrieved from class. Students may request permission at the Main Office to make a phone call from the Main Office if necessary.

Parent/Student Phone and Email Communications with Teachers

We ask that parents and students be mindful of teachers'/staff's personal time and work-life balance, particularly during off-hours. We ask faculty and staff to respond to Waring-related emails and calls within (1) business day (when school is in session and/or staff are not on vacation). When emergencies or sensitive situations arise, we encourage in-person communications or phone calls over the use of email. When emergencies or sensitive situations arise during off-hours, Waring asks everyone involved to communicate *in a reasonably timely fashion given the circumstances* (vacation, cell coverage limitations, etc.) and with work-life balance in mind. When sensitive issues arise, we encourage the use of phone calls over emails. Note: Waring's employee manual strongly discourages texting between students and faculty in their communications outside of school (student texting is not allowed in school) except for rare emergencies.

Student Cell Phones

We encourage social interaction at Waring in all realms, and although there is a time and place for cell phone use outside of school, only for **serious emergencies** (not matters of convenience) does Waring allow students to use cell phones during school or related travel and events. Despite the usefulness of cell phones in certain contexts, we find that, at Waring, the *cons* far outweigh the *pros* in having them around. During down time (on trips, during Focus Flex, etc.), students should *converse, play a board game, sketch, journal, read, play sports, etc.* There is plenty of other time in life for screen-time.

We strongly discourage students from bringing cell phones to school.

- If students do bring cell phones or smartphones to school, they must be **switched off and stowed away, unseen and unheard**, in the student's backpack (not in pockets) during school hours.
- Cell phone use is prohibited at all times during all Waring activities, including the regular school day, Camping Trip, athletic events, van rides, travel, etc., except in the case of **serious emergencies** (not matters of convenience) or for teacher-sanctioned activities.
- Cell phones are not permitted to be stowed in student cubbies.
- Cell phones are not permitted in restrooms or locker rooms.
- Parents must not text or call students on their cell phones during the school day, Camping Trip, or during Waring travel.

Use of cell phones during the school day or in vans or during travel may result in their confiscation. Teachers, at their discretion, may give a student special permission to use a cell phone as a camera or timing device after which it should be turned off and put away again. (See policy on **Social Media** for more information.)

Students who abuse this policy may lose the privilege to have cell phones on campus.

Music, Video, Images, & Media While at School

At Waring, we foster a love and appreciation for great and enriching works of music, art, film and other media. We ask that all media/material listened to or viewed at Waring and during Waring events/travel be appropriate for the school setting and experience. Music or media containing vulgarity, profanity or that contains hateful content -- racist, sexist/misogynistic or otherwise offensive -- is strictly forbidden from school and school-related events or travel.

Students are not permitted to use ear buds at Waring or in vans and on trips except for teacher-sanctioned use. Students are not permitted to use social media at school or during Waring events or travel, except for teacher-sanctioned activities through the use of school-sponsored media. (See policy on **Social Media** for more information.)

In accordance with the cell phone and technology policies, music, video, images and media must only be accessed on school-appropriate devices except as sanctioned by teachers for school activity.

The Waring School Program

Waring offers a full program of intellectual, aesthetic, and physical activities for its students. This is our strength and we hold ourselves to a high standard. The time-tested program, as expressed by alumni, students, Faculty and parents, balances academic rigor with breadth and asks all students to challenge themselves not only in Humanities, Math, Science, French, Art, and Writing, but also in Theater, Athletics, Music, travel, and special, intensive units like Camping Trip and Endterm. In Convocation and Graduation speeches, Waring students often describe the growth they experienced when the program asked them to take risks and engage with subjects and activities outside their comfort zone, from an art assignment or writing piece to a physics project, and this speaks to the school's commitment to helping students find their voices and build their skills in many different ways. Waring's program facilitates social and academic integration by teaching vertically integrated classes in some subject areas, combining different ages in advisor groups, called Tutorials, and grouping students by experience and skill set rather than age in Math and French.

Although many areas of the program distinguish Core (6th/7th grade) from 8th grade, and 8th grade from the high school students, much of Waring's strength is in its emphasis on vertical grouping and community-wide activity. For more information and details on the Core program, please see the **Core Handbook**.

Tutorial

The Tutorial is at the heart of the Waring School experience. In this unique program, every student is assigned to a group, which includes students from all seven grades. The "Tutor," Waring's term for the group leader, serves as a facilitator for the discussions among its members, as well as being an adviser to each individual. Tutorials meet twice each week, (Tuesday lunch period and Friday sixth period), and may also gather for special events or projects during the year. Tutors are available to meet individually with their "Tutees" to discuss matters concerning academic or social issues.

The Tutor is responsible for monitoring each student's overall academic progress and helping the student to function effectively as a productive citizen in the Waring community. Tutors arrange conferences on the student's work with the student and the student's parents in November and February, and may also schedule additional conferences if necessary. Over the school year, the Tutor serves as a parent's primary point of contact for academic issues that arise at school.

When academic issues arise, the Tutor is notified by the individual teacher and is the primary point of contact. If there are disciplinary issues, the Tutor's responsibility is to work with the Dean of Students and Associate Head of School on appropriate responses and, in the case of serious matters, to be the student's advocate before the Disciplinary Committee. The Tutor may also consult with and refer the student or parents to the Dean of Students, School Social Worker, the Consulting Psychologist or the Learning Skills Coordinator on social, emotional or learning issues.

High School Diploma Requirements

Waring students must receive credit in the following courses in Grades 9-12 in order to receive a diploma. In the cases of a Medical Leave, exceptions may be made case by case (see **Medical Leave**) where "Medical Leave" is reported on transcripts in lieu of "Credit." Students entering after Grade Nine must provide transcript evidence of equivalent work, with the exception of French, Athletics, Health, Music and Endterm. A semester hour is equivalent to one period weekly of class instruction for one semester. Seniors may apply to modify their diploma requirement by taking a Senior Intensive in place of one course (see **Senior Intensives**).

Math – 4 years (32 semester hours) Students who have successfully completed Precalculus prior to senior year may apply for a Senior Intensive.

Writing - 4 years (16 semester hours)

Humanities - 4 years (64 semester hours), including American Studies.

Science - 4 years (40 semester hours) including Biology, Chemistry, and Physics. Seniors may indicate their preference for one of two course offerings in science; these offerings may change from year to year.

French - 4 years (32 semester hours). Students who have successfully completed at least one advanced level course may apply for a Senior Intensive.

Art - 4 years (16 semester hours). Successful completion of Art in Groups 2-4 required in order to apply for a Senior Intensive.

Performing Arts - 1 year (2 semester hours) Music Theory in 9th grade; 4 years Chorus and/or Orchestra (16 semester hours) (see **Music Lessons**).

Athletics - 3 seasons per year of interscholastic sport or alternative activity. Seniors may apply for exemption for one season (see **Athletic Program**).

Health – 4 years (2 semester hours in Grades 9 and 10; 1 semester hour in Grades 11 and 12.)

Endterm – Required in Grades 9 through 11.

Honors Coursework

Students in Group 3 (10th grade) and above may take courses at the Honors level in Humanities, Science, French, Math, Writing, Art and may earn departmental Honors in Performing Arts (Music or Theater). Taking a course at the Honors level involves advanced work and mastery of more complex skills as defined by each department's parameters and assessed by the classroom teacher.

General requirements for Honors level work are given for each Department in the Course Catalogue. Students wishing to take a class at the Honors level should consult the teacher and ask for the specific Honors expectations and requirements at the start of the semester. Credit at the Honors level will be indicated on the course evaluation and final transcript if the Honors expectations and requirements have been fulfilled.

It is expected and important that students taking a course at the Honors level will check in with their teacher several times during the semester to see if their work is meeting the expectations laid out in the requirements.

Electives

The Elective Program gives students the option to select from a variety of extra-curricular offerings. On Mondays students may also opt to go home at the end of the academic day (3:20). Electives are offered primarily on Monday afternoons from 3:30-5:00, with a few limited offerings for certain Groups on Wednesday afternoons from 2:20 - 3:10. Elective classes include vertical age groupings and may be led by students under faculty supervision. There are some classes that continue from year to year, and some students participate each semester and/or year to develop deeper skills in a particular area. It is also not unusual for students to try new activities each year.

