

# Waring School HANDBOOK



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# WARING SCHOOL HANDBOOK

## I. INTRODUCTION

The Waring School was founded in 1972 by Philip and Josée Waring. There were four students that first year. A great deal has changed in the intervening 35 years, including a new campus, new buildings and many more students. We have grown from those four students to approximately 150 students today. But some things have not changed. Waring remains dedicated to the traditions of a strong liberal arts education and to the founding ideal that students are actively engaged in their own learning.

This handbook offers practical information and guidelines about the way things work at the Waring School. Some of the policies included here are based on school traditions and values, some on common sense and some on state laws. All of them are based on the understanding that, as a Waring student, you recognize your responsibility both to yourself and to the whole school community.

## II. CONDUCT AND HONOR CODE

Since its founding, the Waring School has had an inherent honor system based on the ideals of both personal integrity and a commitment to honor the values of the school community. Over the years, there has been a lot of school-wide discussion about what a student's personal responsibility to the community entails and there has been some confusion around that issue, too. We believe that the discussion should—and will—be ongoing.

### **Waring's Honor Code**

As a Waring School student, you have a responsibility to help ensure that the school remains a creative, productive environment for social and intellectual growth. This environment is based upon trust among the whole community.

You should do nothing to damage the community and if you witness someone else damaging the community in any way, you should speak up. You should talk directly with the offender or, if that isn't possible, you should talk with someone else who can help: other students, your tutor, any member of the

faculty or administration, or with your parents.

If you witness a violation of the community's trust and do not act in some way to acknowledge the offense and help restore the trust, your own inaction can be considered a breach of the community's trust and you may be held accountable for it.

### **Discipline at Waring**

At Waring, as in most schools, most disciplinary cases are minor and are handled informally between the student and teacher, tutor, or administrator concerned. For a first offense, students are generally given a warning. Other staff members may be informed if there is concern that the behavior might be repeated. Parents are generally not informed when the offense is minor and not chronic, such as being late to a class or missing a lunch cleanup.

Repeated and more serious rule-breaking is generally brought to the attention of the Assistant Head, who at the discretion of the Headmaster has primary responsibility for implementing disciplinary policy. Once the Assistant Head has determined the facts, usually in collaboration with other teachers or

administrators, he/she has broad discretion in determining how to address any disciplinary implications. The Headmaster/Assistant Head may implement any one or combination of the following disciplinary measures:

- **Warning:** The student is given a warning on the basis of agreement as to what was inappropriate in his/her behavior and how that behavior will be amended in the future.
- **Conference:** A conference takes place between the student and concerned teachers, tutors, and administrators during which the student agrees to accept responsibility for his/her actions and agrees to change the behavior in question.
- **Parent Involvement:** Parents are notified by telephone, email, personal contact, or letter. A conference may follow, involving the student, parent(s), teachers, or administrators.

- **Ad Hoc Discipline:** The Headmaster/Assistant Head may at his/her discretion implement disciplinary measures commensurate with the offense, such as loss of privileges, special tasks, etc.

- **Job Detail:** The student is given a job assignment for a specified period time. This may involve coming to campus outside of school hours.
- **Detention:** The student is required to stay after school and be restricted to a designated location for a specified period of time.

The Assistant Head may at his/her discretion convene the Discipline Committee (see *Appendix iii*) in order to address more serious disciplinary issues, particularly when these may involve more severe consequences, such as probation, suspension, or expulsion.

### III. CONDUCT AND CONSEQUENCES

To begin with, we observe a number of practices on a day-to-day basis:

- No gum chewing is allowed on campus.
- Food and drinks should only be consumed at lunch, at breaks or in the context of an organized class activity.
- No music systems are to be used at school or on school trips unless by specific permission.
- Excessively loud, offensive, or inappropriate music is not permitted on campus or field trips.
- Cell phone use is restricted. Please see Communication for details.

Listed below are rules requiring a major disciplinary response, including possible long-term suspension or expulsion. The school reserves the right to interpret all of its rules in light of the context in which infractions occur. These may include intention or motive, extenuating circumstances, and previous disciplinary record, including the accumulation of lesser offenses that

indicate an unwillingness or inability to live within the school's behavioral expectations. The school also reserves the right to alter its rules and procedures to suit any unusual or changed circumstances.

#### **Alcohol, Drugs, and Tobacco**

- Students may not possess, use, or distribute tobacco in any form while on campus or while involved in school programs.

Consequences may range from short-term suspension for a first offense to expulsion for repeated offenses.

- Students are not permitted to purchase, possess, distribute, consume, or be under the influence of alcoholic beverages while at school or when involved in school programs, either in this country or abroad.

Consequences may range from suspension (short- or long-term) to expulsion, depending on the gravity and circumstances of the offense, previous disciplinary status, and

whether it was a first-time infraction. Students returning to school after suspension may be placed on disciplinary probation.

- Students may not possess, use, or be under the influence of illegal drugs while at school or when involved in school programs, either in this country or abroad. The possession, use, or distribution of drug paraphernalia is also prohibited. This policy also applies to the use or distribution of prescription drugs by or to unauthorized persons.

Consequences may range from suspension (short- or long-term) to expulsion, depending on the gravity and circumstances of the offense, previous disciplinary status, and whether it was a first-time infraction. Students returning to school after suspension may be placed on disciplinary probation.

- Selling or distributing illegal drugs is forbidden.

Consequence: Expulsion.

#### **Harassment and Menacing Behavior**

- Harassment, hazing, or menacing behavior of any kind, whether verbal or physical, based on gender, age, group, race, ethnicity, religion, political affiliation, or sexual orientation is prohibited.

Consequences: Minor or first offenses may be addressed with a warning. More serious or repeated offenses may result in more serious consequences, up to and including probation, suspension, or expulsion. The school will report such offenses to the appropriate civil authorities in observance of all applicable federal, state, and local statutes.

- Sexual harassment, defined as behavior involving a single instance or repeated instances of inappropriate verbal or physical conduct of a sexual nature, is not permitted.

Consequences: The school reserves the right to act unilaterally to end harassment when such intervention is necessary and appropriate. The school's disciplinary response may range from

warning and verbal education to expulsion. The school will report instances of harassment to the appropriate authorities in observance of applicable laws and statutes.

