



WILLISTON NORTHAMPTON SCHOOL

# STUDENT AND PARENT HANDBOOK

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ACADEMIC YEAR 2021-22

## WELCOME TO THE SCHOOL

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Welcome to a new school year at the Williston Northampton School! The *Student and Parent Handbook* is a guide to our community's core values and the corresponding expectations that we place not only on our students, but also on all of our community members.

As its name suggests, the *Student and Parent Handbook* is a resource for all parents, students, and adult members of our community. It outlines our school rules and discipline procedures; it also conveys the values and beliefs that are the cornerstones of all of our interactions as members of the Williston community.

You will find that the values of respect, responsibility, trust, integrity, and honesty are embodied in the expectations of conduct that we have at Williston.

Through each student's personal initiatives and challenges, we become a thriving community of learners and friends who grow from sharing each other's talents and strengths. For students, we encourage you to take advantage of the many opportunities for personal growth and learning that will be afforded you in the upcoming months. The possibilities are endless. Expand your circle of experiences, both in and out of the classroom, and develop new and meaningful relationships with students and adults alike.

Please note that this handbook applies to both the Middle and Upper Schools; however, there is a section at the end of the handbook that highlights policies and procedures that are just applicable to the Middle School. If a policy is not mentioned in the Middle School section, then students and parents should look to the main part of the handbook for guidance on the particular issue.

Pursue those areas where you will thrive and have success; explore the unknown and try new activities that may challenge you. All of us at Williston look forward to your arrival on campus and to being available to assist you in the coming year.

See you around campus!



Robert W. Hill III  
Head of School

# WILLISTON NORTHAMPTON STUDENT AND PARENT HANDBOOK 2021-22

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The Williston Northampton School *Student and Parent Handbook* is published and distributed to members of the Williston Northampton School community for the purpose of providing information on aspects of student and campus life. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of this handbook, so that each member of the community knows and understands the expectations of students within our community. While policies in this handbook will generally apply, the school may take actions that it determines to be in the best interests of the school, its faculty, and its students. This handbook does not limit the authority of the school to alter, interpret, and implement its rules, policies, and procedures, before, during, and after the school year. This handbook is for informational purposes only. This handbook is not intended to create, nor does it create, a contract or part of a contract in any way, including but not limited to, between the Williston Northampton School and any parent, guardian, or student affiliated with or attending the school. The Williston Northampton School may alter, amend, or modify the policies and procedures in this handbook at any time before, during, or after the school year.

## PARENT AND STUDENT ACKNOWLEDGMENT

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All members of the Williston Northampton School community are expected to support the school and its mission. Toward that goal, we ask that parents and students formally acknowledge receiving this 2021-22 *Student and Parent Handbook* by completing the form on the school's information-management system, Veracross (see opposite page). The form allows parents and students to acknowledge that they have reviewed the handbook's contents and agree to abide by the policies and procedures it outlines.

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Note: If you have not done so already, please go to Veracross and complete the electronic acknowledgment form. All forms must be completed and submitted by September 1, 2021.

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## HOW TO CONNECT WITH THE WILLISTON COMMUNITY

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Williston offers a suite of resources designed to keep parents fully informed and connected to the school. Through these tools, parents have access to important school news, calendars of events, all necessary forms, and updates about a student's schedule, class attendance, grades, and more.

### ONLINE

For new families and students, the school's Technology Department sends passwords and detailed instructions for assessing all the helpful features of Veracross, our information-management system. The password you receive will allow you to sign in to your Parent and Student Portals.

This customized school information-management system serves as the key vehicle of parent-school communication. Veracross allows parents and students to:

- View and download important documents (including this *Student and Parent Handbook* and its related acknowledgment form);
- Find and complete various forms and permissions (for health information, field trips, Afternoon Program choices, and more); and
- Review a student's schedule, assignments, and grades.

### WEEKLY UPDATES

During the school year, parents will receive a Weekly Update email. This email lets you know about key dates, upcoming events, news on campus, and opportunities for students. You do not need to sign up for this email; it will automatically come to you as a parent of a current student.

### SOCIAL MEDIA

See photos and hear campus news through the school's social media channels.

- Instagram:  
[www.instagram.com/willistonns](http://www.instagram.com/willistonns)
- Facebook:  
[www.facebook.com/willistonnorthampton](http://www.facebook.com/willistonnorthampton)
- Twitter:  
[www.twitter.com/willistonns](http://www.twitter.com/willistonns)
- Flickr:  
[www.flickr.com/willistonnorthampton](http://www.flickr.com/willistonnorthampton)
- YouTube:  
[www.youtube.com/willistonnorthampton](http://www.youtube.com/willistonnorthampton)

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# INTRODUCTION

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## OUR HISTORY

Williston Seminary was founded in 1841 by industrialist and philanthropist Samuel Williston. The school was coeducational until 1864 and changed its name to Williston Academy in 1924. From 1916 forward, the school operated on two campuses: the “Old Campus” on Main Street in Easthampton and the “New Campus” at the present location. In 1951, operations were consolidated onto the “New Campus.” The school underwent two decades of expansion and improvement in the 1950s and 1960s. Northampton School for Girls, which opened in 1924 on Pomeroy Terrace in Northampton, was founded by Sarah B. Whitaker and Dorothy M. Bement, former teachers at the Capen School for Girls in Northampton. The two schools shared musical, dramatic, and social activities. The Williston Northampton School came into existence in 1971 with the merging of Williston Academy and Northampton School for Girls.

## MISSION STATEMENT

The Williston Northampton School inspires students to live with purpose, passion, and integrity.

## OUR PHILOSOPHY

The school’s philosophy comprises the tenets of respect for self and others, responsibility and trust, and honesty and integrity, as more fully described below.

### Respect for Self and Others

Respect for self and others are two values essential within the school community, as well as to the democratic society of which we are a part. Respect means having regard for, and paying attention to, the welfare and rights of others, in addition to protecting one’s own well-being. The school strives to maintain a community free from all forms of intimidation and harassment, and expects every individual to be treated

with respect, sensitivity, and compassion. The school believes further that the quality of the life and work we share together is enriched by generosity of spirit, civility, a positive attitude, and the kind of consideration for others that goes well beyond respect alone.

### Responsibility and Trust

All communities depend upon responsibility and trust to function well. We must be able to rely upon each other to keep our promises and to accept responsibility for our mistakes when we fall short. When a student enrolls at Williston, the school expects that both the student and the student’s parents will adhere to the values and the more specific rules of the school. While there are consequences for failing to observe the rules of the school, as an educational institution, we understand that young people make mistakes and that important learning can come from dealing responsibly and thoughtfully with one’s missteps.

## HONESTY AND INTEGRITY

Members of our community are expected to prize the integrity of their own word. Giving false or deceptive information in any circumstances casts serious doubt on that integrity and is considered an especially grave affront to the community.

## OUR VALUES

The school’s values are encapsulated by these tenets:

**Academic Excellence.** Williston recognizes that academic excellence is an essential component of a valuable boarding school experience. We promote excellence and achievement in and out of the classroom by encouraging our community of learners to accept and engage in intellectual challenge. We set the highest standards for teaching, learning, creativity, and scholarship within and across disciplines.

**Individuality.** Williston values individual growth and expression as a way to create an authentic, diverse, and dynamic community. We expect students and faculty to develop, share, and pursue their unique passions and interests. Williston supports personal development and self-discovery by promoting participation in a wide array of academic, artistic, and athletic programs, and through community service.

**Responsibility.** We believe responsibility begins with personal integrity and self-respect and extends to our relationships with others. We work to instill qualities such as fairness, honesty, and empathy in our students and faculty in order to develop their leadership abilities and to allow them to make meaningful contributions within and beyond our school boundaries.

**Community.** Williston cultivates strong relationships on many levels—student-to-student, student-to-teacher, and teacher-to-teacher—leveraging the boarding school structure to create a vibrant and genuine experience for students. Our unassuming community encourages engagement and service, embraces diversity of thought, and promotes strong stewardship of the rights and responsibilities of the school.

**Collaboration.** Williston views collaboration as an essential skill that is both relevant and necessary in today's world. By developing students' abilities to collaborate with each other, with teachers, and with the greater community, Williston helps them gain a broader and more applicable context for learning.

We actively seek out partnerships in our community, including the outstanding colleges surrounding our campus, to augment our school environment.

## **INCLUSION AT WILLISTON**

We believe an inclusive community is central to the school's mission, and Williston's dean of Diversity, Equity, Inclusion, and Belonging is dedicated to promoting a community culture that is respectful and aware of all individuals, approaches, and perspectives. The dean, working with students, faculty, and staff, brings attention to the cultural identities in our community and oversees the programming surrounding related issues.

## **NON-DISCRIMINATION STATEMENT**

Williston admits qualified students of any race, color, national or ethnic origin, ancestry, gender, religion, gender identity, gender expression, sexual orientation, mental or physical disability, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national or ethnic origin, ancestry, gender, religion, gender identity, gender expression, sexual orientation, or mental or physical disability, or any other status protected by applicable law in the administration of its admissions, scholarships, and loans, and its educational, athletic, and other policies and programs.

## **HONOR CODE AND ACADEMIC HONESTY**

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### **PHILOSOPHY**

Honor is the intangible quality in each of us that makes us esteem those things which are right, just, and true, and conform to the standards imposed

by our conscience. At Williston, the honor system is based on the moral maturity, self-respect, and cooperation of each member of the student body. The school's honor system implies a trust that each

student will do homework, tests, and other forms of work alone, unless allowed to do otherwise by a faculty member, and will use the property of others only with permission of the owner. Expectations regarding academic honesty and our honor system apply when students are seeking admission to the school as well as when students are seeking admission to next schools and colleges. Students will at all times be truthful and will use their influence to encourage honorable conduct among all fellow students.

## **CODE**

Lying, stealing, cheating, and the toleration of such acts are unacceptable at the school. The school expects all students to contact school leadership if they are aware of a violation, or possible violation, of the honor system.

## **ACADEMIC DISHONESTY**

As an academic institution, the school values academic honesty and expects a student's work to be the student's own. If students find technical aspects of academic source citation and plagiarism confusing, it is their responsibility to seek assistance to correct any misunderstanding, and to accurately represent their use of printed, electronic, and human sources. The improper giving or receiving of academic information may be considered cheating by the school, which is not tolerated. No piece of academic work completed for one course may be used to earn credit in another.

## **PLAGIARISM**

Using someone else's ideas, words, phrases, and/or designs without giving credit is prohibited. All work that is turned in (whether written, oral, artistic, or programmed for a computer) should be the student's own, except where otherwise credited. Students are sometimes encouraged to make references to other works, and these references (including individual ideas, words, phrases, and/or designs) must be

credited properly. Internet material must be credited in the same way as any other reference source. The use of translation websites is prohibited by the Language Department. Any outside help (sources, proofreading, typing, or copying of another's work) that a student has used in preparation for a written, oral, or artistic work should be noted as such before the assignment is turned in for a grade. Similarly, any questions that a student might have about plagiarism should be asked before a particular work is turned in to be graded.

## **CONSEQUENCES FOR ACADEMIC DISHONESTY**

A student who gives or receives information or otherwise cheats on a quiz, test, or exam may be disciplined and may receive an academic dean's warning, probation, suspension, separation, or dismissal from the school (see definitions on page 67), as determined to be appropriate by the school.

### **Ninth or Tenth Grade**

Generally, on a first offense, the student meets with the academic dean, the teacher, and the advisor. The assignment typically receives a grade of zero, and an academic dean's warning is sent to the student and to the student's parents. On a second offense, the student may be placed on probation, suspended, or dismissed.

### **Eleventh or Twelfth Grade**

Generally, on a first offense, the student meets with the academic dean, the teacher, and the advisor. The assignment typically receives a grade of zero, and the student is issued an academic dean's warning, or is placed on probation, depending on the seriousness of the offense.

It is unusual for any particular student to be referred to the Academic Office for a second instance of cheat-

ing or plagiarism. In these rare cases, probation almost always results, and the school may also suspend or dismiss a student under these circumstances.

It is well understood by the Academic Office that students may engage in unacceptable academic be-

havior without intending to mislead the teacher or to subvert the integrity of the academic program. The academic dean is generally responsible for making these judgments and evaluations, and for administering consequences for violations of academic honesty that are reported to the academic dean.

## ACADEMIC PROGRAM

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When a student enters Williston at the Upper School level, an academic program is designed by the academic dean after review of the student's records and any notes made by an admissions officer during the admissions process.

For returning students in both the Middle and Upper Schools, the academic program is drawn up initially by the student and the student's faculty advisor, and then reviewed by the department heads and the academic dean. Students are advised to talk with their teachers about course choices and placement, and parents are urged to participate early in the process through consultation with the faculty advisor in April and May. Please check the distribution requirements of particular colleges in which students may be interested, as requirements and recommended course programs vary.

### PROMOTION AND GRADUATION STANDARDS

For promotion from ninth to tenth grade, a student must have successfully completed 12 credits, including three credits in ninth grade English. (A yearlong course receives three credits and a trimester course receives one credit.) For promotion from tenth to eleventh grade, a student must have successfully accumulated 27 credits, including three credits in tenth grade English. For promotion from eleventh to twelfth grade, a student must have successfully

accumulated 42 credits, including three credits in eleventh grade English. In order to receive a Williston diploma, a student must complete 57 academic credits in courses offered at the ninth through twelfth grade level.

Diploma requirements also include: a passing grade in all courses taken in the senior year; enrollment in five courses in the third trimester senior year, each worth one credit; enrollment at Williston throughout the senior year and through graduation ceremonies; positive citizenship; and regular participation in the Afternoon Program.

Diplomas are granted on the voted recommendation of the faculty prior to graduation, and then confirmed by vote of the Board of Trustees.

### REQUIRED COURSES

The 57 academic credits required for a diploma must include:

#### **English: 12 credits**

Student must be enrolled in an English course each trimester (English Language Learning courses qualify).

#### **Mathematics: 9 credits**

This must include Algebra I, Geometry, and Algebra II; most students go beyond these requirements.

**Science: 6 credits**

Three credits must be a yearlong physical science (Physics or Chemistry) and three credits must be a yearlong life science (Biology). Most students go beyond these requirements.

**Language: 6 sequential credits**

Each student must complete at least six sequential credits in the same language during grades 9 through 12. Students for whom English is not a first language need not fulfill credits in this department. Many of the most competitive colleges and universities either recommend or require at least three years of continuous language study. As a result, the College Counseling Office strongly recommends that students study a language through at least the third level.

**History and Global Studies: 8 credits**

Students who enroll at the school for the ninth grade are required to complete the humanities program in the ninth grade. All students must complete the equivalent of World History (tenth grade) and U.S. History (eleventh grade). Two- and three-year students must also take two additional history credits; one of the two must be a religion or philosophy course (6700 level).

**Visual and Performing Arts: 3 credits**

Two-, three-, and four-year students must complete three credits. Students are urged to select from offerings both in the studio/performance courses and in the humanities courses.

**COURSE LOAD AND HOMEWORK**

Students in grades 9 through 12 are expected to take five courses each trimester, and students should expect about 45 minutes of homework in each class prior to each meeting. Occasionally, a student might be permitted to take six courses for a trimester, but only after approval by the academic dean.

**SPECIAL STUDIES****Williston Scholars**

The Williston Scholars program allows students to pursue their individual academic and creative passions through a trimester of directed project work in a field of interest. Students in each department-specific Williston Scholars class engage as a cohort in self-chosen research projects under the close mentorship and instruction of a Williston faculty member. Students are guided through the steps of project development, research, implementation, and ultimately, presentation. Students also connect with content experts both inside the school and out, drawing resources from the intellectual wealth of the Pioneer Valley's colleges and universities. Students with exemplary projects will be eligible for special recognition and departmental honors.

**ADD/DROP**

At the beginning of the fall trimester (for yearlong courses) and at the beginning of each trimester (for trimester electives), an Upper School student may use the established course change procedure to withdraw from a course. No record of the course will appear on the student's transcript if the withdrawal occurs prior to the Friday before interim comments are recorded. With the exception of these time periods, all withdrawals are recorded Withdrawn/Passing or Withdrawn/Failing. No requests for withdrawal from a course may be considered or approved more than seven days after interim comments are recorded.

Except under the most unusual of circumstances, students may not enter a course later than seven class days after the beginning of the course. A change in course level, for example from French III Honors to French III, would be an exception to this policy so long as the established course change procedure is followed.

## ACADEMIC EXPECTATIONS

The following are generally accepted guidelines:

All teachers are expected to share the assignment for the next class in, or prior to, the previous class. In addition, all teachers should post assignments in Veracross by 3:30 p.m. Sunday through Friday and by 1 p.m. on Saturdays.

If a teacher is late to class and the teacher has not informed the students or some responsible adult regarding that lateness, then the students will be permitted to leave the class after 15 minutes, if at the start of the class period the students have made the lateness known to the department head, another teacher in the department, or an available administrator, so that steps might be taken to contact the teacher, and the class might be held.

Excessive homework assignments will not be assigned during the Thanksgiving, December, or spring vacations. For regular courses this entails no more than a single night's assignment and for AP classes no more than would normally be assigned for two nights.

Students who are excused from school for religious holidays, or due to other legitimate circumstances, should expect that their teachers will afford them a reasonable amount of time to complete missed assignments, and when appropriate, some one-on-one time outside of class to get caught up.

Teachers will limit their teaching to the assigned class period. If unusual circumstances result in a teacher continuing a class activity past the end of the class period, the teacher will issue and sign a late pass to any student who may require one.

For the three long weekends during the school year, homework is normally assigned, although assignments are usually less than a typical night's work. No

papers may be due or tests given on the first class meeting returning from break.

## TESTS AND ASSESSMENTS

All courses have periodic, timed tests that are administered according to established schedules, standard time frames, and goals appropriate to each course. Assessments at the end of each trimester are generally one and a half hours long with required review classes scheduled for subsequent assessments.

### Grade Reports

The school year consists of three trimesters with formal numerical grades recorded at the end of each trimester. Interim comments for some students may also be recorded at the midpoint of a particular trimester. Interim and trimester grades and comments are made available electronically to parents, students, and advisors on Veracross (see page 3).

Comments from teachers will also be posted in each trimester for students whose grades are below 70. Letters from advisors are posted in December.

## ACADEMIC HONORS

The passing and college-recommending grade at Williston is 60. Qualifications for Upper School honor roll are as follows:

- **Honors.** A minimum grade point average of 87.
- **High Honors.** A minimum grade point average of 92.

Honors designations are based on weighted trimester grade point averages. All honors and advanced placement (AP) courses receive a five-point bonus in the grade point average only.

The highest honor for a student is election to the **Cum Laude Society**, a national organization that

recognizes high academic achievement in independent secondary schools. Students eligible for election are those seniors who, in the judgment of the faculty membership, combine academic excellence and achievement with honorable citizenship, sound character, and active participation in school life.

### **PRIZES AND AWARDS**

The Upper School bestows numerous endowed book prizes for academic achievement at the awards assembly. Also presented at this time are the major class prizes for outstanding achievement in all areas of school life. These major prizes include: The Bowdoin Book Prize (ninth grade); The Smith Book Award (ninth grade); The Williams Book Prize (tenth grade); The Yale Book Prize (tenth grade); The Harvard Book Prize (eleventh grade); The Dartmouth Book Prize (eleventh grade); The Holy Cross Book Prize (eleventh grade); and The Yale/Granniss Book Prize (eleventh grade).

In addition to these prizes for underclassmen, 12 senior prizes are awarded at graduation. The top three senior prizes are: the Valedictory Prize for the first scholar of the class, the Archibald V. Galbraith Prize for the outstanding senior boy, and the Sarah B. Whitaker Award (the White Blazer) for the outstanding senior girl.

### **ACADEMIC PROBATION**

For any student with a full load of five courses, a trimester grade report that includes two grades lower than 70 or one grade lower than 60 will generally result in the status of academic probation. A student who is carrying only four courses will generally be placed on academic probation with one grade below 70. If the student's grades at the end of the following trimester are not sufficiently improved for removal from academic probation status, the student will be permitted to continue at Williston only at the discre-

tion of the head of school and the academic dean. A student placed on academic probation will typically meet with the student's teachers, advisor, and the academic dean to formulate an assistance plan. The student and the student's parents will generally be notified promptly of the academic probation, as well as the features of any assistance plan.

Seniors, including postgraduates, who are in jeopardy of failing a yearlong course, or who have failed a first trimester course, may be required to withdraw from the school at the end of the fall trimester.

### **STANDARDIZED TESTING**

In mid-October, tenth and eleventh grade students are registered for and expected to take the PSAT administered by Williston on campus. Williston recommends that eleventh grade students take the SAT and ACT in the winter/spring, and either or both tests an additional one to two times in the fall of their senior year. Many students also choose to take the SAT subject tests to meet college application requirements in addition to the SAT, on a schedule similar to that of the SAT.

Results of the PSAT arrive in early December, at which time students are instructed to obtain their scores from the College Counseling Office and bring them home for winter break. The College Counseling Office recommends that students discuss their scores with their parents over winter break and bring their results to their first college counseling meeting, which generally takes place in January. At that point, an individualized strategy can be developed for standardized testing. For the ACT and SAT results, students must contact those testing companies directly. Please keep in mind that Williston only registers students for the PSAT; students must register for the SAT and ACT through the respective websites: [www.actstudent.org](http://www.actstudent.org) and [www.sat.collegeboard.org](http://www.sat.collegeboard.org).

## **HONORS AND ADVANCED PLACEMENT COURSES**

In May, the academic departments and the Middle School faculty provide the academic dean with the names of the students who are recommended for placement in honors and/or advanced placement (AP) sections. While the school endeavors to respond to legitimate requests for specific courses and to keep students and parents informed about the status of requests for honors and AP courses, placement in these courses is ultimately made by the academic dean in consultation with the academic department heads. All AP courses follow approved syllabi, which prepare students for the AP exam in May. Students who enroll in an AP course should expect to take the AP exam. The cost of each AP exam in 2021 was \$95. Tests are administered on campus and students are registered by the school.

## **SUMMER READING AND OTHER PREPARATION**

During the summer, students should read both assigned books and optional selections. Also, depending on their course selections for the upcoming year, some students may need to review additional materials to help them prepare. Information about these materials comes from the academic departments via the school's website [www.williston.com/summer-](http://www.williston.com/summer-)

## **SCHOOL EXPECTATIONS**

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### **GENERAL CONDUCT**

Williston's values of respect for self and others, responsibility and trust, and honesty and integrity, inform the daily life of the school and all of its members. Students may be subject to discipline for misconduct which is, or may be, disruptive of the educational process; interferes with the work of the school; is contrary to the mission of the school; im-

work. If students or parents have questions, department heads will be happy to help.

### **COLLEGE COUNSELING**

The College Counseling Office provides both advice and information to students and their families throughout the research, application, and selection process. The counselors generally work not only in close contact with students' advisors, teachers, and coaches, but also with admissions officers at colleges and universities in order to help offices of admissions gain the most complete understanding of each student's achievements and promise. The college counseling process generally begins in the fall of eleventh grade, after students take the PSAT and receive their results.

### **GRADUATION**

Williston's graduation provides a special opportunity for family and friends to celebrate the unique gifts of the graduating students. Attendance at graduation is a community event and as such is required not only for seniors, but for all Upper School students. Graduation is a special, formal occasion. Formal dress code is required for all Upper School students. The required dress for graduates is white dresses or dress trousers with dark jackets and ties. This year's graduation date is May 28, 2022.

pinges on the rights of other students, employees, or members of the school community; or has a direct or immediate effect on the discipline or the general welfare of the school, even if such conduct takes place off campus, during non-school hours, or on breaks from school. Such conduct will be evaluated by the school, and the school may deviate from the regular disciplinary process, as may be deemed ap-

appropriate under the circumstances.

