

Waring School HANDBOOK



Linoprint by Danielle Smick '98

35 Standley Street, Beverly, MA 01915

TEL 978/927-8793 FAX 978/921-2107

www.waringschool.org

Revised Summer 2011

WARING SCHOOL HANDBOOK

I.	INTRODUCTION	3
II.	CONDUCT AND HONOR CODE Waring's Honor Code Discipline at Waring	3
III.	CONDUCT AND CONSEQUENCES Alcohol, Drugs, Tobacco Stealing Harassment, Menacing Dishonesty Firearms, Weapons, etc. Academic Dishonesty Breaking the Law Vandalism, Endangerment Assault, Battery Bullying	4
IV.	BASICS OF THE SCHOOL DAY Hours Lunch and Breaks School Cancellation Attire Attendance Lost & Found Health Examinations Student-Run Events Illness Student Driving Absences Visitors Tardiness	7
V.	ACADEMIC PROGRAM Tutorial Qualifying for Intensive Study Evaluations Computers Honors Field Trips Music Lessons All-School Meeting Sports Camping Trip Homework End Term Teaching Assistants	10
VI.	EVENTS Convocation Grandparents/Special Friends Day Winter & Spring Concerts Baccalaureate Soirées Musicales Commencement Theater Productions	13
VII.	COMMUNICATION Phone Calls •Tuition, Billing, Financial Aid Cell Phone Use •Academic Administration Parent Communication •College Counseling & Testing with Teachers, Tutors •Development Administration: •Communications •Student Affairs Parent Group •Admissions	14
VIII.	APPENDICES i. Bullying & Consequences ii. Preface to Waring: What it Means to Belong iii. Why We Have Rules (and Consequences) iv. The Discipline Committee v. Technology Acceptable Use Policy	16

WARING SCHOOL HANDBOOK

I. INTRODUCTION

The Waring School was founded in 1972 by Philip and José 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 rules 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 for 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; may range from restitution/compensation with warning to expulsion.

Dishonesty

Students who lie, either 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.

Academic dishonesty

- Academic dishonesty is intentional misrepresentation of one's academic work. This includes presenting another person's words or ideas as though they are one's own (plagiarism), as well as using prohibited resources or receiving prohibited assistance on an assignment, and withholding that fact (cheating). Helping another student to misrepresent his or her work is also considered an act of academic dishonesty.

- Instances of academic dishonesty have serious academic consequences. In general, work that is tainted by dishonesty will not be accepted, and may not be redone for credit. A single occurrence of plagiarism or cheating may, therefore, cause a student to receive No Credit in a course. Academic dishonesty will usually be discussed in a student's evaluation, and may be discussed with the class as a whole if it is the teacher's judgment that the class community has been affected by the dishonesty.

- A second or third occurrence of academic dishonesty during a student's high school years will result in more severe consequences. Upon a second occurrence, a notation will be placed in the student's records describing the student's history of academic dishonesty. The student may also face suspension or expulsion for a second offense. Suspension or expulsion will be the usual consequence for a third occurrence of academic dishonesty.

- 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 & 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 are suspension and likely expulsion.

Bullying

- Bullying activity is strictly prohibited. Bullying has no place in a school such as Waring where learning depends so heavily on the mutual respect that we have for one another. It is therefore essential that we all play a role in preventing this anti-social behavior that is so toxic to the shared values that hold us together. Instances of bullying should be reported immediately to school authorities, such as your teacher, tutor, or any member of the school's administration.

- Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or of a physical act or gesture, or of any combination of these directed at another individual that:

- causes physical or emotional harm to that individual or damage to that individual's property;
- places that individual in reasonable fear of harm to himself or her-self or of damage to his or her property;
- creates a hostile environment at school for the targeted individual;
- infringes on the rights of the targeted individual at school; or
- materially and substantially disrupts the educational process or orderly operation of the school.