#### **Firearms, Weapons, and other Dangerous Articles**

- Students may not possess or use firearms, weapons, or other dangerous articles in school. This includes the possession by students of any plants, animals, or substances that could cause injury to themselves or other persons. Exceptions may be made in the case of articles that can have educational value when used properly and safely within the context of the school program. Permission from the school administration must be sought and granted in writing. The item in question must be brought to school and stored safely under adult supervision until needed.

The school will report the unauthorized possession of firearms, weapons, and other dangerous articles to the appropriate authorities in observance of all applicable statutes.

Consequences may range from a warning to expulsion, depending on circumstances such as intention, the danger posed, and whether it was a first or repeat offense.

#### **Breaking the Law**

- Students who break federal, state, or local laws while enrolled at the Waring School may be held accountable by the school for their actions and face disciplinary measures imposed by the school.

Consequences will depend on the seriousness of the crime. The school reserves the right to dismiss students who have been convicted of criminal activity.

#### **Assault and Battery**

- Threatening or doing intentional physical harm to another person is prohibited.

Consequences will vary according to the severity and frequency of the offense, the degree of provocation, and other extenuating circumstances but may include suspension (short- and long-term) as well as expulsion.

### **Stealing**

- Stealing is prohibited on campus or while involved in school programs.

Consequences will depend on such circumstances as the value of the stolen item, intention, and whether it was a first or repeat offense. Consequences may range from restitution/compensation with warning to expulsion.

### **Dishonesty**

- Students who lie directly or indirectly by withholding the truth are accountable for their dishonesty.

Consequences may range widely from warning to expulsion, depending on intention, mitigating circumstances, and previous disciplinary record.

- Cheating and plagiarism are forbidden.

Consequences: First offense: warning, notification of parents, no credit for results of cheating, work must be re-done. Second offense: no credit for work, work re-done, conference with parents, notation in file. Third offense:

no credit for course, suspension or expulsion.

Academic dishonesty by students in CORE or Group 1 will be addressed on a case-by-case basis, depending on the gravity of the offense and other mitigating factors such as the student's comprehension of what he/she has done.

### **Vandalism and Reckless Endangerment**

- Vandalism or the intentional destruction of school buildings, property, or environment is forbidden.

Consequences: Students committing minor acts of vandalism will be disciplined according to the damage sustained and previous disciplinary record. The cost of repair or replacement is the responsibility of the student who caused the damage. Repeated acts of minor vandalism will result in suspension and possible expulsion. Major acts of vandalism or the intentional destruction of school property will result in expulsion.

- Students may not engage in reckless behavior that endangers the life, health, or well-being of anyone in the community.

Consequences: Suspension and likely expulsion.

## **IV. BASICS OF THE SCHOOL DAY**

### **Hours**

School begins at 8 a.m. and all students must be at school no later than 7:55 a.m. (even earlier, if possible) so that classes can start on time—we have a lot to do in a day.

Generally, dismissal time is 5:00 p.m. on sports days, 4:00 p.m. on Mondays and 3:15 p.m. on Thursdays; but sporting events, play practices, College Bowl and other special circumstances, such as CORE's early release option, can lead to variations in the afternoon schedule. The school makes every effort to communicate

these changes in advance—please, be sure to read the calendar, the special notices and the sports pick-up times published online in *Le Mois Prochain* every month.

### **School Cancellation**

Occasionally, school must be cancelled or the opening delayed. You will be called in the morning through the Waring Snow Tree. The news will also be posted on the Waring website ([www.waringschool.org](http://www.waringschool.org)), recorded on the school phone (978-927-8793 ext. 650),

and announced on channels 4, 5, 7 and WBZ 1030.

### **Attendance**

The simple rule here is that you should attend your classes and be on time. If you arrive at school late, sign in at the front office. If you are chronically late either in getting to school or getting to any class, you may risk receiving No Credit.

Once you've arrived at school, you should not leave the campus during school hours for any reason without permission from the Headmaster or Assistant Head. Even then, you need to sign out at the front desk and sign back in when you return. In the case of a doctor or dentist appointment, you should bring in a note from a parent explaining where you're going and when you'll be leaving. If you must have frequent appointments, try to schedule them so that you're not always missing the same class.

### **Health Examinations**

Please note that Waring School does not conduct or require the health examinations that the Commonwealth of Massachusetts requires for all public school students. We recommend that you consult with your health care provider, your local school committee or your local board of health for information about these examinations and to ensure these exams are carried out for your children.

### **Illness**

If you get sick during the school day, you should go to the office—be sure to ask permission from your teacher. If necessary, the receptionist will give you permission to call your parents to arrange for a ride home. She may suggest that you rest in the "sick room" for an hour or until your parents arrive. Always go to the office—do not call your parents or arrange to leave on your own.

### **Absences**

Any time you have to stay home from school due to illness, or are going to be significantly late, your parents should call the office first thing in the morning and let us know. Absence due to illness or other legitimate reason will be considered excused if your parents have informed the office in a timely manner. Absences without such notification will be considered unexcused. Lateness due to a doctor's appointment will be excused if the student brings a note from the doctor.

Days missed in observance of recognized religious holidays are considered excused absences. Tell your teachers and the receptionist ahead of time if you plan to be absent for any religious observance.

We strongly discourage the use of school time for vacations. Our calendar makes a generous allowance for vacation time during the academic year, and we hope that you will plan family travel and recreation for these scheduled breaks.

If it becomes necessary for you to miss school for some good reason, your parents must request permission in advance from the Assistant Head or the Headmaster. When permission is granted, it is your responsibility to make arrangements with your teachers to get assignments in advance and to notify your tutor that you will be away from school.

Seniors may use up to three school days ("excused absences") during the year for visiting colleges, provided that they have followed the above procedures.

Keep in mind that whenever you are absent, for any reason, it is your responsibility to keep up with assignments, get copies of class notes, and take any tests you have missed. Although it rarely happens, if you miss more than 10% of classes in any one subject during the term, that alone can be grounds for No Credit in a course.

## **Lunch and Breaks**

Lunches are brought from home and you are welcome to use the microwaves in the House kitchen and Grande Salle. You should only use the ovens and the griddle with permission from, and in the presence of, a member of the faculty or staff. If you forget your lunch or misplace it, don't panic. Other people usually have food to spare and share. You won't go hungry.