Focus/Flex

Focus/Flex is a period that occurs four times during the week for Groups 2-5 and 3 times during the week for Core and Group 1 students. It is an unscheduled time in the day during which students are expected to spend their time intentionally and productively - this can take many forms, such as spending additional time on an area of interest, meeting with a teacher, practicing an instrument, or collaborating with peers on a project. **Students who abuse their freedom may lose the privilege of unstructured time during Focus/Flex and ask to join a monitored study** (e.g. behavior that prevents others from working studiously, using undesignated or restricted spaces on campus, leaving campus, etc.).

Senior Intensives

Senior Intensives provide seniors with the opportunity to study independently a subject that is not offered by the Waring curriculum or to pursue an area of personal passion in greater depth. Students who meet the specific departmental requirements for replacing a senior course with the Intensive must submit an application to the Associate Head of School for approval by the Department Chairs. The project must be supervised by a faculty member. Students looking to apply should see the Associate Head of School for documents. An Intensive replaces one course during senior year for a semester and therefore *partially fulfills diploma requirements*. The Senior Intensive is listed on the transcript as a course, and a student receives Credit or No Credit at the end of the semester. **A senior must successfully complete the Intensive and receive Credit in order to receive a diploma.**

Student Travel

It is one of the guiding assumptions of the school that students should experience first-hand the world outside of the School community. Accordingly, the Waring Program at different points includes field explorations, local overnight trips, and travel abroad. Some of these also provide leadership experience for older students who travel as TAs on trips involving younger students.

On any trip off-campus, Waring students are expected to comport themselves in a manner which reflects positively on the School, and to follow all School rules that apply on campus. Trips to foreign countries have special requirements and are prepared in detail well in advance. In these situations, Waring students must remember that they are guests of the host country and that they should treat differing social customs and habits of daily life with respect, courtesy and open-mindedness.

For Waring's policy on cell phones, including use during trips, see **Student Cell Phones**.

The School reserves the right in its sole discretion to terminate a student's participation in any trip if such rules are not observed, and to send the student home at the family's expense. If major violations of Student Conduct Expectations have occurred, the disciplinary process for such offenses will apply (see **Student Conduct Policies**).

Student Leadership Opportunities

There are many opportunities for student leadership over the course of the year in the Waring Community. Some opportunities have a formalized process while some originate from a student-generated idea. The possibilities for student leadership are boundless and can range from a student proposing and leading a single afternoon activity for the entire school, to being named a captain of a varsity sport, to peer mentoring, to serving as a TA. When students have an idea for which there is no formal process in place, they should speak with any faculty member for advice on how to explore their idea. Formalized roles also exist and the process for applying for those are described below.

Qualified Juniors and Seniors may apply to be Teaching Assistants (TAs). TAs help teachers in planning and teaching classes for younger students. They are also responsible for assessing student work and contributing to student evaluations. The courses for which TAs are available changes from year to year, depending on teachers'

needs and the weekly schedule. In the Writing program, TAs teach a section of Core or Group 1 under the guidance of an experienced writing teacher. TAs also accompany Core to Montreal and Group 2 to France for the Exchange Program.

TAs must be in good academic standing; they must have demonstrated high competence in the subject they will teach; and they must exemplify the values of the School and be prepared for leadership. TAs are evaluated as such by their supervising teacher and TAs are listed on the student's transcript.

Camping Trip

The School year begins with a Camping Trip, generally during the week following Labor Day. This trip is an essential part of the Waring School experience and is mandatory for all students.

On Camping Trip we lay the foundation for the year, academically and as a community. Students learn Tutorial groupings, new students are able to integrate with peers, and we all gather for singing, performances, and discussions..

Seniors arrive one night early to prepare for their roles as School leaders. They learn their schedules, discuss the year ahead, prepare the cabins for their Tutorial's arrival, and plan various events for the week.

Camping Trip is more than a few days in the woods. It is inextricably linked to the School's Mission and is the means for a productive start to the academic year.

Endterm

Endterm is a two-and-a-half week intensive program at the end of the year with approximately 10 offerings on topics of interest not covered elsewhere in the curriculum. Each offering involves 10-12 students in multi-age groupings from Grade Six through Grade Ten and 2 or 3 teachers. Students may also apply to do an independent Endterm project, but are required at least once in grade 9 or 10 to participate in a school-sponsored Endterm.

Endterm topics are usually interdisciplinary and hands-on in nature, and frequently involve off-campus experiences or travel. Students learn skills and engage in activities that build on and transfer to the larger Waring program, furthering the school's mission of building a community of lifelong learners.

For an updated list of recent Endterm topics please consult Waring's website.

Special School Events

At All-School events, attendance is mandatory for all students and family members are welcome. Appropriately formal attire (traditionally known as "Dress Day Attire") is required. All-School events include:

- **Convocation** - Convocation is the official opening ceremony of the School year. It is followed by a lunch reception and varsity soccer games.
- **Winter and Spring Concerts** - the Winter and Spring Concerts are the two major musical events of the year. They feature performances by the School instrumental ensembles and choruses.
- **Graduation Week** - all-school events during Graduation Week include **Baccalaureate** and **Commencement**.

Attendance (beyond the participants themselves) is strongly encouraged at other special events, which include but are not limited to the Soirées, athletic events, the Fall Play, Core Night, Cabaret, the Core and Group 1 plays, the Winter musical, and the Spring student plays and honors play.

Music Lessons

Waring Students have the opportunity to take private music lessons as a part of the academic curriculum. Waring's lessons teachers are contracted to teach lessons first semester beginning in late September through mid-December. Second semester lessons begin mid-January and end in early May. Students can expect to average 9 lessons per semester. Instruction is offered in piano, voice, violin, viola, cello, flute, clarinet, saxophone, trumpet, trombone, percussion, guitar, and bagpipes. Students may take one instrumental or voice lesson, although there are limited spaces for any given instrument in a given year. In some cases, students may not receive their first choice in lessons

as some instruments may be oversubscribed in a given year. In these cases preference is given to returning instrumentalists and to those who have shown dedication to the study of their instrument. In rare cases, students may also opt to take a second lesson, for which parents will be billed, provided that they receive permission from their tutor and the Associate Head of School.

Private music study is contingent on a student's agreeing to the **Music Lessons Agreement**. Because lessons take place during the regular school day, students have the added responsibility of communicating with classroom teachers, checking their lessons calendars, and keeping on top of their schedules and their work. Students who take private lessons are encouraged, and often expected, to take part in ensemble opportunities, large and small.

Athletic Program

Athletics are an integral part of the Waring experience. All students are required to participate in an afternoon sports program or activity. The choices are listed below.

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Core	Soccer	Basketball	Lacrosse
Group 1	Soccer Cross-Country <i>Theater (x1/year)</i>	Basketball Debate <i>Theater (x1/year)</i>	Lacrosse Club Ultimate Kickboxing <i>Theater (x1/year)</i>
Groups 2/3	Soccer Cross-Country <i>Theater (x2/year)</i>	Basketball Debate YMCA Kickboxing <i>Theater (x2/year)</i>	Lacrosse Club Ultimate Kickboxing <i>Theater (x2/year)</i>
Groups 4/5	Soccer Cross-Country <i>Theater (x2/year)*</i>	Basketball Debate YMCA Kickboxing AP Studio Art <i>Theater (x2/year)*</i>	Lacrosse Club Ultimate Kickboxing <i>Theater (x2/year)*</i>

In Group 1, students may opt into Theater for (1) of the three seasons; in Groups 2 and 3, they may opt into (2) seasons of Theater; in *Groups 4 and 5 they may participate in (2) seasons of Theater and petition for a (3rd) season.

Students in Groups 3-5 may opt out of Waring's winter sports through a Personal Sports Intensive. This must be approved by the Area Chairs. Proposals are due by October 15th.

Seniors may opt out of (1) season of afternoon activities.
Sports and Theater participation are listed on the student's transcript.

