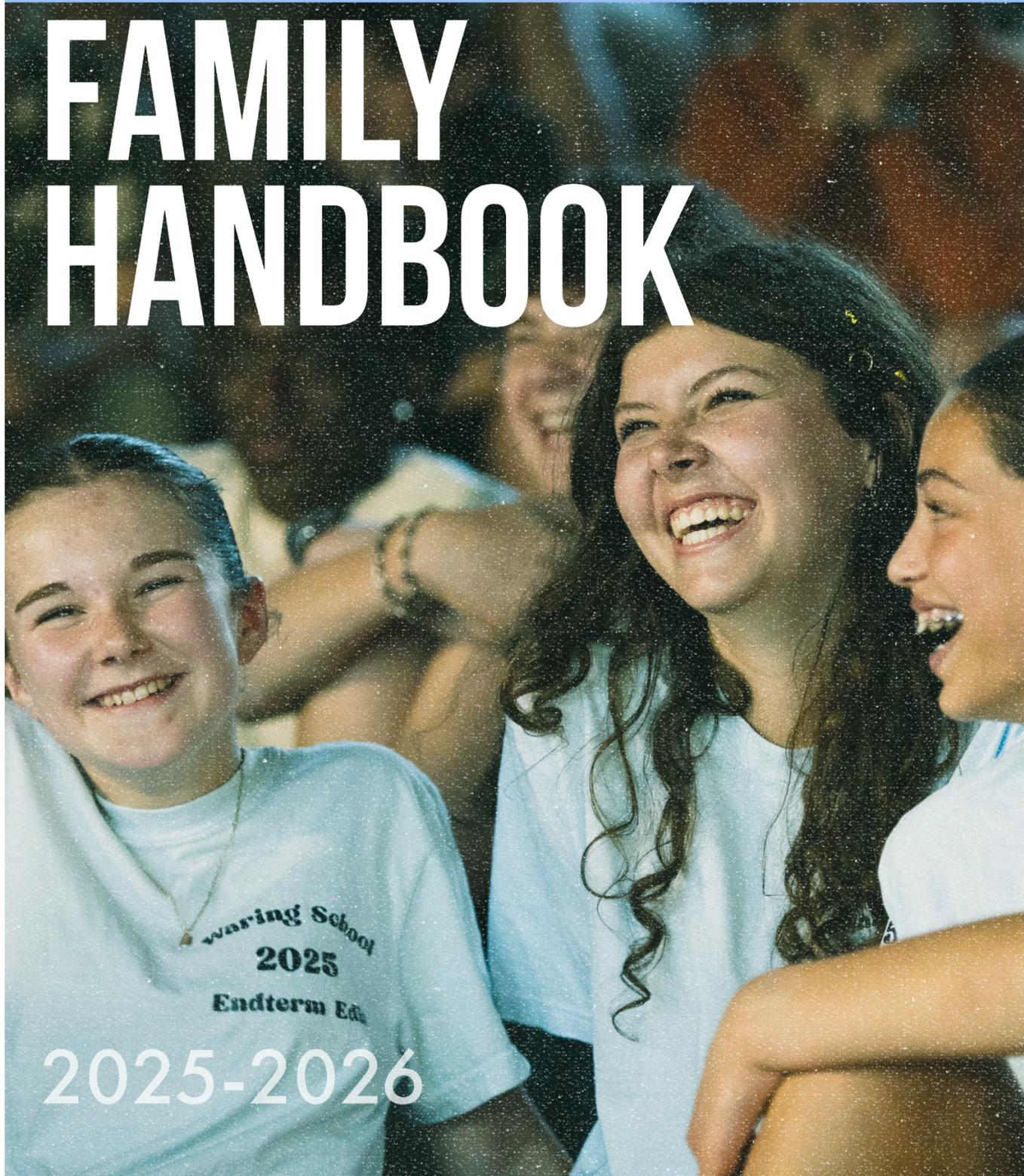


WARING SCHOOL



FAMILY HANDBOOK



2025-2026

Waring School Mission	3
The Waring School Ethic	3
Values	4
Vision	4
Waring School Guiding Assumptions & Core Beliefs	5
Sustainability Statement	5
Diversity, Equity and Inclusion Statement	5
Group Deans & Dean of Community Life	6
The Waring School Day & Basic Guidelines	7
Hours	7
School Closure	7
Lunch	7
Student Drivers	8
Attendance and Presence	8
Medical Appointments	9
Religious and Cultural Observances	9
College Visits	9
Unexcused Absences	9
Attire and Appearance	9
Parent Phone Calls to School	10
Parent/Student Phone and Email Communications with Teachers	10
Student Cell Phones	10
Music, Video, Images, & Media While at School	11
Waring School Calendar of Holidays and Observances	11
Major Holidays, Festivals, and Observances (2025-26)	12
Dogs on Campus	12
The Waring School Program	14
Tutorial	14
Academic Credit Designations and Narrative Evaluations	14
Credit Designations	15
Narrative Evaluations	15
Midterm Progress Reports	15
Tutor-Parent-Student Conferences	16
Middle School Program (Core and Group 1)	16
High School Diploma Requirements (Groups 2 - 5)	16
Honors Coursework	17
Academic Concern (Core, Groups 1 - 5) and Academic Probation (Groups 2-5)	17
Academic and Learning Support	18
Student Support Team Overview	19
Electives	19
Focus/Flex Period	19
Senior Intensive Coursework	19
Independent Study Coursework	19
Student Travel Expectations	20
Student Leadership Opportunities	20
Camping Trip	21
Endterm	21
College Counseling	21
Standardized Testing and Advanced Placement (AP) Exam policy	22
Music Lessons Program	23

Afternoon Activity Program	23
Special School Events	24
Time Away Policy	24
Transcript Request Policy	24
Parent/Guardian as Partner	25
Parent Communication with Teachers and Tutors	25
Parents' Group	25
Lost and Found	25
Academic Conduct Policy	25
Technology Acceptable Use Policy	26
Social Media Policy	28
Waring Music Lessons Policy	29
Student Conduct Policies	30
Violations of School Conduct Expectations	30
Major offenses	30
Major offenses on and off-campus, during school hours and non-school hours	31
Disciplinary Procedures for Major Offenses	31
Dean's Leave (Leave of Absence Pending Investigation)	32
Disclosure of Changes in Disciplinary or Academic Status to Colleges	32
Health and Safety Policies	33
Confidentiality and Information Sharing	33
Adolescent Care and Confidentiality	33
All Students classified as Minors	34
Health Examinations	34
Illness and Injuries	34
Medications	35
Concussion	35
Sports Medicine Policies and Procedures	36
Counseling and Emergencies	36
Authorization for the School Adjustment Counselor	36
Medical Leave	36
Self-Injurious Behavior	38
Full Disclosure of Medical Conditions for Travel	38
Crisis Plan	38
Visitors to Waring	39
Gender-Inclusive Policies	39
Anti-Hazing Policy	41
Hazing defined	41
Non-Discrimination Policy	41
Microaggressions, Bias Incidents – Report & Response Procedures	42
Bullying, Cyberbullying, Harassment, Sexual Harassment, and Retaliation	47
Definitions	48
Boundaries between Teachers/Staff and Students	54
Bullying Prevention and Intervention Plan	54
Mandated Reporting: Child Abuse and Neglect	56
Appendix A: Incident Reporting Form:	58

Waring School Mission

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

The Waring School Ethic

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

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

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

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

Values

Cultivate Curiosity and Passion

embrace intellectual rigor, develop creative skills, take risks

Learn Without Limits

think critically, recognize responsibility and impact, learn through experience

Honor Relationships

use your voice and listen to others, practice compassion, lead for others

Promote Equity and Community

seek richness in diversity, celebrate individual voices and intellectual tolerance, foster community and belonging

Vision

Waring School will be a leader in liberal arts, where transformative experiences foster a stronger knowledge of one's whole and authentic self – at school, and far beyond the limits of its campus.

The Waring student embraces intellectual risk-taking and develops critical thinking and agency, cultivating their unique voice to serve the community, locally, and globally. Through immersive travel and shared, mixed-age, experiences, the Waring community catalyzes personal and collective stewardship, creating active, engaged, compassionate citizens.

Waring School Guiding Assumptions & Core Beliefs

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

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

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

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

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

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

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

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

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

Sustainability Statement

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

Diversity, Equity and Inclusion Statement

At Waring, we are committed to building a diverse, equitable, and inclusive community that affirms individual voices. Our program aims at an understanding of the range of human experience; the more varied the voices in our community, the richer that understanding will be. Waring teachers and students are curious and innovative in their approach to learning. We challenge students, and our entire community, to embrace multiple perspectives and to

question assumptions and biases. We seek students, faculty, staff, and trustees of different races, ethnicities, genders, gender identities, sexual orientations, ages, family structures, socio-economic backgrounds, physical abilities, and religions. Guided by these principles, the Waring community can prepare us all to lead thoughtful lives in our multicultural society.

Group Deans & Dean of Community Life

While the student's [Tutor](#) is the primary point of contact in most cases, Group Deans (for Core, Group 1, Groups 2/3, and Groups 4/5) play the important role of helping students live out the Waring Ethic. Group Deans oversee larger group dynamics of their grade levels (e.g. Core or 4/5) as well as serving the role of "Dean of Students" ensuring accountability for students in their Groups. Group Deans serve on the Discipline Committee and take the lead on behavioral issues that may arise either on the individual or group level.

The Dean of Community life oversees the Tutorial program and Service, Student Leadership Development, special student events, and the Student Council (SC). The Dean of Community Life also works closely with colleagues (e.g. The DEIJA Chair, Head of School, Academic Dean, Events Coordinator) and the Parents Group on community-building events and opportunities.

The Waring School Day & Basic Guidelines

Waring students are expected to comport themselves in a manner which reflects the intention of respect and purpose as expressed in the [Ethic](#). This is true not only between the hours of 8:30am and 5:00pm when students are on campus, but also at off-campus school sponsored events such as athletic games, field trips or on longer trips such as the French Exchange or Junior Trip. With the freedoms at Waring, comes much responsibility on the part of students; when students abuse freedoms or use poor judgment, teachers exercise authority appropriately.

Hours

Note: Waring Schedule is subject to change

First period starts at 8:30am. All students must arrive early enough to be on time for their first class. Dismissal is 3:20pm on Mondays (or 5:00pm for those participating in an Elective), 3:00pm on Wednesdays, and 5:00pm at the end of afternoon activities, Thursdays, and Fridays. Varsity sports teams also practice until 5:00pm on Thursdays. Core students have the option of leaving at 3:20pm on Wednesdays throughout the year (with written permission from a parent/guardian), unless they are part of a Junior Varsity team.

School Closure

In the event of school closure, Waring notifies families in different ways: 1) a text is sent to everyone subscribed to our OneCallNow system; 2) an email is sent to every family 3) announcements are broadcast on TV Channels 4, 5, 7 and Fox 25.

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

Lunch

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

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

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

Students may eat lunch and snack outside (in outdoor common spaces between buildings) or in the designated, public areas of the House (the VH Room, Green Couch Room and Fireplace area), or, during inclement weather, in the foyers/common spaces in the Forum, Barn, School Building, or Theatre. Students may not eat in the Gym nor in classrooms except when in Tutorial or as approved by a teacher or staff member.

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

Student Drivers

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

Attendance and Presence

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

Classes start at 8:30am every day. Students should arrive on campus no later than 8:25am in order to be ready to start the day on time with their teachers and classmates. While unexpected events, illness, and injury may occur (see section on Illness and Injuries for guidelines as to when a student should stay home), students are expected to attend all classes, meetings, lessons, practices, and other obligations (Special School Events) punctually. Tardies and absences are recorded, and will be reported on the students' semester evaluations.