The school reserves the right to act unilaterally to end bullying when such intervention is necessary and appropriate. The school's disciplinary response may range from warning and educational measures to expulsion. The

school will report substantiated cases of bullying to the appropriate civil authorities in observance of all applicable federal, state, and local statutes. **For a complete description of our Bullying & Consequences Policy, please refer to Appendix i.**

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 and the special notices in *Le Mois Prochain*, posted online every month.

School Cancellation

In the event of school closure, Waring notifies families in four 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) a phone message is recorded at 978.927.8793, ext. 650; and 4) announcements are broadcast on TV Channels 4, 5, and 7, and WBZ Radio (AM1030).

Waring also takes part in the alert services offered by Channel 5 and Channel 7 News. If you sign up, you will automatically receive either a text message and/or an email that morning, in the event of school closure. *An email will be sent home each fall containing all necessary steps in order to sign up for alert services.*

Attendance

The simple rule here is that you should attend all classes and be on time. If you arrive at school late, sign in at the front office. If you are chronically late

either 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.

Tardiness

Recurring tardiness is a serious matter both for individual students and the school community. Being on time is the shared responsibility of the parents (to help ensure that students arrive at school on time) and the students (to get

to every class on time). The Waring school day starts promptly at 8 a.m. (including End Term). If a student is late they must check in at the front office before going to any class. A student arriving late may be refused entry to the class at the teacher's discretion. Lateness for field trips and End Term may result in the student not being able to join the day's activity.

After five late arrivals in a semester, an email notification will be sent to the parents, student and tutor. After eight late arrivals, a new email notification will be sent out and parents will be asked to come speak to the Assistant Headmaster. Eight or more late arrivals may affect a student's credit status. In addition, the student may be required to make up time through service at Waring (usually during special days or outside of school hours).

Lunch and Breaks

Lunches are brought from home and you are welcome to use the microwaves in the House kitchen. 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 does not 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, Green Couch Room only
Lunch:

Outside

House—VH Room, Soirée Room, Café,
Snake Room, Green Couch Room only

Do NOT eat in:

School office area

Grande Salle

Theater and Atelier

Gym

Any of the libraries, including the Music
Library

Forum (except lobby at break)

Classrooms, labs, 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. We discourage social visits during the school day, particularly other students on their school vacations. We welcome visitors to soirées, concerts, sports games, plays, and other important Waring events.

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.

Athletics

Waring offers four interscholastic sports: soccer and cross-country running in the fall, basketball in the winter, and lacrosse in the spring. Interscholastic sports requirements are as follows:

- Entering 6th graders: 3 years of Waring soccer and lacrosse
- Entering 7th graders: 2 years of Waring soccer and lacrosse
- Entering 8th graders: 1 year of Waring soccer/x-country and lacrosse

- Entering 9th graders: 1 year of Waring soccer/x-country and lacrosse
- Entering 10th grade & above: no team requirements

After completing these requirements, students may choose an alternative sport or activity such as theater, YMCA, 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 (TAs). 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, TAs will usually co-teach a section of CORE or Group 1 under the guidance of an experienced writing teacher. Writing TAs are also responsible for assessing student work and writing student evaluations. All TAs participate in regular sessions on the art of teaching. All TA applications must be in by Graduation Day.

Because of the number of applicants each year, guidelines for TAs 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 personal 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 the customary program in order to work intensively in an area of personal passion. For further information about qualification

guidelines, see Francis Schaeffer, Dean of Faculty.

Computers

There are Macintosh computers and printers available for your use throughout the school. 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 flash 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*). These guidelines apply to any use of technology on the Waring campus, at any time of day.

You may only use the school's computer resources and network 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 are permitted to bring a laptop computer to school and use it on campus. However, the same rules apply as if you were using a school computer, i.e. games, videos, chatting and other non-academic usage is not permitted.