Assessments and Academic Support

Assessment and Evaluations

Waring School does not use a traditional grading system. In Core (Grades Six and Seven), a rubric system is used to indicate the student's progress in several relevant areas (please see the **Core Handbook**). In Groups 1-5 (Grades Eight to Twelve), qualitative written evaluations of the student's work in each subject area are sent home at the end of each semester, and a mark of CR (for credit) or NC (no credit) or I (incomplete) is put on the transcript. An incomplete may be given when the student is unable, (due to extenuating circumstances such as long term illness), to complete the requirements of the course. The student will work with the teacher, their Tutor, and the Learning Skills Coordinator to create a reasonable plan for completion of the work. At the end of the plan's stated time, the Incomplete will be changed either to Credit or No Credit depending upon the teacher's evaluation of the work.

In addition, mid-term progress reports are sent home in November and early April. These short reports give an indication of the student's credit status in each class. If there is a serious deficiency, the student may receive a "no credit warning," indicating the need for remedial work or academic support to successfully complete the term.

At the end of the year, the student's tutor writes a summary evaluation that accompanies the second semester evaluations.

Academic and Learning Support

Waring's program is rigorous and demanding. In cases of routine difficulty with homework assignments or assessments, the teacher works with the student directly. This may include additional individual meetings with the student outside of class.

Persistent difficulties will be brought to the attention of the student's Tutor who, with the teacher, will consult with the Learning Skills Coordinator. This team will work together and with the family to find the best possible solution to support the student. In some cases the school's Social Worker and/or Consulting Psychologist may be contacted about behavioral issues that are impacting student success.

If a student has documented learning disabilities, these should be brought to the attention of the Tutor at the beginning of the year and shared with the Tutor and appropriate members of the Student Support team (Learning Skills Coordinator, School Social Worker, Dean of Students), who share pertinent information with teachers while safeguarding privacy.

When a student receives No Credit for a course, the credits may need to be made up to meet graduation requirements. The plan for this will be overseen by the Associate Head of School in conjunction with the Department Chair, Tutor, and the teacher of the course.

Academic Probation (Groups 1-5)

A student in Group 1-5 (Grade Eight to Twelve) who is unable to meet the minimum standards for academic work at Waring may be placed on Academic Probation.

Parents of students on Academic Probation may receive weekly updates from one or more teachers on the student's work, as determined by the Tutor. Students may, at the discretion of the Teacher and Tutor and in conjunction with the Student Support Team, be recommended for academic support outside of Waring. In exceptional cases, modifications to the student's program with stated goals for acceptable work may be put in place.

Students on Academic Probation may be asked not to:

1. serve in leadership roles such as Teaching Assistants or Team Captains
2. participate in student-initiated projects such as Senior Intensives
3. participate in Electives.

Students will not receive a Waring diploma until all work has been satisfactorily completed.

The student's progress in meeting goals for improvement will be noted by the Tutor, but Academic Probation is not recorded in the student's permanent file. Academic Probation is lifted at the discretion of the Head of School, Associate Head, and the Tutor when the student has been deemed to have made sufficient progress.

Waring will make every effort to provide the conditions necessary for a student's success. However, if in the judgment of the Head of School and Associate Head a student's academic work cannot meet the minimum expectations at Waring as evidenced by continued failing performance, and/or repeated No Credits in courses following a period of Academic Probation, the student may not be offered a place for the following year.

Parents as Partners

Waring Parents are partners with the School in their child's education. They are encouraged to be active members of the community.

Parent Communication with Teachers and Tutors

For a question about a specific class or assignment, parents can get in touch with their child's teacher directly. If a class is led by a TA (for example, Core or Group 1 Writing), parents should contact the supervising teacher, especially for non-academic issues that may be sensitive in nature. The tutor is the primary contact for a student's

overall progress in the program. In cases of concern about social or learning issues, parents can contact the Tutor, who may refer the matter to the Learning Skills Coordinator, the Social Worker or the Associate Head of School.

Please refer to “**Phone and Email Communications with Teachers**” for other pertinent information.

College Admissions Counseling

Waring provides families with ongoing and highly personalized support through every step of the college application process, so that students can find the best possible match for their interests.

College Admissions for all Waring students is managed by the College Counselor, with assistance from the Academic Administrator. At Waring this process begins in Junior year (Group 4). Juniors and their families may begin meeting with the College Counselor and are also allowed to attend group sessions at lunch with visiting college admissions officers. By Senior year, students have been guided from the early stages of exploratory college visits through the final weeks of fine tuning their choices and preparing their applications. Seniors should plan their college visits to occur during the summer before senior year and, otherwise, during vacations, 3-day weekends and Waring “Professional Days.”

The **College Counseling Handbook** contains information on all aspects of the process and may be found on the School’s website.

Parents’ Group

Parents can be involved at Waring in many ways: sharing expertise in a class, making costumes and building sets, leading an All-School Meeting, organizing and teaching an Endterm, and more.

More formally, the Parents’ Group is made up of all Waring Parents and is organized by two parent Co-Chairs, and two or three Parent Representatives at each class level, with a New Parent Rep serving as well. The Class Representatives act as liaisons between the school and the families in their class. The Co-Chairs of the Parents’ Group host monthly meetings during the academic year that are open to all to discuss topics of general interest.

The Parents’ Group provides support to many community-wide events during the year, including Potluck Welcome Dinners prior to the beginning of the school year, Convocation, Grandparent/Special Friends Day, Commencement, and Faculty Appreciation Luncheon. The Parent Representatives at each class level organize and work these events with the help of all parents in their class. For contact information and updates on Parent Group events, volunteer opportunities and this year’s Co-Chairs and Parent Representatives, please refer to [the school's website](#). For information frequently requested such as supplies lists, library info, and all-school reading, click on the “Parent Info” page.

Lost and Found

The Lost and Found will be moved to areas TBD for 2019-2020 due to main school building construction.

Health and Safety Policies

Confidentiality and Information Sharing

As a condition of enrollment, parents are required to share any social, emotional, and/or academic challenges faced by the student that may impact their educational experience at Waring. Waring employees maintain safeguards in handling confidential records to ensure the privacy of students as appropriate.

All Students classified as Minors

All Waring students (including those 18 and older) agree to be classified as minors and under the care of their parent(s)/guardian(s) for school purposes while they are enrolled at Waring.

Health Examinations

The Massachusetts Department of Public Health (DPH) requires each student to have a current physical exam and immunization record on file in order to participate in any school activities. Waring families must complete all Magnus online medical records by August 1st for the new school year. The physical cannot be older than one year; therefore, families should submit a current physical exam form prior to the start of the school year. DPH also requires vision and hearing screenings, once in Grades 6-8 and once in Grades 9-12, as well as annual postural

screenings for Grades 5-9 to detect conditions such as scoliosis during these rapid growth years. These screenings should be done by your child's physician or the public school nurse in your district. Private schools are not required to do the screenings; however, it is our responsibility to ask for documentation that they have been done.

A student may not begin pre-season athletics or Camping Trip without complete online records through Magnus, or if the physical is out of date. A student must have a current physical on file to continue participation in athletics, theater, and/or other after-school activities.

Illness and Injuries

When a student is ill, families must weigh concerns regarding missed school time against the risk of contagion in the school community. It is usually unproductive to allow students to come to school when they are not feeling well.

Any student with a fever of 100 degrees or higher should stay home until their temperature has returned to normal for 24 hours without the assistance of temperature-lowering medications. This will help contain illness in the school community and limit absences for everyone. The first priority for students with illness of any kind is to rest and recover. Students diagnosed with a **communicable disease** are excused from school according to the guidelines of the Massachusetts Department of Public Health.

Waring strongly recommends that all students receive influenza vaccinations in the fall, recognizing that this is only part of disease prevention efforts along with: adequate sleep, good nutrition, hand washing, exercise, and relaxation time to reduce stress and boost immune functioning. We also ask that contagious illnesses, other than common colds, are reported to the Health Office.

If a student feels ill during the school day, the student may visit the Health Office to be assessed by the school nurse or, in the absence of the nurse, the athletic trainer. In communication with the family, it will be determined whether the student should rest or go home. **If the student needs to go home, the family will be contacted by the school regarding transportation plans (cell phone use is not permitted). Students who are able to drive themselves may do so after the family gives verbal consent to the nurse or front office staff person. All students must sign sign out before leaving. The above procedure must be followed without exception.**

A student who has an injury should be examined by the athletic trainer and/or nurse. Please inform the school and specifically the athletic trainer of your student's injury as soon as possible after it occurs. The athletic trainer will help the student decide next steps in terms of participation in athletics or other after school activities. If a student has seen their doctor about an injury, they are required to provide a doctor's note. An injured student who cannot participate in athletics or afternoon activities may still be asked to be present at the activity, assigned a study until the end of the day, or sent home.