Student behavior—whether a day or boarding student, whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the school—is subject to disciplinary review. The school is well respected, and those who conduct themselves in ways that diminish this reputation may be held accountable.

Williston is committed to the physical and emotional well-being of every student, and the rules that follow reflect our understanding of adolescents, their need for support and education, and the necessity of clear guidelines that govern behavior.

## **ATTENDANCE AND ABSENCES**

Attendance is expected at all classes, assessments, assemblies, athletic commitments, college counseling appointments, Health and Wellness Services appointments, required meals, and all other scheduled Williston events. If a day student is ill and will be absent, a phone call (413-529-3266) or email to Jenna Motyka in the Deans Office should be made prior to 8:30 a.m. If a boarding student is ill, that student must go to Health and Wellness Services. Security is available to transport ill students. During the academic day, a student may be excused for illness or injury, but the student must go to Health and Wellness Services as soon as possible to obtain this permission prior to missing a commitment. Under most circumstances, the student will not be excused after the fact. In cases where the school nurse or physician has determined that a student is well enough, the student is required to be in attendance at school activities.

Students are expected to attend at least 50 percent of their classes and scheduled commitments to be allowed to participate in athletic or extracurricular activities later in the day. Health and Wellness Services

staff, coaches, deans, and activities directors will generally not allow a student to participate in after-school or evening activities if the student has missed a significant part of the school day due to illness.

Williston takes expectations about students' school commitments very seriously and excessive unexcused absences from school commitments will not be tolerated. More specific expectations are described below.

### **Leave of Absence**

Should a student's extended absence from school be necessary or desired, a leave of absence may be appropriate. A leave for medical reasons will be handled in accordance with the school's Medical Leave policy, which can be found in the Health and Wellness Services section of this handbook (see page 78). The school may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made to the dean of students. The school requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the school.

The school makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the school.

Leaves of absence may be noted in the student's educational record, including on the student's transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the school's code of conduct, rules, or policies. Additionally, a

student granted a leave of absence while on academic and/or disciplinary status should expect to return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence. International students are advised to consult with the Dean of Students' Office to address any affect the leave of absence may have on student visa status.

### **Classes and School Functions**

Failure to attend scheduled commitments generally results in attendance units (see definition on page 70) and specific consequences that include academic penalties for classroom absences. Unexcused class absence results in a zero grade for any work due or completed in that class. Students are responsible for making up all academic work that is missed during an absence. The school may deny either academic credit or a numeric grade to a student who misses eight or more class meetings for any individual course in a trimester.

### **Weekends and Vacations**

Early departures for weekends or vacations, or late returns that result in missed commitments, are strongly discouraged and may be considered an unexcused absence and require express permission from the dean of students and the academic dean. The vacation schedules and travel dates for the upcoming year are posted on the school's calendar well in advance of the school year.

Parents are responsible for arranging air travel reservations and other transportation for their child, while making certain that such arrangements fit with the academic schedule. Parents are strongly encouraged to book flights several months in advance for travel during peak vacation periods.

The school will generally deny (and parents are discouraged from making) requests to change a student's final assessment schedule to accommodate travel arrangements, as doing so may be to the student's disadvantage. Assessments will not be given early and students will be required to take assessments when they return from break.

For international students, travel arrangements should be communicated directly to the coordinator of student services. At the end of the trimester, international students may stay on campus for one additional night for next-day flights.

### **Planned Absences**

For any planned absences (such as college visits, significant family commitments, etc.), parents should call the Deans Office to notify the school well in advance. The student should request a special absence form (blue sheet) from the Deans Office and bring it to each teacher, coach, and advisor to discuss. The student should ask about work that the student will be missing due to the absence and schedule when it will be made up. When the form is completed and signed, the student should submit it to the Deans Office for approval at least 24 hours in advance of the planned absence.

### **Day Student Absences**

If a day student is unable to attend school, a parent or guardian should telephone or email the Deans Office by 8:30 a.m. to advise the school of the absence. Students and parents are encouraged to arrange medical and other appointments after school hours, when possible. If a student will miss class due to an outside appointment, a phone call or email to the Deans Office prior to its occurrence is expected and appreciated.

## **Medical Excuses**

Attending classes while ill may complicate a student's illness and may put other students and adults at risk of becoming ill. The following guideline is offered to assist families in determining if their child is too ill to be in class. Students with a fever greater than 100.4 degrees should stay home until they are fever free without the use of fever-controlling medicine. During the school day, any student who is feeling ill should go to Health and Wellness Services; medical excuses from class and other commitments are issued only from Health and Wellness Services and are determined on a case by case basis.

## **Make-Up Work**

Students must take responsibility for work missed because of absences. Obtaining class notes from classmates and assignments from teachers is the student's responsibility. Students should be fully prepared to participate in the next class, including taking quizzes or tests and handing in papers, unless they have missed multiple classes as a result of illness, or there are extenuating circumstances and the student requires (and has requested) extra help from the teacher.

## **TARDINESS**

Students are expected to arrive on time for all classes, advisee meetings, class meetings, assemblies, and other special programs. For day students, it is the parent's responsibility to contact the school to excuse the student or the tardiness will be considered unexcused. Students are reminded that three occasions of tardiness to school commitments results in an attendance unit (see page 70).

## **SECURITY**

Williston takes the safety of its students and the community very seriously. The director of security is the direct contact for concerns about safety and to

report theft. There are systems in place in the event of an emergency on campus, and regular drills are conducted to help those on campus become familiar with the procedures. While school is in session, there is 24-hour security coverage.

In addition, the school provides an identification card to all students, the "Sammy Card" (see page 52). For more about the other uses of this ID card, please contact the Business Office.

## **DRESS CODE AND APPEARANCE**

The dress code is based on common sense, moderation, and respect for self and others. The expectation is that all clothing be modest, neat, clean, in good repair, and fit properly. When a student is in doubt about whether a particular outfit or piece of clothing conforms to the dress code, it is the student's responsibility to obtain an opinion from the Deans Office before wearing it.

If students are not in compliance with the dress code, they will be issued a decorum unit for each class they attend while improperly attired.

### **Academic Day Dress**

**Top.** During the academic day, students may wear dress shirts, turtleneck shirts, polo-style shirts with a collar, button-down shirts, and blouses. Athletic wear is not acceptable. Shirts cannot have text or logos that exceeds four inches in any dimension. Students' midriffs must be covered at all times, and necklines must be professional; in some cases, this will require a second layer of clothing, such as a sweater. All underwear, including undershirts, must be covered during the academic day.

**Bottom.** Students may wear skirts, dresses, rompers, jeans, pants, or shorts, provided they are in good condition and are no shorter than mid-thigh in length.

**The following are not permitted:**

- flip-flops, sports sandals, slippers, or croc-style rubber clogs
- sweatshirts (except on Williston Wear Days, see below)
- exposed undergarments
- cargo, athletic, military camouflage, drawstring, or carpenter-style pants or shorts
- clothing with inappropriate text, as determined by the school
- hats or head coverings (other than those worn for medical reasons or in accordance with sincerely held religious tenets) in buildings other than dormitories and the Athletic Center
- yoga pants or other tight-fitting spandex pants or shorts

As identity, acceptable appearance, and fashion are all subject to change, it is crucial that the dress code remains a living document. Therefore, the code will be reviewed at a minimum of every two years by a committee of students to suggest modifications to both the specific rules and the consequences associated with breaking them.

**Williston Wear Days**

When announced, students may wear “Williston Wear” as a top but must remain in academic day dress below the waist. “Williston Wear” includes items with official Williston insignias, purchased at the school store or as team apparel. Athletic uniforms/jerseys are not appropriate.

**Student Dress After the Academic Day**

At times other than during the academic day, the dress code is relaxed, and sweatshirts and clean athletic-style clothing may be worn. However, at all times, no clothing may be worn that advertises anything inconsistent with school rules (for example, alcohol), underwear may not be visible, and bathing

suits are not allowed except in the pool area. In the Birch Dining Commons, students are expected to dress appropriately, and sleeveless shirts or athletic scrimmage vests are not allowed.

**Formal Clothing**

Formal clothing is required for formal dinners and school gatherings, many athletic trips, and some off-campus excursions. The formal dress code consists of suits, sport jackets, dress shirts and ties, turtlenecks, dresses, dress pants, skirts, and shoes and socks. Jeans and sneakers are inappropriate for any student on these occasions. The guidelines for academic day dress regarding necklines and the length of skirts or dresses are also to be followed.

**PERMISSION TO LEAVE CAMPUS DURING THE DAY**

Students are generally allowed to travel within campus boundaries during the academic day and on weekends. Campus boundaries are defined as the Williston campus and the downtown Easthampton area, bordered by Route 141 and Nini’s Restaurant to the east, Williston Avenue to Nonotuck Park to Galbraith Fields to the east and south, the traffic rotary to the north, and Route 10 to the west. (See campus map on page 93.) Before leaving the Williston campus, day students must sign out at the Schoolhouse reception area, and boarding students by using the REACH system, and all students must sign in upon returning.

In order to be allowed to travel beyond campus boundaries during the academic day or on the weekend, a student must comply with the following steps: Boarding and day students must submit a request to leave in REACH. The student must provide the proposed itinerary for the trip, including the destination, date/time of departure and return, mode of transportation, and, if traveling by car, the identification of

the driver. (Note: the school does not allow students to use ride-hailing companies such as Uber. For more information, please see the Ride-Hailing Services on Campus policy on page 40. The REACH request for permission will be sent to the student's parent and the dean on duty. When the student's parent has approved the leave, the dean will make a determination on the request. If the dean approves the permission, the student may then sign out on REACH when the student is leaving campus and sign in upon the student's return. The purpose of these protocols is to keep the school informed of students' whereabouts when traveling off campus, independent of any school-sponsored activity or trip. When planning day departures, students should keep in mind that they are expected to meet all school commitments—academic, athletic, or extracurricular. If a student's plans change and/or the student will not be able to arrive back on campus at the expected return time, the student must call the dean on duty to discuss the situation. As a general rule, ninth and tenth graders should not expect to receive permission to travel beyond campus boundaries during the academic week unless there are extenuating circumstances.

## **TECHNOLOGY BASICS**

Williston recognizes the increasingly important role that technology plays in the lives of our students and, through the Technology Department, strives to provide exceptional technical service and guidance to everyone in our community. The Technology Department collaborates with teachers, staff, and students to ensure that technology on campus is used appropriately and productively.

The Technology Department is located in the lower level of Memorial Hall and is open during the week from 8 a.m. to 4:30 p.m., and on class Saturdays from 8 a.m. to noon.

## **Internet Access**

Williston's wireless network covers all of the buildings on campus, including the dormitories and academic buildings. Students will be given directions on how to access the network during Welcome Days.

## **Document Storage**

Each student receives cloud-based file storage through OneDrive for Business as part of Williston's Curricular Technology Program (CTP).

## **Copying/Printing**

Through Williston's network, students have access to copying and printing in the library and at various other locations around campus.

## **Curricular Technology Program Computers**

As part of Williston's CTP, every student is issued a Microsoft Surface Pro 7 computer, keyboard, charger, and stylus. The computer comes configured with the academic software that a student will need for the school year.

## **ELECTRONIC COMMUNICATIONS AND ACCEPTABLE USE POLICY (AUP)**

How we use technology is an extension of how we wish to be treated and how we wish to treat each other in our community. Overall, students should treat the school, the people, and our network with respect. The Williston community holds the values of honesty and respect for others in high regard, and these values extend not only to our day-to-day, face-to-face interactions with other community members, but also to how we behave when we interact with others online, through the use of social media or electronic devices. The purpose of this Acceptable Use Policy (AUP) is to outline the expectations of our community members when it comes to the use of computers and other electronic devices, the school's computer network, and access to the Internet, both on campus

and outside of Williston's physical network. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the school, whether linked to the school's network from in school or from a remote location or not at all, or using a personal or computer or communication device on or off campus, students are expected to comply with this AUP and any other applicable policies and procedures as long as they are enrolled at the school, as set forth in this handbook and as further described below.

Access to Williston's network and related technical support and services is provided to students primarily for educational purposes, though the school understands that limited use of the school's technology resources for recreational activity may be appropriate. Students using these services agree, by virtue of using the services, to abide by the guidelines outlined in this AUP, and to any applicable policies and procedures outlined in this handbook. In general, the proper use of the school's network and related technical support and services supports the goals of our academic community, protects our community members, and helps to ensure that the school and its students comply with all federal, state, and local laws.

While Williston respects the privacy of our community members, it is important to understand that network and technical support and services used by the community fall under the school's purview and are the property of the school. As a result, the school may access or monitor all network activity and content (including email). The school also may confiscate both school-issued and personal devices or otherwise restrict or revoke a student's technology privileges if the school has a reasonable suspicion that the device has been used to violate this AUP. Students who violate the provisions of this AUP may be subject to discipline through the Deans Office.

This AUP describes behavioral expectations for students with regard to the use of technology, and is grounded in the tenets of respect for privacy, ownership, and copyright; respect for resources and for others; and respect for self and community.

### **Respect for Privacy, Ownership, and Copyright**

The school's network resources, including all telephone and data lines, are the property of the school. The school may access, view, or monitor any information or communication stored on or transmitted over the network, or on or over equipment that has been used to access the school's network, and it may be required by law to allow third parties to do so. Electronic data, for example, may become evidence in legal proceedings. In addition, others may inadvertently view messages or data as a result of routine systems maintenance and monitoring, or misdelivery.

Students must recognize that there is no guarantee of privacy associated with their use of school technology resources. Students should not expect that email, voice mail, or other information created or maintained in the system (even those marked "personal" or "confidential") are private, confidential, or secure. By accessing the school's system, each student has consented to the school's right to view and/or monitor the school's network and all of its associated accounts.

The school may monitor and track all behavior and interaction that takes place among members of the school community or that involves use of the school's name, whether through the use of technology on the school's premises or elsewhere. Students are responsible for all activity on their own account. Only the authorized owner of the account may use individual accounts or passwords, except where explicitly authorized by a member of the technology team. Students

should not share their passwords with anyone. Evidence of security violations should be reported immediately to support@williston.com.

Students will be held accountable for unattended accounts and for use of their computer or communication device if such equipment is left unattended and/or used by another individual.

Users must follow all copyright, trademark, patent, and other laws governing intellectual property. Piracy and plagiarism are strictly forbidden. Students must strictly adhere to all software licenses.

### **Respect for Resources and for Others**

Students may not modify the configuration or content of software installed on any school computers. Users may not remove network cables, keyboards, or any other components.

Students may not access, or try to access, network resources not intended for them.

Installation of wireless networking equipment on campus is prohibited without permission from the Technology Department.

Students should store personal files only on their own cloud storage account. Any information that a student leaves on the internal hard disk (including the desktop or any other part of their user account) of a school-owned computer may be deleted at any time, without warning.

Network-based games and chat sessions may be disallowed by the school.

Use of the school's computers for commercial purposes, advertising, or accessing inappropriate sites is prohibited.

Use of the school's computers may not interfere with or disrupt the use of others' connecting to the school's network.

### **Respect for Self and Community**

Students should not transmit personal contact or other identifying information (phone numbers, addresses, photos, etc.) about themselves or others to persons or parties whose identity cannot be verified, and should not transmit personal information without the permission of a parent, teacher, or school official.

The use of public computers and other school-controlled hardware, such as phone lines, or the use of personal computer and communication devices, for the transmission or receipt of racist, pornographic, or other inappropriate material is prohibited.

Students are prohibited from keeping pornography in any form at school, including, but not limited to, magazines, posters, videos, electronic files, or other electronic materials.

Students may not access the school's network or equipment or use their personal computer and communication devices to create, access, download, edit, view, store, send, or print materials that are illegal, offensive, harassing, intimidating, discriminatory, sexually explicit, or graphic, pornographic, obscene, or otherwise inconsistent with the values and general standards for community behavior at the school.

Students may not engage in cyber-bullying, harassment, or sexting, in violation of the school's Bullying Prevention and Intervention Plan, and related policies as stated in this handbook.

Students may not alter electronic communications to hide their identity or impersonate another person.

Students may not be “friends” with, or otherwise directly connected to, any school employee on any social networking site that is not used primarily for educational purposes. If a student is contacted by a school employee via non-school channels for non-educational purposes, the student should immediately notify the student’s advisor.

Students may not record sound or images of teachers or others without their permission.

Students may not post material online that, in the school’s determination, reflects poorly on the school.

### **Forbidden Practices**

- Students are forbidden from the following practices:
- using POP and SMTP for email
- using peer-to-peer file-sharing software
- using personal wireless access points or routers
- sharing system passwords
- renaming computers
- assigning static IP addresses
- engaging in Internet gambling of any kind
- engaging in identity theft
- using any software product that can be deemed a “hacking” utility
- attempting to circumvent the AUP
- selling school-issued computer equipment and/or peripherals
- obtaining entertainment through methods that violate copyright laws

### **Parents should understand that:**

- it is the responsibility of all parents to read this policy and discuss it with the student.
- teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity.
- if a student willfully damages the hardware or

software of any school-owned technology, the parent will be responsible for paying for the repair or replacement of that technology.

### **Reporting Violations**

Students are expected to assist in the enforcement of the AUP. If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another school community member’s use of technology, they should immediately report this information to the chief financial officer, chief information officer, dean of students, or a faculty member.

### **LIBRARY COMPUTERS**

There are Mac computers in the library for students, faculty, and staff members to use during the academic year. These computers allow access to email and the Internet. It is expected that students will adhere to the following guidelines while using these computers:

- Students are expected to save their work to their cloud storage or a flash drive.
- The volume level may not be disturbing to other people in the area. Students wishing to listen to music must bring their own headphones. If the volume on the computer is disturbing, the student responsible may be asked to leave.
- Computers designated for “academic purposes” may not be used for recreational use; academic work always takes precedence over recreational use on any computer.
- Any violation of these guidelines will be a violation of the school’s AUP. Students failing to comply with the guidelines will be asked to leave.

### **EMAIL**

Faculty, staff, administrators, and students can be reached via their Williston email address: usually the first initial followed by the last name and @williston.com (e.g., jsmith@williston.com).

Seniors will continue to have access to email until the first day of July following their graduation, at which point their accounts will be disabled/removed and no longer accessible.

## **SOCIAL MEDIA**

The school understands the desire of students to use social networking websites, blogs, and other on-line resources or websites (e.g., Facebook, Twitter, Instagram, Flickr, Pinterest, Snapchat, Tik-Tok, Wikipedia), collectively referred to as “Social Media.” Whether or not a student chooses to use Social Media is a decision the student should make in consultation with the student’s parents. However, to the extent that students, parents, or members of the school community represent the school to each other and to the wider community, participation in such Social Media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the school. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in Social Media. With the foregoing in mind, the school encourages students and parents to create an atmosphere of trust and individual accountability when accessing Social Media and the school’s network. Students are expected to comply with the policies outlined in the AUP regardless of whether they are using school-provided equipment or their own personal devices.

## **SMART HOME DEVICES**

Smart home devices, such as Amazon Alexa, Google Home, or similar systems, are not permitted on the Williston network. Students may use Bluetooth-enabled speakers.

## **GAMING CONSOLES AND STREAMING DEVICES**

Students may register one gaming or streaming device for use on the Williston network. Personal laptops, such as Macbooks or Surfaces, do not have to be registered.

## **CELL PHONES AND ELECTRONIC DEVICES**

Use of cell phones or other electronic devices for verbal conversation is not permitted at any time in any of the academic buildings or in the Birch Dining Commons, the Phillips Stevens Chapel, or the Clapp Library. In addition, students are not to use cell phones for any reason during established meal times in the Birch Dining Commons or during Assemblies and gatherings in the Chapel. With faculty permission, use of cell phones to retrieve or send information is allowed in classrooms. Cell phones may be used in the Reed Campus Center on the lower levels, and in dormitories (except when specifically prohibited).

In addition, the school prohibits students, parents, and other community members from using cell phones or other electronic devices to record (video, audio, or otherwise) the school environment, including classroom instruction, without express permission from the school. Restrictions on recording does not apply to recordings at school performances, athletic competitions, and other school events. Students are not allowed to use or possess drones on campus without the permission of the dean of students.

## **E-SAFETY POLICY**

The school incorporates online and remote learning programs in its curriculum and program. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning environ-

ment for students, employees, and all members of the school community, consistent with the school's standards, mission, policies, and protocols. At all times, however, the school's online and remote learning environment is subject to the requirements and limitations of the school's online and remote learning technology.

This e-Safety policy is intended to work in concert with the school's other rules and policies, including those set forth in this Student and Parent Handbook. Students and parents are therefore expected to continue to comply with all school policies and standards of academic and social behavior as stated in the Student and Parent Handbook and elsewhere, including, but not limited to, the school's Technology Basics, General Expectations, and Attendance and Absences policies. This policy sets forth additional, modified, and/or clarified expectations for the school's online and remote learning environment.

**Dress Code:** When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students adhere to the dress code policy (see page 17).

**Cyberbullying and Online Conduct:** When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.

**One-on-One Interactions:** School faculty, advisors, tutors, music instructors, and administrators may provide virtual one-on-one meetings with students as appropriate. The school will seek to limit one-on-one

interactions to those necessary to support the academic and social well-being of students.

**Recording:** Online and remote learning sessions and communications should not be considered confidential and may be recorded. Students and parents are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the school, its employees, or anyone else in relation to the school's online and remote learning programs.

**Risk Management:** All members of the school community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the school will strive to ensure students' safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.

## **SEXTING AND SEXUALLY EXPLICIT MATERIALS**

The school prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. Massachusetts law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the school may contact law enforcement should any student violate this policy.

## **USE OF ALCOHOL, DRUGS, AND TOBACCO**

### **Possession and/or Use**

Possession and/or use of illegal or mood-altering drugs, or possession and/or use of drug apparatus, or the possession and/or consumption of alcoholic beverages is prohibited. Massachusetts laws prohibit the

purchase, possession, receipt, or use of illegal drugs, and the use of alcohol and marijuana is prohibited for those under the age of 21. Students who break these rules are in violation of state laws as well as school policy. In addition, the use of inhalants (not medically prescribed), or the use or possession of any prescribed drug which is psychoactive or legally considered a Class 2 Controlled Substance (such as Ritalin or Dexedrine), will be treated from a discipline standpoint as an illegal drug when a student has not followed all Health and Wellness Services or school policies and procedures in obtaining and possessing it.

### **Alcohol/Drug Testing**

If a student is confronted with concerns about being under the influence of drugs or alcohol, and there is reasonable suspicion of use premised upon the student's behavior or the circumstances, the school may test the student for alcohol and other drugs with an immediate drug screen or test at Health and Wellness Services. The test will be administered by the nurse on duty and/or the dean on duty.

### **Disciplinary Response**

When a student is placed on probation for drug or alcohol use or possession, the following will usually occur:

- an off-campus suspension
- requirement of a professional assessment by a certified drug and alcohol evaluator within two weeks of the suspension (costs for evaluation and testing to be borne by the family)
- requirement to abide by the terms of the conditional reinstatement agreement and explicit permission for periodic drug testing for the duration of the student's enrollment at the school (the student may not return to school until this agreement has been signed)

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Note: Students who sell drugs, e-cigarettes, or alcohol, or who purchase or procure them for other students, can expect to be dismissed on the first offense.

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### **Tobacco Use**

Williston is a tobacco-free campus. Due to the overwhelming evidence as to the negative effects and addictive nature of tobacco and nicotine, the school does not allow its use by students. While on campus, participating in any school-sponsored activities, or traveling via any school transportation, students may not possess, smoke, chew, or otherwise ingest tobacco products of any kind. This includes the use of e-cigarettes and vaping. The first tobacco or vaping violation generally triggers an intervention with Health and Wellness Services and a dean's warning issued by the Deans Office. Students may also be drug tested at Health and Wellness Services or required to attend mandatory education classes on the hazards of using tobacco product. Use of nicotine dispensing medications is an option that may be available under the supervision of Health and Wellness Services. A second offense may result in heightened consequences, including, but not limited to, probation, and require a student and their parents to abide by the terms of a Conditional Reinstatement Agreement. More information about the intervention process is available from Health and Wellness Services or the Deans Office.