There are two scheduled breaks in the school day, one between second and third period in the morning and one just before sports in the afternoon. These are opportunities to have some kind of snack (brought with you from home) if you choose to.

The lunch break is usually fifty minutes long. On Tuesdays, tutorials have lunch together (bring a lunch that doesn't require a microwave).

Eating **MUST** be confined to the following designated areas (except for Tutorial lunch or at the discretion of faculty):

### Breaks:

- Outside
- Forum—Lobby only
- School—Grande Salle only
- Barn —Locker area only
- Theater—Foyer only
- House— VH Room, Soirée Room, Café, Snake Room only

### Lunch:

- Outside
- School—Grande Salle only
- House—VH Room, Soirée Room, Café, Snake Room only

### Do NOT eat in:

- School office area
- Theater and Atelier
- Gym
- Any of the libraries, including music
- Library (a.k.a. Green Couch Room)
- Forum (except Lobby at Break)
- Classrooms, hallways, darkroom; project, music, and art rooms
- Bathrooms
- A/V rooms or areas where there are computers, electronics, or musical instruments.

*No matter where you eat, indoors or out, you must always clean up afterward.*

## **Attire: Everyday and Dress Day**

The guideline at Waring is that clothing and overall appearance should be appropriate to and not a distraction from the environment of learning. That's fairly general but we're willing to offer a few specifics, too:

- Clothing must be clean and in good repair.
- No clothing with offensive slogans or pictures.
- No "ripped" clothing.
- No exposed underwear.
- No overly revealing clothing; no beachwear.
- Hats may not be worn in classes or during other organized school activities (field trips, chorus, etc.), but may be worn between classes.
- Hair should not be dyed any color that does not grow naturally on the human head (e.g., auburn is okay, purple is not).
- Jewelry must be removed from any pierced places before sports (therefore it may be easier not to wear it to school in the first place).

By tradition, every Monday was Dress Day. Observance of Dress Day is now optional; the traditional guidelines remain the same—clothing and overall appearance are even better than on the other four days of the week. Boys wear nice pants and a collared shirt, tucked in; they may wear jackets if they prefer. Girls wear a dress, skirt, or dress slacks (something better than everyday pants). Sneakers are not to be worn; nice shoes for everyone are encouraged, but keep the weather and the terrain of the campus in mind before you opt for high heels or anything too fancy.

Frequently, but not always, we ask students to wear Dress Day clothes on field trips.

The issue of what's appropriate to wear to school is, of course, really a judgment call. What we hope is that we can rely on your own good judgment,

but, when necessary, any final judgment will be made by the Assistant Head or the Headmaster.

### **Lost and Found**

There's a Lost and Found in each building. Please check them first before making further inquiries or making announcements about lost items.

### **Student-Run Events**

There are usually a number of student-run events during the year, for both fun and fundraising. We encourage these initiatives but ask that you work within the Guidelines for Student-Run Events (Please see Assistant Head).

### **Student Driving**

Driving on campus is a privilege, not an entitlement.

- Students are expected to observe all applicable traffic laws.
- The school reserves the right to revoke driving privileges in the case of any student driver who

disregards the safety and well-being of pedestrians or other drivers.

- Students may not leave campus in their cars during the school day unless explicitly authorized to do so.
- Student drivers may not drive other students during the school day, in conjunction with school events, or on school trips.

### **Visitors**

Visitors, except applicants, must sign the visitors' book at the Office when they arrive on campus during school hours. This policy applies to all visitors, including alumni as well as friends and family of students or staff. It does not apply to guests of residents when they are visiting a campus residence.

Guests who wish to attend classes must seek permission in advance from the Assistant Head.

## **V. ACADEMIC PROGRAM**

At Waring, we study the liberal arts: Math, Music, Art, Theater, English, French, History, Science and Literature. We also play sports, meet in tutorials, do community service, publish a school newspaper and yearbook, sing in the school chorus, play in the orchestra, perform in plays and soirées, compete in College Bowl, the New England Math League and the Grand Concours. We take trips to Canada and France and other places. Our days are good and full.

Your own schedule will depend on a few factors including what group (grade) you're in, what levels you've reached in math and in French, and what your special interests are.

We won't even try to list all the specifics of the curriculum here, but we'll explain a few parts of the program that you should know about:

### **Tutorial**

At the beginning of the school year, each student is assigned a faculty tutor. Your tutor will offer help and guidance throughout all areas of the school program. Each tutorial has 10 to 14 students and one or two faculty, and you all meet together twice a week. Also, your tutor will meet with you and your parents for at least two scheduled conferences during the year and will work to keep communications open between your family and the school.

### **Evaluations**

These are Waring's version of report cards and are mailed home at the end of each semester. They summarize what's going on in each of your classes—the books you're reading, papers you're writing, projects you're working on, tests you've taken—and then report specifically on your progress

in that class: what you've accomplished, how you contribute to the class, where you might improve.

Waring doesn't give traditional letter grades, determine grade point average, or rank students. For every course you take, you'll receive "Credit", meaning that you fulfilled all the course's general requirements; "No Credit," meaning that you did not; or "Incomplete."

Usually, you'll have plenty of warning if you're at risk of getting "No Credit." Midterm reports, mailed out half way through each semester, indicate the current status of your work.

A teacher may give an "Incomplete" when there's a justifiable reason (e.g., extended illness). To receive "Credit", you must make up the work by the date the teacher specifies. Outstanding "Incompletes" will be converted to "No Credit" by the beginning of the next academic year unless there has been provision otherwise.

In unusual circumstances, the faculty of a department may elect to "Withhold" a student's credit status for the first semester and in June determine credit status for the full year.

### **Honors**

From Group 3 (10th grade) on, courses in Humanities, Science, French, Math, Writing, Art and Music may be taken on an Honors level. Honors is not equivalent to an "A". Rather, Honors means that your level of work, commitment and achievement is significantly beyond what is regularly required and, often, that you have made a recognizable contribution to the school community in terms of the particular subject. If you want to work at an Honors level in a class, you should confer with the teacher early in the semester.

### **Music Lessons**

At least two years of instrumental or vocal lessons, or their equivalent, are a basic expectation for each student.