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

Repeated tardiness or absences may require a meeting with the Group Dean. If a student misses more than 20% of the meetings of any class during a semester, the student may receive a No Credit or Incomplete for the course (including Endterm). If a student misses more than 10% of the meetings of any class during a semester, the student may not be eligible to receive Honors. An absence from class due to Waring-related responsibilities (music lesson, field trips/school travel, sports, debate, etc.) will not count towards this percentage. However, Students must notify their teachers in advance of any Waring-related absence. They are responsible for keeping up with missed material and assignments, within reasonable expectations. (See below for [Unexcused Absences](#).)

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

the material that was taught during classes the student missed. Any assessments or assignments that were missed during the absence must be completed according to the terms agreed upon by the teacher(s) and student ahead of time.

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

Medical Appointments

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

Religious and Cultural Observances

Waring respects families' rights to religious observances and understands that students will miss school for these observances. When possible, for major religious holidays, Waring proactively schedules "No Major Assessments or Homework Days" in its programming (see [Waring Calendar of Holidays and Observances](#)). For observances not already accounted for in Waring's program and schedule, please contact the DEIJA Office.

College Visits

Waring acknowledges the importance of visiting colleges as students near the end of their high school career. For juniors beginning their college search, Waring strongly encourages students to prioritize classroom presence and asks that college visits be scheduled on weekends and other days when there are no classes, including both spring and summer breaks. Seniors are likewise asked to prioritize classroom presence and schedule visits when possible to minimize absences both in the fall and in the spring. If an absence is unavoidable, students must work with their classroom teachers, Tutor, College Counselor, and Group Dean to find viable alternatives. For juniors and first semester seniors, classes missed for college visits may be marked as Unexcused Absences. Second semester seniors are permitted no more than three (3) absences to attend Revisit Days to assist them with making their final choice of college.

Unexcused Absences

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

Attire and Appearance

The guideline at Waring is that clothing and overall appearance should be aligned with our shared environment of learning. We take the job of learning seriously and general appearance should reflect a commitment to that sense of purpose.

Within this shared purpose of communal learning spaces, the choice of what to wear to school is the student's, and accordingly we rely on the student's good judgment. On occasion, what a student is wearing may not be appropriate for our community and the work we seek to do together. If a student is not dressed appropriately for school, the student will be asked to change clothes for the duration of the school day.

A few specifics:

- Clothing should demonstrate a care and commitment to a healthy learning environment for all community members
- No clothing with harmful or hateful slogans/pictures or containing profanity
- No exposed undergarments
- Hats and other headwear must allow the face to be visible to teachers and staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff. Religious (ie: hijab, yarmulke, dastar), cultural (ie: geles), medical, or disability-related head attire is permissible.
- JTs and Student leaders (e.g. Admissions Ambassadors) should dress more formally when in those roles

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

On certain occasions more formal attire is required. Students must wear formal attire for Convocation, Baccalaureate, Commencement, the Winter and Spring Concerts, and other School events or trips when requested. Students are welcome to dress up on other days during Spirit Weeks, or for team spirit days. In the past, Mondays were a required Dress Day at Waring; now all are invited, though not required, to preserve that informal tradition if they choose.

Parent Phone Calls to School

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

Parent/Student Phone and Email Communications with Teachers

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

Student Cell Phones

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

sports, etc. There is plenty of other time in life for screen-time. SmartWatches/AppleWatches should be in 'time-only' ('theatre') mode during school if they are worn.

We strongly discourage students from bringing cellphones to school.

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

Use of cell phones during the school day (between 8:30am-end of the day) or in vans or during travel may result in their confiscation and a meeting with the Tutor/Group Dean. Teachers, at their discretion, may give a student special permission to use a cell phone after which it should be turned off and put away again. (See policy on [Social Media](#) for more information.)

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

Music, Video, Images, & Media While at School

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

Students are not permitted to use ear buds or headphones at Waring or in vans and on trips except for teacher-sanctioned use.

Students are not permitted to use social media at school or during Waring events or travel, except for teacher-sanctioned activities through the use of school-sponsored media. (See policy on [Social Media](#) for more information.)

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

Waring School Calendar of Holidays and Observances

In alignment with Waring's commitment to diversity, equity, inclusion, and belonging, our calendar of holidays and observances celebrates community members of all faiths, cultures, and traditions. At the beginning of the school year, current students are surveyed to learn which holidays and observations are important to them and their families. The DEIJA Office then works with faculty and administration to create a calendar for the year to determine what days will be designated "No Major Assessment/Homework Days". When there are longer

observations or festivals, students and families can work with faculty to arrange additional accommodations. A sample list of Holidays, Festivals and Observances is included below, but “No MA/HW days” will be determined on an annual basis. Please contact the DEIJA Office for more information.

No Major Assessment/Homework Days (No MA/HW)

No assessments or major assignments are scheduled on the day of the observation, and no HW is assigned or expected to be completed on the evening of these holidays. Additional considerations will be made wherever possible to accommodate the eve of observations, and/or observations that affect more than one day (ex: Rosh Hashanah, Yom Kippur, Lunar New Year).

Additional Commitments

For observances not accounted for in Waring’s No MA/HW Days, communication between home and school is requested so that teachers can show sensitivity in assigning work, leniency on deadlines and consideration when arranging make-up work.

Sports and Events

Waring School acknowledges the importance of our students’ connection to family, culture, and traditions. In alignment with our commitment to inclusion and belonging, Waring makes every effort not to schedule openings, events, games and/or social bonding opportunities on major observances.

Major Holidays, Festivals, and Observances (2025-26)

- ❖ Mon. Sept 22 (sundown) - Wed. Sept 24 (sundown): **Rosh Hashanah** (Judaism)
- ❖ Wed. Oct 1 (sundown) - Fri. Oct 2 (sundown): **Yom Kippur** (Judaism)
- ❖ Mon. Oct 6: **Mid-Autumn Festival** (China, Korea, Japan, Vietnam, Malaysia)
- ❖ Mon. Oct 20: **Diwali** (Hinduism, Jainism, Sikhism)
- ❖ Weds. Dec 24 - Thurs. Dec 25: **Christmas** (Christianity)
- ❖ Sun. Dec 14 - Mon. Dec. 22: **Hanukkah** (Judaism)
- ❖ Fri. Dec 26 - Thurs. Jan 1: **Kwanzaa** (African American)
- ❖ Weds. Dec 31 - Thurs. Jan 1: **New Year**
- ❖ Tues. Feb. 17-March 3: **Lunar New Year** (China, Korea, Japan, Vietnam)
- ❖ Wed. Mar 4: **Holi** (Hinduism)
- ❖ Thurs. Mar 19- Tues. Mar. 31: **Eid al Fitr** (Islam)
- ❖ Fri. Apr 3: **Good Friday** (Christianity)- Sun. Apr 5: **Easter** (Christianity)
- ❖ Wed. Apr 1 - Thurs. Apr 9: **Passover** (Judaism)
- ❖ Sun. May 5: , **Cinco de Mayo**
- ❖ Tues. May 12: **Orthodox Easter** (Orthodox Christianity)
- ❖ Fri. May 1: **Vesak** (Buddhism)
- ❖ Wed. May 27: **Eid al-Adha** (Islam)
- ❖ Fri. June 19: **Juneteenth**

Dogs on Campus

At Waring, dogs are often part of the life of our community. They bring joy, comfort, and companionship to many of us. At the same time, we want to ensure that everyone on campus feels safe and comfortable—especially those who may be cautious around dogs or have allergies. With this in mind, we welcome dogs on campus under clear guidelines that balance care for animals with respect for all members of our community.

Health & Safety

- Dogs must be healthy, housebroken, and current with vaccinations and licenses.

- Owners are responsible for cleaning up after their dogs and for any damage, mess, or injury caused.
- Dogs that show aggressive behavior or persistent barking may not remain on campus.

Supervision & Control

- Dogs must be leashed and under adult supervision at all times.
- Children may not walk or clean up after dogs during the school day.
- Dogs must be able to remain calm in a busy school environment.

Campus Restrictions

- Except for service animals or when owners are otherwise given express consent to do so, dogs are not permitted inside school buildings/classrooms.
- Family dogs are welcome outdoors at athletic events and other community gatherings.
- The School reserves the right to restrict animals on campus. The Head of School has final discretion in these matters.

Service Animals

In accordance with the Americans with Disabilities Act (ADA), service dogs are always permitted on campus. For safety and awareness, community members or visitors bringing a service dog to Waring are asked to register their service animal at the Front Desk.

The Waring School Program

Waring's academic program offers intellectual, aesthetic, and physical activities to foster student learning. Students are asked to challenge themselves in a wide range of academic and co-curricular offerings, as well as the experiential learning opportunities embedded in Camping Trip, Endterm, and Travel. In Convocation and Graduation speeches, Waring students often describe the growth they experienced when the program asked them to take risks and engage with subjects and activities outside their comfort zone, from an art assignment or writing piece to a physics project, and this speaks to the school's commitment to helping students find their voices and build their skills in many different ways. Waring's program facilitates social and academic integration by teaching vertically integrated classes in some subject areas and gathering in mixed aged advisor groups, called Tutorials (See Tutorials).

Waring students in grades 6 and 7 participate in our Core program. Once in 8th grade students are referred to by Group: Group 1 (grade 8), Group 2 (grade 9), Group 3 (grade 10), Group 4 (grade 11), and Group 5 (grade 12). In addition there are many opportunities for students in Core and Groups 1 - 5 to interact. Much of the strength of Waring's program is in its emphasis on vertical grouping and community-wide activity.

Students participate in coursework each year in many disciplines in the Liberal Arts: Humanities, Science, Technology and Engineering, Math, French, Writing, Studio Art, Performing Arts, and Health. Together with Camping Trip, Endterm, Travel, Elective, and Afternoon Activities, there are many offerings which contribute to student learning and growth (see [Program](#) descriptions below).

Tutorial

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

The Tutor is responsible for monitoring each student's overall academic progress and helping the student to function effectively as a productive citizen in the Waring community. The Tutor is the primary contact person for the Parent/Guardian regarding student concerns and meets twice a year with Parents/Guardians and Students to review Narrative Evaluations, and discuss student progress in the Waring Program. They may also schedule additional conferences if necessary.

When academic issues arise, the Tutor is notified by the individual teacher and is the primary point of contact. If there are disciplinary issues, the Tutor's responsibility is to work with the Group Dean on appropriate responses and, in the case of serious matters, to be the student's advocate before the Disciplinary Committee. The Tutor may also consult with and refer the student or parents to the Group Dean, School Adjustment Counselor, or the Academic Support Coordinator on social, emotional or learning issues.

Academic Credit Designations and Narrative Evaluations

Waring emphasizes both formative and summative assessments of student understanding and skill development without the use of letter grades. For individual courses, feedback is provided on various forms of student work, including projects, essays, written assignments,

tests, quizzes, problem sets, art pieces, and sketchbooks. Attendance is recorded for each class, and students are expected to participate fully in class activities, discussions, and individual and group work, contributing to a positive learning community.