### **PARENTS' ROLE IN ALCOHOL/DRUG PREVENTION**

The following goals have been developed for parents as a guide for discussion and as a foundation for community agreement.

**As parents we will:**

- become informed about the facts of alcohol and drugs so that we can discuss these substances credibly with our children.
- develop and communicate to our children a clear position about alcohol and drug use.
- promote and encourage social activities without alcohol and drugs.
- not serve alcohol to other people's children who are under the legal drinking age or allow under-age people to bring alcohol or drugs into our homes.
- support school and law enforcement policies regarding the use of alcohol and drugs by young people.
- request and endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.

**In addition, we will:**

- take responsibility for our own children and be concerned for the welfare of the children of others.
- set a responsible example for our children.
- attempt to resist peer pressure and encourage our children to do likewise.
- help our children develop healthy concepts of themselves and effective problem-solving, decision-making, and communication skills.
- not sponsor or condone activities our children or we are unable to control (such as parties with limited or no adult supervision).
- communicate openly with other parents to establish a sense of community and to provide support in giving consistent messages to our young people.

The school's director of Health and Wellness is available for consultation with parents and students on a variety of issues, including drugs and alcohol.

**MEDICAL MARIJUANA**

The school treats the use of medical marijuana by students similarly to the way the school handles the use of other prescription medications: parental consent is required and the student must have a medication action plan on file with the school nurse covering the use of medical marijuana. Because the use of medical marijuana is subject to additional regulations beyond the regulations in place for the use of other lawful, prescription medications, students with a valid authorization to use medical marijuana must abide by the following rules:

Students may only use medical marijuana in their homes or in a medical treatment facility that permits such use; students may not use or possess medical marijuana, be under the influence of medical marijuana, or possess any related paraphernalia while on the school campus or while attending any school-affiliated or school-sponsored events, whether on or off campus.

Students may not operate, navigate, or be in physical control of any motor vehicle or operate any other motorized equipment while under the influence of medical marijuana.

If, in the school's judgment, a student is impaired due to the influence of medical marijuana while at school or while participating in a school-sponsored or school-affiliated activity, the school may send the student home.

**SANCTUARY POLICY**

In any medical crisis, even if drug- or alcohol-induced, it is imperative for medical evaluation and attention to begin as soon as possible. To encourage students to seek medical help in an emergency situation, students are assured that obtaining Health and Wellness Services medical assistance, or asking a faculty member to obtain emergency medical assis-

tance, will initiate medical rather than disciplinary intervention.

Students may bring sanctuary into effect for themselves or a friend whose health is at risk because of alcohol or drug use by contacting the on-call nurse or dean on duty at (413) 529-3911. This request must be student-initiated and occur prior to any faculty member coming upon a student who is under the influence of drugs or alcohol. Faculty members are required by the school to report infractions of drug and alcohol policies to the dean on duty and, therefore, cannot declare sanctuary for a student. Final determination as to whether a specific case has met the criteria for sanctuary will rest with the school, which may consult with appropriate medical professionals. If a student is already involved in the disciplinary process because of alcohol or substance abuse, the Sanctuary Policy may not be invoked.

Students who misuse this emergency protocol to avoid normal disciplinary action for drug or alcohol abuse will be referred to the Deans Office.

Following treatment for an alcohol or drug crisis, the student must have an independent assessment within two weeks of returning to school. This may be done in the Easthampton area or in the student's home community. The professional staff conducting the assessment are required, with parental notification and consent, to complete an assessment of the student's alcohol or drug use, make recommendations, and discuss those recommendations with our counseling services or Health and Wellness Services.

Any recommendations coming out of the consultation between the independent substance abuse evaluator and director of counseling services must be followed by the student. Failure to do so may negatively affect the student's status at the school. Students referred

to Health and Wellness Services for a second time for alcohol or drug use will generally be reviewed by the Deans Office for a disciplinary response and/or and medical leave.

## **SAFETY VIOLATIONS/WEAPONS ON CAMPUS**

### **Safety Violations**

The unauthorized burning of any substance and/or igniting of an object, including a match, tobacco, candles, and incense, as well as the use of any electronic smoking device, in any school building is prohibited. This activity presents an extreme risk to both occupants and buildings. Tampering with any alarm, sprinkler system, smoke detector, or fire extinguisher is prohibited. Should any fire extinguisher in a dormitory be emptied needlessly and the person doing so not be identified, each resident of that dormitory will be assessed a minimum fine of \$20.00. In addition, entering or exiting a building through a window is prohibited. Window screens are a safety measure and should not be removed by students. It is the student's responsibility to immediately report any malfunctioning or missing window screen to their dorm head. Students who remove or damage window screens will be billed for the damage and may also receive a disciplinary response.

### **Weapons**

Possession or use of fireworks (including firecrackers), a firearm, a pellet gun, a knife, or any other dangerous weapon is prohibited. Any knife other than a penknife may be considered a dangerous weapon. Switchblades and double-edged knives and fireworks are illegal in Massachusetts. Propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building, so as to endanger another, is considered reckless behavior and is prohibited by the school.

## **PROPERTY DAMAGE**

Willfully damaging the property of another person or of the school is prohibited. The responsibility for property damage is placed on the student, and the policy is as follows:

- Damage to anything in a student room will be the responsibility of the occupant(s) unless the occupant can identify the person responsible.
- Damage to common rooms, stairwells, or other areas that are not specifically assignable to a floor will be charged to all residents of the dormitory.
- Damage to property on a specific floor will be charged to all residents living on the floor.
- When the damage to property other than a room cannot be specifically attributed to an individual, the floor or dormitory will receive a notice of the charge.

## **SECURITY CAMERAS ON CAMPUS**

The school has installed video cameras at certain open and public spaces on campus. The main objective of the security camera system is to promote a safe environment by deterring incidents such as theft, vandalism, assault or trespassing. Images from these cameras are used to evaluate and investigate such potential incidents. The school seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of the school's employees, students, families, and guests. In all cases, security equipment is used in a manner that adheres to legal statutes and ethical standards where the right of privacy is concerned and is not used where there exists a reasonable expectation of privacy, such as in restrooms, locker rooms, etc. These security cameras record visual footage only in each location.

## **SEARCH AND SEIZURE**

The school may conduct a search of a student and/or the student's belongings, including personal items,

such as bags and backpacks, personal electronic devices, and other effects, if the school suspects a student may be violating the law or violating a school rule or code of conduct. Lockers and dorm rooms are the property of the school. Students exercise control over their lockers and dorm rooms from other students, but not from the school and its officials. As a result, the head of school and the head's designees, as well as law enforcement officials, may search lockers and dorm rooms, including random searches throughout the year, if the school determines such action to be appropriate. The school and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard. Parking on school premises is a privilege, not a right. As such, any person who operates a vehicle on school property or in connection with any school-related activity is agreeing that the school may inspect and search the vehicle and its contents without notice and without further consent.

## **DRIVING PRIVILEGES/OFF-CAMPUS PRIVILEGES**

Boarding students may not have, use, or have access to a motor vehicle while at school. Permission for exceptions to this policy must be discussed with and approved by the dean of students well in advance of its occurrence. Boarding students coming to campus with or using a motor vehicle without the school's permission should expect to be disciplined.

Day students who drive a car to school must register the car with the security office and obtain a parking decal, which should be displayed on the back window of their vehicle. Cars may not be moved during the school day until the student leaves to go home for the night. Any exceptions to this policy must receive permission from the Deans Office or the dean on duty. Cars must be parked in the assigned area behind Scott Hall, known as the Day Student Lot. Students may

not drive on or park in the Main Street campus area or park in the quad or Athletic Center lot at any time. Violations of these rules may result in disciplinary action and the loss of driving privileges.

Any students wishing to ride in or drive a motor vehicle must first secure permission from the Deans Office or the dean on duty. In addition, boarding students may ride in a day student's car only in accordance with authorization provided by their parents and the deans.

Students must comply with all laws, rules, and regulations of the Massachusetts Department of Transportation.

## **JOBS**

The nature of the school's college preparatory program makes it difficult for a student to devote adequate time to school while holding a job. Students who are considering taking a job should discuss those plans with their parents and advisor. Students who have jobs should understand that commitment to school comes first and going to a job is not an excuse for missing class or other school commitments. Requests for work permits during summer recess should be directed to the coordinator of student services.

## **GAMBLING**

The school prohibits gambling of any kind, including gambling over the Internet (as referenced in the school's AUP).

# **POLICIES AND EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS**

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## **COMMITMENT TO RESPECTFUL AND HEALTHY RELATIONSHIPS**

The school is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the school community play important roles in maintaining these standards and intervening, as appropriate, when they witness or otherwise become aware of behavior that conflicts with community standards.

Awareness and acceptance of individual identity are central tenets of the school. The school expects all members of the school community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give

careful consideration to how their communications—whether through words, appearances, actions, or otherwise—may negatively impact others. All students, including day and boarding, are valued members of the school's residential community, which presents unique opportunities to develop lasting partnerships with peers, faculty and staff. The school strives to help students develop such close connections. However, the school expects these relationships to be appropriate and healthy. The school endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the Commonwealth of Massachusetts, the school has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the head of school, dean of students, dorm parents, advisors,

and the school's Health and Wellness Services staff with any questions or concerns regarding these policies. The school believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

## **SEXUAL INTIMACY AND CONSENT**

The school recognizes that sexuality is a normal part of human nature, and its discovery is often a part of adolescence. However, any level of sexual intimacy can bring with it physical, psychological, and emotional challenges that can be overwhelming to students. Moreover, in a residential community such as the school's, there are special considerations that students must respect: the campus is shared space, and all members of the community have the right to be free of unwanted exposure to the intimate, sexual behaviors of others. Therefore, the school does not endorse or condone sexually intimate activity among students and advocates postponing sexual intimacy until students are past adolescence.

Students who would like to talk about the meaning of sexual intimacy in a relationship, or who engage in sexually intimate activity and then want to report or discuss the situation, are encouraged to reach out to a trusted adult or to the school's Health and Wellness Services staff so that appropriate support may be provided.

If students are found to have engaged in sexually intimate activity, or in a situation that suggests they have been sexually intimate, the school will generally first respond to the situation as a health issue. This response may include notification to parents/guardians and, as appropriate, referral to Health and Wellness Services. It is imperative that students understand and appreciate that certain sexual activity may violate the law and, therefore, is prohibited by the school.

Further, under certain circumstances, the school may be obligated to report to government authorities (including the Department of Children and Families ["DCF"] and the local police).

Following Massachusetts law, the school prohibits students from engaging in nonconsensual sexual activity, considering it to be egregious misconduct and a major disciplinary violation. Consent must be the basis for every sexually intimate encounter. Consent means the voluntary, positive agreement to engage in specific sexual activity. However, as described below, certain circumstances may make it impossible for a person to legally give consent.

- By law in Massachusetts, there can be no consent to sexual intercourse, oral sex, or any penetrative act if the individual is under the age of 16.
- By law in Massachusetts, there can be no consent to intentionally touching the buttocks, breasts, or genitals of an individual under the age of 14.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to drugs, alcohol, or some other condition).
- Consent cannot be obtained by threat, coercion, or force. In other words, if threat, coercion, or force is used, any agreement does not constitute consent.
- Consent is ongoing and may be withdrawn at any stage during an encounter.
- Consenting to one behavior does not obligate a person to consent to any other behavior.
- Consenting on one occasion does not obligate a person to consent on any other occasion.

Communicating consent means:

- The person is legally capable of giving consent.
- An ongoing verbal interaction, taken one step at a time, to an expressed and honest yes.
- Asking permission to engage in specific activity and to progress to new, different, or more intimate

activity—regardless of who initiated the contact.

- Being clear about desires and expectations.
- A clear “yes.” The absence of “no” should not be understood to mean that there is consent.
- Remaining open to and respecting another’s expression of disagreement to engage in a particular activity. “No” means “no” in any sexual encounter.

The school will generally consider it a disciplinary offense for students under the age of 16 to engage in sexual intercourse. The school may also consider it a dismissible offense for a student age 16 or over to engage in sexual intercourse with an individual under the age of 16. Furthermore, when sexually intimate activity is accompanied by violations of other school rules (such as parietal rules, curfew, consumption of alcohol, or abuse of technology), the school may respond with disciplinary action.

The school prohibits and may be obligated to report sexual activity that violates the law, including rape, sexual assault, and statutory rape. Sexual activity, of any and all kinds, is prohibited between any student or applicant and any school employee.

### **SANCTUARY POLICY APPLICABLE TO SEXUAL ASSAULT**

Student health and safety are more important than discipline. Therefore, a student should not refrain from seeking help for fear of discipline by the school. If a student is violating a school rule when the student needs to call for help due to a sexual assault, the student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student perpetrated the sexual assault).

We reiterate that we expect students to promptly report to a school employee any incident where the health or safety of a student may be at risk. Please see the school’s Sanctuary Policy for more details (see page 26).

### **INTERPERSONAL MISCONDUCT**

The school does not tolerate verbal or physical behavior that constitutes bias, bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as “interpersonal misconduct”). The school is dedicated to preventing interpersonal misconduct by fostering a positive school culture and providing a curriculum that encourages social skills development. We work to enhance students’ abilities to develop healthy relationships and to take positive action when they witness or experience any form of interpersonal misconduct. The school is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the school community.

Interpersonal misconduct is prohibited on the school’s campus and the property immediately adjacent to school grounds, on school vehicles and at school-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at the school, or (c) substantially disrupts the educational process or the school’s orderly operations. Though interpersonal misconduct that occurs outside of the above locations may be outside of the school’s disciplinary reach, we still encourage families and students to share potential incidents with a trusted staff member (as discussed in more detail below) if the school may need to have a heightened awareness of protecting students’ safety while at school.

## DEFINITIONS

**Aggressor.** A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, bias, hazing, sexual assault, sexual harassment, or retaliation towards another person.

**Bias.** A bias-related incident occurs when language or behavior conveys prejudice against a target because of a dimension of the target's identity (race, color, national or ethnic origin, ancestry, gender, religion, gender identity, gender expression, sexual orientation, mental or physical disability, or any other applicable legally protected status).

**Bullying.** Bullying is defined as the use of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or members of the faculty/staff directed at a target that: (a) causes physical or emotional harm to the student or damage to the student's property; (b) places the student in reasonable fear of harm to the student's self or damage to the student's property; (c) creates a hostile environment at school for the student; (d) infringes on the rights of the student at school; or (e) materially and substantially disrupts the educational process or the orderly operations of the school.

The school recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics, including race; color; religion; ancestry; national origin; sex; socioeconomic status; homelessness; academic status; gender identity or expression; physical appearance; pregnancy 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. Please see the school's

Bullying Prevention and Intervention Plan for more information, available on the school's website.

**Cyber-bullying.** Cyber-bullying is bullying through the use of technology or electronic communication including, but not 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, or electromagnetic, photo electronic, or photo optical system (including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications). Cyber-bullying includes, but is not limited to, (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes, but is not limited to, 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 included in the definition of bullying.

**Faculty/Staff.** Faculty/staff members include, but are not limited to, educators, administrators, counselors, school nurses, dining services workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

**Harassment or Discrimination.** Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment, (b) interfering unreasonably with a student's academic performance, or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

**Hazing.** Hazing means subjecting a student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. Prohibited conduct includes, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical or mental health or safety of a student or any other person, or which subjects the student or any other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Please see Appendix A (page 90) for a more detailed review of Massachusetts law defining and prohibiting hazing.

Although Massachusetts State Law covers the treatment and definition of hazing for secondary school students, the School does not condone any form of hazing, whether consent is implied or given, or any other circumstances whatsoever, regardless of the grade level of the student. The following questions are intended to help students identify and understand what hazing is:

- Would you have any reservation describing the activity to your parents, a teacher, or a school ad-

ministrator?

- Would you object to the activity being photographed for the school newspaper or local television news?
- Is there a risk of injury or a question of safety?
- Is this a team or group activity in which members are encouraged or expected to attend and where minors are consuming alcohol?
- Will current members refuse to participate with the new members?
- Does the activity risk emotional or physical abuse?

**Hostile Environment.** A hostile environment refers to a situation in which certain misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

**Racial Discrimination.** Racial discrimination is a type of discrimination (as defined above). Racial discrimination involves treating a target unfavorably because the target is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Racial discrimination can occur when the target and the person who inflicted the discrimination are the same race or color.

**Retaliation.** Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, bias, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

**Sexual Assault.** Sexual assault occurs when a person is forced or coerced into sexual activity without

giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, intrusion or penetration of another's sex organs, anus, or mouth.

**Sexual Contests.** Sexual Contests describe circumstances when individuals compete with one another to achieve sexual goals or milestones. Examples of sexual contests include, but are not limited to, keeping lists of sexual exploits, winning a prize for accomplishing a sexual goal, or being expected to accept a consequence for failure to achieve a sexual goal.

**Sexual Harassment.** Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the school or being present at school-sponsored activities.

Examples of behavior that may constitute sexual harassment, regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable, include: (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close), (b) offensive or unwanted sexual comments, abuse, jokes, or insults, delivered verbally or in writing, (c) derogatory or pornographic posters, cartoons, or drawings, (d) pressure for sexual activity (such as hazing or threats, as well as repeated requests after rejections), (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts, and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

**Target.** Any student against whom interpersonal misconduct has been perpetrated.

## LEGAL DEFINITIONS AND SCHOOL POLICIES

In accordance with the school's mission, values, and standards of conduct, the school has supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the school's standards may be stricter than the law and the school may impose discipline accordingly. For example, although the law defines "bullying" as the "repeated use" of certain expressions, acts, and/or gestures, under the school's policies, a "single instance" may be sufficient to rise to the level of bullying and, therefore, warrant disciplinary action or other corrective measures. The school's efforts to enhance its protection of students in no way expand an individual's rights under the law, and other applicable laws may supersede this policy. Further, the school may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

## REPORTING COMPLAINTS

A student who is the target of interpersonal misconduct, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the school, is expected to report the matter promptly (either orally or in writing) to the head of school, dean of students, or any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help. Oral reports made to a member of the faculty/staff will generally be memorialized in writing. With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to a member of the Health and Wellness Services staff or to local resources. When making such outreach,

students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such conduct, are urged to immediately notify the dean of students (or the director of the Middle School, for students in the Middle School). Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, is strongly encouraged to contact one of these administrators immediately.

The school expects students and parents/guardians not to make anonymous reports. 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, and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

The school cannot promise absolute confidentiality to those reporting interpersonal misconduct, as there may be a need to share information during an investigation or otherwise; however, the school will disclose such information with discretion, on a need-to-know basis.

### **ONLINE BIAS INCIDENT REPORTING**

Any individual who believes that they have experienced or witnessed an act of bias, discrimination, or harassment may report it by completing and submitting a report via this link: <https://events.veracross.com/williston/261-Bias-Incident-Reporting>

This online bias incident reporting process is initially a referral process and not an investigative one. After

submitting a report online, the reporting individual will receive confirmation of the submission by the dean of Diversity, Equity, Inclusion and Belonging. If bias, discrimination, or harassment is indicated, the report is referred to the dean of students or associate dean of students. The reporting individual will receive an email from the dean of Diversity, Equity, Inclusion and Belonging notifying them that the incident has been reviewed and is being referred to the deans for further investigation. While these reports may be made anonymously, the school encourages students to identify themselves in the report, as it is much more difficult to determine the facts of what occurred if complaints are made anonymously, and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report. However, in the event one chooses to be anonymous, it will not go unnoticed but will be documented for future reference and taken into consideration in regard to reports of similar incidents.

### **FALSE COMPLAINTS**

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the school expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of interpersonal misconduct may be subject to disciplinary action.

### **RESPONDING TO COMPLAINTS**

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the

head of school (or the head's designee), an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors) and to prevent disruption of the learning environment while the investigation is undertaken. The school may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.

The head of school (or the head's designee) will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. The school may consult with faculty, Health and Wellness Services staff, the parents/guardians of the alleged target(s), and/or the alleged aggressor(s), or any other person deemed to have knowledge about the complaint or any circumstances surrounding it.

The school neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or for cooperating in an investigation of such a complaint. The school will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or for participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the head of school (or the head's designee) will generally make the following determinations:

- Whether and to what extent the allegation of interpersonal misconduct has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

The head of school (or the head's designee) will determine any appropriate disciplinary action for a student who is found to have committed an incident of interpersonal misconduct or retaliation. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in disciplinary notice, probation, mandatory counseling, suspension, dismissal and/or any disciplinary action deemed appropriate by the school.

Information about consequences or other corrective action will be shared with the school community as deemed appropriate by the head of school. Such announcement may be made in person, by electronic communication or otherwise. Resources such as counseling or referral to appropriate services are available to all students—including the alleged aggressor(s) and the alleged target(s)—during and after an investigation.

### **NOTIFICATION TO PARENTS/ GUARDIANS**

The school will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation and to report the results of the investigation. Parents/guardians of the

target(s) will generally also be notified of any action to be taken to prevent further acts of interpersonal misconduct.

In all situations, the amount of information shared by the school may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigatory processes.

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### Notification to Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under M.G.L. c. 119, § 51A, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of interpersonal misconduct the school may notify local law enforcement or other government agencies. If the school receives a complaint involving students from another school, the school may notify the appropriate administrator of the other school so that both may take appropriate action.

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## CHILD ABUSE AND NEGLECT REPORTING

The school is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care.

In accordance with Massachusetts law, the school's employees (including, but not limited to, its faculty, staff, school administrators, counselors, etc.) are required to report to the Department of Children and Families suspected abuse or neglect of children under the age of eighteen. This duty is triggered when there is reasonable cause to believe that a child is suffering

from abuse or neglect. The responsibility to report rests both on the school and on school employees.

The following procedure is established to ensure that reports are made in a timely and effective manner, and that information about students and their families is treated respectfully. We ask that families understand that the school and its employees are sometimes required to make a report to DCF, and we ask that families support our decisions to do so.

If a school employee learns of a situation of possible abuse or neglect, the employee is expected to consult with the head of school (or the dean of students) about the situation, so that appropriate action can be taken to protect the student and timely reports can be made to DCF. The head of school (or the dean of students) will review the situation and may consult with the school's health care providers, the student's family, legal counsel, and/or a consultant specializing in the care and protection of children, as may be appropriate. If the abuse or neglect is suspected to come from the student's family, the school will identify an approach to help protect the student. In all instances, the school will protect the confidentiality of the student and the student's family to the extent appropriate.

If the school determines that a report should be made to DCF, the dean of students or school counselor will generally make the first report to DCF by telephone call. As required by law, a written report will follow within forty-eight hours after making the oral report.

However, anyone who has a reasonable belief that a student is being abused or neglected may (and should) make a report to DCF at any time. In addition, in the event that it is not clear whether conduct reaches a level of reportable abuse or neglect or there is a disagreement about the decision to report, any

school employee who believes that the incident rises to the threshold for making a report is expected to make the report to DCF. Once again, the responsibility

to report suspicions of abuse or neglect rests both on school employees and the school.

## DAILY LIFE AT SCHOOL

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Daily life at school should promote Williston's core values: respect for self and others, responsibility and trust, and honesty and integrity. The school seeks to build, support, and unify our community by providing enriching experiences, by providing programs that educate our community about critical issues, and by building a common vocabulary and mission. We recognize that nonjudgmental, open, and honest dialogue is vital to maintaining a healthy and vibrant community. We value a student-centered approach that helps develop leadership and global citizenship through the creation of events and experiences by students for the Williston community. The school strives to include a rich variety of voices and seek input from students, faculty, staff, alumni, families, and guests.