Music lessons are available at school to students who show the interest and commitment for such study; if you're already taking private lessons outside of school, you may continue to do so. New students who exhibit an acceptable proficiency on an instrument can meet the requirement by passing an audition. Students may also fulfill the music lesson requirement by completing a keyboard/theory course.

Lessons at school are scheduled by the Director of Music, Steve Smith, who makes arrangements for you to be excused from another scheduled class. They're usually weekly lessons, lasting from 30 to 45 minutes.

You need to remember to show up for your lesson on time and to bring your instrument and music. It is your responsibility to inform your teacher the night before if you're going to miss your music lesson for any reason.

The cost of lessons taken within the school is included in tuition, but if you want to take lessons on two instruments (and are willing to practice), an additional fee will be charged for the second lesson.

### **Sports**

Waring offers four interscholastic sports: soccer and cross-country running in the fall, basketball in the winter, and lacrosse in the spring. Basketball is optional for grades 8-12. Interscholastic sports requirements are as follows:

- Entering 6<sup>th</sup> graders: 3 years of Waring soccer and lacrosse
- Entering 7<sup>th</sup> graders: 2 years of Waring soccer and lacrosse
- Entering 8<sup>th</sup> graders: 1 year of Waring soccer and lacrosse
- Entering 9<sup>th</sup> graders: 1 year of Waring soccer or running and lacrosse or running
- Entering 10<sup>th</sup> grade & above: no team requirements

After completing these requirements, students may choose an alternative sport or activity such as theater, running, yoga, or dance.

CORE students have the option of going home during the winter season (see CORE Handbook for details). All other students participate every season, except seniors who may “opt out” of one. To exercise that option, seniors must petition the faculty through their tutors, indicating how they intend to spend this time (it is not acceptable to use senior option merely to go home early).

### **Homework**

At Waring, homework can mean a lot of things. Along with the usual reading, writing and solving math problems, Waring homework can mean regular practice on your musical instrument, sketching in a sketchbook, listening to music, or speaking French into a tape recorder. As part of your responsibilities you will write many “notecards” (a notecard is Waring’s name for writing that “thinks about” some aspect of a reading you have done for class).

The approach and content of the homework at Waring can feel foreign and may be overwhelming to new students, but rest assured—after a few months you’ll be able to write a notecard more easily than you thought possible. You will never be assigned “busy work”, that is, work intended to keep you busy at home. You will, however, undoubtedly be busy, sometimes too busy! If you find yourself continually swamped with homework, communicate with your teachers and your tutor to figure out why and what can be done.

We discourage students from working at jobs that require considerable outside-of-school time. In cases where students do work, we expect that their Waring commitments come first (including sports and performances, as well as academics).

### **Teaching Assistants**

Qualified juniors and seniors may petition to work with teachers in the various departments of the school as

Teaching Assistants (TA’s). As such, they may help teachers in planning and teaching classes for younger students. We are very careful that such teaching not interfere with the student’s own academic program. In the Writing program, TA’s will usually co-teach a section of CORE or Group 1 under the guidance of an experienced writing teacher. Writing TA’s are also responsible for assessing student work and writing student evaluations. All TA’s participate in regular sessions on the art of teaching.

Guidelines for TA’s are:

- They are in good academic standing.
- They demonstrate competence in the specific subject that they will teach.
- They exemplify the values of the school, inside and outside of it, just as we expect of all Waring teachers.
- They are mature and responsible, ready for leadership.

### **Qualifying for Senior Intensive Study**

Waring offers a challenging set of experiences for all students throughout their time here. There are opportunities for Honors, independent study, and teaching assistantships. That said, we acknowledge that in certain cases and in certain academic areas, a student may wish to pursue a more independent path.

The idea behind Senior Intensive study is this: 1) to encourage students to work toward goals in various areas of the academic program, and 2) to allow for more depth and individualized study in a school that consciously promotes breadth and a common curriculum. Therefore, interested seniors may petition the faculty to modify their customary program in order to work intensively in an area of personal passion. For further information about qualification guidelines, see Charles Newman.

## **Computers**

There are Macintosh computers and printers available for your use throughout the school. Most of these computers are equipped with file translation software that allows them to open and read PC files (especially those saved in "text" or "RTF" formats). You will be given space for file storage on the network file server, but you should back up important files to your own USB drive.

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 privacy of other users' files and passwords.

In order for you to use Waring's computers and Internet connection, you and your parents will first need to read and sign the school's Technology Acceptable Use Agreement (see *Appendix iv*).

You may only use the school's computer resources in ways that have to do with program or community activities of the Waring School. You may not access or create material that would be considered inappropriate within our school community.

You may use e-mail, for academic purposes, on an occasional basis. When e-mailing documents to yourself, it is best to paste them into the body of the e-mail, as attachments do not always transfer successfully.

We also ask that you not make any hardware or software changes to the computers or the network without first getting approval from Matt Taylor, Director of Technology.

## **Field Trips**

You go places at Waring—to the symphony, to science laboratories, to museums, to the beach to study rock formations, to nearby libraries to research term paper topics, or, sometimes, simply to lunch with your tutorial group. No matter whether you're at a museum or a pizza parlor, we count on you to follow the same guidelines about conduct and attire that

you follow on campus—and to be aware that you're representing the school wherever you are. Mostly, we're glad to say, we get glowing reports about Waring students from the places they've visited.

For any trips that last longer than a single class period, information will be sent home about the destination, means of transportation, departure time, return time, costs and teachers responsible for the group. Parents sign a permission form covering all trips prior to the start of each school year.

In addition, a separate release form for each overnight trip must be signed by both students and parents. Students will not be permitted to participate if the signed form has not been turned in to the Office prior to departure.

## **All-School Meeting**

Four times a week, the entire school gathers as a community. You'll hear daily announcements, presentations by faculty, other students and guest speakers. You'll participate in discussions about school issues and concerns. Sometimes you may even find yourself leading the meeting. All-School meeting is as much a part of the academic program as any of your classes, so be there and be on time. The monthly schedule is now on the Waring website.

## **Camping Trip**

The school year opens with a three-night camping trip to New Hampshire, an essential part of the year's beginning. This is where you will find out who your tutor is and who's in your tutorial. You'll discuss summer reading, participate in academic focus groups, play soccer, and get to know people. More information and lists of what you'll need to bring are mailed out in late summer.