Each semester, students are evaluated according to our **Four Realms Academic Framework** and their progress toward the course's learning outcomes and skills. The Four Realms Academic Framework includes:

1. **Work Completion** – A student's record of completing assignments
2. **Work Quality** – The quality of the completed work
3. **Presence in Class** – A student's record of attendance and presence during class
4. **Contributions to Class** – Engagement in and Contributions to a positive classroom learning experience

Credit Designations

Waring uses the following designations in its Narrative Evaluations:

- **Earned Credit (C)**
- **Earned Credit at the Honors level (H)** [Groups 3 and up]
- **No Credit earned (NC)**

Students earn Credit (C) or Credit at the Honors level (H) based on their progress in the Four Realms and the expected learning outcomes for the course. (see [Honors coursework](#) section). The designation **Incomplete (I)** may be used when a student cannot complete course requirements due to extenuating circumstances, such as a long-term illness. In such cases, the student will collaborate with the teacher, Tutor, Academic Dean, and possibly the Academic Skills Office to create a reasonable plan for completion. Once the deadline for this plan passes, the Incomplete designation will be replaced with either Credit (C) or No Credit (NC) based on the teacher's evaluation of the completed work.

If a high school student (Groups 2–5) earns No Credit (NC) in a required course, they must make up the credits to meet graduation requirements. A credit recovery plan will be created by the Academic Dean in consultation with the Department Chair, Tutor, and the course teacher. The plan may include the successful completion of an approved outside course. Graduation requirements are listed below.

In cases where a student must take a leave of absence, the credit designation **Leave of Absence (LOA)** is used. See the "[Medical Leave](#)" section for details on Waring's policy for Medical Leave and Leave of Absence. In rare instances, a student may audit a Waring course, a designation agreed upon at the beginning of the semester. An audited course does not count towards graduation requirements in groups 2 - 5.

Narrative Evaluations

Narrative Evaluations, shared at the end of each semester (January and June), describe each course the student is enrolled in with a written evaluation that reflects the student's growth and development as a learner. These Narrative Evaluations are part of the student's permanent record.

Midterm Progress Reports

Midterm progress reports, shared in November and early April, provide a brief update on a student's credit status in each class and document their progress in the Four Academic Realms, with brief comments. If there are concerns at that time about a student's progress towards earning Credit by the semester's end, this will be indicated. As they are indicators of student progress, Midterm reports are internal documents and are not part of the student's permanent file, except when requested by colleges as part of a College Application.

NOTE: Families may access Evaluations and Midterm reports using our student information portal, Blackbaud.

Tutor-Parent-Student Conferences

Parents/guardians are expected to participate in 30-minute conferences on campus with their student and the Tutor, typically in November and February. This conference is an opportunity to review a student's goals, celebrate progress, and lift up concerns, whether academic, social-emotional, or behavioral. See [Tutorial](#) section for more information about our Tutorial program. After the academic year concludes, the student's Tutor writes a summary report that accompanies the second-semester evaluation report.

Middle School Program (Core and Group 1)

Waring's middle school program includes students in Core and Group 1. These students engage in a well-rounded curriculum that includes courses in Humanities, French, Math, SET (Science, Engineering, and Technology), Writing, Music, Studio Arts, Performing Arts, Health. There are also opportunities to participate in Electives offerings, Theatre and Athletics as part of our afternoon program. Active participation in our experiential learning opportunities is a key component of the Middle School experience. Students in Core and Group 1 are expected to fully take part in Camping Trip and Endterm. The curriculum also includes planned travel experiences designed to deepen learning, broaden civic and cultural awareness, and support personal growth. Overall the program is designed to offer students meaningful and enriching experiences during a critical developmental period.

The Core Coordinator is responsible for communicating information that is specifically related to the Core Program for students and families. Recognizing the unique needs of our older middle school students, the Group 1 Community Program, led by the Group 1 Dean, focuses on fostering community development and leadership opportunities for our 8th graders.

High School Diploma Requirements (Groups 2 - 5)

Waring students must receive credit in the following courses in Group 2 -5 (Grades 9-12) in order to receive a diploma. Students entering after Group 2 (Grade 9) must provide transcript evidence of equivalent work, with the exception of French, Writing, Athletics, Health, Music and Endterm. A semester hour is equivalent to one period weekly of class instruction for one semester. Seniors may apply to satisfy their diploma requirement by taking a Senior Intensive in place of one course (see [Senior Intensives](#)). In the cases of a Medical Leave, exceptions may be made case by case (see **Medical Leave**) where "Leave of Absence" is reported on transcripts in lieu of "Credit" up to a stipulated threshold.

Transfer credits from other schools, credits from semesters abroad (or the like) will be considered against Waring's graduation requirements the student does not fulfill during that time period; however, it may be determined that the student would need to repeat a semester or a year in order to meet Waring's graduation requirements.

- Math – 4 years (32 semester hours) Students who have successfully completed Precalculus prior to senior year may apply for a Senior Intensive
- Writing – 4 years (16 semester hours)
- Humanities – 4 years (64 semester hours), including American Studies
- Science – 4 years (40 semester hours) including Biology, Chemistry, and Physics. Seniors may indicate their preference for one of two course offerings in science; these offerings may change from year to year
- French – 4 years (32 semester hours). Students who have successfully completed at least one advanced level course may apply for a Senior Intensive
- Studio Art – 4 years (16 semester hours). Successful completion of Art in Groups 2-4 required in order to apply for a Senior Intensive
- Performing Arts – 1 year (2 semester hours) Music Theory in 9th grade; 4 years Chorus and/or Orchestra (8 semester hours)
- Athletics – 3 seasons per year of interscholastic sport or alternative activity. Seniors may apply for exemption for one season (see Athletic Program)
- Health – 4 years (2 semester hours in each of Grades 9/10; 1 semester hour in each of Grades 11/12)
- Endterm – Required in Grades 9 through 11

Honors Coursework

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

Students aiming to earn Credit at the Honors level are responsible for familiarizing themselves with the general requirements outlined in the Course Overview for the course and our Course Catalog. Early in the semester, they must seek out and understand the specific expectations shared by their classroom teacher or, in the case of Performing Arts, the Department Chair. It is crucial that students regularly check in with their teacher throughout the semester to ensure their work aligns with these Honors-level expectations.

Academic Concern (Core, Groups 1 - 5) and Academic Probation (Groups 2-5)

At Waring, we understand that students may sometimes face challenges in meeting academic expectations. To support our students, we offer several resources:

- Teacher Assistance: Students are encouraged to meet with their classroom teachers for extra help and guidance
- Supervised Study Halls and Peer Tutoring in some disciplines during the school day and/or elective periods
- Academic Support through our **Academic Support Office**

If a student is struggling academically, a notification **Letter of Academic Concern** may be sent to the Parent/Guardian(s) via email after the midterm comment period or at the end of the semester. A meeting with the Academic Dean, Tutor, and members of the Teaching Team may be scheduled to discuss steps for supporting the Student.

A student in Groups 1-5 (Grades 8 - 12) who is unable to meet the minimum standards for academic work at Waring may be placed on Academic Probation. Any student who receives

No Credit in two or more classes in one semester or No Credit in at least one class in two consecutive semesters will be placed on Academic Probation the following semester.

In these cases, notification **Letter of Academic Probation** and a mandatory Academic Support Plan will be shared with Parent/Guardian and Student at the end of the semester via email. This Academic Support Plan describes expectations for academic support and student engagement. Input from other members of the Student Support Team may be requested for the Academic Support Plan, depending on student demonstrated needs.. The Academic Dean, working with the Academic Support Coordinator, is responsible for preparing and implementation of the Academic Support Plan.

A Student on Academic Probation will be expected to participate fully in an Academic Support Plan which may have implications for special programming (e.g. Senior Intensives). A student on Academic Probation may not: Serve in leadership roles such as Junior Teacher, Teaching Assistant, Team Captain, or Club/Affinity group leader

Academic Probation is lifted at the discretion of the Head of School and Academic Dean (with input from appropriate staff members) when the student has been deemed to have made sufficient progress, as reviewed on a semester by semester basis. The Student will be removed from Academic Probation when they have been in Credit standing in all subjects for at least one full semester. Academic Probation status is not part of a student's permanent record.

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

Academic and Learning Support

The goal of Waring's Academic Support program is to help students thrive within our rigorous academic program. When students encounter challenges with concepts or assignments, teachers provide direct support, which may include individual meetings outside of class. We also partner with families in planning steps to support students' growth and success.

When challenges are more persistent, students may work with the Academic Support Office. The **Academic Support Coordinator** helps students identify their strengths, challenges, and learning preferences, and communicates this information to the Faculty through a formal Learning Profile. In some cases, the Coordinator, in collaboration with the student, family, and Academic Dean, will also prepare an individualized Academic Support Plan to promote skills development, meet learning goals, and/or address specific concerns.

Parents/guardians of students with documented learning differences are expected to provide this documentation to the Academic Support Coordinator at the start of the year. The Academic Support Coordinator will review the documentation and, when appropriate, use it to develop or update the student's Learning Profile and Academic Support Plan. Documentation will be treated as confidential and will not be shared with additional faculty without written permission from the family. This process may be initiated by the family by contacting the student's Tutor or the Academic Support Coordinator.

Depending on schedule and availability, a student may meet weekly with the Academic Support Coordinator or a Learning Skills Specialist for specialized support. Weekly meetings incur a cost of \$75 per 40-minute session. Students who receive tuition assistance through Waring may be eligible to receive a commensurate percent of support for support services. Additional financial aid may also be available.

Student Support Team Overview

The **Student Support Team (SST)** is a collaborative group of educators, administrators, and staff members who meet regularly to identify and address the academic, behavioral, and social-emotional needs of individual students and the student body as whole. At Waring, the SST currently consists of the School Nurse, the School Social Worker, the Academic Support Coordinator, Group Dean, DEIJA Coordinator, and the Student Support Team chair. Given these intersecting areas of expertise we strive to provide holistic support to students, to maintain a healthy and sustainable learning community.

SST's goal is to support students by proactively addressing potential issues before they arise as well as offering interventions or resources when challenges do occur. The focus of SST interventions is on providing equitable access to Waring programming in order to promote success of students in the academic setting. In addition SST may recommend school- or community-based supports, as well as partner with families and students on support planning. SST encourages student's agency in their academic experience, and we rely on updated parent/guardian information throughout the school year to engage them in the support process.

Electives

The Elective Program gives students the option to select from a variety of extra-curricular offerings, and may include a Supervised Study period. Electives are offered primarily on Monday afternoons, though there may be other elective offerings at other times during the week, from time to time. Elective classes include vertical age groupings and are led by Faculty or by students under Faculty supervision. There are some classes that continue from year to year, and some students participate each semester and/or year to develop deeper skills in a particular area. It is also not unusual for students to try new activities each year.

Focus/Flex Period

Focus/Flex is an unscheduled period for students during the school day in which students are expected to spend their time intentionally and productively - this can take many forms, such as spending additional time on an area of interest, meeting with a teacher, practicing an instrument, or collaborating with peers on a project.

Senior Intensive Coursework

The **Senior Intensive Program** allows Group 5 students to pursue an area of personal passion or study a subject not offered in the Waring curriculum. Seniors who have completed departmental graduation requirements may apply to replace one semester course with a Senior Intensive. Applications are submitted to the Academic Dean and reviewed by Department Chairs. Each project is supervised by a faculty member, appears on the transcript as a course, and is graded Credit/No Credit. Successful completion of a Senior Intensive counts toward diploma requirements.

Independent Study Coursework

The **Independent Study Program** serves students in Groups 3–5 who need an alternate path to meet graduation requirements or who have already completed Waring's offerings in a

subject. Options may include academic self-study and exploration, an outside course, or another approved opportunity. Proposals are reviewed and approved by the Academic Dean and Department Chair. Students must be in good academic standing and demonstrate the independence required to manage long-term work. Independent Studies are monitored by the Department Chair and may be revised if expectations are not met.