### ADVISING

A strong and active advising program helps to ensure that students have at least one adult who knows them well and is invested in their happiness and success at the school. Our program provides support for students, parents, teachers, and administrators while promoting school spirit and helping students build positive relationships on campus. Advisors play many roles in students' lives and are often a coach, cheerleader, disciplinarian, motivator, mirror, guiding hand, listener, organizer, questioner, fan, and friend. Advisors have three main constituencies: (1) individual advisees, (2) advisee families, and (3) larger advisor groups.

Much of the work of advisors is informal, but the for-

mal duties of advisors include the following:

- maintain effective communication with the student's family
- participate in discipline and the academic probation process, and in any necessary follow up
- review teacher's interim comments and grades with advisees
- Participate in course planning for the following academic year
- help resolve any roommate conflicts and facilitate changes
- refer advisees to other school offices for assistance with problems of a specialized nature
- provide a summary of the advisee's activities during prize meetings
- monitor advisee's overall program to avoid over commitment in nonacademic activities and to support the student's academic and social progress

The advisor serves as the clearinghouse, keeping track of how the student is doing across the board in all classes and extra-curricular activities.

### WILLISTON'S C.O.R.E PROGRAM

Williston's C.O.R.E. Program is a scaffolded, four-year life and leadership curriculum that engages students with relevant, developmentally-appropriate learning about themselves and others. Focusing on unique themes for each class each year, students learn skills that build organization, self-awareness, character, decision-making, responsibility, and leadership through class assemblies, discussions in advisories, dedicated classroom sessions, and all-school discussions. A cor-

nerstone of our residential life program, the C.O.R.E Program helps all our students live healthier lives, filled with purpose, passion and integrity.

### **Ninth Grade: Be Curious**

Develop a deeper understanding of who you are as a person, student, and adolescent.

### **Tenth Grade: Look Outward**

Consider your identity in the context of your community and world and learn how to make smart decisions.

### **Eleventh Grade: Embrace Responsibility**

Find your voice, develop leadership skills, and begin to take ownership of your future with the college process.

### **Twelfth Grade: Engage and Lead**

Be leaders in the community and actively develop the legacy you will establish at Williston and take with you into the world.

### **CORE for Ninth Graders**

Of special note is the CORE curriculum for ninth graders, which introduces all students to the four-year program at Williston. The curriculum supports students' academic work through workshops, regular meetings, and communication among teachers, advisors, and the program's coordinators. The coordinators of the CORE Program also serve as liaisons to families of ninth graders.

During the first week of school, ninth grade students attend a special overnight orientation to help the class connect and form its identity. During the first and second trimester, students attend a weekly class that continues the CORE training, offering strategies for managing stress, creating healthy relationships, and getting enough sleep, among other topics.

Throughout the year, the CORE Program advising team and ninth grade teachers meet monthly to work on strategies to help those students who need additional support. The program coordinators work with students' advisors, teachers, and the academic dean to support those students and help them improve their academic work in order to encourage them to achieve their potential.

### **Class Deans**

Each class is led by two class deans who are responsible for facilitating class meetings, activities, dinners, and other events for each class.

### **2021-22 Class Deans**

- Class of 2022: Melissa Brousseau and Charles Lonergan
- Class of 2023: Erin Davey and Tom Beaton
- Class of 2024: Kate Garrity and Russell Bollag-Miller
- Class of 2025: Matt Sawyer and Allison Marsland

### **SCHOOL DAY SCHEDULE**

The first academic block begins at 8:30 a.m.; class meeting times vary throughout the day. On Wednesdays and class Saturdays (Upper School only), classes are held in the morning and students participate in athletic contests and afternoon programming in the afternoon. For more details on the school day schedule, see page 93.

### **RELIGIOUS SERVICES AND HOLIDAYS**

Churches and synagogues are located in Easthampton and nearby towns, and information about them is available through the Deans Office. With parental permission, students may be excused from school on religious holidays, but this should be arranged in advance with the Deans Office.

## **DAY STUDENTS**

Day students participate in all aspects of the regular school program, including athletics and the Afternoon Program, and may take part in weekend activities as well. Day students must observe school regulations when on campus and while attending off-campus school functions. They should be aware that student behavior anywhere, whether on or off campus, is subject to review. Day and boarding students are subject to the same expectations and consequences for their behavior. Required attendance at Saturday Night Consequence, which is held every Saturday evening from 7:30 p.m. to 10:30 p.m. in the Middle School (Whitaker-Bement), is the disciplinary response for multiple decorum and attendance units (see page 70) and minor school offenses for both boarding and day students. Day students are expected to attend on the date assigned.

## **EARLY DISMISSAL**

If weather or another situation occurs that merits an early dismissal from school, parents will be notified by an alert from the school in a text message. It will include instructions for pick-up and other pertinent information.

## **SCHOOL MEETINGS AND ASSEMBLIES**

Generally, Upper School and Middle School assemblies are held frequently. The Upper School assemblies are held in the Phillips Stevens Chapel and seating is by advisories. Middle School assemblies are held in the Middle School. In addition, on several occasions during the year, the entire school meets for all-school assemblies in the Phillips Stevens Chapel. Assemblies present opportunities for student and/or adult performances and to disseminate information about upcoming events and activities. From time to time, the school also hosts visiting speakers and performers. Every student is expected to arrive at assembly promptly and to exemplify mature, supportive,

and appropriate audience behavior throughout the lecture or performance. Food and drink are not allowed in the Chapel and students and faculty should silence their phones upon entering the Chapel and refrain from using them until leaving the Chapel.

## **RIDE-HAILING SERVICES ON CAMPUS**

Parents should be aware that many ride-hailing companies, such as Uber and Lyft, have policies that prohibit transporting unaccompanied minors. The school prohibits students from using these ride-hailing services.

## **STUDENT LOCKERS**

Day students are assigned lockers in the Reed Campus Center for use during the school year. In addition, lockers in the Athletic Center are available on a trimester/seasonal basis. All student storage areas and lockers are the property of the school and are subject to search and inspection. Students should lock their lockers and a student should never open another student's locker. Lockers should be kept clean and organized. Decorations must be in good taste, as determined by school faculty or administrators, and must be removed at the end of the school year. With the exception of water bottles, food should not be kept in lockers.

## **DINING SERVICES**

The Birch Dining Commons, located in Ford Hall, has many personal choices for dining. Attendance at all buffet-style meals is strongly recommended but is optional. Attire in the dining commons is either academic day dress during weekdays or casual at other times, but students may not wear hats, pajamas, sleeveless shirts, athletic scrimmage vests, or other attire that does not conform to appropriate dress standards. Students coming from athletic practices and contests are encouraged to shower and change prior to dining. Students are encouraged to have

conversations with peers and faculty during meals and, to support that initiative, the use of cell phones, earbuds, and headphones is prohibited during the published mealtimes.

On a number of occasions during the year, sit-down dinners, and other special community events are held that require students to attend in formal dress. In addition, during Family Weekend, Convocation, Grandparents' Day, and other events, academic day dress is required at all meals. Formal dress may be required on other special occasions.

The Birch Dining Commons is operated by Sage Dining Services and a weekly menu is available on the website (under Campus Info, Services + Programs). Dining Services is aware of the concerns and seriousness of individuals with food allergies. Food items that contain nuts or nut products are not served. Gluten-free items, lactose-free milk, and soymilk are available at each mealtime. Any student, faculty, or staff member who has a specific food allergy or dietary concern should contact the director of dining services at (413) 529- 3112 or by email at [jgrimaldi@williston.com](mailto:jgrimaldi@williston.com).

## RESIDENTIAL LIFE AT SCHOOL

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### DORMITORY LIVING

Common courtesy and respect for the rights and property of others are the fundamental tenets of community life. While there is consistency in guidelines, rules, and expectations for all students living in dormitories, there are times when dormitory parents may make individual rules pertinent to their particular dorm and the specific circumstances.

#### What to Bring

- blankets
- pillow
- sheets (twin XL size) and pillowcases
- mattress pad or cover
- towels
- laundry bag and detergent (laundry service is also available through E&R, The Campus Laundry, at [www.eandrcleaners.com](http://www.eandrcleaners.com).)
- study lamp
- alarm clock (with battery back-up)
- computer monitor (32" or less in size)
- hair dryer
- razor
- mini refrigerator (2 cubic feet or smaller)

- fan
- small wastebasket
- clothes hangers
- cell phone (see below)

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**Note:** Students must have a cell phone with a U.S. phone number and must keep their voicemail accessible for messages at all times. Students are expected to respond immediately to texts and/or phone calls from the dean on duty when school is in session.

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#### What to Leave at Home

Use of the following items is not allowed in the dormitories for energy conservation and because of the danger of electrical overload and fire:

- television
- space heater
- electric blanket
- halogen lamp
- furniture that is not fire retardant
- battery-powered hoverboards and drones

## **ROOMS**

Dorm rooms, which are Williston property, may be inspected at any time. The rooms are to be kept clean and neat and will be inspected regularly by dormitory faculty and from time-to-time by the deans.

Wall decorations may be hung from molding or attached with DormTape® or Mounting Putty®, which does not mar the walls and can be obtained at the Campus Store. Wall hangings must be widely spaced, meeting all fire code regulations, and none should extend across the ceiling or outside of the room. Tacks, nails, screws, and tape may not be used on the walls, as they cause permanent damage. All decorations are to be appropriate in nature, as deemed to be so by the school, as they may be viewed by the general public and families. Alcoholic beverage containers (full or empty) and items with any drug or alcohol insignia are not allowed. Signs and stickers on doors should follow the same guidelines so that they do not damage the paint or finish.

## **Mattresses**

The school provides approved fire-retardant mattresses. Students who wish to bring a mattress must submit proof to the director of the physical plant that it meets applicable standards. Mattresses and bed-springs are not to be used on the floor.

## **Furnishings**

The following basic room furnishings are provided by the school: bed, bureau, desk and straight chair, mirror, and curtains or shades. Only one piece of personal furniture, such as a chair, may be allowed per student in a room, subject to available space as determined by the director of the physical plant. The maximum size of any piece of furniture in any one of its dimensions is four feet and students must provide proof of its fire-retardant nature.

## **Appliances**

Only the following electrical appliances are permitted in dormitory rooms: clocks, radios, stereos, personal computers/tablets, hair dryers, razors, hair straighteners, and fans. Smart/cell phones, used in accordance with school and dorm rules, are permitted. Computer monitors are limited in size to 32 inches. UL-approved, circuit breaker-protected power strips are the only “extension cords” allowed.

## **Music**

The use of headphones is required during quiet hours and study hours, and encouraged at other times. When allowed, music or other entertainment must be kept at a volume that can be heard only within one’s room.

## **Television**

Common room and student center televisions may not be used before 5:30 p.m. on weekday afternoons and only after 12:30 p.m. on class Saturdays. On weekdays, TV’s are turned off at 11:00 p.m.; on weekends, TVs should be turned off at midnight.

## **Computer Use and Cell Phones**

Videos, movies, and console or computer gaming are not permitted after the final check in on school nights (10:30 or 11 p.m.) or after midnight on weekends. After the last check-ins of the night, the same rules apply to use of cell phones for communication. All gaming and media devices must be registered with the Technology Department.

## **Cleanliness and Damage**

Students are responsible for the cleanliness of their rooms and will be assessed for damage to furnishings or rooms. Desks are to be neat enough to provide usable working space and viewable from the doorway of the room. Floors are to be kept picked up and clear of clothing and papers. A laundry bag should be used

so that dirty laundry is not left around the room. Any damage to the room should be reported to the director of the physical plant to ensure that responsibility is appropriately identified and damage repaired. cursory inspections by school personnel may occur at any time. Any room not properly cleaned out at the end of the year is subject to a cleaning charge.

### **Pets**

Pets, including fish, are not permitted in any dormitory room.

### **Key Cards (Sammy Card)**

Key cards for room and building access are part of a student's Sammy Card (see page 52). This card is issued at registration and a charge of \$25 will be assessed to replace a lost or damaged card.

## **ROOM ASSIGNMENTS**

Living with others teaches important life lessons, such as how to compromise, to appreciate other perspectives, and to engage and share in conversation. The associate dean of students, who oversees housing and makes dormitory assignments, collaborates with the Admission Office when assigning housing to new boarding students. Each spring, current students state their preferences for rooming in the next school year. Their choices are granted whenever possible, based on seniority and previous rooming history. Room assignments often are not definite until late August. After the school year begins, every effort is made to keep rooming assignments for the year and students should seek the counsel of dorm heads, proctors, and the deans when there is disagreement or discontent. Following those conversations, if the situation continues to be unresolved, a room change request may be made to the Deans Office and conversations will follow with the student's advisor, dormitory head, director of housing, and the dean of students before a move will be considered or approved.

## **EMERGENCY PREPAREDNESS**

All dormitories hold at least one fire and/or emergency drill each trimester, including one during the first week of school. At the first sound of the alarm, each person is to move quickly and quietly out of the building according to a predetermined plan of exit. Attendance is taken outside the building under the supervision of the dormitory parent on duty. Fire drills are of obvious importance and will be conducted more frequently if they have not been executed to the satisfaction of school authorities. Drills to prepare for an emergency situation will also be held. Students will receive instruction on how to prepare for such situations and the precautions that they should take.

## **DORM VISITATIONS**

While the school recognizes that some students may not identify as heterosexual, our current housing structure operates under a binary system of boys' dorms and girls' dorms. The school has created rules that govern dorm room visits based on its current binary dorm structure. These rules apply to both day and boarding students. Room visits are allowed during specified hours and after both students check in personally with a dorm parent who will be present and available in the dormitory during the entire visit. The expectation is that all students, including those involved in non-heterosexual relationships, will adhere to our room visiting policies.

## **GUESTS**

The school has absolute discretion in permitting guests for overnight visits. Only with permission from the Deans Office may day students stay overnight on weekend nights, for a fee that includes dinner and breakfast. As a general rule, day students may not stay overnight in the dorms during the academic week. Day students must be familiar with and abide by the same rules that govern boarding students and a bed must be available for them.

During the academic week, day students may not spend a night at the school without making prior arrangements to do so; such arrangements must be made at the Deans Office at least one day in advance. There is a fee of \$50 per night. If the day student is staying for a school-sponsored activity (such as late play rehearsals or productions), there is no charge. Individuals who are no longer enrolled at the school are not permitted to stay overnight in a dormitory.

## **HOURS**

### **School Nights**

On school nights there is an evening study period from 8 p.m. to 10 p.m. All students must be in their rooms during the evening study period, unless the student has permission from a dorm parent or advisor, in accordance with the sign-out policies, to use the library, attend group study in a dorm common room, use the art or photo studios, seek assistance in a subject-specific resource center, or work on a specific faculty-directed extracurricular activity. In the interest of maintaining an appropriate environment, during study hall students may not use electronic devices to communicate with others or for entertainment, such as using social media or playing computer games. These measures have been put in place to focus students on their daily preparations for their academic classes. Parents should also refrain from communicating with their child during study hall hours.

During the winter and spring terms, seniors on high honors are permitted privileges during the evening study period. Seniors must notify the dorm parent on duty before 8:00 p.m. on any evening that they intend to exercise this privilege and must abide by all other sign-out procedures. Senior privileges are granted after each trimester to qualified seniors according to their GPA (92 average or above for high honors) and general citizenship. The privilege may be withdrawn by the Deans Office if there are concerns

about a student's behavior, units, or misuse of the privilege.

All students must be in their dormitories by 10:00 p.m. and checked in for the night by the dorm parent on duty. Respect for the quiet hours set aside for study and sleeping reflects the school's concern for students' well-being and that of the community. On nights before classes, underclass students must be in their own rooms by 10:30 p.m. (juniors on high honors may return to their rooms at 10:45 pm) and all technology and phone use should cease; seniors and proctors have the privilege of visiting and using phones until 11 p.m.

After checking in for the night, students may not leave the dormitory before 6 a.m. except in an emergency or with special permission.

### **Weekends**

On weekend evenings when no classes are to be held the next day, all students have a 7 p.m. check-in and must be in their dormitories by 11 p.m. for late check-in. Missing a check-in time without permission may result in a disciplinary response. Students who anticipate that they will miss a check-in should immediately call the dean on duty at (413) 529-3911 and explain the situation.

### **Day Students**

Generally, day students are to be off campus after the evening study period check-in for boarding students except in special circumstances, as authorized by the Deans Office. If day students remain on campus after 8:00 p.m. on weeknights, they are expected to observe all study hall guidelines. Day students must obtain permission from the dorm parent on duty if they wish to study with a dorm resident in a common room.

The campus is closed to day students and visitors after the final check-in time for boarding students (10 p.m. on weeknights and 11 p.m. on Saturday nights and blue week Friday nights). Transportation for day students should be arranged accordingly.

### **PERMISSION TO LEAVE CAMPUS**

Williston is a seven-day school and all academic, athletic, extracurricular, and other responsibilities must be met before a student may receive permission to leave the campus. Students assigned to Saturday Night Consequence for excessive units (missed commitments or misbehavior) will not be granted permission to go on an overnight or weekend visitation for that weekend.

Boarding students who do not have any conflicting school obligations may request permission, via the REACH system, to leave campus for an overnight or weekend visitation (unless the weekend is “closed”). Their request should include with whom and where they will be staying. In addition, they will need to receive an invitation by their host, parental permission, and dean’s approval. On closed weekends, all boarding students are expected to remain on campus and participate in planned community events. The closed weekends are the first weekend of the school year (September 10-12) and last weekends of each trimester (November 12-14, February 25-27, and May 27-29). Students who wish to leave campus on a closed weekend must discuss the extenuating circumstances with and get approval from the dean of students.

Although there is no restriction on the number of weekends away a student may request, students are expected not to leave more than once or twice a month in order to establish strong ties among the boarding community.

### **OFF-CAMPUS TRAVEL AND VISITATIONS**

When a parent extends an invitation to host a boarding student, the school expects that the parent will ensure that there is proper supervision and that the parent will not permit the student to use alcohol or drugs. Parents are encouraged to communicate with each other to ensure that all student gatherings are supervised and substance free. More information about these expectations is included in the Parents’ Role in Alcohol/Drug Prevention policy (see page 25).

### **Overnights and Weekends**

Any student wishing to leave campus for an overnight must submit a leave request through REACH and have the hosting adult call the Deans Office. Students returning home for even one night need to use the REACH system and receive parental and dean’s approval before departing from campus. The Deans Office may rescind any overnight or weekend request based on a student’s behavior or conduct.

### **Procedures for Leaving Campus on Weekend Overnights**

Students must use the REACH system and submit a leave request by 11 a.m. on Thursday, and the Deans Office must receive the invitation from the host family by 2 p.m. on Friday.

Overnight or weekend leave ends as soon as the student returns to campus, which should be no later than 7:30 p.m. on Sunday. Students should sign in immediately upon their return to campus. If a late return is necessary due to extenuating circumstances, the hosting adult must call the dean on duty as early as possible to notify the dean of the situation. Unauthorized late returns may result in loss of future weekend sign-out privileges.

Athletes with games on a green Saturday may not sign

out on Friday night except to be with their parents.

Current students may not sign out to visit the home of any student who has withdrawn, been separated, or has been dismissed from the school. Boarding students staying at the school for athletic tournaments at the end of the academic term are expected to stay in the dorms overnight unless they have explicit permission from the coach, the Deans Office, and their parents to do otherwise.

Generally, students may not sign out for overnights to colleges. An exception may occur when a student has a college visit approved by the student's college counselor and the dean of students. The student's parent should contact the Deans Office to give explicit permission and discuss the itinerary well in advance of any planned visit. Students may not stay overnight in hotels alone and must have an adult chaperone on these trips. Students may not take weekends in the greater Easthampton area unless invited to the home of a Williston student. Parents who accept students into their homes for overnight visits are assuring the school that the students will go to those homes and are under the direct supervision of those parents.

Any student who is on leave for an overnight/weekend but wishes to change locations must obtain permission from the student's parents as well as the host family and, if such permissions are granted, must notify the dean on duty as to the change in itinerary.

## **VACATIONS**

All students must leave the school during the breaks for Thanksgiving, winter, and spring. The school generally does not provide housing or meals, nor does it assume responsibility for students during these vacation periods. If a student isn't returning home, families must make arrangements for students to be under the supervision of an adult during these breaks, and

students may not stay in hotels or AirBNB's without adult chaperones. A student must not return before the published arrival dates on the calendar unless special arrangements have been made through the Deans Office. International students needing to travel the day after a vacation begins may stay the first night of the break if permission is obtained in advance from the Deans Office.

Each term also has a long weekend. Dorms will remain open and students will be permitted to remain in their own rooms.

## **CAMPUS MAILBOXES**

### **Incoming Mail**

Mail is posted for all Upper School students in their assigned campus boxes at the Reed Campus Center.

### **Receiving Packages**

The school uses QTrak Digital Lockers, located in the Reed Campus Center, to distribute packages to students. When a student receives a package, they will receive an email from QTrak with a four-digit code that will open the package locker. The student enters the code at the package locker kiosk and the locker opens. It is a one-time code, so if a student closes the locker without removing the package, they will need to contact the Campus Store or Physical Plant to access the stored package.

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Note: The City of Easthampton's post office has designated the location for student mail. Do not use "The Williston Northampton School" or student's dorm name in the address. Mail or packages should be addressed as follows:

Student Name  
20 Greenwood Court  
Easthampton, MA 01027

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## **Outgoing Mail**

Outgoing mail leaves from the campus daily on weekdays only.

## **CHECK CASHING**

Students may cash personal checks up to a limit of \$100 at the Business Office or the Campus Store. Checks can be cashed during normal Business Office hours (8 a.m. to 4 p.m. Monday through Friday; and 8 a.m. to noon on class Saturdays). In addition, students may wish to establish an account at one of the banks with offices in Easthampton, just a short walk from the school; Easthampton Savings Bank, [www.bankesb.com](http://www.bankesb.com); or Florence Savings Bank, [www.florencesavings.com](http://www.florencesavings.com).

## **TRAVEL ARRANGEMENTS**

Prior to any long weekend or vacation break, students should complete travel forms specifying their travel plans and needs for assistance. The coordinator of student services oversees student transportation and is an appropriate contact for questions involving student transportation, as is the director of community life. The school will assist students in arranging transportation to the bus, train, and airports. Bradley International Airport (Hartford) is about 30 miles from the school; Logan International (Boston) is about 100 miles; and John F. Kennedy International (New York/New Jersey) is about 150 miles. The school supplies transportation to Springfield, Bradley, and Logan at a reduced cost and also arranges for transportation with Michael's Limousine and Transportation Service at (413) 583-6392.

For those traveling by bus, Easthampton is served by the Pioneer Valley Transit Authority (PVTA). PVTA bus service to and from Northampton, Amherst, and Holyoke is available Monday through Saturday. These buses stop next to Big E's market on Cottage Street. Bus service to Springfield, Boston, and other distant

points is provided by Peter Pan. These buses also stop in nearby Northampton. Bus schedules are available at [www.peterpanbus.com](http://www.peterpanbus.com).

If students are planning to fly and are not yet 15 years old, families should check with the airline regarding any escort requirements for unaccompanied minors and notify the Deans Office at least two weeks prior to the flight date if an escort will be needed. Other transportation providers, such as Amtrak train service, have similar restrictions regarding unaccompanied minors, and the school encourages parents to contact the Deans Office as needed to arrange an escort.

If parents would like to provide extra funds to their student while they are traveling, the Business Office must be notified one week prior to the date of travel to ensure that cash can be made available to the student in a timely manner. These additional funds will be charged to their school account.