## **End Term**

During the last three weeks of the school year, after graduation, the rest of the school starts End Term. Juniors

depart on their annual Trip and everybody else has the chance to focus on an area of interest— theater, community service, etc.—or, perhaps, to discover an entirely new

interest— archeology, boat building, web design, etc.

Many End Terms have travel components. End Term course offerings vary from year to year. You'll get more details about them in the spring.

## VI. EVENTS

### **Convocation**

Convocation is our formal opening ceremony each year, and everybody dresses up a little bit. All students are required to attend and each new student is presented to the rest of the community. All Waring families are invited. In recent years, Convocation has immediately been followed by an all-community picnic (the Fête), which means good food and other diversions on the Quad. The picnic may be followed by a couple of home soccer games.

### **Winter and Spring Concerts**

These are our two major musical events of the year and feature performances by Orchestra, Madrigals, ensembles and choruses, among others. Everybody takes part and all Waring students are required to attend. Usually there are special dress requirements and you'll be told about those ahead of time.

### **Soirées Musicales**

These usually take place on Friday nights about six times throughout the school year, and they provide students with the chance to perform musically in a relaxed setting. If you study a musical instrument or voice, you're expected to perform in at least one Soirée Musicale a year. Everyone is invited to attend the Soirées. Tutorials take turns providing and serving refreshments.

### **Theater Productions**

Theater is an important part of our program. Theater Team is offered as an

alternative to after-school sports and there is often a theater elective. There is also a place for student-directed productions at Waring. There are various performances throughout the year, ranging from French skits during All-School Meeting to full-scale musicals open to the public.

### **Grandparents/Special Friends Day**

Grandparents/Special Friends Day is an annual event that allows grandparents and family friends to see what it's like to be a Waring student. Guests tour the campus, visit classes, join in on seminar discussions, attend All-School Meeting, and enjoy a fantastic luncheon prepared by parent volunteers. Grandparents Day is a great way for your extended family to share in Waring activities.

### **Baccalaureate and Distribution des Prix**

At Baccalaureate, the day before Commencement, we award school prizes, recognizing publicly the excellence and achievement that we value. All students are expected to attend and all families are welcome.

### **Commencement**

Commencement is always a special occasion. Not only are diplomas conferred, but the graduating seniors participate by giving memorable speeches and performing music. All Waring students are expected to attend. All families are invited.

## VII. COMMUNICATION

### Phone Calls

If your parents need to reach you at school, they can call the main office and a message will be posted for you on the bulletin board across from the office or put in your mailbox. It's a good idea to check the message board when you go by—and also to let other people know if you notice a message posted for them. Do remove your message once you've seen it. We do our best, but we can't always guarantee that messages will get delivered.

### Cell Phone Use

Students are permitted to bring a cell phone to school, but it must be switched off and out of sight during school hours.

If you need to make a call for some good reason, you may do so, but only under the supervision of a teacher or an administrator or in the office. Parents who need to reach you during the day should call the office (see above) rather than interrupt classes.

Please note that text messaging and playing games are not allowed. Unauthorized use of cell phones may result in their confiscation.

### Parent Communication with Teachers and Tutors

For a question about a specific class or assignment, we encourage you to contact your child's teacher directly. Misunderstandings and problems can often be avoided by communicating as soon as an issue arises.

Each Tutor has a dozen or so tutees for whom he or she is responsible. You should contact the Tutor regarding any question or issue about your child's overall progress in the Waring program. You will also meet with Tutors during the two scheduled conferences around midterm.

Teachers' voicemail extensions and telephone numbers are listed in the school Roster, but, please, do not call

teachers at home after 9:00 p.m. without specific consent.

### Administration

- Student Affairs: Call Dorothy Wang (ext. 226) about any matters pertaining to student life, discipline or tutorials.
- Admissions: Call Dorothy for information about applying to Waring School. Many prospective students are referred to us by current Waring families, and we welcome such input to our admissions process.
- Tuition, Billing, Financial Aid: If parents have questions about a student's account or about financial aid, they should call Pam Basso or her assistant Jeanne Havens in the Business Office (ext. 331).
- Academics: Charles Newman (ext. 225) coordinates the academic program.
- Academic Administration: Page Gentleman (ext. 332) will help with questions regarding evaluations, transcripts, and academic records.
- College Counseling and Testing: Peter Smick and Page Gentleman handle college counseling with the juniors and seniors. PSATs are given at the school in October to all sophomores and juniors and are offered as an option to 9th graders. SAT bulletins are available in the front office of the school. Dates for the SATs are posted in the school and are noted in *Le Mois Prochain*.
- Development: Michele Mann (ext. 334) coordinates all development activities at the school, as well as certain events such as Grandparents Day; she is also the Parent Group liaison.
- Communications: Sieglinde Lavery-Nicholas (ext. 335) coordinates communications including e-mails, publications, and public relations. She works with Michele on fundraising and community events.

## Parent Group

All Waring parents are members of the Parent Group. They hold four to five meetings a year to discuss upcoming events, the program, and issues of general interest to parents.

The parents are involved in many community-wide events during the year, such as Grandparent/Special Friends Day, Graduation, Junior Trip Auction, and Faculty Appreciation Dinner. Class representatives help with activities both in and out of the classroom as needed.

Parents can be involved in other ways as well: volunteering in the office, making costumes and building sets, giving an All-School Meeting, sharing expertise in a class. For more information, please call the PG Chairs.

### Parent Group Chairs 2007-2008

Helen Lewis	(978) 922-5222
Leslie Lyman	(978) 927-7707
Tom Perkins	(978) 356-5705

### **Communications, Publications, and [www.waringschool.org](http://www.waringschool.org)**

The Communications Office provides information to parents through three major venues:

- The newsletter, *Le Mois Prochain*, is published online at the beginning of every month and contains the calendar and other information for the upcoming month.
- A scheduled mid-month email is issued with updates and urgent information.
- We post daily messages on our website, and advise families to bookmark it for easy reference. We rely on families to check the page for emergency notices, school closings, and daily information.

To avoid rejection of electronic school communications by your computer, please add [communications@waringschool.org](mailto:communications@waringschool.org) to your address book.