We recommend that you purchase a USB flash drive and use it to transfer files between school and home. The Macintosh computers can read PC-formatted drives and you will not be dependent on the internet or email to retrieve your documents. 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, both students and parents must sign a separate release form for each overnight trip. 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 & 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 & 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 in Dress Day attire 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 in Dress Day attire and all families are welcome to attend.

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.

Who to Contact

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. Current Waring families refer many prospective students to us, 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 Jeanne Havens in the Business Office (ext. 331).

Academics: Francis Schaeffer (ext. 721) 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*.

Advancement Office: The Office of Advancement manages all school

marketing, communications, and development fundraising activities. Martha Bednarz, Director of Advancement (ext. 334) works with the Administration, Board of Trustees, Faculty, and Parents Group. Communications Associate Sieglinde Levery-Nicholas (ext. 335) coordinates communications including e-mails, publications, website and public relations.

Parent Group

All Waring parents are members of the Parent Group. They hold four to five morning and evening meetings a year to discuss upcoming events, programs, 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 contact information and updates on Parent Group events and this year's chairs, please go to www.waringschool.org

Communications, Publications, & Website

The Advancement Office provides information to parents in three ways:

- 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 weekly email is issued with news, updates, and urgent information.
- We post daily messages on the front page of the Waring website, and advise families to make it your homepage for easy reference. We rely on families to check the page often for emergency notices, school closings, and daily information.

To enable Waring School emails, please add communications@waringschool.org to your email address book.

VIII. APPENDICES

Appendix i: Bullying & Consequences

Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or of a physical act or gesture, or of any combination of these directed at another individual that:

- causes physical or emotional harm to that individual or damage to that individual's property;
 - places that individual in reasonable fear of harm to himself or her-self or of damage to his or her property;
 - creates a hostile environment at school for the targeted individual;
 - infringes on the rights of the targeted individual at school; or
- materially and substantially disrupts the educational process or orderly operation of the school.

Cyberbullying

The above includes "cyberbullying," here defined as bullying through the use of technology or 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, devices such as telephones, cell phones, computers, and the Internet, including, but not limited to, email, instant messages, text messages, facsimile, and Internet postings. (M.G.L. c. 71, § 37O).

Cyber-bullying also includes:

- (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 enumerated under bullying above.

Cyber-bullying also includes 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 of posting creates any of the conditions enumerated under bullying above. (M.G.L. c. 71, § 37O)

Hostile Environment

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

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.

Bullying Prohibited

- All such behavior is prohibited on and near 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, and on electronic devices owned, leased, or in use by the school.
- Such behavior is also prohibited at locations, activities, functions, or programs that are not school-related and on 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 Headmaster or

his/her delagee shall 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. For example, although the law defines bullying as "repeated use" of certain expressions, acts, and/or gestures, Waring reserves the right to apply disciplinary measures and other corrective action in a case of a single expression, act or gesture, if Waring determines that it is of sufficient severity to warrant disciplinary measures or other remedial action or that the repetition of that expression, act, or gesture might reasonable result in bullying as defined under the law.

Reporting

It is important for students who think they have been bullied to promptly report the incident. Any such complaint shall be pursued according to the procedures described below. All allegations of bullying will be immediately investigated. Waring will not tolerate either mishandling of complaints by authorized personnel, or negative behavior responses to a student after making a complaint. Violation of this policy will result in disciplinary action up to and including dismissal or expulsion.

Complaints

- Reporting bullying or retaliation. Reports of bullying or retaliation must be made by faculty, staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school may make a variety of reporting resources available to the school community including, but

not limited to, an Incident Reporting Form.

- Use of an Incident Reporting Form is not required as a condition of making a report. 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 it available in the school's main office, the counseling office, and other locations determined by the Headmaster or his/her designee; and 3) post it on the school's website.