Student Travel Expectations

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

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

In the months leading up to a planned trip, The Trip Leader in conjunction with Tutors, Group Deans, Student Support Team, Parents/Guardians and Students will formally assess each student's readiness for travel with their group. Parents/Guardians and Students will be notified of whether they have been cleared to travel. In the instance when a student is not cleared for travel then an alternative academic plan will be made for the duration of their classmates' travel.

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

For Waring's policy on student owned devices, including use during trips, see [Student Cell Phones](#).

Student Leadership Opportunities

There are many opportunities for student leadership at Waring. Some opportunities have a formalized process while some originate from a student-generated idea. These student leadership opportunities vary throughout our program, but may include Junior Teacher, Teaching Assistant, Captain of a varsity sport, Orchestra section leader, peer mentor, peer tutor, club leader, or elective leader. When students have an idea for which there is no formal process in place, they are encouraged to speak with our Dean of Community Life, or any faculty member, for advice on how to explore their idea.

Junior Teachers (JTs) + Teaching Assistants (TAs)

Qualified Juniors and Seniors may apply to be **Junior Teachers (JTs)** for certain courses in our program. JTs work with classroom teachers in planning, teaching, and evaluating students. In the Writing program, JTs teach a section of Core or Group 1 Writing class under the guidance of an experienced writing teacher, and are responsible for assessing student work and contributing to student evaluations.

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

Teaching Assistants (TAs) are student leaders who support student learning during class or travel. In the classroom, a Teaching Assistant will work with students in small groups and occasionally present a lesson. There is an application and approval process for TAs, similar to the process for Junior Teacher. The courses for which TAs are available change from year to year, depending on department needs and schedule. In the past, TAs have assisted the Core Theatre and Art program and worked in Math, SET, and French classrooms. TAs may also be selected to accompany students as part of our Travel Program (e.g., Core students to Montreal or Group 2 students to France).

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

Camping Trip

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

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

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

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

Endterm

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

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

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

College Counseling

Waring provides ongoing and highly personalized support through every step of the college search and application process with the objective of helping students identify the best possible options for their interests and goals. College counseling for all Waring students is

managed by the Director of College Counseling, with assistance from the Registrar's Office. Although the Office of College Counseling acts as an informational resource for students and parents/guardians throughout their time at Waring, the College Counseling Program formally begins in the late fall of a student's junior year, providing group guidance around process, standardized testing, teacher recommendation requests, and other relevant topics. It then moves to individual meetings with students and families in the winter and spring of junior year to start developing a list of potential, fit-appropriate colleges in Scoir. List development and refinement continues over the summer and into the fall. Students also receive support in drafting and refining their application components (main essay, supplements, and activities section), formally kicking off with an Essay Boot Camp in August of senior year and continuing through September-December with weekly group meetings for all seniors. Google Classroom is used to provide resources, notify students of upcoming campus visits, assign tasks/deadlines, and provide editorial feedback. Students also meet with College Counseling as needed to discuss application strategies, list refinement, and application components, and ultimately, to evaluate their options and choose the college - or other path - that best fits their academic, personal, and financial needs.

Waring uses the Scoir platform to assist with college research, build college lists, and send recommendations and other materials to colleges during the application process. Students and parents/guardians will receive access to the Scoir account in the late fall of Junior year. Students are responsible for keeping their college lists in Scoir up-to-date to ensure timely transmission of supporting materials to colleges.

Please note that Waring's [Academic Conduct Policy](#) and [Technology Acceptable Use Policy](#) apply to written work submitted by a student as part of any college application. Plagiarism, including the use of generative AI (e.g., ChatGPT, Google Gemini) and/or presenting work written by others as one's own, is expressly prohibited and will be subject to the disciplinary policies and procedures outlined in the [Student Conduct Policies](#).

Students and families should refer to the Waring School College Counseling Handbook for additional information and resources. See also: [College Visits](#) and Waring's Policy on [Disclosure of Changes in Disciplinary or Academic Status to Colleges](#).

Standardized Testing and Advanced Placement (AP) Exam policy

Although many colleges and universities remain "test optional," Waring recommends that all students take either the **SAT or the ACT standardized tests** in the second half of their junior (group 4) year, after which they can determine, with the support of College Counseling, if and when they should retake the test and/or if they will submit standardized test scores to any particular college. Waring Office of College Counseling will inform students and families of upcoming test dates and registration deadlines. It is the responsibility of Waring students to sign up for standardized testing and to share those scores with colleges, if they so choose, during the application process. The **PSAT/NMSQT standardized test** is offered to sophomores and juniors (groups 3 and 4) during one school day each October. Waring registers students for this standardized test. Details about the PSAT administration date and accessing scores is shared early in the school year with students and families.

There are five **Advanced Placement (AP)** exams that have a strong connection to and are supported by the Waring curriculum: *Calculus AB*, *French*, *Studio Art (2D, 3D, and Drawing)*, *English Literature and Composition*, and *Physics I*. Additional AP Exams may be added to this list in a given year based upon curricula offered and sufficient student interest (e.g., *Calculus BC*). Waring will not administer exams in any subjects that are not pre-approved by the

Academic Dean and the AP Coordinator prior to November 1st. We strongly discourage students from taking additional AP tests without having completed the relevant AP curriculum.

Music Lessons Program

The Music Lessons Program at Waring School offers a distinct opportunity for students to develop creativity, discipline, and musical expertise. As part of the academic curriculum, students may opt to participate in private music lessons. Waring’s dedicated music lessons teachers are contracted to offer lessons from early October through mid-December in the first semester, and from mid-January to May in the second semester . Students have the option to enroll in either nine or twelve lessons per semester. The nine-lesson program is included in the Waring tuition, while additional lessons are offered at the prevailing rate.

Instruction is available in piano, voice, violin, viola, cello, double bass/electric bass, flute, clarinet, saxophone, trumpet, trombone, drums, and guitar. Students may take one instrumental or voice lesson. While we strive to accommodate students’ preferred instruments, availability is limited for each instrument annually.

Participation in the Waring’s Music Lessons Program requires students and parents/caregivers to agree to the Waring School Music Lessons Policy. Since lessons occur during the regular school day and require students to leave scheduled classes, participating students must maintain strong communication with their classroom teacher. This includes: regularly checking their lesson calendars, informing their classroom teachers of upcoming lessons, and staying current with classroom tasks and assignments. To remain eligible for the Music Lessons program, students must maintain good academic standing at Waring.

Students who take private lessons are also encouraged to take part in ensemble opportunities and perform in concerts at school and beyond.

Afternoon Activity Program

Athletics are an integral part of the Waring experience. All students are required to participate in an afternoon sports program or activity, with the exceptions of Core Winter options and a few other exceptions listed below. For information regarding Waring’s commitment to Gender Inclusive Policies in Athletics, please see [Gender-Inclusive Policies](#).

	Fall	Winter	Spring
Core	Soccer	Basketball (JV) Art Theatre Debate	Lacrosse/Ultimate
Group 1	Soccer Cross-Country Theatre (x1/year)	Basketball Debate Theatre (x1/year)	Lacrosse Ultimate Kickboxing Theatre (x1/year)
Groups 2 -5	Soccer Cross-Country Theatre (x2/year)	Basketball Debate YMCA Kickboxing Theatre (x2/year)	Lacrosse Ultimate Kickboxing Theatre (x2/year)

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

Students in Groups 1-5 may opt out of Waring's winter sports through a Personal Sports Intensive. This must be approved by the Area Chairs. Proposals are due by October 15th.

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

Special School Events

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

- Convocation - Convocation is the official opening ceremony of the School year.
- Winter and Spring Concerts - The Winter and Spring Concerts are the two major musical events of the year. They feature performances by the School instrumental ensembles and choruses.
- Graduation Week - all-school events during Graduation Week include Baccalaureate and Commencement.

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

Time Away Policy

A student who is interested in taking a semester or extended time away from Waring School must submit that request in writing to the Director of Admissions and Enrollment Management and the Academic Dean by February 1 of the preceding year (requests after that date may not be considered and may affect a student's eligibility for tuition assistance). In addition, the student must meet with the Academic Dean to discuss the implications of the time away on the student's course planning, and for students in Groups 2-5, their graduation plan. Following this meeting, the student must submit a proposal to the Academic Dean that outlines the student's plan. The school will evaluate the student's request and make a decision based on whether the time away is, in the school's opinion, in the student's best academic interest. Tuition equal to 50% of the cost of the time away will be charged to maintain enrollment at Waring (e.g. if a student takes one semester away, that year's Tuition will be 75% of Tuition before any aid is applied for eligible families). Students who are enrolled at Waring during or before 9th grade will be limited to the equivalent of 2 semesters away during their time at Waring. Students who enroll at Waring after 9th grade (Group 2) may be limited to the equivalent of 1 semester away. Twelfth graders (Group 5) must be in attendance at Waring at least one semester to be eligible for a Waring diploma.

Transcript Request Policy

To request an official Transcript from Waring, send a written request to our Registrar (email Tiffany Soucy). Our standard turnaround time for these requests is 2-4 weeks during the summer and about 2 weeks during the school year.

SST, in tandem with a student's tutor, teachers and administrators monitor the progress of students and the effectiveness of interventions. We also work closely with families to clarify when Waring support measures are insufficient to provide the Student with the support needed.

Parent/Guardian as Partner

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

Parent Communication with Teachers and Tutors

For a question about a specific class or assignment, parents can get in touch with their student's teacher directly. If a class is led by a TA (for example, Core or Group 1 Writing), parents should contact the supervising teacher, especially for non-academic issues that may be sensitive in nature. The Tutor is the primary contact for a student's overall progress in the program. In cases of concern about social or learning issues, parents can contact the Tutor, who may refer the matter to the Academic Support Coordinator, the School Adjustment Counselor and/or the Academic Dean.

Please refer to "[Phone and Email Communications with Teachers](#)" for other pertinent information.

Parents' Group

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

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

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

Lost and Found

The Lost and Found will be located in the main school building. Please inquire at the front desk.

Academic Conduct Policy

Overview

Waring's policies around Academic Conduct assume that we engage in learning with integrity and positive engagement, that our community members take personal responsibility for our actions, and that trust is the foundation of our community. The Goals of our academic program are embedded in the Waring Values below and we expect that students will demonstrate these values with trust and integrity.

- Cultivate Curiosity and Passion

- Learn Without Limits
- Honor Relationships
- Promote Equity and Community

Waring takes academic integrity seriously and expects that all work submitted is the student's own work and thinking. Thus Academic Misconduct is taken seriously here because it undermines academic integrity and Waring values. Assignments are an opportunity for a student to reflect and demonstrate their understanding and to share quality thinking, creativity, and critical reasoning. Assignments are not an end to be simply submitted. We do not expect perfection from our students and we recognize that all students here are learning and growing. That said, students are accountable for their choices.

Definitions and Levels of Academic Misconduct

We categorize academic misconduct in four categories defined below (Plagiarism, Cheating, Collusion, Fabrication) and at 3 levels (mild, moderate, severe). We will approach each incident with care and an eye to student growth, beginning with the student, classroom teacher and Tutor. Institutional consequences may involve working with the Academic Dean or the Discipline Committee and/or Head of School per our [Student Conduct Policy](#).