## VIII. APPENDICES

### *Appendix I: A Preface to Waring: What It Means to Belong*

"I often ask applicants what they think of Waring after experiencing it first-hand during their two-day visit. More often than not, they reply that it didn't seem like school to them. From this honest and somewhat bold response, I have discovered an entry point into an interesting discussion about the nature of school in general and about what makes Waring different in particular. Kids pick up very quickly on the things that stand out as departures from their usual school experience. Waring has no institutional buildings with long, dark corridors. The campus is large and spread out with lots of different and interesting places to be. At the same time buildings are inviting and on a very human scale. Classes are small, with students and teachers seated in a circle or around a table engaged in discussion. Everyone is encouraged to speak up, to find his or her own voice.

"Prospective students almost always remark on the fact that you don't have to raise your hand before you speak at Waring. They also notice right away that everyone, including teachers, is on a first-name basis. When they ask the reason for this, I find myself reminded that what seems routine to me after years of Waring life may strike the newcomer as very much out of the ordinary."

The above words are Peter Smick's, from a previous Waring catalog, circa 1994. You may wonder why we quote them here, in the introduction to a revised section on discipline. The answer will become clear, we hope, as we lay out the underpinnings behind the Waring way of discipline. Stated simply, we are trying to answer an essential Waring question: why do we do what we do? And, at least by implication, we touch upon another fundamental question: why don't we do what schools more typically do, lay out

a rule book that clearly delineates imaginable infractions and the necessary consequences that result? You don't have to agree with us, of course, but we want you to understand that this is the community we are, have historically been, and intend to remain.

We can't simply cut to the discipline chase, for the school's *raison d'être*—and its day-to-day being—are, in a real sense, the chase. The "Waring Way" is a phrase bandied about easily these days, but it's a phrase that makes many of us nervous, and rightly so. We're not sure that there is a Waring way, but we are sure that there are conflicting perceptions about the phrase's meaning. Perhaps it's better first to look backwards at ourselves, in order to gain perspective.

Back in the early 1980s, in a previous catalog incarnation, we proclaimed this about ourselves: "The Waring School is by no means an academic community only, one of students and their teachers. It is first of all, we would like to think, a community of caring, responsive, and responsible individuals, a place where individual achievement and excellence are no more important than the spirit of cooperation and happiness that characterizes the environment as a whole. For we believe that knowledge and skill of mind, while important, are not as important as loving the right things. From this perspective school is not so much a place to learn, a place to take from a teacher, as an opportunity to grow in knowledge of one's own worth and the worth of the community of which one is a part."

In the above ways, at least, Waring has not changed. We have grown larger, of course, and we have become more formalized in obvious ways. But we have insisted on preserving and cherishing the community outlined in

that catalog's words, insisted on remaining more community than school, and where we must, more school than institution. The community we aspire to be is "caring, responsive, and responsible." It loves "the right things"—and is not afraid to make judgments about what those might be. Moreover, it is engaged not only in the "knowledge of one's own worth" but also in the "worth of the community of which one is a part."

Returning to the original paragraph, we might ask ourselves this: why do prospective Waring School students sense quickly that we are "very much out of the ordinary"? What connection is there between the student who does not raise his hand and the eighth grader who runs an All-School Meeting about EpiPens? What links these observations about our ordinary Waring selves with the remarkable dignity, maturity, humor, self-confidence, and often, let us say it boldly, wisdom of our students at such events as Convocation and Graduation? What makes Waring kids speak so well, formally and informally, in such quirky, atypical, and frankly interesting ways? Why do these signal events serve as paradigms for the community, showcasing the school at its best? How do these things happen, year after year, though the students change, the teachers, less frequently, change, and the external demands on the school most certainly change?

Almost everyone in the community appreciates our excellent outcomes: our plays and concerts, for example, and our Convocations and Graduations—as well, of course, as the matriculation of our students at fine colleges. We like these too, and we also like the success that our students experience at their respective colleges and beyond. But as insiders we understand that something much more remarkable occurs at Waring: our students learn to look within themselves, both to build and discover themselves. They learn to ask hard questions of themselves and of us,

troubling questions at times, genuine rather than merely conventional questions. And, more importantly, they learn to look outside of themselves, to discover "the worth of the community of which one is a part." This is what we mean by a learning community; this is the "outcome" that truly interests us. But how does this happen? In many ways, of course, but the most compelling reasons for our students' growth, we believe, are *trust* and *freedom*: by trusting our students and carefully granting them freedoms not typically accorded, we give them opportunities to change themselves.

It is not incidental that our youngest Peter calls our eldest Peter by his first name. It is not incidental that students speak in class without raising their hands. It is not incidental that our students receive lengthy narrative evaluations rather than traditional grades. It is not incidental that juniors and seniors teach sixth, seventh, and eighth graders, and that these experiences are often highlights for both the TAs and the students. It is not incidental that students direct plays of their choosing—such as the stunningly ambitious production of Tom Stoppard's *Arcadia* this winter—and that they do these marvelously well. It is not incidental that our students sketch easily, skillfully, and naturally in museums around the world. It is not incidental that we risk failure—and typically achieve success—by asking our students, all of them, to perform such seemingly impossible musical pieces as *Carmina Burana*. It is not even incidental, we would argue, that Waring students play beyond their expected athletic means, given the size of our school. It is not incidental that our graduation ceremonies are long, though our class sizes are small, since each senior is given the chance to speak and/or perform. This takes time.

Moreover, it is not incidental that we exercise our considered judgments rather than create a rigid code of discipline. We must give ourselves the

freedom to *contextualize*: i.e., we must use our judgment in discipline matters just as we use our judgment in hundreds of other matters at school. We must trust our students, while simultaneously guiding and assessing them, in order to help them discover themselves. Ultimately, though, the students must own their work and lives. This is a difficult, time-consuming, often untidy process, but we believe in it: such a notion of mutual trust is at the core of Waring.

Our experiences at school are fostered through close and sometimes intense community. We would claim still more: our students become what they do, we believe, largely because we entrust them with loving and weighty responsibility. Waring must grant its students such freedoms as those described above, must create a climate of trust: we have never depended on rules and regulations to shape behaviors, and we cannot begin to depend on them. If we begin to do so, we will surrender our very character.