Medications

The Waring School is required to follow DPH laws and regulations in the state of MA regarding the administration of medications in school. Students are not permitted to carry medications, except in special circumstances with consent from their family and the school nurse. Epipens, inhalers, enzymes to treat cystic fibrosis, and diabetes medications are examples of exceptions. In most other instances, students are required to visit the Health Office to take medication. Parents should communicate with the nurse to formulate a safe administration plan for their student. When the nurse is not present at the school, trained staff members delegated by the nurse will administer the student's medication.

Your child's physician will write a school medication order for prescription medications to be given in school. All students with allergies which may require Epipen use in an emergency need an Allergy Action Plan to be completed by the doctor which also functions as an emergency medication order. Students with asthma who may need to use inhalers should have an Asthma Action Plan. These forms are on Magnus. It is important to send in at least one Epipen and a backup inhaler to keep in the Health Office.

Our goal is to ensure the safety and well-being of all of our students. Please inform the nurse, or in her absence the athletic trainer, of any medication changes or additions as well as new diagnoses, treatment plans or other concerns related to your student throughout the year. The nurse, athletic trainer, and designated school staff who have received your permission to be informed about medical concerns, will work together to provide the best possible care for your student in school.

Concussion

Concussions are brain injuries that are caused either by a direct blow to the head, face, neck, or elsewhere on the body with an impulsive force transmitted to the head. Concussions typically result in the rapid onset of symptoms but in some cases symptoms evolve over a number of minutes to hours or even days. Concussions may result in a range of signs and symptoms that may or may not involve loss of consciousness. These may or may not include, and are not limited to: headache, dizziness, sensitivity to light and/or noise, feeling “in a fog”, irritability, amnesia, unsteadiness, slowed reaction times, drowsiness, fatigue, trouble sleeping, and nausea. Unfortunately, these signs and symptoms are not exclusive to concussion so symptoms alone are not diagnostic of a concussion.

Students and families are asked to submit a concussion reporting form at the start of each school year to indicate history of head injury as well as sign a concussion fact sheet form. At the start of each school year, the athletic trainer will administer a baseline test to the following students: Core, Group 2, all new students, and all students with a history of concussions as determined by the reporting form.

It is very important to understand that concussions are considered to be among the most complex injuries to diagnose, assess, and manage. If a concussion is suspected or sustained, students and families must communicate with the athletic trainer as soon as possible. Students are not permitted to participate in athletics or after school activities until cleared to do so and should be following the Return to Learn protocol with guidance from the athletic trainer and Tutor. The school has a specific Concussion Management Plan (including a Return to Activity protocol) that will be followed in the event a concussion is sustained, and families should defer to the athletic trainer for more specific information.

Sports Medicine Policies and Procedures

Each year the athletic trainer updates the Sports Medicine Program Manual, located in binders on campus found in the Athletic Training Room, Health Office, and Athletic Director's office. These policies and procedures provide general guidelines for the certified athletic trainer employed by the Waring School as well as the community on a variety of topics relative to sports medicine at Waring. These include but are not limited to the Athletic Health Care Team, the Medical Emergency Response Team, Athletic Training Room Policies and Procedures, the Concussion Management Plan, Emergency Procedures and specific Emergency Action Plans for Athletics, and Weather and Lightning Guidelines.

Counseling and Emergencies

In cases of serious concern about a student's emotional condition or learning difficulties, parents may contact the Social Worker who is available to meet with them and will provide resources and referrals as appropriate. In serious emergency situations, however, the school will call 911 for immediate help in managing the situation.

Medical Leave

Waring school works closely with families to ensure that students receive appropriate care for medical and psychiatric concerns. When medical, psychological, or other personal reasons necessitate a student's absence from school for a prolonged period of time (more than 5 days), the school may require that a student take a leave of absence. Prior to the student's return, the school will need releases to speak with the student's treatment team (which may include pediatrician, psychopharm provider, and counselor). The school will require discharge paperwork from psychiatric inpatient/outpatient placement including assessment for safe return to school. When both family and school are satisfied that the concerns have been addressed, a re-entry meeting with the student, parent(s), Tutor, Dean of Students, Associate Head of School, and Social Worker will take place. During that meeting a treatment plan will be discussed for the transition back to school as well as decisions about what outside resources are needed. Each case will be handled individually with the best interests of the student in mind. Depending on the duration of the absence, students may be asked to make up incomplete work, repeat some/all of missed coursework, or pursue their studies in a more suitable school environment where their needs can be supported. In the cases of documented Medical Leave, a student's transcript may be marked “Medical Leave” for certain courses in lieu of “Credit” as appropriate.

Self-Injurious Behavior

Waring's Health Curriculum addresses issues related to self-injury and suicidality. In the event that Waring becomes aware that a student is engaging in self-injurious behavior or suicidal ideation, the Social Worker will take the

appropriate steps to act in the student's (and peers') best interests, including intervention with parents/guardians and recommending of outside treatments for the student. Students who have undergone outside treatment and who are cleared by professionals to return to school may be asked to sign a Safety Agreement, co-signed by their parents/guardians in which they agree to school measures to monitor their continued safety at Waring.

Crisis Plan

Each year Waring School updates its Crisis Plan and Medical Emergency Response Plans, located in red binders throughout the campus and in teacher offices. These plans include protocols for events such as: fire, medical emergencies, storms/shelter-in-place and violent persons on campus. The school conducts fire drills in collaboration with the Beverly Fire Department and students are annually apprised of safety protocols with updates as appropriate.

Visitors to Waring

For security reasons, students who wish to bring a visitor to school must seek approval in advance from the Dean of Students or Associate Head of School. Family members and acquaintances of students may not attend classes or participate in other activities without prior approval, except when applying as part of the regular admissions process. All authorized visitors must sign in at the Main Office.

Classes may not be audited by non-enrolled students, nor may students enroll on a part-time basis.

Student Conduct Policies

The School's student conduct policies are grounded in the expectations and values stated in the Waring School Ethic. These conduct expectations include: addressing teachers and peers respectfully; refraining from offensive or hurtful behavior; and treating the School, its buildings, contents, and grounds with care. Waring encourages students to speak to an adult whenever they are uncomfortable in any situation at School. Serious concerns should be brought to the attention of the Tutor, Dean of Students or the Associate Head of School.

Violations of School Conduct Expectations

Violations of school conduct expectations may range from minor instances of inappropriate behavior to major offenses which threaten the effective functioning of the School and the learning and teaching environment for other members of the community.

Lesser offenses may include, but are not limited to:

1. Inadvertent, initial or minor instances of Academic dishonesty, e.g. quoting sources without attribution.
2. Unapproved use of cell phones or smartphones on campus or on trips.
3. Minor violations of the Technology Acceptable Use policy.
4. Minor lapses in respectful behavior towards a student or faculty member that are corrected.
5. Infrequent tardiness (not chronic).
7. Infrequent/minor breach of everyday school expectations (gum chewing, dress code)
8. Any unauthorized absence from classes, meetings, or afternoon activities.

Offenses of this nature are generally handled as follows:

Any faculty member may speak to a student regarding a minor offense. After addressing the issue with the student, the teacher informs the Tutor, Dean of Students and Associate Head of School, who may bring the Social Worker into the conversation. Consequences appropriate to the situation and the student's age may range from asking the student to write a written apology to the restriction of privileges (e.g. no using the gym during lunch for a week). The Tutor, Dean of Students or Associate Head of School may inform parents of repeated inappropriate behavior and schedule a conference to discuss ways of working together on the issue. Minor offenses are noted by the Tutor, but no report is placed in the student's permanent file.

Major offenses

Major offenses include but are not limited to:

1. Repeated and persistent disrespectful behavior (repeated minor infractions)
2. Serious or repeated instances of academic dishonesty and plagiarism.
3. Possession, use, or distribution of tobacco products or vaping products of any kind.