Plagiarism — claiming credit for another's work as one's own, without proper citation or credit

Cheating — similar to Plagiarism, but with intention around deception or unauthorized use of another's work

Collusion — working with others to engage academic misconduct including plagiarism, cheating, fabrication

Fabrication — intentional and unauthorized creation, altering, or misreporting information or data

Use of Artificial Intelligence tools (generative AI)

Students may not use generative AI tools for a class assignment or exploration unless they have received express permission of the classroom teacher. Unauthorized or undisclosed use of AI tools will be considered to be academic misconduct. Students may use generative AI tools for a class assignment or exploration. When generative AI is permissible, the assignment will clearly state this; otherwise the default use is not authorized and permission should be requested. If an AI tool is used on an assignment, the use must be properly acknowledged and cited.

Educating Our Students about Academic Integrity

We are committed to engaging with students on Academic Integrity. Classroom teachers will communicate in writing our Academic Conduct expectations, proper citation and research techniques for their discipline will be taught at an age appropriate level, and we will share in an All-School Meeting, our shared values around Academic Integrity and review the academic conduct expectations .

Technology Acceptable Use Policy

Overview

The technology infrastructure at Waring is an extension of our learning community. We expect students to be responsible and ethical users of technology. This set of guidelines,

called Waring's Technology Acceptable Use Agreement, governs the use of technology on campus at Waring or off campus during school sanctioned activities, year round. These requirements apply to any use of technology, at any time of day, whether using a personal device students bring to school or a school-owned device.

Guidelines and Terms of Use

Accepting these guidelines and terms of use is required in order to access Waring's school-owned devices and networks.

1. I agree to use Waring's network, as well as school-owned and personal devices, only in ways that have to do with academic purposes or sanctioned community activities of the School.
2. I agree that, if I bring a cell phone or smartphone to school, it will be turned off, stowed away in my backpack or cubby, unseen and unheard. I agree not to have or to use a cell phone in bathrooms or locker rooms. On occasion, I may receive express permission from a Waring staff or faculty member to power on and use my cell phone. I agree that this applies to all school sanctioned activities, including but not limited to school trips, van use, athletic events, travel and Camping Trip.
3. I agree to use my own device or school-owned device (including laptop, tablet, iPad, or smartwatch) in common spaces during the school day, for academic purposes or sanctioned community activities. I understand that their use is not allowed in classrooms without the teacher's express permission or unless such use is part of a student's learning accommodations. Occasional use of outside apps may be allowable with express permission of Waring staff or faculty members. Use of social media, playing computer games and recreational video watching, use of BitTorrent and similar peer-to-peer file-sharing programs are specifically prohibited during the school day, without express permission from Waring faculty or staff.
4. I understand that the use of headphones or earbuds is not permitted without express permission from Waring faculty or staff or unless such use is part of a student's learning accommodations.
5. I understand that I will be issued a Waring School email address to be used for accessing Google workspace apps, Google Classroom, and interacting with students and teachers. I agree to use email only for academic purposes. In my emails, I will be polite and use appropriate language at all times. I understand that I can not use instant messaging or chat.
6. I agree not to seek out, access, or create material using technology that is inappropriate within our School community.
7. I agree not to make any hardware or software changes to the computer equipment or the network without express permission from Waring staff or faculty.
8. I agree to not bring food near, nor eat or drink near school computer equipment including school chromebooks.
9. I agree to not copy, modify, delete, or read the private works of others without the owner's express permission. Unless clearly specified, all computer and online documents will be treated as private.
10. I agree to respect the privacy of community members and not to share personal contact information of members of the Waring community outside of the Waring community and to always use my best judgment when sharing personal information within the community.
11. I understand that passwords are confidential and that I am responsible for the proper use of my Waring School account at all times. I will not use someone else's password or share my own.
12. I will back up copies of important files to my google drive in the Cloud and submit work through Google Classroom according to class policy. If necessary, I will email a document to my waringschool.org email account to facilitate printing at school.
13. I agree not to use the Waring computer network or school-owned devices for commercial or illegal purposes.
14. 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 abide by Waring's Academic Conduct Policy (Please see Family Handbook).
15. I understand that my use of the Waring School network, the internet, and Google Workspace environment will be monitored and that my communications cannot be assumed to be private.

16. I agree to abide by Waring's Academic Conduct Policy to include using generative artificial intelligence (AI) tools, such as ChatGPT, only with the express permission of Waring faculty or staff.

Social Media Policy

I agree to abide by the Social Media Policy outlined below:

17. Because Waring's focus is on learning in an in-person, relational context, the use of Social Media is prohibited at Waring except for during teacher-sanctioned activities and on school-owned media accounts.
18. Employees of Waring School are prohibited from engaging on Social Media with students. Any student who is contacted in any way via a Social Media app by a Waring employee should report this immediately to the Group Dean, Tutor, member of the Student Support Team, Head of School or any other faculty or staff member whom the student is comfortable approaching.
19. When using Social Media on their own time, students are prohibited from representing viewpoints as belonging to Waring School or "speaking on behalf of Waring."
20. When using Social Media and technology apps involving Texting/Messaging at school or on their own time, students should be aware of the serious potential consequences of cyberbullying, sexting, and other misuses of technology, much of which may constitute criminal behavior and result in serious life consequences, including in the college matriculation process. When such behavior outside of school infringes on another Waring's student's rights and safety or becomes public knowledge, the school may take disciplinary action. (Please see the Waring Family Handbook, section on [Bullying, Cyberbullying, Harassment, Sexual Harassment, and Retaliation](#)).

Waring Music Lessons Policy

The Music Lessons Program at Waring School offers a distinct opportunity for students to develop creativity, discipline, and musical expertise. Success in this program requires a collaboration between Waring lessons teachers, students and parents/caregivers that emphasizes dedication and consistent practice. To ensure meaningful progress, both students and parents/caregivers must commit to the following:

1. **Attendance:** Students are expected to attend weekly lessons. Lessons are scheduled in advance and in a rotation such that students do not miss the same class each week. The school supports our lessons program and the non-music Waring faculty will be made aware of the schedule (via Google calendars). All the same, students are asked to communicate with and remind their class teachers when they will miss periods for lessons. If a student knows of an upcoming conflict (such as a field trip), they should communicate with their lesson teacher in order to reschedule the lesson. Lessons that are missed for reasons other than absence from school, or that are not rescheduled in advance when there is the opportunity to do so, will result in an unexcused absence. Students will receive an email from the teacher for each unexcused absence. The Tutor, parent, and the PA Chair will be copied. If the student has 3 unexcused absences, they may lose their lesson privilege and receive a “no-credit” for that term of lessons.
2. **Make-up Lessons:** One make-up lesson per term is provided for excused absences.
3. **Regular practice at home:** The amount and timing of this practice will be determined and agreed upon based on expectations of teacher and student. Students not devoting sufficient practice time, as determined by the teacher, may forfeit the privilege of participating in the Waring Music Lessons Program.
4. **Instrument Access:** In order to take lessons, the student must have the instrument at home, or be willing to rent one. We ask that parents do their part in providing a suitable instrument and place/time for practice. Parents should consult with the lesson teacher regarding appropriate instruments, rentals, and any other materials related to the instrument or lesson. The school has a limited number of instruments to lend. Students using borrowed instruments may be asked to contribute to the upkeep of the instrument loaned (cleaning, strings, repairs, etc.)
5. **Performance:** The student and teacher will decide together a reasonable performance venue or venues, such as a Soirée, Coffee House, school ceremony, all-school meeting or class presentation. All students taking lessons are encouraged to attend the Faculty Soirée in October. Students in Group 3, 4 and 5 who are working to earn Departmental Honors in Music will be held to the highest standards in all categories and will be expected to perform regularly.
6. **Academic Standing:** To remain eligible for the Music Lessons program, students must maintain good academic standing at Waring.

Student Conduct Policies

The School's student conduct policies are grounded in the expectations and values stated in the Waring School Ethic, which states in part: *"We shape and maintain our culture, and it requires that we have integrity, that we be honest, that we be caring and that we be courageous."* These conduct expectations include: addressing teachers, peers and other community members respectfully; refraining from offensive or hurtful behavior; and treating the School, its buildings, contents, and grounds with care. Waring encourages students to speak to an adult whenever they are uncomfortable in any situation at school. Serious concerns should be brought to the attention of the Tutor, Group Dean or Head of School.

Violations of School Conduct Expectations

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

Lesser offenses may include, but are not limited to:

1. Minor incidents of academic misconduct, as outlined in the Academic Conduct policy.
2. Unapproved use of cell phones or smartphones on campus or on trips.
3. Minor violations of the Technology Acceptable Use policy.
4. Minor lapses in respectful behavior towards a student or faculty member that are corrected.
5. Repeated pattern of microaggressions.
6. Tardiness unless it becomes chronic..
7. Minor breaches of everyday school expectations (gum chewing, dress code)
8. Any unauthorized absence from classes, meetings, or afternoon activities.

Offenses of this nature are generally handled as follows:

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

Major offenses

Major offenses include but are not limited to:

1. Repeated and persistent or serious disrespectful behavior (repeated minor infractions)
2. Serious or repeated instances of academic misconduct as outlined in the Academic Conduct policy.
3. Major violations of the Technology Use Agreement
4. Possession, use, or distribution of tobacco products or vaping products of any kind.
5. Possession, use, or distribution of illegal drugs or alcohol.
6. Bullying, Cyberbullying, Sexting, Harassment, Sexual Harassment/Misconduct, Retaliation, Hazing and Discrimination (e.g. bias or hate incidents) (see policies below).
7. Vandalism or willful destruction of School or personal property.

8. Theft of School or personal property.
9. Threats of and/or acts causing physical harm to another individual.
10. Possession or use of firearms, weapons, or other dangerous articles on campus.
11. Leaving the campus (or off-campus school programs) without permission..

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

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

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

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

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

Disciplinary Procedures for Major Offenses

Serious violations of School Conduct Expectations require the convening of the Discipline Committee and an investigation of the incident(s). The Committee is chaired by an appointed Group Dean and consists of the Group Deans and often one additional faculty member.

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

- a) **Disciplinary Probation** is a warning to a student that if another offense occurs again during the probationary period, suspension or expulsion are next consequences. The probationary period may range from a few days to the remainder of the school year. An offense committed at the end of the school year may result in Disciplinary Probation at the start of the following year. In extremely serious cases, a second offense may result in expulsion.
- b) **Suspension from school without probation** requires the student to be absent for a specified period of time. The student will be required to make up any missed work upon his or her return to school.

c) **Suspension with disciplinary probation** is the most serious sanction short of expulsion. A student with this sanction who commits a major offense during the probationary period following return to school is liable for expulsion.

d) **Expulsion** from school. A student who wishes to return to Waring following expulsion may re-apply through the regular admissions process.

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

Dean's Leave (Leave of Absence Pending Investigation)

In some cases during an investigation for a serious behavioral issue, a student may be placed on Dean's Leave, a nondisciplinary leave pending the outcome of the investigation. If the student does not cooperate with Waring's investigation for any reason, the school at its sole discretion may proceed with disciplinary measures. A student on Dean's Leave continues their program as much as possible via remote check-ins with teachers and Google Classroom.

Disclosure of Changes in Disciplinary or Academic Status to Colleges

The Waring School's policy is to not to report violations of School Conduct Expectations to colleges to which a current Waring student has applied and/or been accepted, except in extenuating circumstances as determined by the Head of School. It should be noted, however, that significant changes to a student's standing at Waring related to academic performance or leadership status within the School community may be shared with a college to which the student has applied and/or been accepted.