In the event of an emergency situation, the Deans Office will work with families to coordinate transportation arrangements.

## **FOOD DELIVERIES**

Students are allowed to order food from school-approved local establishments and have it delivered to campus within specified times. A list of these establishments is posted in each dormitory. The school does not allow deliveries by Doordash, UberEats, or similar third-party delivery services. On weekdays, food deliveries are allowed during the day up until 7:45 p.m. Food may not be delivered to campus during study hall hours, between 8:00 and 10:00 p.m. Food may be delivered between 10:00 and 10:30 p.m. on weeknights. For these deliveries, students should place orders before 7:45 p.m. if they wish to use their Sammy Card, or proctors may place orders for cash deliveries only.

On Saturday nights and green week Friday nights, food may be delivered to the dormitories until 11 p.m.

## GENERAL SCHOOL INFORMATION

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### ACCREDITATION

The school is accredited and in good standing with The New England Association of Schools and Colleges, Inc. (NEASC).

### GOVERNANCE

The school is a non-profit organization, governed by a volunteer Board of Trustees. It is the responsibility of this body to plan, develop, and establish policy, and to assess the performance of the school consistent with the school's mission and philosophy. The Board of Trustees is responsible for the selection of the head of school and works in close collaboration with the head of school, though the head of school is responsible for the implementation of policy and the day-to-day operations of the school. For a list of current trustees, please refer to the school's website.

### FAMILY-SCHOOL COMMUNICATION

The school makes every effort to communicate with parents and guardians clearly and consistently throughout the academic year. Williston is a community that values the partnership between families and the school, believing it strengthens the educational experience for our students.

For a full description of the many ways the school communicates with parents, see page 3.

Letters or emails may come from the Deans Office for notices of absences, warnings of accumulated minor offenses, and follow-up for more serious rule violations. Course selection books and sign-up notices are sent from the Academic Office prior to appropriate deadlines. Other special letters and emails will come

from time to time. It is especially important that parents provide a current email address in order to receive school communications.

### PARENT-TEACHER COMMUNICATIONS AND CONFERENCES

Parents should use their students' advisor as the primary method of communication with the school. Advisors will generally be the most informed and best resource for families as a first step. There is also a formally structured family weekend held in the fall designed to give parents an opportunity to meet with teachers, advisors, and administrators. Parents are welcome to visit the school at other times; however, appointments to meet with specific teachers or school officials should be made in advance.

### CURRENT FAMILY CONTACT INFORMATION

Parents are expected to keep the school informed of contact information for emergency situations. If a parent is going to be away from home for an extended length of time, the parent should leave a forwarding address, email address, and telephone number where the parent can be reached, as well as information regarding who will be responsible for the student and who should be contacted in the event of illness or other emergencies. Communication to the student's advisor of the pending absence can also be helpful.

### MULTIPLE HOUSEHOLDS

In order for the school to most effectively communicate with parents and support each student, it is important for teachers and administrators to be aware of students who spend time in multiple households.

Please be sure to communicate to the school about primary caregivers in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips, or other issues, please notify and provide proper documentation to Director of Business Services Deborah Lennon. Believing that a student’s educational experience is enhanced through active parent participation and partnership, the school seeks to facilitate communication with all parents. Absent a court order to the contrary, all parents for whom the school has contact information will receive normal school mailings (i.e., grades, teacher comments, all-school email) and other school communications. As part of this commitment, it is parents’ responsibility to ensure that any communication from the school is shared among their family. In addition, parents are expected to include any other parent(s)/guardian(s) of their child on electronic communications to the school, including emails to teachers. Given the unique legal situation of each family, the school may make exceptions to this policy on a case-by-case basis.

The school expects separated or divorced parents to cooperate and partner with the school with respect to their child’s education. For this reason, the school will not get involved in parental disputes or custody issues.

## **BACKGROUND CHECKS**

With student safety as a priority at the school, the school conducts state and national criminal history and sex offender registry checks on all current and prospective faculty and staff of the school who may have “direct and unmonitored access to children,” including any individual who regularly provides school-related transportation to students.

The school requires any volunteers who will work

independently with students to undergo a state criminal background check or “CORI” (Criminal Offender Record Information) and a state sex offender registry check or “SORI” (Sexual Offender Registry Information). The School may require volunteers with direct and unmonitored access to students to undergo a fingerprint-based check, which is run through the Federal Bureau of Investigation and provides access to national criminal history databases. Examples of the types of volunteer activities requiring a background check include, but are not limited to, field trips and tutoring students one-on-one. A background check is typically not necessary for parent volunteers involved with larger school functions at which many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the school grounds.

These background checks require the completion of a brief application form and verification of a government-issued photographic identification, and are only conducted with the consent of an individual employee or volunteer. A volunteer’s service, and an individual’s employment, is contingent upon successful completion of the checks, which may take several days or weeks to process.

Completed CORI and fingerprint-based check forms must be returned to the Business Office at least two weeks in advance of volunteering.

## **STUDENT MEDIA INFORMATION**

In order to portray its program accurately and vibrantly, the school makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the school, in a variety of media formats. Student media information—including student names, photographic images (for example,

portraits, pictures, videos, or other reproductions), audio recordings of students' voices, video recordings of students, and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of student media information may include, but not be limited to, the school magazine, marketing materials, the school website, press releases, social media outlets (including, but not limited to, Facebook and Twitter), newsletters, and local newspapers. As part of the enrollment process, parents are provided with an opportunity to opt out of the use of their child's student media information. While the school strives to abide by parent/guardian wishes, we do not guarantee incidental use of a student's name or image will never occur.

## **STUDENTS 18 AND OLDER**

Some students enrolled at the school will reach the age of 18 before graduation. In the United States, 18 years old is the age of majority, which means that legally, an 18-year-old student is able to enter into contractual obligations on the student's own behalf (and is required to abide by those obligations). Therefore, the school requires all students, upon their 18th birthday, to review the Reservation and Enrollment Agreement that their parents or legal guardians signed on the student's behalf and execute an addendum to that agreement, which provides:

- permission for the school to discuss and release information and records to the student's parent(s) and legal guardian(s) about any issues relating to the student's enrollment at the school, including but not limited to, academic records, academic performance, health matters, disciplinary issues and financial matters; and
- authorization for the school to interact with the student's parent(s) and legal guardian(s) as if the student were under the age of 18.

The student's parent(s) or legal guardian(s) will also continue to be responsible under the terms of the student's Reservation and Enrollment Agreement, including being solely responsible for the payment of all tuition and fees related to the student's enrollment at the school.

## **INTERNATIONAL STUDENTS**

Students enrolled at the school from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations and completion of all enrollment and orientation forms) are in order prior to arriving on campus at the beginning of the school year. International students with F-1 visas are responsible for registering their I-20s and passports with the coordinator of student services upon arrival to campus. Any international travel thereafter must be communicated to the Deans Office in advance of break travel. This process is essential to maintain each student's active visa status.

International students are also responsible for ensuring that their travel arrangements coincide with the school calendar. The school is not responsible for housing international students outside of the published school calendar. International students and students with families living abroad must have on file the name, address, phone number, and email address of an individual within the continental United States with whom they will stay during Thanksgiving, winter, and spring vacations, if not returning home. Planning for these vacations is the responsibility of the international student's family. The school is closed during these times, and boarding students are not permitted to remain on campus. If a student is not returning home, families should arrange for the student to be supervised by an adult during these times and should communicate the adult's contact

information to the Deans Office. In addition, this individual should be prepared to take custody of the student if an emergency or significant disciplinary or health situation were to occur.

## **LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS**

The school strives to provide a safe and supportive environment that will help students succeed academically and socially. To that end, the school promotes respect for all people, and will not tolerate harassment or bullying based on actual or perceived sexual orientation, gender identity, or gender expression. This is the case whether the bullying or harassment takes place on or off campus, including cyber-bullying through the use of electronic technology (on or off the school's campus, and on or off the school's network). Particularly with respect to transgender and gender non-conforming students, the school will work closely with students and their families and strive to honor their wishes with respect to use of school facilities, participation in athletics, accuracy of student records, use of preferred name and pronouns, and privacy, in accordance with applicable law, and to the extent that the school's campus facilities reasonably permit.

## **PETS ON CAMPUS**

Students are not allowed to have pets on campus. However, boarding students often appreciate when parents bring their family pet to campus to visit. Families are allowed to do so, but should recognize that pets are not permitted in indoor areas of campus, such as the Athletic Center, academic buildings, dining commons, student center, or dormitories. In addition, pets should not be left unattended in a car at any time. Pet owners should clean up after their pets and dispose of any waste in the large dumpsters located about campus.

## **PARKING, DROP-OFF, AND PICK-UP**

With our students' safety in mind, and because of fire laws and safety procedures, please park only in designated parking spaces and not along the driveways of the school or on the grass.

The drop-off and pick-up location for the Upper School is in front of the Reed Campus Center in the campus quad circle. The entrance is directly across from the Phillips Stevens Chapel on Park Street. (The area behind Reed or behind the library should not be used.) The pick-up and drop-off location for the Middle School is on the circle near the entrance of the Middle School. For safety, and in consideration of the school's neighbors, please drive slowly on school grounds and in the surrounding neighborhood and refrain from using cell phones while driving on campus.

## **STUDENT RECORDS AND TRANSCRIPTS**

Student records are kept on file in the Academic Office. Each student's record contains a transcript with grades and any formal communication between the school and the family, including disciplinary infractions. Requests for official transcripts should be directed to the academic dean.

## **STUDENT CENTER**

The Student Center, located in the lower level of the Reed Campus Center, contains the Stu-Bop snack bar, student mailboxes, the campus store, a television lounge (which has a surround sound system and large flat screen television), and a game room (including a pool table and ping-pong table), and day student lockers.

## **LOST AND FOUND**

Lost and found items are held at the reception area in the Schoolhouse. Please Note: school insurance covers only school-owned property, not personal possessions. While the school endeavors to provide effec-

tive security for the Williston community, all personal possessions in dorm rooms, locker rooms, storage rooms, etc., are the student's responsibility at all times. Parents should discuss this responsibility with their son or daughter and are encouraged to enable any tracking mechanisms on devices. Please report any lost or stolen items to the director of security.

Loss of personal possessions while away at school may be covered under standard homeowners- and tenants-insurance policies; parents may wish to confirm this and request any documentation needed for filing claims from their insurance agents.

### **SCHOOL SUPPLIES AND BOOKS**

Located in the Reed Campus Center, the Campus Store sells academic supplies, clothing, personal items, and gifts. Textbooks are available through our online vendor. The online store at [www.williston.com/store](http://www.williston.com/store) has a link for ordering books. This site may also be used to sell back used books at the end of the year.

### **SAMMY CARD AND BUTTON BUCKS**

Students receive an ID (Sammy Card) during the opening days of school. More than just a student identification card, it features a prepaid spending account (Button Bucks), offering a safe and secure method for students to make cashless purchases. The card can be used on campus at the Campus Store and the Stu-Bop snack bar, in vending machines on campus, at the library, and for events organized by the Student Activities Office. It is also accepted at a growing number of Easthampton businesses and by the school's online textbook vendor. Parents have the option to set up an allowance for their children. If the Sammy card is damaged or destroyed, the student is responsible for replacing it through the Business Office for a \$25 fee.

Parents and students have 24/7 online access to their

Button Bucks account by registering at the Button Bucks Cardholder Account Center. Please visit [www.williston.com/business](http://www.williston.com/business) for more information.

If parents would like to provide extra funds to their students while they are traveling, the Business Office must be notified a week prior to the date of travel to ensure cash can be made available to the student in a timely manner. These additional funds will be charged to their account.

### **HYDRATION INITIATIVE**

The school has installed hydration stations in all campus buildings, including the dormitories. The school makes a concerted effort not to use disposable plastic water bottles and requests that students and families refrain from bringing plastic disposable water bottles to campus. This is an important environmental initiative for the school.

### **GIFT GIVING**

The school discourages families from making direct gifts to administrators, faculty, and staff. However, parents should feel free to give their children's teachers occasional, inexpensive tokens of appreciation. Often, a note of thanks may be the most appropriate gift.

### **ASBESTOS HAZARD EMERGENCY RESPONSE ACT**

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the school. These plans are available and accessible to the public at the school's Physical Plant Office. This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

## LEADERSHIP AND COMMUNITY SERVICE

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All student leaders are expected to embody the school's values of respect for self and others, responsibility and trust, and honor and integrity. A prerequisite for any of the leadership positions defined in this section is that the student is not currently on probation at the school, nor will they be during their tenure. Thus, any student who commits a probationary offense, while serving, may be required to relinquish their position.

### STUDENT COUNCIL

The Student Council facilitates dialogue between students and the school's faculty and administration. The council initiates proposals for consideration and adoption by the faculty and administration, and reviews and offers student opinions on plans or proposals that significantly affect students and the community. The Student Council is comprised of a class president and representatives from each of the four Upper School classes. Students are encouraged to bring issues related to any aspect of student life to the Student Council. The council is instrumental in planning, promoting, and overseeing events that cultivate a sense of community among its members, such as Spirit Week, bonfires, dances, assemblies, and community service endeavors.

#### 2021-22 Student Council and Class Representatives

**Class of 2022.** President: Sarah Markey  
Representatives: Rosie Crooker, Will Gaca, Benning Johnson, Natalie Stott

**Class of 2023.** President: Elsa Frankel  
Representatives: Amya James, Annika Jensen, Atticus Rudof, Shirley Shi

**Class of 2024.** President: Quinn Pollack  
Representatives: Caroline Aufero, Ben Goodman, Emily Hamann, Seth O'Donnell

**Class of 2025.** To be determined  
Advisors Mr. Hill and Ms. Noble

### Dormitory Proctors

Proctors, typically seniors and juniors, are student leaders in the dormitories who serve to enhance dormitory life. As a link connecting students, dormitory faculty, and the Deans Office, proctors help to create and maintain a supportive atmosphere and an efficiently run dormitory. They assist with evening study halls, help create a sense of dorm unity, and are alert to student needs, offering advice and assistance when necessary. The proctors also meet regularly with the deans.

#### 2021-22 Dormitory Proctors

- **194 Main Street Dormitory:** Emily Crovo, Ava DeCoste, Izzy Ireland, Tu Thieu
- **Emily McFadon Vincent House:** Praghya Athavan Raja, Jules Constantinople, YiJune Hong, Amy Ren, Maeve Reynolds, Natalie Stott
- **Ford Hall:** Will Gaca, Benning Johnson, Alan Rodal
- **Hathaway House:** Everly Carroll, Erin O'Keefe, Melody Pan
- **John Hazen White House:** Edward Bergham, Austin Conroy, Owen Fu, Dyson Haaland, Vishal Ramvelu
- **John Wright House:** Danny Ciejek, Ryan Hennigan, Anthony Min, Gunnar Tebo
- **Memorial Hall East:** Abby Booth, Hannah Choi, Rosie Crooker, Sarah Drucker, Anna Jofre
- **Memorial Hall West:** Kai Hori, Avi Kacker, Chris Luedeke, Aashish Suresh

## Day Student Proctors

A number of senior and junior day students are selected in the spring as proctors of the day students. They meet regularly with the deans on issues that pertain to day students—weekend concerns, use of campus facilities, cars, and parking—and, more significantly, specific ways that day students can contribute to and enhance the entire Williston community. Since proctors serve as respected role models, they must maintain creditable academic and social standing.

## 2021-22 Day Student Proctors

Luke Ballard, Julia Borden, Connor Capshaw, Ben Carlan, Will Chalfant, Louisa Coughlin, Lily Dardano, Belen Degener, Elsa Frankel, Sage Friedman, Carly Goodman, Adeline Hume, Annika Jensen, Katherine Kang, Sydni Landman, Olivia Lawry, Sarah Markey, Lily McAmis, Sofia Michalski, Cristina Negron, Atticus Rudof, Will Sawyer, Greta Saxe, Adam Shatz, Abigail Touhey

**Advisors:** Ms. Noble and Mr. Koritkoski

## International Student Mentors

Students in this group serve as orientation guides and mentors for new international students, helping them understand and adjust to the customs and culture at Williston.

## 2021-22 International Mentors

Megan Alvarado, Pippa Berry, Pietro Briguglio, Hannah Choi, Belen Degener, Sammi Friedman, Owen Fu, Teaghan Hall, YiJune Hong, Victoria Hop, Kai Hori, JunSeok Hwang, Vasu Jain, Jamie Kim, Kana Kitano, Jefu Lee, Lily McAmis, Sofia Michalski, Anthony Min, Tucker Motyka, Hana Naughton, Cristina Negron, Jeremie Ng, Minami Ogino, Erin O’Keefe, Melody Pan, Praghya Athavan Raja, Amy Ren, Jack Ryan, Daniel Shin, Aashish Suresh, Tu Thieu, Angela Tsai, Sotaro Wakabayashi, Peter Wang, Kaitlin Williams, Lauren Yee, Annika Yeung

## 2021-22 Admissions Interns

Grace Bean, Dire Adeosun, Edward Bergham, Alexis Caines, Connor Capshaw, Ben Carlan, Will Chalfant, Hannah Choi, Jules Constantinople, Rosie Crooker, Joe Easton, Sage Friedman, Owen Fu, Will Gaca, Connor Hagness, Teaghan Hall, Ryan Hennigan, Kai Hori, Izzy Ireland, Vasu Jain, Benning Johnson, Sophia Jones, Avi Kacker, Katherine Kang, Kana Kitano, Zac Landon, Chris Luedeke, Sarah Markey, Ella Mattocks, Dan McKiernan, Emma Merrill, Anthony Min, Tyler Morehouse, Jeremie Ng, Minami Ogino, Praghya Athavan Raja, Maeve Reynolds, Jack Ryan, Greta Saxe, Will Seiden, Daniel Shin, Natalie Stott, Abigail Touhey, Angela Tsai, I Hang U, Annika von Shoeler-Ames, Cora Webber

## STUDENT ACTIVITIES AND ORGANIZATIONS

Williston believes that significant learning and enrichment occur outside the classroom through involvement in extracurricular student organizations. Participation helps to develop leadership skills and self-esteem and can introduce students to new interests and leisure activities. Club activities can help them discover artistic talents, hone their time-management and organizational skills, and express their concern for the school and global community through giving of self, sharing, and explorations of common interests with others. The school believes that students should participate in such activities in order to take full advantage of the opportunities for intellectual, physical, social, and creative development.

### Starting a Club

Students are encouraged to join or form new clubs in their areas of interest. In order to start a club, a student first should ask the director of community life for counsel.

## Community Life Office and Campus Activities

Each week, the Community Life Office offers students opportunities to attend a variety of events. On weekend evenings, options may include a play, school dance, movie, concerts on or off campus, or trips to events in the Pioneer Valley, Springfield, Hartford, Boston, or New York. The school takes advantage of events at Smith, Mount Holyoke, Amherst, and Hampshire Colleges, and the University of Massachusetts Amherst. Transportation is arranged by the Community Life Office and provided by faculty members and/or the school's bus company.

The office of the director of community life is located on the first floor of the Schoolhouse. Announcements about upcoming activities are made at assemblies and published electronically.

## SPECIAL EVENTS

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### SCHOOL-SPONSORED SOCIAL EVENTS

The school sponsors many special events annually, such as two formal dinners for the senior class with the faculty, a community winter banquet, six formal sit-down dinners, Cum Laude induction, Grum Visiting Artists, and the Writers' Workshop speaker series, to cite just a few. All of these events are on the school calendar and are also publicized to the community.

### GATHERINGS OFF CAMPUS NOT SPONSORED BY THE SCHOOL

Adolescents may desire to be independent, but in some areas, such as social gatherings, they still need clear boundaries and guidance. The following section provides some ideas to consider. These ideas are designed to be practical and, more importantly, are based on the values that we, as a school, stand for as part of our mission. In this sense, we hope that all our parents will support these in spirit, if not in letter.

### FUNDRAISING

Fundraising is limited to on-campus groups and cannot be for personal benefit. Any planned fundraising activity by any individual or group that will involve selling items, collecting money, or collecting goods cannot proceed on campus until a fundraising application form has been completed and approved. The form must be approved and signed by the advisor of the group doing the fundraising, the director of business services in the Business Office, a representative of the Advancement Office, and have final approval from the director of community life. Card readers from the Business Office will only be issued for fundraising activities that have been approved and authorized.

#### 1. Always be present at an event or party in your own home.

- The parents should be the greeters. During the party, parents should casually make their presence known.
- Have the party in a part of the house where the guests will be comfortable and where you can maintain adequate supervision.
- Be the ones to bring in the food and beverages. This will keep the party running smoothly, and it will allow you to meet your child's friends.
- Occasionally walk around outside.
- Clearly establish ground rules and expectations with your child before the party takes place.
- Let students know your expectations: they want guidelines, though you may hear something quite different.
- Give students options, but with clear limits. Discuss their responsibilities and discuss what the consequences are for inappropriate behavior and

what the rewards are for appropriate behavior.

- Stress the concept of shared responsibility. Parents should take the responsibility of “playing the heavy,” if there is inappropriate behavior.

**2. Make sure there is plenty of food and non-alcoholic beverages, and offer some planned activities.**

**3. If your child is invited to a party, you should contact the parent giving the party.**

- Verify the location.
- Verify that parents will be present.
- Verify the starting and ending time.
- Offer assistance (e.g., chaperone, food, etc.).
- If there is to be a sleepover, find out the adult host’s ground rules.

If parents must be away for any length of time, make arrangements for supervision in the home to ensure that you, the students, and the home are protected. Many parties occur in homes when parents are away. Let the school and neighbors know if parents are away.

## **FAMILY WEEKEND AND VISITS**

There is one regularly scheduled weekend of programs for parents. At Family Weekend, October 22-23, all parents have an opportunity to meet faculty and school officials, visit classes, and attend special programs of interest to parents. When visiting, parents may take their children off campus. The students must follow the usual sign-out procedures and are not permitted to miss any school obligations unless they have permission from the dean on duty.

## **SUPERVISED HOME VISITS**

As a school that includes both boarding and day students, we welcome opportunities for day students to be involved on campus and for boarding students to visit the homes of day students, whether for an evening or overnight. There are deliberate policies

on campus to provide a safe social environment for students (see page 25), and it is expected that parents will provide an adult-supervised and drug- and alcohol-free environment whenever Williston students are guests in their homes. When a day or boarding parent extends an invitation to a boarding student as an overnight guest, the school assumes the invitation means that a parent will be at home and will not permit student use of alcohol or drugs. Parents are urged to communicate with each other to ensure that all student gatherings are supervised and substance free.

Parents are strongly encouraged to communicate with the dean of students or the associate dean of students regarding any unsupervised party or substance abuse concerns, so that there may be appropriate intervention or follow-up. Parent calls inviting students to visit should be made to the Deans Office well before the students are scheduled to leave campus for the visit.

## **SCHOOL TRIPS**

The school offers a variety of field trips during the school year. At the Middle School, parents/guardians are notified of upcoming off-campus trips via email from the director of the Middle School. At the Upper School, parents may or may not be told of the trip in advance depending on the length of the trip, travel associated with it, and whether it involves an overnight. All school trips are alcohol, drug, and tobacco free. Students participating in school trips must comply with all applicable school rules and all applicable laws. The school may deny a student participation on a trip if the school cannot accommodate the student’s needs safely or the student is not in good standing.

## **SPECIAL OVERNIGHT TRIPS**

In the Middle School, all eighth graders travel to Washington, D.C., during the last week of school. It is a faculty chaperoned trip with additional experienced tour guides enlisted in Washington, D.C. For more in-

formation about this trip, please contact the director of the Middle School.

In the Upper School, faculty members organize annual trips during the vacation periods to destinations of interest. These are announced to the students during assemblies, and parents are notified of these opportunities via email or the Weekly Update. The chief financial officer oversees these trips and should be contacted for more information.