4. Possession, use, or distribution of illegal drugs or alcohol.
5. Bullying, Cyberbullying, Sexting, Harassment, Sexual Harassment/Misconduct, Retaliation, Hazing and Discrimination (see policies below).
6. Vandalism or willful destruction of School or personal property.
7. Theft of School or personal property.
8. Threats of and/or acts causing physical harm to another individual.
9. Possession or use of firearms, weapons, or other dangerous articles on campus.

Major offenses on and off-campus, during school hours and non-school hours

Waring's policies are in full effect when students are on campus at any time, including summer vacation, and/or taking part in any Waring-sponsored activity on or off campus at any time, including, but not limited to: regular school days and extra curricular activities, Camping Trip, Endterm, trips locally or abroad, etc.

Over the weekends or during vacation, parents/guardians must take responsibility for their children. Waring does not and cannot take responsibility for activities or actions of students that are not school-related *and* take place off school grounds.

However, when the actions of a Waring student off-campus, off-hours, or by electronic means are 1. public knowledge, or 2. deemed so egregious that the safety of those in the community and/or the school's position in the community may be compromised, or 3. infringe on other students' rights and safety, the school may take appropriate action. If the School chooses to do so, all appropriate disciplinary procedures will be followed. The School reserves the right to withhold a diploma from a student who has committed a serious crime or taken other actions deemed both egregious and contrary to the school's mission, whether on or off-campus.

NOTE: Incidents described or recorded on social media, the Internet, or shared via audio, video, or electronic means in any manner are considered to be matters of public knowledge for the purposes of Waring's disciplinary policy.

Disciplinary Procedures for Major Offenses

Serious violations of School Conduct Expectations require the convening of the Discipline Committee and an investigation of the incident(s). The Committee is chaired by the Associate Head of School and consists of the Dean of Students and three faculty members.

Following its investigation, the Committee will make a report to the Head of School, which may include a recommendation for Disciplinary Probation, suspension with or without Disciplinary Probation, or expulsion. The Committee may also recommend that no action be taken. These sanctions are defined as follows:

- a) **Disciplinary Probation** is a warning to a student that if another offense occurs again during the probationary period, suspension will be the automatic next consequence. The probationary period may range from a few days to the remainder of the school year. An offense committed at the end of the school year may result in Disciplinary Probation at the start of the following year. In extremely serious cases, a second offense may result in expulsion.
- b) **Suspension from school without probation** requires the student to be absent for a specified period of time. The student will be required to make up any missed work upon his or her return to school.
- c) **Suspension with disciplinary probation** is the most serious sanction short of expulsion. A student with this sanction who commits a major offense during the probationary period following return to school is liable for expulsion.
- d) **Expulsion from school.** A student who wishes to return to Waring following expulsion may re-apply through the regular admissions process.

A student may appeal the Committee's determination directly by writing a letter to the Head of School and requesting a meeting with the Head of School. The final decision on whether to place on probation, suspend or expel a student rests with the Head of School. A record of the determination by the Discipline Committee and the Head's decision will be placed in the student's permanent file.

Dean's Leave (Leave of Absence Pending Investigation)

In some cases during an investigation for a serious behavioral issue, a student may be placed on Dean's Leave, a nondisciplinary leave pending the outcome of the investigation. If the student does not cooperate with Waring's investigation for any reason, the school at its sole discretion may proceed with disciplinary measures.

Bullying, Cyberbullying, Harassment, Sexual Harassment, and Retaliation

Introduction

Waring School expects and demands that all students, faculty, staff, parents, trustees and all others in the community abide by the School's [Ethic](#). The [Ethic](#) was co-written by faculty and students and serves as Waring's guiding behavioral code in all daily endeavors. We are committed to providing an enriching *and safe* learning environment where we may take healthy risks through trust, mutual support and encouragement. Safety at Waring must be maintained in all forms—physical, emotional, mental, and otherwise—and must be enjoyed by all members of the community to the same extent and without discrimination of any kind. We expect and demand civility, respect, and a curiosity to learn more about ourselves and the others around us in a safe environment.

Policy against Harassment, Sexual Harassment, Bullying, Cyberbullying and Retaliation

Waring School must maintain an environment completely free of harassment, sexual harassment, bullying, cyberbullying, and retaliation. Waring strictly prohibits harassment, sexual harassment or assault, bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities or activities outside of school that infringe on a student's rights or safety (real or perceived) while at school. We will investigate promptly all reports and complaints of harassment, bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. As written in our [Ethic](#), it is incumbent upon all students and all members of the Waring community to speak up in the appropriate way, to the appropriate person(s) whenever there is a problem. Many incidents begin on a very small scale. Much of the time, issues that have the potential to become serious can be brought to a stop (through a peer speaking up to another, an onlooker interceding when teasing is happening, etc.) before it escalates to a more serious situation. We demand of each other that we do the right thing, whether our role is active participant, or onlooker.

As part of this Policy, Waring School maintains a *Prevention and Intervention Plan* that is integral to life and learning at school in an effort to prevent any behavior that runs contrary to the school's [Ethic](#). Like Waring School's [Ethic](#), this Plan and Policy is available on Waring School's website and is clearly communicated to students, faculty, staff, Trustees and parents. This Policy is consistent with broader protections at Waring against harassment, discrimination, bullying, cyberbullying and retaliation that appear in our Student Handbooks, Employee and Human Resources Manuals, website, and other documents, publications, manuals and policies.

We recognize that certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. Waring School will identify specific steps it will take to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We also recognize that faculty and staff are inherently in positions of power and authority. Faculty and staff must be mindful and deliberate in taking care not to abuse their roles in any way. Waring strictly prohibits harassment, sexual harassment, grooming and any other misconduct by a faculty or staff member that victimizes a student. To this end, Waring trains its faculty and staff on maintaining appropriate boundaries with students (not 'friending' students on social media is one concrete example) and safeguarding a healthy teacher-student relationship at Waring.

Definitions

Bullying means the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (a) causes physical or emotional harm to the target or damage to the target's property;

(b) places the target in reasonable fear of harm to himself or herself or damage to his or her property;
(c) creates a hostile environment at school for the target;
(d) infringes on the rights of the target at school; or
(e) materially and substantially disrupts the education process or the orderly operation of a school. Bullying shall include cyberbullying.

Cyberbullying means bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyberbullying shall also include:

(a) the creation of a web page or blog in which the creator assumes the identity of another person; or
(b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions in bullying(a) through (e).

“Cyberbullying” shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions in bullying(a) through (e).

Sexting refers to an act of sending sexually explicit materials through mobile phones. Sexting between Waring students is strictly prohibited and is categorized as a Major Offense. Students should be aware of the legal severity of such practices and their potential repercussions (including in college matriculation), far beyond the scope of Waring.

Harassment

For Waring employees, harassment is legally defined with the workplace in mind. For the purposes of our students and the Family Handbook, Waring defines harassment as behavior involving a single instance or repeated instances of severe and pervasive pressure or intimidation. Examples of specific forms of harassment include but are not limited to abusive behavior based on another’s race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

Sexual Harassment

For Waring employees, sexual harassment is legally defined with the workplace in mind. For the purposes of our students and the Family Handbook, Waring defines sexual harassment as behavior involving a single instance or repeated instances of inappropriate verbal and/or physical conduct of a sexual nature. Examples include unwelcome sexual advances, requests for sexual favors, touching, innuendo, and other conduct of a sexual nature that has the purpose or effect of: 1. creating an intimidating, hostile, or offensive environment; 2. interfering unreasonably with a person’s academic performance; or 3. creating a situation where an evaluation of a student depends on his/her/their submitting to and/or not objecting to the behavior.

In addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to males, females, or those who are gender non-conforming may also constitute sexual harassment. While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

Bullying, Cyberbullying and Harassment are defined as **Major offenses** in the Student Conduct Policy.

Legal Definitions and School Policy

In some cases, Waring School's standards of behavior and codes of conduct may be stricter than state or federal regulations in order that Waring may prevent verbal or physical misconduct before such behavior rises to more serious, legal levels. For example, although bullying is legally defined as a "repeated use" behavior, Waring School reserves the right to take disciplinary action and other corrective action in a case of a single expression, act or gesture, if the School determines that the behavior is of sufficient severity to warrant disciplinary action or that the repetition of that expression, act, or gesture might reasonably result in bullying as defined under the law.