Notwithstanding the above, although the Common Application's practice is not to solicit students' secondary school disciplinary status, individual colleges may ask students to report changes in disciplinary status in grades 9-12, including, but not limited to, formal disciplinary probation, suspension, or expulsion, both at Waring and any previous schools. Similarly, colleges that use an institutional application may choose to ask questions related to student conduct or discipline. Waring students are expected to respond truthfully to such inquiries and are encouraged to consult with the College Counselor to discuss how best to report any such infraction. If an incident takes place after applications have been filed, the student should contact the colleges to which they have already applied or in which they have already enrolled and alert them to the situation within two weeks of the incident. Waring reserves the right to ensure that any student's change in disciplinary status has been communicated appropriately and accurately in response to such inquiries, both during the application process and after a student has been accepted to a college.

Health and Safety Policies

Confidentiality and Information Sharing

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

Adolescent Care and Confidentiality

Waring's Health and Student Support Staff seek to provide you with the best care possible and to keep students safe. The school strongly encourages students to develop relationships of trust with staff in Health and Student Supports and for students to be candid about their health histories and risk behaviors. We also encourage students to communicate with parents on such matters.

Medical and psychological information shared between students and the school's health care providers is treated confidentially within the limits of the law (as described more fully below). While staff will keep patient medical information confidential, the school will also balance matters of privacy and confidentiality with the need to safeguard the interests and well-being of our students and our community.

In general, confidential care is available to students requesting it for issues related to mental health, drugs and alcohol, and sexual activity.

Students under the age of 16 years old should understand that in Massachusetts, they are legally prohibited from consenting to any type of sexual relations that involves penetration. Put another way: if you are under age 16, sex involving penetration is against the law. The school takes this matter seriously, and if we become aware of such activity, we will support you as we likely involve the appropriate people, including, but not limited to, your parents or guardians, to help provide counsel to you.

As an adolescent seeking care, students should understand that there are some limitations and exceptions to confidentiality. Confidential information may be disclosed to parents/guardians, appropriate employees at the school, outside professionals, law enforcement officers, and others, when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, and/or mentally within the school environment; or when legal requirements demand that confidential information be revealed. In the event of a disclosure required by law, as appropriate, efforts will be made to notify the student and/or parents or guardians.

If a student's care requires us to perform tests or prescribe medications, processing payment and insurance coverage may result in parents/guardians receiving a bill for these services. In such instances, we will do our best to counsel and support the student, should a disclosure to parents/guardians be necessary.

Counseling a student to make healthy decisions as they grow and develop is Waring's priority. Please do not hesitate to visit us with any questions or concerns that you may have.

All Students classified as Minors

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

Health Examinations

The Massachusetts Department of Public Health (DPH) requires each student to have a current physical exam and immunization record on file in order to participate in any school activities. Waring families must complete all Magnus online medical records by August 1st for the new school year. The physical cannot be older than one year; therefore, families should submit a current physical exam form prior to the start of the school year. DPH also requires vision and hearing screenings, once in Grades 6-8 and once in Grades 9-12, as well as annual postural screenings for Grades 5-9 to detect conditions such as scoliosis during these rapid growth years. These screenings should be done by your student's physician or the public school nurse in your district. Private schools are not required to do the screenings; however, it is our responsibility to ask for documentation that they have been done.

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

Illness and Injuries

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

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

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

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

A student who has an injury should be examined by the athletic trainer and/or nurse. Please inform the school and specifically the athletic trainer of your student's injury as soon as possible after it occurs. The athletic trainer will help the student decide next steps in terms of participation in athletics or other after school activities. If a student has seen their doctor

about an injury, they are required to provide a doctor's note. An injured student who cannot participate in athletics or afternoon activities may still be asked to be present at the activity, assigned a study until the end of the day, or sent home.

Medications

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

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

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

Concussion

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

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

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

to Activity protocol) that will be followed in the event a concussion is sustained, and families should defer to the athletic trainer for more specific information.

Sports Medicine Policies and Procedures

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

Counseling and Emergencies

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

Authorization for the School Adjustment Counselor

As a condition of the student's enrollment, parent(s)/guardians agree to authorize the School Adjustment Counselor, an employee of the school, to meet with their student on one or more occasions to help facilitate educational, social and emotional support for the student. The School Adjustment Counselor is not engaged as the student's private therapist. Should it be in the best interests of the student to obtain the services of a therapist or other mental health professional, the School Adjustment Counselor may assist in a referral for such services by a professional not employed by the School. The School Adjustment Counselor is part of a team of faculty members and administrators at the school who collaborate with respect to the student's educational experience at the school. As part of this collaborative effort to support the student's educational experience, the School Adjustment Counselor may share information obtained from parent(s)/guardian(s) and/or the student on a "need to know" basis, and in compliance with applicable professional and ethical guidelines and laws, with other employees of the school. The School Adjustment Counselor has no intention to engage in therapeutic discussions with the student that are protected by any mental health provider confidentiality privilege; to the extent such communications between the School Adjustment Counselor and the student may be covered by such a confidentiality privilege, parent(s)/guardian(s) agree to waive that privilege and permit the School Adjustment Counselor to communicate openly with the parent(s)/guardian(s) and other school employees. This authorization: (i) includes the potential for the release of protected health information, personal and (ii) is subject to revocation at any time upon the written request of the parent(s)/guardian(s). Waring School will not be liable for any actions it takes on reliance of this authorization, prior to its revocation. Unless otherwise revoked, this authorization will remain in effect while the student is enrolled at the school.

Medical Leave

Waring school works closely with families to help ensure that students receive appropriate care for medical and psychiatric concerns. When medical, psychological, or other personal reasons necessitate a student's absence from school for a prolonged period of time, the

school's first priority is to accommodate the health and welfare of the student. In some cases, the school may require that a student take a leave of absence.

A student may take a medical leave in the case of serious illness, bodily injury, or mental health condition, as determined by objective medical evaluation. A student's family may request such a leave at the recommendation of medical professionals. Additionally, if in the school's judgment, a student is exhibiting symptoms that make the student unable to participate in required academic or extracurricular activities without imposing an undue burden on the school's resources, the school may recommend that the student be evaluated and subsequently placed on a medical leave. Discussion of a leave of absence—a meeting among the Adjustment Counselor, members of the Student Support Team, senior administration, Tutor, parents, and student if appropriate—should begin under the following circumstances:

- When mental health or physical symptoms are preventing a student from functioning academically;
- When a physical or mental health condition is seriously interfering with a student's attendance at school (more than six total days of absence in one quarter, or eight days in two consecutive quarters, will usually trigger such a discussion);
- When a student behaves in ways that can be considered self-destructive or dangerous to others; or
- When a student is not engaged in treatment that the school has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed that such treatment is appropriate.

This initial discussion of a medical leave should establish for school personnel what steps the family is taking to ensure that the student is well enough to participate fully in life at the school; and should establish for the family what further steps the school may take if the problem does not improve. Depending on the duration of the absence, students may be asked to make up incomplete work or repeat some/all of missed coursework.

Students who miss more than four (4) weeks of class or (20) school days due to documented medical reasons will automatically be placed on Medical Leave and marked with a Leave of Absence.

Prior to the student's return, the school will need releases to consult with the student's treatment team (which may include the pediatrician, psychopharmacology provider, and mental health counselor). To return to school from a medical leave, a student must also provide a thorough, written professional evaluation of the student's current mental health or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. (The School requires five (5) day's notice from the family that re-entry is imminent.) When both the family and school are satisfied that the concerns have been addressed, a re-entry meeting with the student, parent(s), Group Dean and/or Academic Dean and/or Head of School, Adjustment Counselor (and possibly Tutor and School Nurse) is required to take place. This meeting will take place within three (3) days of the School's receiving of all pertinent documentation. During that meeting, a treatment plan will be discussed for the transition back to school as well as decisions about what outside resources are needed. Each case will be handled individually with the best interests of the student in mind. The re-entry parameters, as determined by the School, may consist of a gradual re-entry (e.g. mornings only, Math/French only) and there may be independent meetings with teachers which are required. The student's re-entry will not take place any sooner than the day after the re-entry meeting. The school's decision about reinstatement will depend on its confidence that the student will be able to function in school without unduly taxing the school's support and supervisory resources. The school may require additional evaluation by a physician or mental health consultant of its choosing.

The guiding principle of re-admission from a medical leave is the school's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the school's ability to serve other students' needs, or place an undue burden on the school. As a corollary to this principle, a student whom the school determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style school activity. If it is determined that resumption of study at Waring is not in a student's best interests, the school will support the family in a transition to an appropriate environment when the student is ready.

In the cases of documented Medical Leave, a student's transcript may be marked "Leave of Absence" in lieu of "Credit" for those classes where appropriate. No more than the equivalent of four (4) individual class credits of documented Medical leave (collectively over the high school years) will be credited toward Graduation requirements; more extended or numerous leaves will need to be made up Credits either by repeating a year or by working with the Academic Dean, Head of School and appropriate Department Chair(s) to find outside, suitable equivalent credits.

Self-Injurious Behavior

Waring's Health Curriculum addresses issues related to self-injury and suicidality. In the event that Waring becomes aware that a student is engaging in self-injurious behavior or suicidal ideation, the School Adjustment Counselor will take the appropriate steps to act in the student's (and peers') best interests, including intervention with parents/guardians and recommending outside treatments for the student. Students who have undergone outside treatment and who are cleared by professionals to return to school may be asked to agree to a Safety Agreement, reviewed by their parents/guardians in which they agree to school measures to monitor and support their continued safety at Waring.

Full Disclosure of Medical Conditions for Travel

Both the Student and Parent agree to fully disclose all medical and mental health conditions to the School prior to the start of any trip, including Camping Trip. All understand that this disclosure is essential for the safety and well-being of the student and others involved (e.g. chaperones, host families) and to help determine whether any particular accommodations will be needed on the trip. For students who have been on a [medical leave](#) within the prior 12 months from the School, the School requires written documentation from the treating healthcare provider that the Student is capable of self-care when traveling domestically or internationally and when staying with a host family. Should full disclosure not occur, the school reserves the right to immediately terminate a student's participation in the trip. If all health information has not been disclosed, a student may need to return home early, at the parents' (additional) expense.

Crisis Plan

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

Visitors to Waring

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

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

Gender-Inclusive Policies

Protections Under the Law: Title IX is the federal education law that protects students from discrimination based on sex, which includes discrimination based on sexual orientation or transgender status.

Laws applicable to public schools in many instances establish the standard of care for private schools. We acknowledge that Waring has developed these policies in light of current laws, that best practices evolve, and that Waring practices may adapt as needed.

Training: Faculty and Staff will be trained on Gender Support Policies during Faculty Meetings. Faculty and Staff tasked with helping individuals develop Gender Support Plans will be trained on the Gender Support Plans.

Privacy & Confidentiality: Protecting the privacy of all students, including transgender and nonbinary students, is a priority for all staff at Waring School. All personally identifiable and medical information shall be kept strictly confidential in accordance with MA law. See Health & Safety Policies for more.

Students have a right to privacy concerning their sexual orientation, transgender status, or gender identity. Student records, including the records of transgender and nonbinary students, are protected by the [Family Education Rights Privacy Act \(FERPA\)](#). Only school employees with a "legitimate educational interest," the student, or their parent or guardian may have access to such records.

Transgender and nonbinary students may decide to discuss and express their gender identity openly and may decide when, with whom, and how much to share private information (MA - DESE).