## **DANCES**

Dances are a popular on-campus social activity that are well attended and are overseen by the director of community life. In past years, the school has also hosted a winter semi-formal dance in February and a senior prom in May. Williston students wishing to bring a guest should notify the Deans Office in advance to receive permission to do so. This includes

completing and submitting a form signed by the visiting student's parent and the school administration where that student is enrolled. Other independent schools are often invited to Williston dances and these students travel and attend with chaperones from their school.

The following guidelines express our expectations for conduct at all Williston dances. Students are expected to act respectfully and appropriately toward each other, visiting students, the DJ, and the chaperones. Any student who engages in inappropriate behavior may be asked to stop the behavior. If the behavior persists, the chaperone may be notified, and the student may be asked to leave the dance floor and sent home or to their dorm for the remainder of the evening. A student may also be subject to discipline, as deemed appropriate by the dean on duty.

## **THE ROBERT PARKER CLAPP LIBRARY**

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Students go to the library to study, gather information, write papers, browse current magazines, work quietly in groups, and indulge in leisure reading. A professional librarian is available to give individual attention to students' questions as well as to teach research strategies to classes.

The library has three Surface docking stations and three Mac computers, wireless access, and a printer/copier. Computers are to be used only for academic or informational purposes during the academic day; academic needs have priority over recreational pursuits. All use of these computers should be in conformity with the school's AUP.

### **LOAN PERIOD**

Books and CDs circulate for a loan period of approx-

imately three weeks; DVDs for one week. Students may take out an unlimited number of books and CDs, unless others are also pursuing the same topic for a class; in that case, books are set aside in the library. Borrowers must return items if requested for class use or reserve. Signing out DVDs is limited to three at a time.

### **RETURNS AND RENEWALS**

Students are encouraged to renew material as needed. This can be done in person or by email. An overdue notice is sent shortly before an item is due, and a fine of 10 cents a day is assessed for significantly late items. If an item is not returned after the third notice (approximately one month later), the student is billed the replacement cost plus a non-refundable \$10 processing fee per item. If the item is subsequently

returned, the student is credited the cost of the item.

The timely return of library material is the responsibility of the individual to whom it was loaned. Students should not pass books on to others, but rather return them to the library to be signed out anew. Any questions about overdue materials should be directed to the library at (413) 529-3225.

### **INTERLIBRARY LOAN**

Although Williston's collection is selected to provide ample resources for class assignments, interlibrary loan requests are sent out when needed. The library participates in the Western Massachusetts Regional Library System.

## **THE AFTERNOON PROGRAM**

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The Afternoon Program is an integral part of the Williston experience. The program is generally required for Upper School students, boarding and day, each trimester. For Middle School students, participation in the afternoon program is optional. For information about the Afternoon Program for 2021-2022, please contact Melissa Brousseau. Depending on their grade level, students choose either group or independent options. In recognition of the importance of physical education, all options include an exercise component. The following is a review of the expectations for the various grade levels: twelfth grade must select a minimum of one group option; ninth, tenth, and eleventh grade, a minimum of two group options. It should be noted that all new Upper School students must choose a group option in the fall.

Students wishing to pursue any special project or exemption, including an outside sport, sport specialization, academic- or art-related endeavor, or any oth-

### **CONDUCT**

Students are expected to behave considerately toward others by respecting the need for quiet of those who are studying. Students are encouraged to be environmentally conscious in their use of paper. The library adheres to campus-wide expectations during evening study hall. Electronic devices may not be used to communicate with others during this time. All students sign in when they arrive, sign out at departure, and may not come and go in between. Beverages in covered containers and light snacks are allowed, with the understanding that recyclables and trash will be disposed of in the containers provided.

er type of project, must apply to the Special Project Committee at least one week prior to the start of an Afternoon Program trimester.

The school understands that it is inevitable that some students may pursue interests off campus, athletic or otherwise, during the school year. In general, it is school policy that students must first meet their commitment to the Williston Afternoon Program. Having said this, the school recognizes that there will be the occasional conflict. In such cases, it is critical that communication take place between students and their Williston Afternoon Program leader (coach, teacher) to avoid conflicts when possible. Questions regarding this should be directed to the director of athletics.

## ATHLETICS

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In keeping with the school's mission, the Athletic Department seeks to instill in students purpose, passion, and integrity. For many, athletic involvement and daily physical activity are an integral part of Williston life. Students are encouraged to participate in a minimum of one season of interscholastic athletics each school year.

The associate athletic director coordinates and oversees the sign-up each season. Students are encouraged to try new sports, and they have the opportunity to change sports within the first three weeks of each season. After this period of time, students are expected to remain committed to their program for the remainder of the season. The school requires that every student attend all weekend practices and games.

Upper School students may elect to apply for a one-trimester special project to participate in an athletic offering outside of the regular Afternoon

Program. This would include either pursuing a sport that Williston does not offer off campus in a formal program (examples include rock climbing, gymnastics, and figure skating) or pursuing a sport specialization (examples include spring soccer and fall baseball). Regarding the sport specialization option, it is important to note the school does not encourage students to specialize at Williston, but rather to have a variety of athletic experiences. Over the years, our most talented individuals have thrived on maintaining such diversity in their athletic involvement. That said, truly exceptional students will be considered for a single trimester waiver. Students wishing to pursue any special project or exemption, including an outside sport, sport specialization, academic or art endeavor, or any type of project, must apply to the Special Project Committee at least one week

prior to the start of the Afternoon Program trimester. Applications are available through the Athletic Department.

### **ELIGIBILITY**

Students are required to have on file a medical form completed and signed by a medical doctor stating that the student is physically fit to participate in physical education classes and athletics. No one will be allowed to participate until this form is on file. In addition, students must attend at least 50 percent of their classes and scheduled commitments on a given day to be eligible for participation in athletics and all extracurricular activities on that day. Exceptions to this policy need to be approved in advance by the dean of students and director of athletics.

### **COMMITMENT**

Commitment is an important aspect of all students' involvement in the athletics program. The school recognizes that students will miss games and practices due to illness, religious holidays, etc., but expects that all parents will appreciate what the school is trying to accomplish and be supportive of its efforts in this regard. Leaving school early on a long weekend, and missing a commitment, is considered a serious breach of a student's commitment to the school.

### **ATHLETIC CLOTHING AND EQUIPMENT**

Each student is responsible (at cost of replacement) for all items of clothing and equipment issued to him or her by the Athletic Department. Clothing and equipment are to be returned in a condition similar to when it was issued, taking into consideration normal wear. Cutting the sleeves off a jersey would not constitute normal wear and players would be charged for a new item. The school does not assume responsibility for missing articles that are left in lockers;

students must keep their lockers secured at all times. Uniforms need to be returned on the day of a contest, so they can be cleaned.

The following protective equipment is supplied: football equipment; hockey equipment with the exception of gloves and elbow pads; and lacrosse/field hockey equipment with the exception of gloves, arm pads, and goggles. The school does not supply footwear.

### **GAME DAY INFORMATION**

At the beginning of each week, the Athletic Department will publish (and post on the display monitor outside of the cage) a copy of the schedule of events noting time of contests, meal times, departure time, methods of transportation, estimated time of return, etc. All of this information is available on the school's website and on Twitter (@Willistonteam).

### **ATHLETIC EVENT UPDATES**

For scheduling changes to athletic events caused by inclement weather or other unexpected events, students and parents should visit the school's website or Veracross.

### **ADDITIONAL EXPENSES**

Parents should be aware of possible additional expenses for athletic program participation. For some sports, coaches will also require team members to purchase practice gear (e.g., sport specific t-shirts, shorts, etc.). These costs are generally kept under \$100 and will be communicated to families and charged to student accounts. Team members will also occasionally initiate team apparel purchases for sport-specific items (e.g., jackets, hooded sweatshirts, etc.). These team apparel purchases are entirely optional for each team member. Efforts are made to keep these costs under \$100. Team members will pay for team apparel in advance using cash, a check, or

their Sammy card. Because of the nature of several of our afternoon offerings (e.g., skiing, golf, and horseback riding) that operate at facilities outside of Williston, participation in these specific programs requires an additional expense. It should be noted that when it is necessary for teams to stay overnight in hotels during team trips, students will be charged to help cover the expense.

### **SPORTSMANSHIP**

While the school recognizes the importance of competition in athletics, the school also places great emphasis on good sportsmanship. Whether participating in or attending athletic events, all students are expected to represent the school in a manner that is respectful of others, both on and off the field of play.

#### **Sportsmanship goals include:**

- developing a sense of dignity under all circumstances;
- respecting the rules of the game, the officials who administer the rules, and their decisions;
- respecting opponents as fellow students and acknowledging them for striving to do their best while you seek to do your best at the same time;
- looking at athletic participation as a potentially beneficial learning experience, whether you win or lose;
- educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
- accepting the personal responsibility that comes with your actions on the court/field.

#### **The school encourages parents to act in a sportsman-like manner. As such, the school hopes parents will:**

- realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- encourage students to perform their best, just

as we would urge them on with their classwork, knowing that others will always turn in better or lesser performances;

- participate in positive cheers and encouragement for our athletes and discourage any cheer that re-directs that focus;
- learn, understand, and respect the rules of the game, the officials who administer them, and their decisions;
- respect the task our coaches face as teachers, and support them as they strive to educate our students; and
- respect our opponents as students, and acknowledge them for striving to do their best.

## **APPROPRIATE CONDUCT AT ATHLETIC EVENTS**

Students are reminded that they represent the school both on and off campus. Their conduct at athletic events and related activities, including events hosted by other schools, is a reflection on our school community. Students who engage in inappropriate behavior at or in connection with athletic events will be held responsible for their conduct and disciplined accordingly.

A clear and positive partnership between coaches and parents is essential in supporting the experience of our student-athletes. While competition is important on our teams, our ultimate goal is supporting students, both individually and collectively, especially during the inevitable ups and downs of a season.

Effective communication is vital to this process and requires commitment from parents and student-athletes. The following guidelines are designed to provide parents with clarity about their role and expectations for appropriate communication with coaches.

### **Parents' role**

1. To be their child's number one supporter by:

- Being positive and encouraging to all players at games and modeling the school's commitment to the NEPSAC code of ethics for spectator behavior: treating officials and opponents with respect.
- Being a good listener and helping their child navigate the successes and challenges of being an athlete.
- Understanding that it is the coach's role to value the experience of each team member; to put the best interests of the team first, while considering the goals of individual players; and to create a positive and productive team culture.

2. To be mindful of these aspects of the coach's role by:

- Refraining from discussing other players' roles on the team, coaching decisions, and strategies.
- Encouraging their child to speak directly with the coach if there is confusion or disappointment regarding roles on the team.

Parents may expect to learn from coaches information about:

- the coach's and program's philosophy;
- individual and team expectations;
- location and times of all practices and games;
- team requirements (i.e., practices, equipment, off-season conditioning);
- procedures regarding injuries during practices/games; and
- discipline that may result in the denial of participation.

Appropriate situations for a parent to reach out to a coach include:

- If there are health and welfare concerns.
- If no resolution was reached after an initial conversation between their child and the coach.
- To better understand ways to help their child develop as an athlete.
- To discuss the possibility of continuing to com-

pete in college.

- If parents have a concern to discuss with a coach, please:
- Call or email the coach to set up a time to communicate.
- Do not confront a coach in person before, during, or after a game. This is not a conducive time for having a productive and thoughtful conversation, either for the coach or for parents.
- If the discussion with the coach does not provide a satisfactory resolution, please contact the Director of Athletics.

## **SPORTS MEDICINE**

The school employs two full-time licensed and board-certified athletic trainers. The athletic trainers are allied health care providers who specialize in the assessment, treatment, rehabilitation, and emergency care of athletic-related medical conditions. All athletic injuries should be reported to the Athletic Training Office for proper care and follow-up. This includes off-campus, non-Williston sport-related injuries. In order for athletes to return safely to practices and contests following an injury or illness, they must be “cleared” by the medical team on campus to return to participation in the relevant capacity.

As they deem appropriate, athletic trainers will refer athletes to other health care providers. Students who are evaluated or treated by off-campus health care providers must provide satisfactory documentation to health services outlining the assessment, care, and treatment plan. If a provider restricts or modifies an athlete’s participation, the same provider must be the one to “clear” the patient for return to play prior to the athletic trainer also clearing the student.

## **HEAD INJURY/CONCUSSION POLICY**

As a school, we take head injuries seriously and follow current recommendations of the Centers for

Disease Control, Massachusetts law, and the nationally recognized ImPact™ protocols for head injuries and/or concussions (see description below). The athletic trainers, coaches, and Health and Wellness Services staff members have training regarding head injuries and are provided with clinical updates on a regular basis. Our head injury and concussion management protocols employ a team approach and provide for daily monitoring of the student. This team includes our director of Health and Wellness, academic support coordinator, dean of students, and athletic trainers. In addition, the director of Health and Wellness Services serves as a liaison between coaches, teachers, advisors, the student, and the family. For more information on the school’s head injury and concussion management protocols, please contact Health and Wellness Services or the Athletic Training Office.

A concussion is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. A concussion can occur with or without a loss of consciousness, and proper management is essential to the safety and long-term future of the injured individual. A head injury is a direct blow to the head or indirect trauma to the head including a concussion or traumatic brain injury.

Guidelines outlined below should be followed to ensure that students are identified, treated, and referred appropriately, receive appropriate follow-up care during the school day, and are recovered prior to returning to full activity. For questions or concerns at any time, please contact the Athletic Training Office.

### **Concussion Awareness**

Concussions and other brain injuries can be serious and potentially life threatening. If managed properly, most athletes can enjoy long careers in sports after

a concussion. Research indicates that these injuries can also have serious consequences later in life if not managed properly. The school has developed procedures to help ensure the safety and well-being of student athletes.

A concussion occurs when there is a direct or indirect injury to the brain. As a result, transient impairment of mental functions such as memory, balance/equilibrium, and vision may occur. It is important to recognize that many sports-related concussions do not result in loss of consciousness and, therefore, all suspected head injuries should be taken seriously. Coaches, parents, and fellow teammates can be helpful in identifying those who may potentially have a concussion because a concussed athlete may not be aware of, or may be trying to hide the injury to stay in the game or practice.

The school strongly recommends that all athletes and their parents visit at least one of the following websites and view the concussion course materials prior to participation in athletics at the school:

- [www.cdc.gov/headsup/parents/index.html](http://www.cdc.gov/headsup/parents/index.html)
- [www.nfhs.org/sports-resource-content/a-parents-guide-to-concussion/](http://www.nfhs.org/sports-resource-content/a-parents-guide-to-concussion/)
- [www.impacttest.com/audience/?parents-3](http://www.impacttest.com/audience/?parents-3)

### **Signs and Symptoms**

An athlete may report one or more of the following symptoms: headache or “pressure” in head; double or fuzzy vision; dizziness; tinnitus (ringing in the ears); nausea; “just doesn’t feel right;” sensitivity to light and/or noise; feeling sluggish, foggy, or groggy; concentration/memory problems; and/or confusion.

One or more of the following symptoms may be observed in the athlete: loss of consciousness; appears dazed or stunned; moves clumsily; unsure of score, opponent, date, etc.; cannot recall events prior to

incident; cannot recall events after incident; answers questions slowly; confused about what to do—assignments, position, etc.; forgets an instruction; shows mood, behavior, or personality changes.

The school recommends that an athlete should receive prompt medical attention for the following dangerous symptoms of a concussion. These include any of the following:

- loss of consciousness
- vomiting
- confusion
- convulsions or seizures
- pupils unequal in size or unreactive to light
- difficulty recognizing people or places
- extreme drowsiness or cannot be awakened
- any weakness or numbness
- headache that worsens or does not go away after 24 hours

When an athlete shows any signs, symptoms, or behaviors consistent with a concussion, the athlete is expected to be promptly removed from practice or competition and evaluated by the athletic trainer and/or the student’s health care provider. The athlete must be evaluated by a health care specialist with experience in the evaluation and management of concussion.

- An athlete diagnosed with a concussion will be withheld from the competition or practice and not return to activity for the remainder of that day.
- Parents/guardian will be notified.
- The athlete will be monitored for signs of deterioration.
- The athlete will be evaluated by a concussion specialist or, if at school, by the athletic trainer.
- Return to play will typically follow a medically supervised stepwise process initiated by the concussion specialist in communication with the athletic training staff.

## Management Procedures

Concussion management begins with preseason baseline testing via SAC, BESS and/or ImPACT neurocognitive testing (description follows). All students are expected to complete their baseline ImPACT test prior to arriving on campus in the fall. It is also strongly recommended that parents and athletes take an online course prior to the start of each school year.

If an athlete sustains a sports-related head injury, including a suspected concussion, the athletic trainer or Health and Wellness Services must be notified immediately so that concussion assessment can be administered. If an athlete sustains a concussion, the athletic trainer, school nurse, or coach will notify parents and appropriate school staff and follow the protocol established for concussion management.

At away events, when there is no qualified medical professional/licensed athletic trainer available, the coaching staff will typically abide by, “When in doubt, sit them out,” as recommended by the Centers for Disease Control.

If any danger signs are exhibited as described above, the school will contact a parent/guardian and a representative will accompany the athlete to an emergency room.

## ImPACT

The school has implemented an innovative program for our students that will assist our team physician and certified athletic trainers in evaluating and treating head injuries. In order to help manage concussions sustained by our students, we utilize a software tool called ImPACT (Immediate Post Concussion Assessment and Cognitive Testing). ImPACT is a computerized exam used in many professional, collegiate, and high school sports programs across the

country to diagnose and manage concussions. If a student is believed to have suffered a head injury during competition, ImPACT is used as a part of our return-to-play protocol. The computerized exam should be taken by students prior to their arriving to campus in the fall. This non-invasive test is set up in video-game-type format and takes about 20 minutes to complete. It is simple, and many students actually enjoy the challenge of taking the test. Essentially, the ImPACT test is a preseason physical of the brain. It helps to track information including memory, reaction time, speed, and concentration.

If a concussion is suspected, the student will generally be required to re-take the test. Both the baseline and post-injury test data is given to the family or treating physician to help evaluate the injury. The test data will enable these health professionals to determine when return-to-play is appropriate and safe for the injured athlete.

ImPACT testing procedures are non-invasive, and they generally pose no risks to the student. This program provides some of the best available information for managing concussions. The school’s administration, coaching, and athletic training staff are striving to keep students’ health and safety at the forefront of the student athletic experience.

Please go to [www.impacttest.com](http://www.impacttest.com) for further information or feel free to contact the Athletic Department for more information.

## Post-Concussion Return to Play

Students must meet all of the following criteria in order to progress to activity:

- be symptom-free at rest and with exertion (including mental exertion in school);
- be within normal range of baseline on post-con-

- cushion ImPACT testing; and
- have written clearance from the appropriate health care provider.

Once the above criteria are met, the athlete will be progressed back to full activity following a stepwise process that includes:

- Level 1: light aerobic exercise (stationary bike, swimming etc. at <70% predicted maximum heart rate)
- Level 2: moderate aerobic exercise and sprints
- Level 3: sport specific training (running, throwing, and catching)
- Level 4: Non-contact training drills and weightlifting (non-contact practice)
- Level 5: Full contact practice
- Level 6: Game play (no activity restrictions)

### **Concussion Prevention Measures**

Make sure that helmets are fitted properly; however, please recognize that there is not a “concussion-proof” helmet. Make sure that athletes are wear-

ing properly fitted mouth guards during all practices and games.

Practice correct hitting, tackling, and soccer heading techniques.

Practice sport-specific agility skills and strengthen neck and shoulder muscles. Athletes should not return to athletic activity if they have any symptoms at rest and/or with exertion.

### **Second-Impact Syndrome**

Second-Impact Syndrome (SIS) results from an acute brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion. Athletes who have mild symptoms or symptoms that have cleared are still at risk for developing brain swelling after a second impact to the head. It is important to note that virtually all of the second-impact syndrome cases that have been reported have occurred in adolescent athletes.

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## **THE VISUAL AND PERFORMING ARTS INTENSIVE PROGRAM**

The Visual and Performing Arts Intensive Program exists to provide opportunities and support for the serious musician, visual artist, or theater technician/actor. In instances of demonstrated commitment,

a student may opt to spend one or two trimesters (depending on grade level) engaged in arts activities during the Afternoon Program.

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## **DISCIPLINE GUIDELINES**

These guidelines are based on the school’s philosophy and principles regarding good character, and reflect the school’s commitment to providing a safe and healthy environment for students. The school strives to promote effective and caring communication among faculty, students, and parents that supports

students in their personal growth and provides room for a young person to make mistakes and learn from them. Students and families are expected to act with integrity in reporting and acknowledging misconduct, accepting the consequences determined by the school, and moving forward, having learned from the

experience. The guidelines in this section apply to all conduct by students, whether on or off campus, as long as they are enrolled at the school.

Consequences of misconduct (and/or attempting misconduct) applicable to all students are detailed below. Students may be disciplined for any conduct—whether on or off school grounds, or during, before, or after the academic year—which is illegal, contrary to school policies or mission, culture or expectations, disruptive of the educational process, or that endangers persons or property, as long as they are enrolled at the school.

Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. Students who fail to contact school leadership if they are aware of misconduct, or possible misconduct, may be subject to disciplinary action. The school may contact parents/guardians to address both minor and more serious instances of misconduct, at any stage of the discipline process.

In any situation, the head of school (or designee) may impose disciplinary action up to and including dismissing a student from school and removal of academic credit, regardless of whether the Discipline Committee is convened and regardless of the Discipline Committee's recommendation. The head of school (or designee) has sole and absolute discretion with respect to determining disciplinary consequences for students. All disciplinary decisions are final and not subject to appeal.

Just as every student manifests an agreement to abide by these rules by attending classes and other activities sponsored by the school, so does every family express its commitment to these policies by enrolling a student at the school. Along with this commitment is the firm understanding by all parties that parents and

guardians accept and support any disciplinary action taken by the school. It is not for any student or family to determine what is appropriate disciplinary action.

The head of school may share with the school community incidents of student misconduct, as well as resulting disciplinary decisions or other outcomes, including at any school meeting or assembly so that all members of the school community may learn and grow from the experience. These communications are for the purpose of furthering the educational mission and learning environment for students and the school community. Conversations about behavior happen frequently and students come to expect that the school, including its faculty, will play an active role in their lives. We are, first and foremost, a community of learners. Respect for one another is critical.

## **DISCIPLINARY ACTION**

### **Honor System**

Please refer to the Honor Code and Academic Honesty section of this handbook (page 8) for information on the school's honor system and consequences for academic dishonesty.

Examples of student conduct that may invoke a disciplinary response include, but are not limited to, the following:

- failure to abide by the school's expectations of students, as outlined in this handbook and elsewhere
- excessive absences, tardiness, or being unprepared for academic or extra-curricular activities
- violating dress code
- theft, vandalism, or destruction of property of others or the school
- unauthorized use of another's personal property, including use of a credit card, bank card, or Sammy card
- possession or use of any firearm, knife, explosive, open flame, or dangerous object

- possession, sale, use, or transfer of alcohol, tobacco, e-cigarettes, or any illegal drug or controlled substance
- assault on another person
- improper sexual conduct or sexual exploitation
- bullying, hazing, harassment, or other interpersonal misconduct
- cheating, academic dishonesty, falsifying an overnight sign-out or a sign-out to travel beyond campus boundaries (or going elsewhere other than what is written), forgery, possession of false identification, signing into someone's email without permission, being in a closed or unauthorized area on school grounds, or being dishonest or deceptive
- riding in, driving without permission, or driving another without permission in a motor vehicle
- acts of unkindness, rudeness, or inappropriate behavior
- classroom behavior that impedes learning
- distribution or electronic transmission of material that the school determines contains obscene, profane, lewd, vulgar, rude, disrespectful, threatening, discriminatory, prejudicial, false, defamatory, or otherwise inappropriate language or images
- refusal to cooperate with an ongoing investigation into student interpersonal misconduct
- reprehensible conduct tending to discredit the school

When found in the presence of another student violating the school's standards of conduct, a student will receive similar consequences unless there are particular, extenuating circumstances. Responsibility to avoid such a situation rests with the student. As in all circumstances, a student's integrity is a prime concern. Boarding students are expected to follow reasonable precautions (such as locking their rooms and not lending out their key or key card) to prevent

the use of their rooms by other students for purposes of breaking school rules. Students who in any way facilitate drug, alcohol, or tobacco use will be held accountable under the "in the presence of" rule. Incidents not specifically addressed will be disciplined as the school deems appropriate.