Relationship to Other Laws

Consistent with state and federal laws, Waring School's Plans and Policies do not discriminate on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents Waring from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, M.G.L. c. 71, §§41 and 42, M.G.L.c 76 § 5, or other applicable laws, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Other Terms Defined

Aggressor (formerly "perpetrator") is a student or a member of a school staff who engages in harassment, bullying, cyberbullying, or retaliation towards a student

Boundaries are defined as acceptable professional behavior by teachers and staff members in their interactions with students. Boundaries areas include: social/emotional, physical, in-person interactions and spoken words, written communications, on and off-campus interactions, social media interactions, field trips and outings, favoritism, teacher feedback, and comportment.

Hate incidents are acts of violence or hostility directed at people because of who they are or who someone thinks they are.

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 or a student's education.

Retaliation—including any form of intimidation, reprisal, or harassment— directed against a person who reports bullying, provides information during an investigation of bullying, witnesses bullying, or has reliable information about bullying is also prohibited.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom harassment, bullying, cyberbullying, or retaliation has been perpetrated.

Bullying Prohibited

All bullying and retaliatory behavior is prohibited on school grounds and property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions, or programs (whether on or off school grounds), on vehicles owned, leased, or in use by the school, or through the use of technology or electronic devices owned, leased, or in use by the school.

Such bullying and retaliatory behavior is also prohibited at locations, activities, functions, or programs that are not school-related through the use of technology or electronic devices that are not owned, leased, or in use by the school, if the acts create a hostile environment at school for the targeted individual or witnesses, infringe on their rights at school, or materially and substantially disrupt the educational process or orderly operation of the school. It should be noted, though, that the law does not require the school to staff any non- school related activities,

functions, or programs. Activities initiated by non-school persons, including parents of students, are not school-related activities, functions, or programs. Whenever necessary, the Head of School or his/her delegate will make the determination of whether any activity, function or program is school-related. It is important to bear in mind, however, that Waring reserves the right to require standards of behavior under its policies that are stricter than the laws of the Massachusetts in order that we may prevent inappropriate verbal and physical conduct before a student has been subject to bullying as it is defined under the law.

Reporting

It is important for students who think they have been bullied to promptly report the incident. Any such complaint will be pursued according to the procedures described below. All allegations of bullying will be immediately investigated. Waring safeguards against the mishandling of complaints by authorized personnel, and prohibits negative behavior in response to a student who makes a complaint. Violation of this Policy will result in disciplinary action up to and including dismissal or expulsion.

Complaints

Waring employees are required to report misconduct and we strongly encourage all other members of the community to do the same, either by written or oral report. Oral reports made by or to a staff member will be recorded in writing. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously (see below for **Anonymous Reports**). The school may make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form (Appendix A).

The school will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make the form available in the school's main office, the counseling office, and other locations determined by the Head of School or his/her designee; and 3) post the form on the school's website. Use of an Incident Reporting Form is not required as a condition of making a report.

At the beginning of each school year, the School will provide the School community, including administrators, faculty, staff, students, and parents or guardians, with written notice of its policies for reporting acts of harassment, sexual harassment, bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Head or his/her designee, will be incorporated in student and faculty/staff handbooks, on the School website, and in information about the Policy that is made available to parents or guardians.

Students

Any student who suspects or has knowledge of an incident of harassment, sexual harassment, bullying or cyberbullying or has witnessed an incident of such misconduct or otherwise has relevant information about conduct prohibited by this Policy is strongly encouraged to report that information to the Dean of Students or other member of the Student Support Team, Associate Head of School, Head of School, Tutor, or other faculty or staff member with whom the student is comfortable speaking. Any student who is subject to retaliation in violation of this Policy or who knows of another student who has been subject to retaliation is urged to report that information as soon as possible. Students may request assistance from a faculty or staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a faculty or staff member. Students who fail to find some mechanism to report incidents may be held accountable by the school.

Parents

A parent of a student who is the target of harassment, sexual harassment bullying or cyberbullying or of a student who has witnessed or otherwise has relevant information about bullying or cyberbullying is strongly urged to promptly notify a Waring employee.

Faculty and Staff

All faculty and staff must immediately report when he/she witnesses or becomes aware of conduct that may be harassment, sexual harassment, bullying or retaliation to the appropriate personnel at Waring. The requirement to report to the Head of School or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school policy or state regulations. (See also: **Mandated Reporting: Child Abuse and Neglect.**)

Others

Other persons who witness or become aware of an instance of harassment, sexual harassment, bullying or retaliation are strongly encouraged to report it to a Waring employee.

Anonymous Reports

Pursuant to the state law, reports may be made anonymously, but it should be noted that the school will not take disciplinary action against a student solely on the basis of an anonymous report.

Therefore, Faculty and staff are strongly advised not to make anonymous reports under this Policy. In addition, the School urges students and their parents not to make reports anonymously. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Students and parents are encouraged to bear in mind that the School takes its Policy against retaliation seriously. Also, while the School cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of bullying, cyberbullying, and retaliation only on a legitimate need-to-know basis.

Responding to a Report of Harassment, Sexual Harassment, Bullying, Cyberbullying, or Retaliation

When a complaint of harassment, sexual harassment, bullying, cyberbullying or retaliation is brought to the attention of the Head, the Head or his/her designee will make an assessment as to whether any initial steps need to be taken to protect the well-being of students and to prevent disruption of their learning environment while the investigation is being conducted. As appropriate, strategies such as increased supervision may be implemented to prevent further bullying, or retaliation during an investigation. Responses to promote safety may include, but not be limited to: creating a personal safety plan; pre-determining seating arrangements for the targeted student and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the targeted student; and altering the aggressor's schedule and access to the targeted student. The Head of School or his/her designee will take additional steps to promote safety during the course of and after the investigation, as necessary. Those steps include protecting a student who has reported misconduct, a student who has witnessed misconduct, a student who provides information during an investigation, or a student who has reliable information about a reported act of misconduct.

It is the policy of the School to notify the parents of any student who is an alleged target of harassment, sexual harassment, bullying, cyberbullying, or retaliation and the parents of any student who may have been accused of engaging in such behavior promptly after a complaint has been made. Further, to the extent consistent with state and federal law and 603 CMR 49.00, the parents or guardians of the victim will also be notified of the actions taken to prevent any such further acts.

An impartial investigation of the complaint is conducted by the Head of School or his/her designee. That investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint, with the student who was the target of the alleged bullying, or retaliation, with the person or persons against whom the complaint was made, and with any students, faculty, staff, parents or other persons who witnessed or who may otherwise have relevant information about the alleged incident. The Head of School or his/her designee conducting the investigation may also choose to consult with other teachers and/or other school personnel. In addition, Waring School at its sole discretion may use an external investigator or resource if it deems it advisable to do so.

Following interviews and any other investigation undertaken, as the School deems appropriate, the Head of School or his/her designee will determine whether and to what extent the allegation of bullying, or retaliation has been substantiated. If bullying, or retaliation has taken place, the Head of School or his/her designee will administer appropriate disciplinary action and/or remedial action. These actions will balance the need for accountability with the need to teach appropriate behavior.

Bullying incidents involving a student(s) of other schools or a former student(s) under the age of 21 will be addressed as required by G.L. c.71, §37O.

Determinations made by the Head or his/her designee with respect to harassment and bullying claims are final.

Allegations in Bad Faith

The School also recognizes that knowingly false accusations may have serious effects on innocent persons. Students found to have knowingly made false accusations of bullying will be subject to appropriate disciplinary action, up to and including suspension, or expulsion. Please note: This is not meant to include allegations that were made in good faith and reasonable belief of their accuracy but which were later determined to be insufficient or unsubstantiated so as to not prompt remedial action, in which the complainant has done nothing improper.

Other Remedies

This Policy is the school's internal policy and is only intended to address bullying, or retaliation that involves students. There may be other internal or external means of address and nothing in this policy is intended to replace any statutory rights of redress either under state or federal law. Nothing in the Policy prevents the School from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Policy is designed or intended to limit the authority of the School to take disciplinary action in response to violent, harmful, or disruptive behavior, regardless of whether the Policy covers the behavior.

Ongoing actions

Faculty and Staff will be provided annual written notice of the Policy and trained annually with respect to the Policy requirements. Relevant sections of this policy relating to the duties of faculty and staff will be included in the Employee Manual. Waring will provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the Policy.