Some may object that Waring is striving for ideals, rather than acclimatizing itself to the so-called “real world.” To this we plead “guilty as charged,” though we insist on explaining that our ideals create our identity. Waring is about striving for *arête*, for human excellence, that is: it is about the struggle to improve our selves, our community, and the lives we live together every day; it is, as Socrates would have said, not only about self but

also about community examination, about moral as well as intellectual examination. In living such community lives, we continually adjust to very human realities, as every good teacher adjusts to the reality of students in the classroom. But we cannot adjust by abandoning our core values of freedom and trust: we must strengthen them instead, must lessen the gap between real and ideal. We also must do a better job of helping students, parents, and prospective families understand what we are, what we are not, and what it means to be a member of our community. This was Philip and Joséé’s vision thirty-five years ago: now it is a day-to-day reality. The proof, as they say, is in the pudding. We would not want it, nor have it, any other way.

When things go amiss, as they do in all lives and all communities, we strive to respond as a “community of caring individuals”: we still try to “love the right things.” Through our disciplinary procedures we remind our students, in one way or another, and as outlined in the next sections, that they must choose us, not only at the outset but in their everyday actions. When we accept a prospective family, we are really saying this: “We hope that you will choose us, knowing who we are, and that you will continue to choose us.” At Convocation we convene the community formally; informally, however, we convene the community every day. We must choose to belong to Waring, day after day after day.

## ***Appendix ii: Why We Have Rules (and Consequences)***

Waring has always tried to have as few rules as possible. And why not? Hardly anyone likes rules. We are naturally a little suspicious of people who seem to like having lots of rules to follow. And, as hard as it may be to believe, Waring teachers are generally no fonder of rules than their students. For one thing, they don’t like having to enforce them. Most Waring teachers, in

fact, view enforcing rules as one of the least enjoyable aspects of their jobs. All of this is why we took so readily years ago to Camper Dave’s famous two rules for doing almost everything from rock-climbing to poaching an egg: don’t be mean and don’t be stupid. Camper Dave was really on to something here. His rules are practical, easy to remember, and cover a lot of ground. It

is amazing how much trouble you can avoid by observing just those two simple requirements, which begin and end with the inescapable fact that most of our problems come from bad ideas or bad feelings, and often from both.

As annoying and inconvenient as rules tend to be, however, we have had yet another and deeper reason at Waring for preferring to keep their number to a minimum. We have never wanted to define the life of our school community in terms of negatives—in terms of what we are not—and rules tend to do this by their very nature. Rather, we have always tried to define our school life in terms of the positive values and ideals that form the core of our mutual commitment and shape our experience together as learners and teachers. Of all the reasons to be at Waring, this is the most important: to invest in the core values that stand at the center of our life together and make possible the wonderful results that we enjoy and benefit from. On the other hand, a community that gets too caught up in rules—in defining the things that lie most distant from its core values—can easily begin to lose track of why it is there in the first place.

Investing ourselves in the school and its values is, of course, a choice that all of us made in an official way when we first came to Waring. Otherwise, why would we be here at all? But it is important to recognize that choosing Waring is not a one-time deal. It is really a matter of investing ourselves in the school again and again in the choices we make on a daily basis. These abundant informal choices are what define us in our relationship to the Waring community. When these are good choices, we grow as human beings, we become more fully integrated with our peers and teachers, and we are drawn more closely into the center of community life. Bad choices have the opposite effect: they inhibit healthy integration with others, they isolate us, and they ultimately move us away from the center to the margins of the

community. Enough bad choices close together or a single bad choice that is sufficiently grave may even disqualify us from being in the community altogether. Making consistently bad choices is usually a pretty good indication that an individual has disengaged from the community in a fundamental way.

This is where rules come into the picture, though ideally we should not need them. Rules are necessary to help us distinguish between good and bad choices, because, being fallible human beings, our ability to discern the difference is not always what it should be. The justification for rules is that they help us to make good choices, choices that draw us further into the life of the community and closer to the positive values that define that life. “Good” rules do just that. They are not the destination itself, but, like traffic signs, they indicate what direction we should take when the route is not certain or when we are off the route altogether. Rules that do not perform this function are not worth having. They are little more than a collection of “dos and don’ts” that make our lives more onerous.

At Waring, the purpose of the rules that we have is to point us in the right direction, to assist us in making good choices and avoiding bad ones. They also serve to define the limits of acceptable behavior, making it clear when someone has gone beyond the school’s values to such a degree that they may have invalidated their claim to be considered a part of the community.

It is quite possible, of course, to do the right thing without even being aware of the rules. This is what most of us do most of the time. It happens because the right action is so often implied in our shared values. We don’t need to consult a rule book to tell us that it is wrong to be disrespectful of our peers or their property. We just know this; it is implicit in the values that we share within and beyond this community. The paradox of explicit written rules is that they are probably

doing their best work when we are least conscious of the fact that we are following them.

Rules are most effective when they are internalized, when they have become so much a part of us that our actions proceed directly from our values without having to take a detour through a rule book. This is why the most successful rule book is usually the one that spends most of its time sitting on the shelf gathering dust. It is also why formulations like the Golden Rule (“Do unto others as you would have them do unto you.”) and the two rules of Camper Dave have such an appeal: they are easily internalized and readily acted upon. We *hope* that this is the fate of all rules at Waring.

But, sometimes this is not so. Sometimes, the rules are broken, and the values they represent are forgotten. When this happens, consequences must follow. Whether these are mild or severe will usually depend on the nature and seriousness of the rule in question. We all have a deep-seated feeling this is as it should be, that “the punishment should fit the crime.” We would naturally feel a sense of injustice if someone who had stolen something very valuable, like a Rolex watch, was punished by merely having to sit in a chair for five minutes. Similarly, if being just three minutes late to school resulted in a student being suspended from sports for a week, we would likely feel that this too was unfair. But what if, prior to this last “tardy,” that student had been late to school every day for a month? We might, then, be willing to say that the suspension was justified by the circumstances, that a more severe

consequence was in order. This is often how it is with consequences: the circumstances make a difference. Because of this, the same rule may be interpreted differently with different people at different places and times.