## **DISCIPLINARY TERMS AND PROCESS**

The school may discipline and/or dismiss a student without a disciplinary hearing if it deems it appropriate. The school may suspend, separate, or dismiss students at any time for conduct that is unacceptable and/or detrimental to its program, or for conduct that violates the laws of Massachusetts, regardless as to whether or not a specific rule has been violated, whether actions or events occurred on or off campus, during the school day, or at any other time while the Student is enrolled at the school, or whether they were committed by boarding or day students.

For a first offense violation, if the incident was not egregious and the student takes full responsibility for the action, the dean of students will generally determine the consequences of the offense for the student.

If a student receives two dean's warnings as a result of either attendance or decorum units (described on page 70) during a school year, the student will be placed on probation, may have additional disciplinary consequences, and may meet with the Discipline Committee.

Below is a list of defined terms and likely sequencing of consequences. However, the school may impose student discipline in any way it deems appropriate, and is not restricted by these definitions or sequences.

**Consequence.** This is any disciplinary response by the dean of students that addresses a violation or

behavior and may result in a warning, loss of use, loss of privileges or permissions, confiscation of an item for a specified period of time, work assignment, room confinement, restriction, assignment to Saturday Night Consequence, or some other or combination of the above consequences.

**Room confinement.** Boarding students must return to their dormitory at 7:30 p.m. on weeknights (7 p.m. on weekends), check in with the dorm parent on duty, and remain in their room until 6 a.m. the next morning. They are not allowed to have visitors in their room. This is a common response for the accumulation of points due to misbehavior or neglect of responsibilities in the dormitories.

**Saturday Night Consequence.** The student must do academic work in a specified classroom in the Middle School (Whitaker-Bement) from 7:30 to 9:30 p.m. or 10:30 p.m. on the assigned Saturday evening. Boarding students will also not be granted overnight or weekend permissions as Saturday Night Consequence is the usual result of accumulating multiple attendance or decorum units. Failure to attend an assigned Saturday Night Consequence may result in more significant discipline.

**Dean's warning.** A dean's warning is a formal written warning and consequence issued by the dean of students or the academic dean that indicates that repetition of a specific behavior or set of behaviors, or any other disciplinary infraction, may result in more severe disciplinary action. A single dean's warning is below the threshold of a discipline violation that is reported to colleges. We don't expect a student to commit the same violation again, thus a second dean's warning for the same type of violation may be considered a second probationary offense and will generally lead to a meeting with the Discipline Committee.

**Probation.** Probation is a disciplinary action that results from specific behaviors and is the usual sanction for the first offense of serious misconduct. Generally, a student who is placed on probation remains on that status for a calendar year. For boarding students, it is generally accompanied by attending a Saturday Night Consequence, and a loss of permissions. For day students, it is generally accompanied by attending a Saturday Night Consequence, and not participating in student activities on the weekend. When a student has been placed on probation, parents are often asked to discuss the matter with the dean of students, the student's advisor, and the student. Probationary violations are considered disciplinary events that may be reported to colleges when requested.

Serious misconduct while on probation generally results in dismissal from the school. The school will generally not allow a student to be placed on probation twice in the same school year. A subsequent incident of serious misconduct usually results in separation or dismissal (see below).

The school may deny the privilege of participation in graduation ceremonies to a senior placed on probation in the third trimester. This consequence may result in a student not graduating and the withholding of a diploma.

**Loss of Leadership Position.** A student in a leadership position, such as class officers and proctors, may lose these positions.

**Work Hours.** Students may be required to complete a certain number of hours of work. This work will be completed on or off campus, and a required number of hours will be determined by the school.

**Suspension.** The student will be sent home for a specified period of time, usually for one week.

Parents of a suspended student may be required to return to school with their child for a meeting with the dean, the student's advisor, and the student. When a student is suspended, the student bears the burden and responsibility for obtaining all missed assignments and completing them. Major papers due during a suspension must be submitted on time.

**Separation.** The student is sent home for the remainder of the academic year. Return may be possible and requests for reinstatement must be made to the head of school.

**Dismissal.** The student is dismissed from school with no possibility for return. Actions likely to result in separation or dismissal include but are not limited to: gross violations of personal or academic honor; theft or unauthorized use of another's credit card or bank card; distributing drugs, e-cigarettes, or alcohol to others; multiple, egregious, simultaneous, or successive major or minor offenses; abusive language or actions toward person or property; or significant misconduct or disrespect for the rules and/or reputation of the school.

Students who have withdrawn, been separated, dismissed, or have chosen to withdraw prior to a disciplinary decision from Williston may not return to campus during the school year unless they have the written permission of the head of school or dean of students and are accompanied by their parents.

While the school may offer a student who is separated an opportunity to complete course work, this privilege is not automatic and is granted at the school's discretion. If the school allows the privilege of completion of academic work for credit, the student may take assessments and receive regular numerical averages for the marking period, only if the separation occurs so close to the end of the trimester that the only

remaining graded work for the trimester is the assessment(s). If the separation occurs for any substantial length of time before the trimester closes, all assigned tests, papers, and assessments must be completed for credit to be granted. Evaluation will be on a pass/fail basis, and the student's transcript will show only numerical grades earned before leaving the school.

## **DISCIPLINE COMMITTEE**

The Discipline Committee is chaired by the dean of students and is generally comprised of three deans selected by the dean of students. Generally, students appearing before the Discipline Committee are accompanied by their advisors. Parents and individuals from outside the school community are not permitted to attend Discipline Committee meetings. The Discipline Committee may recommend suspension, separation, dismissal, and/or any other actions. The Discipline Committee decisions are recommendations to the head of school, who may accept, reject, or modify such decisions. A student generally may only meet with the Discipline Committee once during their tenure at the school.

In any situation, the head of school may impose disciplinary action, including, but not limited to, dismissing a student from the school, regardless of whether the Discipline Committee was convened and regardless of the Discipline Committee's recommendation.

A student may be required by the head of school, the dean of students, or their designees, to appear before the Discipline Committee for engaging in inappropriate conduct. Students are generally required to meet with the Discipline Committee in the following situations:

- for a first probationary offense, when the facts are in question
- for a second probationary offense while on probation or for a third probationary offense during

their tenure at the school

Serious acts of misconduct which warrant a meeting with the Discipline Committee may include, but are not limited to, the following:

- possession or use of alcohol, tobacco, e-cigarettes, or illegal drugs (including misuse of prescription or over-the-counter drugs)
- improper sexual conduct
- sexual or other harassment
- threat or use of physical violence
- possession or use of matches, lighters, fireworks, explosives, weapons, or other dangerous materials
- having an open flame in a school building, such as use of a candle, cigarette, etc.
- reprehensible conduct tending to reflect serious discredit to the school
- willful destruction of property
- stealing
- dishonesty
- bullying or malicious gossip
- repeated acts of unkindness or misconduct
- repeated classroom behavior that impedes other students' learning
- refusal to cooperate with an ongoing investigation into interpersonal misconduct

## **COLLEGE REPORTING**

At Williston, we believe that minor disciplinary incidents are opportunities for learning and growth. Should questions arise during the college application process, we counsel students to answer questions surrounding their disciplinary history honestly and will work closely with students to craft successful responses to colleges and universities if required. We do not report these infractions to colleges, but reserve the right to communicate or discuss any change in status (suspensions or withdrawals) with all colleges and universities after applications have been submitted.

## **DISCLOSURE TO NEXT SCHOOLS**

If a student has recently been accepted to attend a different school, is suspended or dismissed, or experiences any significant change in status at the school after the student's applications have been submitted to other schools, it is the obligation of the student and the student's parents to contact all such other schools to inform them of the incident. The school may also communicate with each other school regarding the situation. The school will generally work closely with students and families to support the honest reporting of disciplinary matters, in order to support student success at next schools.

## **ATTENDANCE AND DECORUM UNITS**

At Williston, the system of student accountability for upholding daily expectations of attendance and behavior is based on units. There are two distinct tracks for accumulating unit points: attendance and decorum. While accumulating a certain number of units of either type will yield consequences, the types of units are accounted for separately. Students' attendance units will be cleared to zero at the start of each trimester. However, students will be held accountable to serve whatever consequences were assigned to them for the previous term if not already completed. In contrast, decorum units accumulate throughout the school year and do not reset at the beginning of a trimester. The Deans Office oversees the accounting of attendance and decorum units.

### **Consequences for Attendance Units**

Students accumulate one attendance unit for an unexcused absence to any school commitment or upon every third lateness to school commitments, in accordance with the attendance policies outlined in the handbook. Faculty report unexcused absences to the Deans Office, which notifies students, advisors, and parents through Veracross. The following are the consequences for accumulating attendance units,

with the understanding that the deans have the discretion to limit a student's permissions in addition to these customary consequences. Students and parents are expected to pay close attention to the "behavior report" on Veracross to ensure accuracy and compliance. Students have 48 hours to contest an attendance unit after it has been issued.

- **Three units:** Upon the student accumulating a third attendance unit in a given term, generally the student will be required to serve a two-hour Saturday Night Consequence and have a loss of overnight or weekend permission.
- **Four units:** Upon the student accumulating a fourth attendance unit in a given term, generally the student will meet with the assistant dean of students, the student's parents will be notified, and the student will be required to serve a three-hour Saturday Night Consequence. Boarding students will be restricted to campus for the entire weekend and day students generally are asked to leave campus immediately following their Saturday Night Consequence for the remainder of the weekend.
- **Five units:** Upon the student accumulating a fifth unit in a given term, they will receive a three-hour Saturday Night Consequence with the same restrictions described above.
- **Six to seven units:** Upon the student accumulating a sixth attendance unit in a given term, generally the student will meet with the dean of students, the student's parents will be notified, and the student will be issued a Dean's Warning. For the sixth and seventh units, generally the student will serve a three-hour Saturday Night Consequence.
- **Eight units:** If a student accumulates an eighth attendance unit in a given term, generally the student's parents will be notified, the student will

meet with the dean of students, and the student will be placed on probation. It should be expected that the student will be suspended from school for some duration of time.

Further accumulation of attendance units may result in additional disciplinary action, which may include a meeting with the Discipline Committee.

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**Note:** As stated in the attendance section of this handbook, the school may deny academic credit and/or a numerical grade to a student who misses eight or more class meetings of any individual course in a trimester.

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### **Decorum Units**

Williston students are expected to maintain a level of decorum in speech, dress, and behavior that is illustrative of the community's core values of respect for self and others, responsibility and trust, and honesty and integrity. Due to the nature of decorum units, they accumulate during the course of the year and do not reset at the beginning of each trimester.

Students accumulate decorum units for dress code violations, tobacco violations, disrespectful language or behavior, unauthorized use of a cell phone or other electronic device, upon every third room confinement issued in the dorm, and when conduct is otherwise deemed to be of an inappropriate nature.

### **Consequences for Decorum Units**

In most situations, the consequence assessed to the student as a result of a decorum unit is directly related to the type of violation or behavior, and may result in a warning, loss of use, loss of privileges or permissions, Saturday Night Consequence, room confinement, restriction, or some combination of the above.

The severity of the consequence assigned will generally increase as the number of units accrue, and will generally be decided by the Deans Office. It is our hope that through conversation and consequences, the cited behavior will be corrected. However, if that is not the case, the following are general guidelines in addition to the above-mentioned consequences.

- **Two units:** If a student accrues two decorum units based on similar acts in a given year, generally the student will serve a two-hour Saturday Night Consequence and have a loss of overnight or weekend permissions.
- **Three to four units:** If a student accrues three or four decorum units, generally the student will serve a three-hour Saturday Night Consequence and have a loss of overnight or weekend permissions.
- **Five units:** If a student accrues five decorum units, generally the student will receive a Dean's Warning, the student's parents will be notified, and the student will be assigned a three-hour Saturday Night Consequence, have a loss of overnight or weekend permissions, and be required to be on campus for work hours.
- **Six units:** If the student receives a sixth decorum unit, the student will be placed on probation. It should be expected that the student will be suspended from school for some duration of time.

Further accumulation of decorum units may result in additional disciplinary action, which may include a

meeting with the Discipline Committee.

### **Students Who Are Arrested**

If a student is arrested, the school may take disciplinary action or other steps that it deems appropriate.

### **BEHAVIORAL EXPECTATIONS WHILE AWAY FROM CAMPUS**

Students are expected to remember that they represent the school community at all times, both on and away from campus. While it is not the school's intention to monitor students in all of their off-campus activities, the school may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring off campus, during the school year, as well as on vacations and during the summer.

### **PARENT INVOLVEMENT**

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, and the two cannot resolve the situation, parents should not attempt to deal with the other student directly about the matter. Such issues are best resolved, when appropriate, through a school administrator. Please speak to the appropriate school administrator for guidance with any questions about contacting another student or parent about a school-related problem.

## **HEALTH AND WELLNESS SERVICES**

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### **HEALTH AND WELLNESS STAFF**

At Williston, we believe that physical and emotional wellness is an integral part of academic, professional, and personal success and fulfillment. We encourage

our entire campus community to aspire toward high levels of personal health, well-being, and satisfaction.

Nursing and counseling staff are available to assist

students as they deal with illness, injuries, and other health, wellness, social, and emotional matters while at school.

Health and Wellness Services is staffed by registered nurses. When Health and Wellness Services is not open, a nurse is always on call. To reach the nurse outside of clinic hours for urgent care, call (413) 529-3911. For life-threatening emergencies, call 911.

- Medical Director: Peter Elsea, MD
- Director of Health and Wellness Services: Amber Mish, RN
- School Counselors: Deborah Potee LICSW and Joseph Katz LICSW

## **HEALTH AND WELLNESS SERVICES HOURS OF OPERATION**

- Monday to Friday: 7:30 a.m.–4:30 p.m. and 6–8:30 p.m.
- Class Saturday: 8 a.m.–1 p.m.
- Non-class Saturday: 11 a.m.–1 p.m.
- Sunday: 11 a.m.–1 p.m. and 6–8:30 p.m.

## **APPOINTMENTS**

Visits to the Health and Wellness Center are for students only. Nursing staff visits do not require an appointment and are at no cost to the student. Drop-In hours are during the regular office hours. Appointments to see the school counselors are booked through the Health and Wellness Center and are at no cost to the student. Appointments with the school physician, specialist, other therapists, or consultants will be fee-based. Medical appointments with the school physician are billed to the student's health insurance company.

## **ORIENTATION**

Health and Wellness Services staff orient students at the beginning of each school year to services available

at the Health and Wellness Services and in the local community.

## **HEALTH AND WELLNESS EDUCATION**

Together with the Deans Office, Health and Wellness Services partners with other departments and faculty to offer health and wellness programs on a variety of topics to students throughout the year. Individual topics are tailored to grade and age level. The goal is to provide all of our students with easy access to quality health information and provide a safe, supportive environment for all inquiries.

## **HEALTH RECORDS, REGULATIONS, AND ACCESS**

Health information, including an annual physical exam, immunization records, and consent for medical treatment, is required for every student and must be submitted each year by August 1. Please note that Williston does not conduct the health examination that Massachusetts provides for public school students. All student records are maintained online through Magnus Health Student Medical Record and kept in a confidential file at Health and Wellness Services. All information on Magnus Health SMR privacy can be found at <http://magnushealth.com/privacy-and-security/>. All required health forms are accessible on the Magnus Health Student Portal website; there is a link to this site on the Veracross Parent Portal.

Parents are asked to provide the school with information about their children's physical, emotional, and mental health. In part, this information is obtained to comply with state law; it is also needed to keep the school well-informed of the health of all students. The school is sensitive to the privacy of this information and is committed to protecting the confidentiality of students and their families by restricting the use of and access to this information.

## IMMUNIZATIONS

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### COVID-19 Immunization Policy for 2021-22

All students are expected to be vaccinated against COVID-19 prior to arrival on campus for the 2021-22 school year. For the most current school COVID-19 policies, please consult the school website.

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In accordance with Massachusetts law, the school requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a Certificate of Immunization form and signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the school with an Immunization Exemption Certification pursuant to state law. A Medical Immunization Exemption Certification must be signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A Religious Immunization Exemption Certification must be signed by the student's parent or guardian (and by students age 18 and older), attesting that immunization conflicts with their sincerely held religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the school or participate in any school activities. These exemptions will need to be updated annually.

If there is a risk of a vaccine-preventable disease impacting campus or the school community, the school may exclude non-immunized students, including those with valid religious or medical exemptions, from school and all school activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recov-

ers; or (3) the student is immunized. In determining whether there is risk of a vaccine-preventable disease, the school may consult with appropriate medical professionals and/or the Massachusetts Department of Public Health.

### COMMUNICABLE ILLNESSES

The school may exclude any student who (a) has a communicable illness, (b) has been exposed to an infected person, and/or (c) has traveled to an area impacted by a communicable illness, if the school determines that such exclusion is appropriate for the welfare of the student or the school community. The school may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The school's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness. If and when appropriate, the school will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the school may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. The school encourages all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

### HEALTH INSURANCE

While attending Williston, students are required to be enrolled in a comprehensive U.S.-based health insurance plan that covers both routine and emer-

gency care in the Western Massachusetts cities of Easthampton, Southampton, Holyoke, Northampton, and Springfield. A copy of a current medical insurance card and a prescription card must be kept on file at Health and Wellness Services. Changes in insurance information must be updated immediately by contacting Health and Wellness Services. All families are financially responsible for health care expenses not covered by insurance, and we recommend that students have access to a credit card to pay for such expenses.

The school offers a ten-month or twelve-month comprehensive insurance plan for international students. Information about this insurance plan is available by request.

## **MEDICATIONS AT SCHOOL**

In an effort to keep the Williston community healthy and safe, the school has specific guidelines regarding prescription and over-the-counter medications. We are committed to helping students have safe, daily access to their medications. Students must submit a physician-verified and parent-authorized list of medications and register their medications with the health services staff, in a pharmacy or manufacturer-labeled container, at the beginning of every academic year. (If the prescription label is written in a language other than English, please provide a medical professional's written translation of the label's full contents.) The information to be provided on the required health forms includes the name of each medication, reason for use, and daily dose with prescription-provider name, address, telephone, and fax numbers. Please ask the pharmacy to provide separate bottles for school and home administration. Any medications left after one week of school closure in June will be destroyed. It is the sole responsibility of the parent/guardian to notify Health and Wellness Services with respect to any medication(s), dosing revisions, and

health status changes. Any student who is found to be in possession of prescription medication that is not a current prescription in the student's own name, or that is not currently registered at Health and Wellness Services may face disciplinary action.

Medication is administered by Health and Wellness Services in accordance with applicable law. All prescription drugs and medications are held and dispensed at the Health and Wellness Services during regular clinic hours. Medications will be dispensed by Health Services staff or by school personnel who have been designated and trained in accordance with the school's policy regarding delegation of prescription medication administration. When presenting at Health and Wellness Services for medication, students will generally be seen individually and may be observed while taking their medication. This procedure is intended to help ensure each student's privacy and safety.

## **SELF-ADMINISTRATION AND MEDICATION MANAGEMENT**

Permission for a student to self-administer medication at school may be granted in certain limited situations. Self-administration privileges are granted on a case-by-case basis and decisions may take into account the particular needs of the student, the type of medication to be self-administered, and any other information that the school deems relevant. Misuse of the privilege to self-administer medication will result in immediate revocation of that privilege. The school will not assume any responsibility for students not in compliance with its medication self-administration policy. Parents and students should contact Health and Wellness Services for more information about the school's self-administration medication policy.

A duplicate dose of any life-saving medication must be brought to campus and provided by the parent/

guardian, and will be stored at the Health and Wellness Office. If students need to keep medications refrigerated in their rooms, they may do so. Some students may need a local health care provider to assume prescriptive authority and responsibility for certain medications. Families are encouraged to contact the nursing staff as soon as such need is anticipated, and consult with their insurance company regarding contracted providers in the Western Massachusetts areas of Easthampton, Northampton, Holyoke, Springfield, Hadley, and Amherst. Health and Wellness Services is available to work with each student and family to discuss concerns or needs regarding medication shipments and refrigeration.

## **FOOD ALLERGIES**

Students are encouraged to inform Health and Wellness Services and Dining Services of all food allergies.

The school is committed to providing a safe and inclusive environment for all students. Parents of students who have severe allergies with the potential for developing anaphylaxis must meet with the director of Health and Wellness Services to develop an action plan prior to the start of the school year.

Successful management of food allergies is the jointly held responsibility of the school, families, and student with the allergy. Education encompasses the entire school community, including employees, parents, and students. It focuses on preventive strategies, the symptoms of anaphylaxis in individual students, and emergency care. We recognize that the management of food allergies is a developmental process, and we strive to take reasonable measures to protect our younger students, while recognizing that students must learn to assume increasing responsibility for their own health and safety as they mature.

The goal is to provide a safe and respectful environment for all students, to educate the school community about the nature of food allergies, and to provide support and encouragement as students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help their children learn to take control of their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to become supportive allies for their peers. As a school, we will have succeeded in our mission of educating our students if they graduate with the skills and confidence to advocate for their health and physical safety.

## **ASTHMA MANAGEMENT**

All students with moderate or severe asthma should have an asthma management plan from a physician in place prior to the start of school.

## **REPRODUCTIVE HEALTH**

The reproductive health needs of adolescents include general wellness concerns such as good health care and dealing with issues of friendship, romantic attachments, and intimacy, as well as specific concerns about pregnancy and sexually transmitted diseases.

The school does not condone intimate sexual contact between teenagers, but we understand that the adolescent developmental urge to express sexual feelings may result in such contact. We, therefore, recognize that there may be occasions that necessitate counseling and care in areas specifically related to sexuality.

With acknowledgment that adolescents should be free to schedule gynecological exams, obtain non-prescription and prescription prevention for both sexu-

ally transmitted diseases and contraception, arrange pregnancy tests, and seek counseling from clinics and physicians, Health and Wellness Services will offer the above services, providing students with the choice of being able to talk with those health professionals whom they know and trust and who have students' health and well-being as their foremost concern.

## **EMERGENCIES**

The medical director and counseling staff maintain regular office hours at Health and Wellness Services and are available on call for emergencies. The nurse on duty will make appointments for students should the need arise. Serious illnesses or injuries are treated at local hospitals.

## **PARENTAL NOTIFICATION**

We appreciate that it may be difficult, for students and parents alike, for a student to be ill or injured when away from home. Generally, parents are notified when a student is ill or injured, has an appointment with the school physician, is treated at the hospital, or stays overnight at Health and Wellness Services for medical reasons. It is the responsibility of each parent to provide the school with current phone numbers, email addresses, and emergency contact information to facilitate this communication. All other notifications are at the discretion of the medical staff, and may take into consideration a student's wish to make confidential appointments in accordance with applicable law. We encourage our students to seek the counsel of the trusted adults in their own families.

## **BEHAVIORAL HEALTH SERVICES**

School counselors are available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the school may require a student to see a school counselor.