WARING SCHOOL
BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

1. Name of Reporter/Person Filing the Report: _____

This line may be left blank if an anonymous report is being made

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior ☐ Reporter (not the target) ☐

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) _____

☐ Parent ☐ Administrator ☐ Other (specify) _____

Your contact information/telephone number: _____

4. If student, state your school: _____ Grade: _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

Boundaries between Teachers/Staff and Students

In 2019, Waring School engaged David Wolowitz of [McLane Middleton](#) in ongoing efforts to define professional boundaries within a Waring culture of safety and wellness.

Waring's ***Behavioral based training*** provides teachers and staff the tools to identify concerning behavioral patterns before there becomes a "slippery slope". It provides faculty with a common vocabulary to discuss concerns. Most importantly, behavioral based training is designed to help teachers and staff become more comfortable raising concerns early, directly or indirectly. By raising concerns before serious harm is done, there is an opportunity to address problematic behaviors as teaching, mentoring or coaching situations, rather than employment actions.

Waring Faculty's ***Behavioral based training*** addresses the following topics:

1. Taking on inappropriate roles
2. Violating Boundaries
3. Contributing to a power dependency
4. Acting without accountability

Responding to Hate Incidents at Waring

Waring School uses the Anti-Defamation League's "[RICE](#)" procedure in responding to hate incidents at school.

<https://philadelphia.adl.org/files/2016/11/Best-Practices-in-Responding-to-Hate-Incidents-in-School.pdf>

"RICE" (Ready, Investigate, Communicate, Educate) is here abbreviated below:

READY

- Update policies
- Regularly review policies
- Establish a reporting protocol
- Develop a data collection protocol
- Build relationships with community partners

INVESTIGATE

- Get all the facts
- Reassure the targets
- Send message to perpetrators
- Contact law enforcement
- Preserve evidence
- Interview all witnesses
- Apply relevant policies in a consistent, fair, and impartial manner

COMMUNICATE

- Silence breeds anxiety and rumor
- Send separately tailored messages to constituencies
- Send regular updates
- Respect students' privacy

EDUCATE

- Bias-motivated incidents can serve as "teachable" moments
- Discuss incidents with the entire student body
- Schools have a responsibility to educate perpetrators as well
- Anti-bias education cannot be "one-and-done"

Prevention and Intervention Plan

1. Leadership

Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Intervention Plan (“the Plan”) in the context of other whole school and community efforts to promote positive school climate. Leaders such as the Head of School, Associate Head of School and other administrators and chairs, have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. The Head of School is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying.

This Plan will be developed and updated in consultation with Waring School teachers and staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians as appropriate.

Waring will report bullying incidents data in accordance with state regulations.

2. Waring Teacher and Staff Development

Waring School works annually with experts both on staff or on retainer and outside consultants who are hired for development opportunities. In recent years, Waring has worked with professionals, including: mental health specialists, counselors, learning skills experts, experts on gender equity and inclusion, and authorities on anxiety in youth.

Waring has also consulted with experts on student leadership (ex: Project Adventure) to augment programming in Health, Tutorial, and at the group/grade level which fosters student agency and peer-mentoring.

As part of this Plan, Waring will also conduct:

● **Annual staff training on the Plan.** Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the Head of School or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades at Waring (with excellent examples offered at <http://www.doe.mass.edu/bullying/>).

● **Ongoing professional development.** The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying and harassment.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with learning differences and disabilities that must be considered when developing students’ Individualized Education Programs (IEPs) with Waring’s Learning Skills Coordinator.

Additional areas identified Waring for professional development may include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- maintaining a safe and caring classroom for all students.

C. **Written notice to staff.** The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties and bullying of students by school staff, in the school or district employee handbook and the code of conduct.

3. Access to Resources and Services

Waring School's [Ethic](#) serves as our guiding principles for healthy behavior. A healthy, relational culture is pervasive at Waring and is maintained by the many structures in place, such as Tutorial, mixed age classrooms, small class sizes and the staff members on our Student Support Team.

In addition to their peers, older mentors in their Tutorials, their teachers, and their Tutors, students have access to the rest of the faculty and staff and the Student Support Team, comprised of: the Dean of Students, School Nurse, Athletic Trainer/Health Chair, Learning Skills Coordinator, Consulting Psychologist and Associate Head of School. Health Classes provide students with resources in the many areas of that curriculum.

For our students and families, Waring publishes a topical Student Wellness Newsletter that includes resources by theme as appropriate. When appropriate, our Student Support Team and Social Worker will refer families to outside experts and resources.

4. Academic and Non-academic Activities

Waring's Ethic serves as the guiding source for how we behave at Waring. Honesty and integrity are at the heart of Waring's core values.

That said, Waring is deliberate in its practices--both academic and nonacademic--in addressing issues of prevention and intervention in harassment and bullying. In 2018, during the Brett Kavanaugh hearings, students in Humanities watched excerpts of the events, reading Mary Beard's essays "Women & Power" about women's public voices in the Classical World and how they led, in part to where women's public voices are now.

Waring's primary academic venue for addressing and preventing bullying and harassment fall under the Health curriculum and its carefully created (and annually updated) syllabus, program and roster of outside guests. The Health teachers conduct activities and classes around defining and preventing bullying in every grade, and teachers review the laws on cyberbullying and harassment every year. Teachers use class as a venue to discuss more nuanced issues like retaliation, false accusations, and to make an effective apology when one does harm of any kind to another. Waring uses organizations who provide specialty classes for students, including PFLAG and NSRCC, and online resources such as the CyberCivics curriculum and TED talks on related topics.

Other academic areas (such as French and Science) and co-curricular areas (such as Debate, the Performing Arts and Visual Arts) address topics directly related to these issues as well, particularly through themes of inclusivity and cultural proficiency in literature read, films viewed, cultures studied, etc.

Through our tutorials and mixed age opportunities, students are natural mentors for each other: they *want* to do right, they *want* to set an example for peers; and we hear this reflected in our senior speeches at Commencement every year. All-School Meeting forms a venue for ongoing dialogue, and occasional, more official check-ins and updates concerning this plan and the school's policies.

The Student Advisory Council is a natural advocate group and liaison between students and the faculty on issues that may arise.

Anti-Hazing Policy

Waring strictly prohibits hazing in all forms, and will strictly enforce this policy to ensure that hazing is not practiced by any of its athletic teams, groups, clubs, or other organizations. Leaders and members in any student organization, team, or group are responsible for making sure that hazing does not occur. If hazing occurs, students should report it to a faculty or staff member, their Tutor, or another employee at Waring. Waring will comply with legal requirements to report incidents of hazing. Waring reserves the right to take disciplinary or other action (along with and regardless of action taken by law enforcement), even if the conduct does not meet the legal definition of hazing.

Hazing defined

Commonwealth of Massachusetts: Anti-Hazing Law Chapter 269: Section 17.

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or

both such fine and imprisonment. The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Failure to report hazing

Commonwealth of Massachusetts: Chapter 269: Section 18.

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.

Non-Discrimination Policy

As expressed in Waring’s **Diversity, Equity and Inclusion Statement**, all members of the Waring community have a right to pursue the opportunities offered or sponsored by the school without the fear of discrimination. No student, administrator, faculty, or staff member may, in any way, interfere with the pursuit of these opportunities on the basis of race, sex, color, religion, national origin, age, ancestry, sexual orientation, disability, genetics, gender identity or expression, veteran or active military status, pregnancy or pregnancy-related condition, or any other legally protected basis (“legally protected characteristics”). Actions contrary to this policy constitute **Major offenses** in our Conduct Policy.

Mandated Reporting: Child Abuse and Neglect

Under the laws of Massachusetts (Mass General Law, Chapter 119, section 1A), a faculty, administrator or staff person of a school must take steps to report any instance in which the employee has reason to believe a student under the age of 18 is a victim of child abuse. Such abuse may be physical, emotional or sexual. A telephone report should be made promptly as described in the next paragraph and a written report must be filed within 48 hours of the telephone report. Reports of suspected child abuse must be filed with the Massachusetts DCF. The obligation to report is absolute and is enforced by criminal sanctions for failure to act. Faculty members are advised that such sanctions have been imposed on private school officials who failed to report suspected sexual abuse, even though the failure to report was supported by professional advice.