Finally, though we may feel strongly the justice of consequences, do they really have a practical value? Do they really make us better people? Couldn't we just have the rules and skip the consequences? It may seem, from what we have already said about the importance of internalizing rules, that consequences may not ever need to enter the picture. But this is simply not true. The only way to keep consequences out of the picture is to keep the rules in the background. And the only way to keep the rules in the background is by keeping them, period. Once rules come front and center, usually by being broken, consequences must necessarily follow. But, it is to our lasting benefit that they do, because consequences—hold on to your hats—are tools of learning! They are tools that help us to remember and learn from our mistakes in much the same way that rules are tools that assist us in making good choices. When consequences are light, we tend to take them in stride and move on. It is when they are heavy that we notice and resent them because they interrupt our lives and force us to be aware of things about ourselves that we would usually rather forget. Let us remember that learning and growth occur at these moments, too. Living with rules means living with their consequences. Rules with consequences are real and can make a difference in our lives.

### ***Appendix iii: The Discipline Committee***

The Discipline Committee consists of four members of the faculty or administrative staff plus the Assistant Head, who serves as chair of the committee. The Headmaster appoints members of the Discipline Committee to

two-year terms. Members may not serve consecutive terms unless they remain off the committee for one year before reappointment. Terms are “staggered” so that there are two new members of the committee each year to take the

places of two retiring members. The Assistant Head is an ex officio member of the Discipline Committee. Members of the Discipline Committee who have a personal “interest” in the outcome of a particular disciplinary proceeding are obliged to declare this interest, if it is unknown, and recuse themselves from the disciplinary process. The Headmaster may at his/her discretion appoint a substitute to serve in the place of a recused committee member.

When the Discipline Committee is convened the disciplinary process is as follows:

### **1. Investigation**

An investigation of the offense will be conducted by the Assistant Head, often in collaboration with the Headmaster. Teachers and administrators may assist in the investigative process, as they are knowledgeable and involved. Students, both those alleged to have broken rules and those not, may be interviewed as part of the investigation. The school reserves the right to conduct such investigative interviews without the presence of parents. The parents of a student who is being investigated will be informed in a timely manner, though not necessarily before the investigation is complete. Faculty will also be informed in a timely manner and their input sought as needed.

### **2. Deliberation by Discipline Committee**

The Assistant Head presents the results of the investigation to the Discipline Committee. The committee reviews these findings and deliberates with a view to determining appropriate disciplinary consequences based on school rules, the context of the infraction, and other circumstances. The Discipline Committee may ask to interview the student(s) in question, with or without the presence of parents. The committee may seek the advice of faculty, students, the Student Advisory

Council<sup>1</sup>, or other parties whose input they deem to be useful. The committee may ask the Assistant Head to reopen the investigation if it concludes that the facts are not sufficiently clear. When the Discipline Committee has finished its deliberations, its decision is presented to the Headmaster by the Assistant Head.

In addition to the before-mentioned disciplinary measures, the Discipline Committee may recommend any of the following consequences:

- **Disciplinary Probation:** Probationary status allows a student to remain in the school but defines specific conditions under which this will be allowed. These conditions will be put in written form and may include higher or additional behavioral requirements. Failure to follow the terms of one’s probation may result in suspension or expulsion.
- **Suspension:** When under suspension, a student is excluded from participating in the Waring program or school-related events for a specified period of time. This period may be as short as one day or as long as the balance of the academic year.
- **Expulsion:** Under expulsion, a student is disqualified from student status. A student who has been expelled may re-apply and be admitted to the school through the normal admissions process.

### **3. Headmaster’s Review**

After reviewing the decision of the Discipline Committee, the Headmaster has three options:

- To affirm the decision and proceed with implementation.
- To implement the decision with minor modifications.

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<sup>1</sup> The Student Advisory Council will consist of six students in good standing from grades nine through twelve, distributed as follows: 9th grade—1; 10th grade—1; 11th grade—2; 12th grade—2. Each representative will be elected by the members of his or her class at a time to be designated during the fall of the year. Representatives will serve one-year terms, ending when their successor is elected. Representatives may serve multiple but not consecutive terms.

- To return the decision to the Discipline Committee for reconsideration.

#### 4. Implementation

Implementation of Disciplinary Committee decisions is generally the responsibility of the Assistant Head. Communication of Discipline Committee decisions is a shared responsibility of the Headmaster and Assistant Head. This will usually involve a meeting with the student and parents, which is followed up by written confirmation of the decision. Communication with faculty and staff, students, and the wider community is handled in different ways, according to

the requirements of the situation. All communications to and from the Discipline Committee, as well as inquiries regarding the disciplinary process or outcomes, should be channeled through the Assistant Head. Individual members of the Discipline Committee are not authorized to speak for the committee as a whole.

#### 5. Appeals Process

Disciplinary decisions may be appealed in writing to the Assistant Head. Appeals may only be based on new evidence or extenuating circumstances. Appeals will be considered and responded to in a timely fashion.

### *Appendix iv: 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.

1. I agree to use Waring's Internet connection and computer resources only in ways that have to do with classes, programs, or community activities of the School.

2. I understand that I can use e-mail 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 e-mails, I will be polite and use appropriate language at all times. I understand that I can not use instant messaging software.

3. I agree not to seek out, access, or create material that is inappropriate within our School community.

4. 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.

5. I agree never to eat or drink near the computers, or to bring food into the computer labs.

6. 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.

7. 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.

8. 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.

9. 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 e-mail or USB drives.

10. I agree not to use the Waring computer network for commercial or illegal purposes.

11. I agree to assume that all information accessible via the Internet

and CD-ROM's 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.

12. 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.

13. I understand that the School reserves the right to suspend my network privileges if I do not follow these guidelines, and may take other actions as necessary to assure that these privileges are not abused.

Student's name (please print)

\_\_\_\_\_

Graduation Year \_\_\_\_\_

**Student acceptance:**

I have read and will abide by the terms of the Waring School Technology Acceptable Use Agreement. I understand that if I violate the terms of this Agreement, my privileges may be revoked and that disciplinary action may be taken.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Parent or guardian permission:**

As the parent or guardian of this student, I have read the Waring School Technology Acceptable Use Agreement. I understand that network access is designed for educational purposes. The Waring School will attempt to prevent access to inappropriate materials via its network, but I realize that it is possible for my child to encounter pictures or text that are objectionable. Therefore, I will not hold The Waring School or its employees responsible for materials viewed, acquired, or communicated on the Internet. I understand that if my child should violate the terms of this Agreement, his or her access privileges may be revoked and that disciplinary action may be taken.

I hereby give permission for my child to access the resources of the Internet at The Waring School.

Parent/Guardian name (please print)

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_