For transgender and nonbinary students, staff and peers may not disclose any information that may reveal a student's gender identity to others (including parents or guardians, other students, and other staff) unless the student has authorized such disclosure, the information is contained in school records requested by a parent or guardian, or there is another compelling need. The disclosure must be discussed with the student. If requested, students should be provided with support services to make the disclosure in a safe and supportive environment.

If required by law, Waring may need to record a student or staff member's name or gender as it appears on documents such as a birth certificate but will avoid inadvertent disclosure of such information.

Gender Support Plans: In alignment with Waring School's commitment to honoring identity, enhancing a climate of campus well-being, and ensuring that all community members have a safe, affirming, welcoming, and inclusive learning environment, Waring School offers a Gender Support Plan (GSP), a private and confidential gender-inclusive support plan that prioritizes the needs of the transgender or nonbinary student. Student Support Team staff will be trained on the Gender Support Plans.

Non-Discrimination: Waring School has a strict non-discrimination policy (See Handbook). Should students and/or parents/guardians have any concerns about gender-based discrimination, they should contact the DEIJA Coordinator and/or the Head of School. (See Bias Response Policy in Handbook for more).

Names, Notification, School Records, and Pronouns: Everyone at Waring has the right to be addressed by a name, pronouns, and other terms that correspond to their affirmed gender identity. All educators, staff, and peers are expected to use the name and pronouns with which community members identify and request, regardless of documentation. Students and staff members who use multiple pronouns will be asked whether they would prefer the use of one pronoun or multiple. When requested by a student (grades 9-12) and a student and their parent/guardian (grades 6-8), names and pronouns will be changed in the Student Information System (SIS).

Facilities: All restrooms at Waring School are designated as all-gender restrooms, and students have equal access to the all-gender restrooms on campus. Students who are not comfortable using the gender binary segregated locker rooms in the gym have access to a safe and non-stigmatizing alternative. Students will never be required to use gender binary segregated facilities that are inconsistent with their gender identity. If a staff member/student/parent/guardian has questions/concerns about facilities, they should contact the Director of Finance and Operations or the Head of School.

Overnight Trips: All students and staff will be granted the opportunity to participate in overnight trips, and reasonable accommodations will be made if necessary. Waring School will offer reasonable accommodations for all people with privacy concerns upon request.

For national and international travel, trips will offer gender-inclusive housing as options. Everyone will be queried for their housing preferences.

For Camping Trip, students and staff are housed in gender-inclusive housing by Tutorial groups. All students will have access to private restrooms and changing spaces.

No student or staff will be required to be housed separately or in a manner that does not reflect their gender identity unless the student or staff member requests such accommodation. Due to costs, requested private housing accommodations will require additional fees.

Athletics: Students of any gender identity may try out for the team that best suits their identity and individual needs. Notwithstanding league rules outside of Waring's purview, in the gender binary segregated sports offerings at Waring, participation shall not be conditioned by requiring legal or medical documentation to confirm gender identity. Students may opt into what team feels best for them upon discussion with the School Adjustment Counselor Social Worker, the Group Dean, the DEIJA Coordinator, or the Athletic Director. Waring has all-gender athletic options. Core sports are all-gender, and other all-gender athletic offerings include Cross-Country, kickboxing, ultimate frisbee, YMCA.

Anti-Hazing Policy

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

Hazing defined

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

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

Commonwealth of Massachusetts: Chapter 269: Section 18.

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

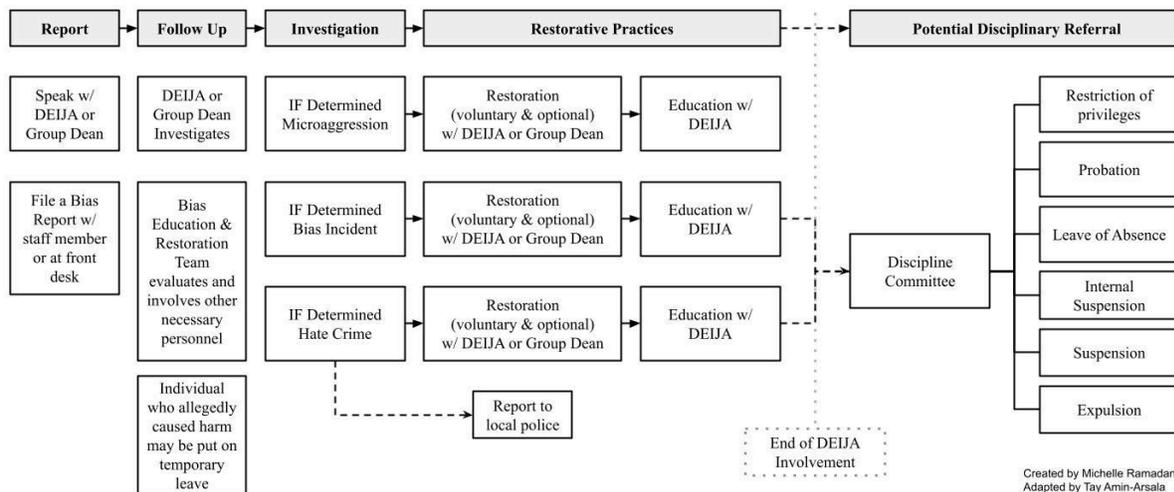
Non-Discrimination Policy

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

Microaggressions, Bias Incidents – Report & Response Procedures

Overview: Waring’s Microaggressions, Bias Incidents, and Hate Crimes – Report & Response Procedures are rooted in Waring’s mission “to create and sustain a community of lifelong learners who are working together for the individual and common good” and in its Ethic. Waring is committed to respect and inclusion. At Waring, we hope to develop a community that proactively addresses microaggressions, bias incidents, and hate crimes through proactive education and community building. Per the Waring Ethic, we believe that “we should do nothing to damage the community and if we witness someone else damaging the community in any way, we should take action in an appropriate way.” In the event Waring must respond to reports of microaggressions, bias incidents, or hate crimes at school, appropriate actions include education, restoration, and discipline. At Waring, we commit to addressing harm when it happens, not ignoring hurt, and helping students grow. Waring’s responses are aimed at restoring the harm that’s been done to the people involved and the community as a whole.

Report & Response Procedures Summary Flow Chart:



Navigating Microaggressions

What are microaggressions?

Microaggressions are brief and commonplace verbal, behavioral, and environmental indignities that communicate biased, hostile, derogatory, or negative slights and insults towards historically marginalized individuals or groups based on their actual or perceived age, ancestry, disability, ethnicity, gender, gender expression, gender identity, national origin, race, religion, sex, or sexual orientation (Kevin Nadal; Rosetta Eun Ryong Lee). Microaggressions may be deliberate and intentional, may aim to slight, hurt, and offend the target, may be unconscious and unintentional, may have varied aims (communication, curiosity, connection, complementing), and may convey an assumed belief in a stereotype reinforced by society, and may be impactful due to widespread and frequent use (Rosetta Eun Ryong Lee). Examples may include but are not limited to: assumptions, identity-based stereotyping, cisheteronormative language and ideology (“you guys”, “ladies and

gentlemen"), ableist language ("that's lame"), tone policing, misgendering, erasure of identities and groups, the royal "we", etc. [Video Resource: Teenagers Discuss Microaggressions and Racism.](#)

What do I do if I've been microaggressed or have witnessed a microaggression?

Report the microaggression to the Diversity, Equity, Inclusion, Justice, and Anti-Racism (DEIJA) office or your Group Dean. Someone from DEIJA or your Group Dean will meet with you to discuss how to address the issue. All reports of a bias incident should be made in good faith (meaning that they are not knowingly false accusations). While there is an option for anonymous reporting (ex. Leaving a note in the DEIJA mailbox), please note that this will limit DEIJA's ability to address concerns. DEIJA may use information obtained in an anonymous report to develop educational programming and provide support to impacted students.

What will happen after I've spoken to DEIJA or the Group Dean about a microaggression?

All reports will be tracked to determine community needs, develop educational and outreach programs, and identify potential trends. As an educational community of lifelong learners, we are in a position to raise awareness and increase understanding of the issues raised by microaggressions. Whether intentional or unintentional, microaggressions are occasions for education.

Depending on the report, the response may involve providing support, providing an opportunity for an informal restorative conversation, and providing education. As per Waring's Ethic, "whenever possible, we should speak to the person(s) directly involved in any situation... It is our responsibility to speak up whenever there is a breach of trust at Waring." Understanding that navigating conversations around microaggressions can be challenging, and acknowledging the power dynamics that may exist between involved parties, the DEIJA Coordinator or Group Dean will be available to mediate such conversations or speak with the person who microaggressed on behalf of the student harmed.

If the DEIJA Coordinator or the Group Dean is unsure if a report constitutes a microaggression or something else, they may convene the Bias Education & Restoration Team (see BERT below) to determine, by consensus, what type of report this is.

Repeated and severe reports of microaggressions may lead to passing on the case to the Disciplinary Committee for Disciplinary Action.

Navigating Bias Incidents & Hate Crimes

What is a bias incident?

A bias incident is a conduct, speech or expression motivated, in whole or in part, by bias or prejudice that targets and impacts individuals or groups based on perceived or actual identities such as age, ancestry, disability, ethnicity, gender, gender expression, gender identity, national origin, race, religion, sex, or sexual orientation but does not involve criminal action (Learning for Justice). To be considered a bias incident, the act is not required to be a crime (UChicago). Homophobia, sexism, transphobia, racism, and other forms of prejudice, discrimination, or antagonism directed at someone because of their identity, typically one that is a minority or marginalized, constitutes bias. Bias incidents (including speech, jokes, and actions) cause harm to individual relationships and our community as a whole. If you are not sure whether something experienced or heard qualifies as a bias incident, do not hesitate to check with the DEIJA Coordinator or the Group Dean.

What is a hate crime?

Under Massachusetts law, Chapter 22C, Section 32, a hate crime is defined as “any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted or completed overt act motivated at least in part by racial, religious, ethnic, handicap, gender, gender identity or sexual orientation prejudice, or which otherwise deprives another person of his constitutional rights by threats, intimidation or coercion, or which seek to interfere with or disrupt a person's exercise of constitutional rights through harassment or intimidation.” In other words, a hate crime is a crime (typically involving violence) that is motivated by discrimination of a federally protected class. Hate crimes cause harm to individual relationships and our community as a whole.

According to Learning for Justice, for an incident to be a hate crime, “two things are necessary. First, a crime has to have occurred—vandalism, physical assault, arson and so on. Second, the crime must be motivated, in whole or in part, by bias, and the targeted individual or group must be listed in the statutes as a protected class. Federally protected classes are race, religion, ethnicity, nationality, gender, sexual orientation, gender identity and disability. State and locally protected classes vary. If no crime has occurred—and again, that may be difficult to determine at the outset—it likely can be called a bias incident. (It may more aptly be labeled harassment or intimidation, and school policy might come into play.)” For a list of Hate Crime examples, see the [US Department of Justice](#).

What do I do if I have been directly involved in, impacted by, or were a witness to a bias incident or hate crime?

As the Waring Ethic states, we believe that “we should do nothing to damage the community and if we witness someone else damaging the community in any way, we should take action in an appropriate way. On the daily level, this means accepting personal responsibility for our actions – being respectful to others in what we do or say while encouraging others to do the same” (Waring Ethic).

Faculty, staff, and students are strongly encouraged to report incidents of bias and hate crimes that occur while on campus or on a school-affiliated activity in order to ensure that we are supporting harmed students and educating/addressing the person(s) who caused the harm.