An employee can meet this responsibility under the statute by making a report to the individual designated by the school to make reports under the statute. At Waring, that person is the School Social Worker. If it is not possible to reach the School Social Worker, a report should be made to the Dean of Students, Associate Head of School or Head of School. If it is impossible to reach any of these individuals within 12 hours of learning of child abuse, a telephone report should be made by calling DCF's [Cape Ann Area Office](#) in Salem at 978-825-3800 and asking for the Screening Unit. If the call is made outside DCF's working hours, the call should be made to the Child-At-Risk Hotline at 800-792-5200.

Whenever a report is made by any Waring employee, that employee must notify the Head of School by email or phone within 4 hours of filing the report.

The types of conduct that constitute reportable child abuse are listed below. It is important to note that these are only the most obvious forms of child abuse. Any activity that causes physical or emotional injury or the substantial risk of such harm to an individual under the age of 18 must be reported to Waring as outlined above.

Abuse: The non-accidental commission of any act by a caretaker upon a child under the age of 18 which causes, or creates a substantial risk of physical or emotional injury.

Physical Abuse: Any use of force that results in injury, pain or impairment, i.e., neglect, malnutrition, hitting, improper restraint, burning.

Emotional Abuse: Willful infliction of mental, psychological or emotional anguish by threat, humiliation, intimidation or any other abusive conduct, including frightening, isolation or neglect.

Sexual Abuse: Commission of any sex offense against a child, as well as any of the above described types of abuse that involve sexual relations or overtones, or any sexual contact between a caretaker and a child under the care of that individual.

In addition, an adult member of Waring School is obligated to report criminal conduct to the police. Waring treats any form of nonconsensual sexual activity as rape, including instances in which only students are involved. All members of Waring's faculty and staff are expected to report instances of rape of a student. A member of the faculty or staff who is a direct witness to the act of rape involving a student or is contacted by a student victim of rape immediately after the act should at once inform the Social Worker, Dean of Students, Associate Head of School or Head of School. When a member of the faculty or staff becomes aware that a rape of a student occurred at some point in the past, the employee should report the matter to the Social Worker, Dean of Students, Associate Head or Head of School as soon as possible. In addition, sexual penetration (oral, anal or vaginal), even if consensual, involving any individual who is younger than 16 years of age constitutes statutory rape, which is a sex offense that must be reported to DCF.

Technology at Waring

Access to Waring's computers and Internet connection is covered by the school's **Waring School Technology Acceptable Use Agreement**, which must be signed by student and parent. These guidelines apply to any use of technology on the Waring campus year-round. No hardware or software changes to the computers or the network are permitted, unless authorized by the Director of Technology.

Social Media Policy

- Because Waring's focus is on learning in an in-person, relational context, the use of Social Media is prohibited at Waring except for during carefully planned, teacher-sanctioned activities and on school-owned media accounts.
- Students should be aware that employees of Waring School are prohibited from "friending" students on Social Media. Any student who receives a "friend" request from a Waring employee should report this immediately to the Dean of Students, Tutor, Social Worker, Associate Head of School, Head of School or any other faculty or staff member whom the student is comfortable approaching.
- When using Social Media on their own time, students are prohibited from representing viewpoints as belonging to Waring School or "speaking on behalf of Waring".
- When using Social Media on their own time, students should be aware of the serious potential consequences of cyberbullying, sexting and other misuse of technology, much of which may constitute criminal behavior and result in serious life consequences (including in the college matriculation process). (See earlier section on **Bullying, Cyberbullying, Harassment, Sexual Harassment, and Retaliation**). When such behavior outside of school infringes on another Waring's student's rights and safety or becomes public knowledge, the school may take disciplinary action.

Waring School Technology Acceptable Use Agreement

The computer network at Waring can be seen as an extension of the community itself, and as such should be treated with respect for the responsibilities and privileges it entails. We expect students to become responsible and ethical users of the Internet. To that end, we have written a set of guidelines for use of the computer network and the Internet at Waring. These requirements apply to any use of technology on the Waring campus, at any time of day, whether using a school or personal computer.

1. I agree that if I bring a cell phone or smart phone to school, it must be turned off, stowed away in my backpack, unseen and unheard, only to be used in the case of serious emergencies. I agree that this applies to trips, van use, athletic events, travel and Camping Trip. I agree not to have cell phones in bathrooms or locker rooms.
2. I agree to use Waring's network and computer resources only in ways that have to do with classes, programs, or community activities of the School. Games, Facebook, and other social media are specifically prohibited, as well as BitTorrent and similar peer-to-peer file-sharing programs.
3. I understand that I can use email on an **occasional** basis, **only** for academic purposes, and that other students who need the computer for research or writing have immediate priority. In my emails, I will be polite and use appropriate language at all times. I understand that I can not use instant messaging or chat.
4. I agree not to seek out, access, or create material that is inappropriate within our School community.
5. I agree not to make any hardware or software changes to the computer equipment or the network without first getting permission from a faculty member.
6. I agree never to eat or drink near the computers, or to bring food into the computer labs.
7. I agree not to copy, modify, delete, or even read the private works of others without the owner's express permission. Unless clearly specified, all computer documents must be treated as private.
8. I agree not to give out personal information, such as an address or phone number, about myself, the School, or other members of the Waring community.
9. I understand that passwords are confidential, and that I am responsible for the proper use of my account at all times. I will not use someone else's password or share my own.
10. I understand that although I can store my files on the server, their integrity is not guaranteed, and I should back up copies of important files to email or USB drives.
11. I agree not to use the Waring computer network for commercial or illegal purposes.
12. I agree to assume that all information accessible via the Internet and optical media is copyrighted. If I incorporate information from such sources into my own work, I will cite those sources in order to give them proper credit. Using the work of others without giving proper credit is plagiarism.
13. I understand that my use of the Waring School network and the Internet will be monitored and that my communications cannot be assumed to be private.

Waring School Music Lessons Agreement

The Lessons Program is a unique opportunity at Waring School. Students and parents must commit to a joint responsibility of dedicating the time and effort necessary to make significant progress on their instrument. Toward this commitment, the student and parents must agree to the following:

1. Regular attendance at weekly lessons: Lessons are scheduled in advance and in a rotation such that students do not miss the same class each week. The school supports our lessons program and the

non-music Waring faculty will be made aware of the schedule (via google calendars). All the same, students are asked to communicate with and remind their class teachers when they will miss periods for lessons. If a student knows of a conflict (such as a test or a field trip), they should communicate with their lessons teacher and the PA Chair or Lessons Coordinator in order to reschedule the lesson. Lessons that are missed for reasons other than absence from school, or that are not rescheduled in advance when there is the opportunity to do so, will result in an unexcused absence. Students will receive an email from the teacher for each unexcused absence. The tutor, parent, and the PA Chair will be copied. If the student has 3 unexcused absences, they will lose their lesson privilege and receive a “no-credit” for that term of lessons.

Note: If a student loses their lesson privileges, they may take lessons in the subsequent term but will have to pay out of pocket for lessons for one term. They will be billed by the school. If attendance is good/satisfactory during that term, then they may resume lessons the following term (the school pays for lessons). Exceptions may be made at the discretion of the teacher and the PA Chair.

2. **Make-up Lessons:** One make-up lesson per term is provided for excused absences.
3. **Regular practice at home:** The amount and timing of this practice will be determined on the basis of agreed upon expectations of the teacher and student. Students not devoting sufficient practice time, as determined by the teacher, may forfeit the lesson privilege. We ask that parents do their part in providing a suitable instrument and place/time for practice. Parents should consult with the lesson teacher regarding appropriate instruments, rentals, and any other materials related to the instrument or lesson.
4. **Instruments:** In order to take lessons, the student must have the instrument at home, or be willing to rent one. The school does not provide instruments.
5. **Performance:** The student and teacher will decide together a reasonable performance venue or venues, such as a Soirée, Coffee House, school ceremony, all-school meeting or class presentation. (See “Lessons Goals” attached.)
 - All students taking lessons are expected to attend the Faculty Soirée in October..
 - Students in Group 3, 4 and 5 who are on a Music Honors Track will be held to the highest standards in all categories and may be expected to perform regularly.
 - Students must maintain good academic standing in the rest of the Waring program in order to pursue lessons.