- 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 bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Headmaster 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 bullying or cyber-bullying or has witnessed an incident of bullying or cyber-bullying or otherwise has relevant information about bullying or cyber-bullying prohibited by this policy is strongly encouraged to report that information to the Headmaster, Associate Headmaster, or other faculty or staff member with whom the student is comfortable speaking. Also, 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 it 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, or with the Headmaster or his/her designee. Any school faculty or staff must immediately

report the relevant information to the Headmaster or his/her designee.

Parents

A parent of a student who is the target of bullying or cyber-bullying or of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the Headmaster or his/her designee.

Faculty and Staff

All faculty and staff shall immediately report when he/she witnesses or becomes aware of conduct that may be bullying or retaliation to the Headmaster or his/her designee. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

Others

- Other persons who witness or become aware of an instance of bullying or retaliation are strongly encouraged to report it to the Headmaster or his/her designee.
- Pursuant to the state law, reports may be made anonymously, but it should be noted that the school reserves the right to not take disciplinary action against a student solely on the basis of an anonymous report. Therefore, Faculty and staff are highly discouraged 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 complains 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, cyber-bullying, and retaliation only on a legitimate need-to-know basis.

Responding to a Report of Bullying, Cyber-bullying, or Retaliation

- When a complaint of bullying, cyber-bullying or retaliation is brought to the attention of the Headmaster, the Headmaster or his/her designee shall 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 Headmaster or his/her designee will take additional steps to promote safety during the course of and after the investigation, as necessary. Those steps shall include protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.
- It is the policy of the School to notify the parents of any student who is an alleged target of bullying, cyber-bullying, 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.
- An impartial investigation of the complaint is conducted by the Headmaster 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 Headmaster or his/her designee conducting the investigation may also choose to consult with other teachers and/or other school personnel.

- Following interviews and any other investigation undertaken, as the School deems appropriate, the Headmaster 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 Headmaster or his/her designee shall administer appropriate disciplinary action and/or remedial action. These actions will balance the need for accountability with the need to teach appropriate behavior. As appropriate, the Headmaster or his/her designee will discuss options for counseling or referral to appropriate services for both the targeted student(s) and the perpetrator(s) and for family members of said students.

- The goal of an investigation and any disciplinary or other remedial process that is imposed following that investigation is to correct the situation to the extent it is reasonably possible and to take such steps as can be taken to prevent there being a repetition of the incident and to prevent the student or students targeted and others who participated in the investigation from being subject to retaliation.

- In appropriate circumstances, such as when the Headmaster has a reasonable basis to believe that criminal charges may be pursued against the aggressor or a child may have been subject to abuse or neglect of the type that is reportable under Section 51A of the Massachusetts laws, law enforcement or another appropriate government agency may be notified in a timely fashion.

- Upon completion of the investigation, the Headmaster or his/her designee who conducted the investigation will meet individually with the student or students who were the target of the alleged incident and the student or students against whom the complaint was made and their parents to report the results of the investigation and, what disciplinary or other corrective action is determined to be appropriate, and to inform the parties of the steps that will be taken to correct the situation. Notwithstanding the foregoing, the amount of information provided in these meetings may be limited by confidentiality laws protecting student records. The Headmaster has final authority over the determination of what information to provide to the various persons involved.

- Follow-up contacts will be made with any student found to have been targeted in violation of this policy and his/her parents to inquire as to whether there have been any further incidents.

- 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 Headmaster or his/her designee with respect to 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. This provision is meant only to cover allegations which the accuser knows to be false at the time they are

made or makes them with reckless disregard for the truth.

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 herein 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 or other applicable laws or school policies in response to violent, harmful, or disruptive behavior, regardless of whether the Policy covers the behavior.

Ongoing actions

Faculty and Staff will be trained annually with respect to the Policy requirements.

Appendix ii: 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 iii: 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 rulebook 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 rulebook 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 iv: 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 Council¹, or other parties whose input

¹ 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

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.
- 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.

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 no more than two consecutive terms.

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 v: 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 guidelines 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 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.

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 or chat.

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 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.

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 _____