All Waring staff will have access to a [Bias Report Form](#) that will be shared with the Group Dean. Students may submit a report with any adult in the community they feel comfortable talking to. In the event that the report is about the Group Dean, the report will be sent to the Head of School. Forms will also be available at the front desk.

If this is an EMERGENCY situation that presents an immediate and real threat to health and safety (ex. arson, violence, use of arms), CALL 911 or find a school administrator immediately. Do not use the Bias Report Form to report events that present an immediate threat to health or safety. If a reported hate crime requires a referral to another investigative body, such as local police for legal violations, referrals will be made.

All reports of a bias incident should be made in good faith (meaning that they are not knowingly false accusations). (See Allegations in Bad Faith in Handbook). While there is an option for anonymous reporting (ex. Filling out a hard copy form at the front desk), please note that this will limit Waring’s ability to address concerns. Waring may use information

obtained in an anonymous report to develop educational programming and provide support to impacted students.

What happens after I've filed a Bias Report Form?

When a report is filed, a Bias Education & Restoration Team (BERT), composed of three trained staff members at Waring, will investigate the report as soon as possible and determine, by consensus, whether the report is a bias incident or hate crime/speech. The Head of School will also be notified that an investigation is underway. Should the report involve the Head of School, the Director of Finance and Operations will be notified that an investigation is underway. If a reported incident requires referral to another school administrator or investigative body, such as local police for legal violations, referrals will be made. Incidents of sexual harassment, harassment, hazing, bullying, cyberbullying, and retaliation are major offenses handled by the Discipline Committee and the Head of School.

Who is on BERT and what's BERT's role?

For reports about student behavior, the BERT will be composed of the DEIJA Coordinator, Group Dean and School Adjustment Counselor . If a member of the committee is the reporter or recipient of a bias allegation, they will recuse themselves from the committee for the duration of the process. The Head of School is to replace the DEIJA Coordinator, Adjustment Counselor , or Group Dean if they are involved.

For student reports about staff behavior, the BERT will be composed of the DEIJA Coordinator, the Group Dean, and the Dean of Faculty/Academic Dean/Head of School (whoever is the staff member's supervisor). If a member of the committee is the reporter or recipient of a bias allegation, they will recuse themselves from the committee for the duration of the process.

Guided by principles outlined by Learning for Justice, BERT focuses on "addressing the impact of the incident, not its motivation." BERT's "primary aim is restoring relationships and/or the school to health, not to punish perpetrators." BERT "focus[es] on the positive steps the school community will take to restore order and renew its commitment to provide a safe and welcoming environment where all students can learn." BERT will also offer "support for any individuals or identity groups specifically targeted by the incident." BERT cannot initiate disciplinary action. Disciplinary action is under the purview of the Discipline Committee and the Head of School.

How will information about the report be communicated and to whom?

Within 1-2 days of a report, the Group Dean with input from the DEIJA Coordinator will send separately tailored messages to involved students, their parents/guardians, their Tutors, and other impacted constituents. The Group Dean will also send regular updates. Whenever possible, the Group Dean will communicate by phone. The Group Dean will respect students' privacy in these communications.

In the event that a student made a report about a staff member, the Group Dean will inform the staff member's supervisor that an investigation is underway.

In the event of an alleged or confirmed hate crime, the Head of School, or the Director of Finance and Operations in their stead, is immediately notified so that the issue may be addressed immediately. As previously noted, if a reported incident requires a referral to another investigative body, such as local police for legal violations, referrals will be made.

What constitutes an investigation?

BERT will follow up with named parties to better understand what happened. It is important that BERT gather enough information to respond to the incident in a fair, consistent, and impartial manner. For all reports containing contact information, a BERT member will contact the reporter and offer a meeting to discuss the incident and explore next steps. In the course of an investigation, per the ADL's recommended protocol, BERT will aim to get all the facts, reassure those harmed, communicate with those who caused the harm, preserve the evidence, and interview all witnesses. Again, if a reported incident requires referral to another school administrator or investigative body, such as local police for legal violations, referrals will be made.

What happens after the investigation?

Confirmed biased comments and hateful behaviors will be addressed, the people harmed will be taken care of, the people who caused harm will go through a process to understand how they impacted others, and, barring serious or repeated incidents, the people who caused harm will be allowed to rejoin the community. BERT will work with the students or staff harmed on healing and/or safety and will work with the students or staff who caused the harm to take accountability for the harm they've caused.

In the event that a student made a report about a staff member, the staff member's supervisor will be informed that an investigation is underway. Given the outcomes of that investigation, the supervisor may deliver feedback and or hold the staff member accountable. Should all parties be willing, the DEIJA Coordinator may mediate a conversation with the staff member and the student. Staff accountability and disciplinary responses fall to the Dean of Faculty and Head of School.

For confirmed incidents involving students, depending on the results of BERT's investigation, the outcome may include but is not limited to restoration, education, and/or disciplinary action (See "Disciplinary Procedures for Major Offenses" in Handbook). BERT cannot initiate disciplinary action. In the event that BERT recommends disciplinary action, the case will be referred to the Group Dean, the Discipline Committee, the Head of School to determine disciplinary outcomes. Repeated incidents will be dealt with more severely.

Depending on the severity of the allegation and the persons involved, the Head of School, Director of Finance and Operations, or Group Dean will determine whether the student or staff member who caused the harm may continue to attend classes or be put on leave (such as Dean's Leave for students) in order to investigate the allegation without potentially causing additional community harm.

What does an education response look like?

As the Anti-Defamation League's "RICE" procedure states, "bias-motivated incidents can serve as 'teachable' moments." As an educational community of lifelong learners, we are in a position to raise awareness and increase understanding around the issues raised by incidents of bias. Bias incidents are occasions for education and restoration. Occasions to deepen our understanding that our diversity is a powerful source for good, binding us by our common humanity.

If applicable to the incident, Waring will discuss incidents with the entire student body. Waring also has a responsibility to educate those who caused harm. It is important for those

who caused harm to understand that “in many ways, the issue is less about intent and more about impact. No matter the intention, [biased] messages and behaviors can cause fear, damage, and injury to individuals and the entire school community” (Learning for Justice). DEIJA will work with the person who caused the harm to reflect on the harm caused by the incident and take steps towards understanding and repair.

What does a restorative response look like?

A restorative environment of continuous learning aligns with Waring’s mission “to create and sustain a community of lifelong learners who are working together for the individual and common good.” At Waring, “we believe that a supportive and stimulating learning culture affirms intellectual tolerance and social unity” (Waring Ethic). Guided by restorative practices, and in pursuit of social unity, in the event that the person who caused harm has admitted to the bias incident, the incident has adversely affected or harmed someone, there is a need to repair the harm, and the person harmed wants to participate, BERT may recommend a voluntary and optional restorative conversation for those involved.

Restoration at Waring is a non-punitive approach that aims at “strengthening individual and community relationships to create a sense of belonging and provide a system of communal accountability that sets the stage for repairing harm that may arise from a student or educator behavior” (Learning for Justice).

Restoration can range from informal to formal processes. Informal processes involve informal facilitated conversations in which people involved (and their Tutors or supervisors) come together to talk collectively about an issue that created harm and process what happened so individuals can learn and grow. Prior to the conversation, involved and willing participants will have an opportunity to reflect on restorative questions. Formal processes include facilitated formal restorative circles or facilitated formal restorative conferences led by trained facilitators or consultants.

Bullying, Cyberbullying, Harassment, Sexual Harassment, and Retaliation

Introduction

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

Policy against Harassment, Sexual Harassment, Bullying, Cyberbullying and Retaliation
Waring School must maintain an environment completely free of harassment, sexual harassment, bullying, cyberbullying, and retaliation. Waring strictly prohibits harassment, sexual harassment or assault, bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities or activities outside of school that infringe on a student’s rights or safety (real or perceived) while at school. We will promptly investigate all

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

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

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

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

Definitions

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

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

Cyberbullying means bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a

wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

(a) the creation of a web page or blog in which the creator assumes the identity of another person; or

(b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions in bullying(a) through (e).

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

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

Harassment

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

Sexual Harassment

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

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

- Unwelcome sexual advances -- whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip, comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;

- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

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

Bullying, Cyberbullying and Harassment are defined as [Major offenses](#) in the Student Conduct Policy.

Legal Definitions and School Policy

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

Relationship to Other Laws

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

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

Other Terms Defined

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

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

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

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

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

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

Bullying Prohibited

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

Such bullying and retaliatory behavior is also prohibited at locations, activities, functions, or programs that are not school-related through the use of technology or electronic devices that are not owned, leased, or in use by the school, if the acts create a hostile environment at school for the targeted individual or witnesses, infringe on their rights at school, or materially and substantially disrupt the educational process or orderly operation of the school. It should be noted, though, that the law does not require the school to staff any non-school related activities, functions, or programs. Activities initiated by non-school persons, including parents of students, are not school-related activities, functions, or programs. Whenever necessary, the Head of School or his/her delegate will make the determination of whether any activity, function or program is school-related. It is important to bear in mind, however, that Waring reserves the right to require standards of behavior under its policies that are stricter than the laws of Massachusetts in order that we may prevent inappropriate verbal and physical conduct before a student has been subject to bullying as it is defined under the law.

Reporting

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

Complaints

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

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

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

Students

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

Parents

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

Faculty and Staff

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

Others

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

Anonymous Reports

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

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

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

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

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

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

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

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

Allegations in Bad Faith

The School also recognizes that knowingly false accusations may have serious effects on innocent persons. Students found to have knowingly made false accusations of bullying will be subject to appropriate disciplinary action, up to and including suspension, or expulsion. Please note: This is not meant to include allegations that were made in good faith and

reasonable belief of their accuracy but which were later determined to be insufficient or unsubstantiated so as to not prompt remedial action, in which the complainant has done nothing improper.

Other Remedies

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

Ongoing actions

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

Boundaries between Teachers/Staff and Students

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

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

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

Bullying Prevention and Intervention Plan

1. Leadership

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

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

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

2. Waring Teacher and Staff Development

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

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

As part of this Plan, Waring will also conduct: Annual staff training on the Plan and Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying and harassment. Professional development will also address ways to prevent and respond to bullying or retaliation for students with learning differences and disabilities that must be considered when developing students' Individualized Education Programs (IEPs) with Waring's Academic Support Coordinator.

3. Access to Resources and Services

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

In addition to their peers, older mentors in their Tutorials, their teachers, and their Tutors, students have access to the rest of the faculty and staff and the Student Support Team, comprised of: the DEIJA Coordinator, School Nurse, Athletics Director, Health Chair, Academic Skills Coordinator, and School Adjustment Counselor. Health Classes provide students with resources in the many areas of that curriculum.

4. Academic and Non-academic Activities

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

That said, Waring is deliberate in its practices—both academic and nonacademic—in addressing issues of prevention and intervention in harassment and bullying.

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

for students, including PFLAG and NSRCC, and online resources such as the CyberCivics curriculum and TED talks on related topics.

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

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

The Student Council is a student leadership/representative group and liaison between students and the faculty on issues that may arise.

Mandated Reporting: Child Abuse and Neglect

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

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

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

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

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

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

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

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

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

Appendix A: Incident Reporting Form:

WARING SCHOOL BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING FORM

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

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

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

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

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

Parent Administrator Other (specify) _____

Your contact information/telephone number: _____

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

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

6. Information about the Incident:

Name of Target (of behavior): _____

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

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

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

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

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

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

WaringSchool

WaringSchool

WaringSchool

WaringSchool

35 Standley Street
Beverly, MA 01915
www.waringschool.org

WaringSchool