School counselors are part of a team of faculty members and administrators at Williston who collaborate with respect to students' educational experience at the school. As part of this collaborative effort, school counselors may share information obtained from parents and students on a "need-to-know" basis with other employees of the school and a student's parents. The school counselors are not engaged as students' private therapists. Please refer to the confidentiality policy (below) for more information.

Should the school determine that it is in the best interest of a student to obtain services of a psychologist or other mental health professional not employed by the school, a school counselor may assist in a referral for such services.

## **OTHER COUNSELING**

The school maintains a list of referrals for educational, intellectual, psychological, or speech and language evaluations, should parents/guardians wish to consult with the school regarding such an evaluation. Parents who need guidance in this area are encouraged to consult the director of Academic Support or the school counseling staff. It is recommended that the results of such evaluations be shared with school personnel so that appropriate recommendations can be implemented.

## **CONFIDENTIALITY**

Members of the school community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to school employees, outside professionals, law enforcement officers, parent/guardians, or 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.

## **SUBSTANCE ABUSE TESTING AND TREATMENT REFERRALS**

If faculty members observe indications that a student may be involved in substance use, there will likely be administrative intervention with required evaluation and follow-up treatment. If a student discloses substance use to a faculty member, the faculty member may report such information to the Deans Office, which may, in turn, initiate a formal intervention.

A student who violates the school's alcohol or drug rules is, in most cases, required to have an evaluation by a trained health professional, to be arranged through Health and Wellness Services. The evaluation generally must be completed within two weeks of the student's return to campus. The director of Health and Wellness Services, in consultation with the evaluator, generally will oversee implementation of the recommendations. The director of Health and Wellness Services or school counselors may communicate with parent(s) throughout the procedure.

## **MEDICAL LEAVE**

Understanding the nature and range of conditions that arise with teenagers, the treatment for certain medical and psychological conditions and behaviors must occur outside the boarding school setting. Severe depression, anxiety, eating disorders, suicidal ideation or attempts, self-injury, and substance abuse disorders are examples of such conditions that generally require more treatment, support, supervision, and guidance than the school can provide. In some situations, these conditions and behaviors may also create undue disruption in the community and residential life of the school.

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 and require that the student be evaluated and subsequently placed on medical leave. Discussion of a leave of absence will take place either in person or via a phone conversation and may include the dean of students, the academic dean, the director of Health and Wellness Services, the parents and the student, and, if appropriate, the counseling services. Such discussion should begin under any of the following circumstances:

- when mental health or physical symptoms are preventing the student from functioning academically and/or socially;
- when a physical or mental health condition is seriously interfering with a student's attendance at school;
- 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 such treatment appropriate
- when continued participation in the school program would place the student at risk of serious emotional or physical risk/harm.

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 par-

ticipate 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. The dean of students and the academic dean generally will consult with the student's teachers, senior administrators, the director of health and wellness services, and the school counselor, when appropriate, in continuing to monitor the situation. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the dean of students, the academic dean, the director of Health and Wellness Services, and, when appropriate, the counseling services. They will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at the school. In the absence of a treatment plan that meets these needs, in the view of these school personnel, the school may require the student to withdraw.

A medical leave agreement will include provisions for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements with the teachers involved for making up missed material, either while on leave (if possible) or upon return. While the school will strive to minimize academic disruption, the school

may require that a student drop a course or courses if a prolonged absence will make it impossible for the student to complete the course. To return to school from a medical leave, a student must 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. In most cases, the school will also require a verbal consultation with the professional evaluating the student for readiness to return. 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.

## STUDENT SUPPORT SERVICES

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### ACCOMMODATIONS

The school does not discriminate against qualified applicants on the basis of learning disabilities that may be reasonably accommodated. The school will discuss with families of applicants with known learning disabilities whether the school will be able to offer their children the appropriate accommodations to help them be successful at the school.

The school is committed to ensuring that qualified students with disabilities are provided with equal access to all of the school's programs and services, in accordance with applicable law. For students who seek additional support or curricular adjustments, the school requires documentation indicating that the student's disability substantially limits a major life activity, including learning. Students who present the school with appropriate documentation of disability

will be granted accommodations that are supported by the documentation and considered reasonable in this educational setting. Any adjustments to the academic program would be made through an interactive process between the student's family, the director of academic support, the academic dean, the teacher, and the advisor. We expect all students to meet our departmental and diploma requirements. Exceptions are rarely approved by the academic dean and the director of academic support.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill the school's academic requirements satisfactorily. In such instances, the director of academic support, the academic dean, and/or the head of school may decide that the accommodations put into place may not be sufficient to ensure the student's success at the school. At that time, the school will decide whether it is appropriate for the student to continue at the school.

## **ACADEMIC SUPPORT**

### **Center for Academic Success**

Williston's Center for Academic Success (CAS) provides service to meet a broad range of support needs. Our director of academic support works with students, parents, advisors, teachers, and the academic dean to coordinate appropriate levels of academic support for students who require or request it. A summary of our services is provided below; for a full description and our support practices, please see our website at [www.williston.com/academics](http://www.williston.com/academics).

### **Teacher Extra Help and Peer Tutoring**

#### **Available to all students**

All students are encouraged to take advantage of extra-help meetings with teachers, both individual-

ly and in our subject-specific support centers (see below). These sessions may be scheduled during the school day or evening study hall. Students may also connect with other qualified students for assistance through Arete, Williston's peer-tutoring program.

### **Laboratory for Academic Success**

#### **Available to all students for a fee**

In this dedicated study area, offered during evening study hall, faculty supervise and support boarding students. Subject tutors are available nightly and the low teacher-student ratio allows every student to get customized attention and assistance to help them succeed. The Laboratory for Academic Success schedule for each student will be discussed on an individual basis.

### **The Math Resource Center and the Science Resource Center**

#### **Available to all students**

These centers offer assistance by faculty and student tutors. Student tutors are selected by the faculty in all levels of our mathematics and science curriculum.

### **The Writing Center**

#### **Available to all students**

The Writing Center offers one-on-one instruction for students who wish to improve their writing skills. The center is staffed by members of the English Department and a well-trained group of student tutors.

### **Accommodations**

#### **Available to students with professionally documented learning needs**

For students with neuropsychological or psycho-educational testing, the Director of Academic Support reviews and discusses the documentation with fam-

ilies and drafts accommodations documents in collaboration with the student's family. The documents are shared with teachers to help with the provision of appropriate educational strategies.

### **Academic Strategies Tutorial Class**

#### **Available to all students for a fee**

Students electing to join the Academic Strategies Tutorial class will meet with an Academic Support faculty member to receive specific, targeted instruction to build executive functioning skills. There are no more than four students per class and topics include homework planning, study skills, note-taking, reading strategies, organization, time management, and best practices in technology. Along with additional academic advising support, students in the

Academic Strategies class will receive frequent written feedback on their use of strategies and academic success, which will also be shared with parents and their teachers. The Director of Academic Support must be consulted prior to enrollment in this course.

### **Subject Area Tutors**

#### **Available to all students for a fee**

Any student who requires subject-area academic support may request a tutor. These tutors are paid by the family but are vetted by Williston and can work with students on campus during students' free periods, afternoons, evenings, and weekends. Parent may request a tutor by contacting the Director of Academic Support.

## **PARENTAL COMPORTMENT AND RE-ENROLLMENT**

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### **PARENTAL COMPORTMENT AND SUPPORT FOR SCHOOL POLICIES**

At Williston, we believe that a positive relationship between the school and a student's parents or guardians is essential to the fulfillment of the school's mission. We recognize that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The school understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, the school at all times may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the school, fails to comply with this or any other policy or procedure of the school, engages in conduct either on or off the school's property

that could undermine the authority of the school's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the school community. The school also may refuse re-enrollment of a student if the school believes the actions of a parent or guardian on or off the school's property make a positive, constructive relationship impossible, or otherwise may interfere with the school's accomplishment of its mission and/or educational goals. To assist in creating the most effective relationship, the school expects that parents will:

- share in the school's vision.
- support the mission of the school.
- understand and support the school's philosophy, policies, and procedures.
- support the school's disciplinary process and understand that the school's authority in such matters is final.
- be supportive of the school's commitment to a

diverse and inclusive community.

- acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the school.
- support the school's emphasis on sustainable practices.
- be aware of the student's online activities and use of computers, television, and video games.
- encourage integrity and civility in the student.
- be a role model, especially when it comes to behavior at school and at athletic events.
- encourage the student's participation in events that promote high standards and actively discourage participation in events that can lead to illegal or unwise behavior.
- participate in the establishment of a home/school and school community relationship built on communication, collaboration, and mutual respect.
- exhibit positive attitudes toward the school.
- treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise.
- help build a positive school environment by not participating in or tolerating gossip.
- maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the head of school, administrators, outside professionals, or law enforcement officers.
- respect the school's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- seek to resolve problems and secure information through appropriate channels (i.e., teacher/advisor/counselor, head of school, in that order).
- acknowledge the value of the educational experience at the school by making regular and

timely school attendance a priority, scheduling non-emergency appointments outside the classroom day.

- share with the school any religious, cultural, medical, or personal information that the school may need to best serve students and the school community.
- understand and support the school's technology policies.

## **RE-ENROLLMENT**

Re-enrollment at the school is not automatic. The school reviews the citizenship and academic standing of all students in June and may deny re-enrollment to any student whose behavior, attitude, or disciplinary record is judged to be detrimental to the welfare of the school community, regardless of whether or not a specific school rule has been violated or academic requirement has been met. A student is promoted to the next grade when the student has satisfactorily met the expectations of the current grade, when the school feels it can continue to meet the student's needs, and when the behavior and comportment of the student and family are consistent with the school's policies.

### **Holding Enrollment Agreements**

Prior to disseminating enrollment agreements for the upcoming year, the faculty and/or administration may review the academic and citizenship standing of all students. At this time, students who are on academic probation, who are on disciplinary probation, and/or who, in the opinion of the school, are not living up to the standards of the school community, may have their enrollment agreement for the following school year withheld until the end-of-year review.

### **Re-Admission Policy**

The school administration reviews the academic and behavioral records of students at the end of each

school year. A decision to re-enroll a student and to subsequently forward a re-enrollment agreement to the parents is based upon a student's academic record, effort, attitude, and behavior throughout the prior year, and upon the willingness of the parents to accept and exemplify their responsibility in the partnership of education. On occasion, re-enrollment agreements are held until later (usually April or May), or are not extended at all, when the school decides that an appropriate decision about placement can be made and the school determines that such a recommendation is in the best interest of the student and/or the school community. The head of school makes the final decision as to whether a student will be invited to return for another year.

This difficult conclusion is reached only after careful consideration. While parents are obviously involved in this process, the school will make the ultimate decision, and will assist, if possible, in the process of locating an appropriate alternative school.

## **FAMILY LEAVE**

Families who take a leave of absence from the school of a year or more are generally expected to apply to the school for readmission. The student will be considered on a space-available basis, as well as within the context and competition of the applicant pool for the student's grade level. Strength of the applicant's file is important, including a strong finish to the student's last year at the school, as well as a strong record of academic performance and citizenship while the student is away. Ultimately, the school cannot predict the number of openings or competitiveness of applicant pools for specific grade levels, and given the school's high enrollment, there is never a guarantee of readmission for the following year. Applications for admission, from both current and new families, must be submitted by January 15. Enrollment decisions, regardless of a family's prior or current relationship to the school, always exclusively rest with the school.

## **TRAVEL DATES 2021-22**

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For the complete calendar for the 2021-22 academic year, see [www.williston.com/calendar](http://www.williston.com/calendar).

## MIDDLE SCHOOL SECTION

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Welcome, Middle School families! We have included the Middle School section to further highlight topics specific to the Middle School, such as information on our academic day, the advising program, and contact information. While the Middle School section serves as a valuable resource, we ask that you and your child read and discuss the entire Student and Parent Handbook, as there are many topics that pertain to Middle School students and families, including information on school rules and discipline.

Communication is the key to our success as a community and the success of your student. We use email and Veracross as our primary modes of communication with families. In Veracross (see page 3), you will find school resources such as helpful calendars and schedules. You will also find documents specific to the Middle School. As always, if you ever need additional clarification, or have questions about how to access this information, please do not hesitate to call.

Coming to a new school is a transition for everyone. We hope that you quickly feel welcome and a part of our community. The Middle School is a special place, designed to provide opportunities for students to grow as learners, to take risks and try new things, and to challenge themselves artistically, athletically, socially, and academically. It is our privilege to share this important time with your children and with you. We hope you have a wonderful year.

All My Best,  
Jennifer H. Fulcher  
Director of the Middle School

## **ACADEMICS**

### **The Academic Day**

The first academic period begins at 8:30 a.m. Classes end at 3:00 p.m. every day but Wednesday, when classes end at 12:25 p.m. All students are welcome to stay for lunch on Wednesday.

### **School Delays/Cancellations**

Because Williston is a boarding school, please remember that Upper School classes and the Afternoon Program are rarely canceled due to weather. The Middle School, however, does cancel classes for weather-related reasons. However, it is important to remember that the safety of our community is our priority, and we ask that families always use their best judgment in traveling to and from campus.

Weather-related cancellations and schedule changes will be sent to parents and students by text message. In addition, this information will be posted on the school's website and on local television channels WGGB and WWLP.

### **The Afternoon Program**

The Afternoon Program is an integral part of Williston life, whether a student is a member of one of the numerous athletic teams competing interscholastically, participates in something of a more recreational nature, or joins one of the Arts Intensives in music, studio art, or theater. In our experience, being part of an athletic team or any of the Afternoon Program offerings at Williston is a wonderful social experience and provides an opportunity to learn something new, connect with students from all grades, and meet new faculty. The Afternoon Program is encouraged but optional for all Middle School students. Practice times vary from sport to sport. At the beginning of each week, the Athletic Department will post (online and on the display monitor outside of the

cage) a copy of the schedule of events for the coming week noting the time of practices, contests, meals, departures, method of transportation, and estimated time of return. You may check game schedules online at [www.williston.com/athletics](http://www.williston.com/athletics).

### **Afterschool Study Hall**

A Middle School faculty member runs a study hall daily from 2:30 to 4:00 p.m. and on Wednesdays from 1:00 to 2:30 p.m. It is our hope that this time provides an opportunity for students to get extra help and/or complete the homework for a few subjects.

In light of their very busy days, we try to help students balance the need for down time with the demands of homework. Students who are not participating in the Afternoon Program are free to go home after the academic day, or they need to remain in the Middle School to study if they are on campus.

### **Homework**

Seventh graders will receive approximately 20 minutes of homework a night per subject. Eighth graders should expect approximately 30 minutes per subject. The school pays careful attention to the transition for new students and asks for any feedback from you about difficulties with homework. Homework, as a review or in preparation for the next day's class, is an essential part of a student's education. If a student is struggling in any way, or is taking longer than expected to complete homework, this is important information for us to know. Please do not hesitate to communicate your concerns to your child's advisor or to the director of the Middle School.

### **Grade Reports**

The Middle School operates on trimesters and reports academic comments three times a year, at the mid-trimester mark. Grades are given at the end of

each trimester with comments only for classes in which there has been a significant change.

### **Advising**

Each Middle School student is assigned a faculty advisor for the year. Typically, students will change advisors when they move from seventh to eighth grade. Advisory groups consist of eight to ten students. The student's advisor will serve as a point person for both the student and the family. If a parent has any questions or concerns, the advisor is often the best person to contact. Parents are welcome to contact individual teachers directly, but the advisor will be able to find out any information and should have a good overall picture of the student's day-to-day experience. The small size of the Middle School enables teachers to stay in very close contact with parents.

## **FACILITIES AND SERVICES**

### **Dining Commons**

The Birch Dining Commons at Ford Hall offers many dining choices. Middle School students have lunch in the dining commons, usually sitting in the Cox Family Room. Middle School students are allowed to stay for dinner if they are required to be on campus for a school event.

### **Health and Wellness Services**

Middle School students use Health and Wellness Services as needed. We ask that students let a teacher or administrator know if they are feeling ill or need medical attention. Occasionally, a student will call or email home without the school knowing, and we try to stress to students that we are responsible for them while they are at school and need to know if they are not feeling well. If a Middle School student goes to Health and Wellness Services, the registered nurse on duty will call us in the Middle School. If the student needs more care or needs to go home, one of the nurses will contact the parents directly.

### **Lost and Found**

Lost and found items are always plentiful in the Middle School. Texts and notebooks left around the building are collected every afternoon before the building closes. Clothing is usually kept until the end of the trimester. We give clothing marked with a name directly to the student. Other items are displayed frequently and then donated to an organization at the end of the trimester. Students tend to lose items with frequency at the dining commons, in the campus center, and at the Athletic Center. Administrators in each of these locations also have a lost and found. We ask that all items be labeled and that any expensive items be left at home; we do not have locks on our lockers.

### **Waiting Areas**

Middle School students have access to the Athletic Center, the library, and the student center in the Reed Campus Center. There is no direct adult supervision in these areas, but the same behavioral standards are expected as when students are in the Middle School building. Students who need to wait for a ride home often wait in one of these locations.

### **Computers**

Every Middle School student will be issued a Surface Pro computer. Wireless internet access is available throughout the campus. Students have access to school printers. All Middle School students are expected to adhere to the school's AUP (see page 19).

## **COMMUNITY EXPECTATIONS AND RULES**

We at Williston consider certain values and principles central to our daily life. Each of us must be able to rely upon members of our community to understand and adhere to these values and to act in accordance with them. Key concepts that guide our community are respect for self and others, responsibility and

trust, and honor and integrity. The specific rules and guidelines described in this handbook are derived from our core values, and we take them very seriously. The director of the Middle School and the Middle School dean are responsible for overseeing and adjudicating all social, disciplinary, and academic matters that arise among students in the Middle School.

### **Attendance and Absences**

Please call the assistant to the director of the Middle School at (413) 529-3230 by 8:30 a.m. if your child will be late or absent for the day. Both lateness and absences affect a student's academic experience, so we ask that you try to drop off students at school by 8:15 a.m. We also ask that families try to schedule outside appointments after the academic day.

Individual teachers have different policies for missed class time or recurring lateness. Students are responsible for any late work within a time frame worked out by the student and the teacher. Early departure or late return for a weekend or vacation that results in missed classes should be approved by the director of the Middle School. Accommodations may be made to get work to the student prior to any excused absence, so letting the school know with ample time is helpful.

Students are responsible for any missed work. It is the student's responsibility to obtain class notes from classmates and assignments from teachers or from Veracross. Students should be fully prepared to participate in the next class, including taking quizzes or tests and handing in papers, unless they have missed multiple classes as a result of illness, or there are extenuating circumstances and the student requires (and has requested) extra help from the teacher. Advisors will support students as they make up missed assignments.

### **Disciplinary Procedures and Actions**

All students in grades 7 through 12 are expected to adhere to the behavioral guidelines as previously described in this Student and Parent Handbook. The consequences for violations are also similar in nature.

The Middle School uses a unit system for minor disciplinary infractions. These may include, but are not limited to, dress code violations, gum chewing, classroom behavior, and improper use of cell phones or other electronic devices during the academic day. When units accumulate, the director of the Middle School and/or the Middle School dean will have conversations with parents and students. Conversations about behavior happen frequently with students, and there is an emphasis placed on being honest in all aspects of a student's life. The director of the Middle School may place a student on director's warning as a consequence for violations of school expectations, dishonesty, and/or misconduct. Generally, the student and the parent will meet with the director of the Middle School and set clear expectations for future behavior and growth for the student. In addition, the director may issue a director's probation as a result of repeated units, a major offense, or significant misconduct. A director's probation is a significant disciplinary action, resulting from repetitive acts of misconduct or a single egregious act, which results in a meeting with the director, the parents, and the student to discuss the consequences of the behavior(s). Students on director's probation are subject to review regarding re-enrollment. Academic probation occurs when a student receives two D grades in a marking period. After two trimesters on academic probation or the accumulation of two director's probations, a student's continuation at Williston is in question, and discussed. Generally, in these situations, there have been several conversations with parents and the director to address the student's behaviors and to strategize about his or her growth and development.

## COMMUNICATIONS

### Contacting Your Child

If you need to reach your child during the academic day, please call the assistant to the director of the Middle School at (413) 529-3230. The assistant to the director will get a message directly to the student or, if unable to speak directly with the student, will leave a message in the student's locker. For non-urgent matters that can be addressed after the academic day, parents may also leave a voicemail if the student carries a cell phone to school, which the student may check after the school day.

## MIDDLE SCHOOL HOURS

### Drop-off

- Monday–Friday .....7:30–8:15 a.m.

### Academic day begins

- Monday–Friday .....8:30 a.m.

### Academic day ends

- Wednesday .....12:25 p.m.
- Monday, Tuesday, Thursday, Friday ..... 3 p.m.

### Middle School building closes

- Monday–Friday .....4 p.m.

### Afternoon Program

- Monday, Tuesday, Thursday and Friday  
(practice times vary)..... 3–5:30 p.m.
- Wednesday (game times vary)..... 1–5 p.m.
- Saturday (game times vary)

## MIDDLE SCHOOL ADMINISTRATION

Jennifer H. Fulcher, Director

(413) 529-3229 | [jfulcher@williston.com](mailto:jfulcher@williston.com)

Linda Kretchmar, Assistant to the Director

(413) 529-3230 | [lkretchmar@williston.com](mailto:lkretchmar@williston.com)

Andrew Syfu, Dean

(413) 529-3250 | [asyfu@williston.com](mailto:asyfu@williston.com)

## APPENDIX A: PROHIBITION AGAINST HAZING

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The Commonwealth of Massachusetts requires secondary schools to provide students and families enrolled at the school with a copy of the state law defining and prohibiting hazing. All members of the school community are reminded that these laws include a requirement to report promptly any alleged incidents of hazing. Students are briefed on this matter during assemblies and team meetings. Massachusetts General Laws, Chapter 269, §§17-19 are provided below.

### 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 \$3,000 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 18 and 19, 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.

### SECTION 18

Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to herself 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 \$1,000.

### SECTION 19

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections 17 and 18; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections 17 and 18 to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections 17 and 18 to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections 17 and 18, that each of its members, plebes, pledges, or applicants has received a copy of

sections 17 and 18, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections 17 and 18.

Each institution of secondary education and each

public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections 17 and 18.

## FACILITY HOURS

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### **Birch Dining Commons**

#### **Monday-Friday**

- Breakfast ..... 7:15–8:20 a.m.
- Lunch ..... 11:15 a.m.–1 p.m.
- Dinner ..... 5:15–7 p.m.

#### **Class Saturday**

- Breakfast ..... 7:15–8:20 a.m.
- Lunch ..... 11:15 a.m.–1 p.m.
- Dinner ..... 5:15–7 p.m.

#### **Non-Class Saturday**

- Continental Breakfast ..... 8:30–9:30 a.m.
- Brunch ..... 10:30 a.m.–12:30 p.m.
- Dinner ..... 5:15–7 p.m.

#### **Sunday**

- Continental Breakfast ..... 8:30–9:30 a.m.
- Brunch ..... 10:30 a.m.–12:30 p.m.
- Dinner ..... 5:15–6:30 p.m.

### **Health and Wellness Services**

- Monday–Friday ..... 7:30 a.m.–4:30 p.m.  
6–8:30 p.m.
- Class (Blue) Saturday ..... 8 a.m.–12:30 p.m.
- Non-class (Green) Saturday ..... 11 a.m.–noon
- Sunday ..... 11 a.m.–noon  
6–8:30 p.m.

At other times, an on-call nurse is available at (413) 529-3911.

### **Sabina Cain Family Athletic Center**

The main entrance and the north door to the facility will be unlocked as follows:

- Monday, Tuesday, Thursday,  
and Friday ..... 3–7 p.m.
- Wednesday and Saturday ..... noon–7 p.m.

Student card access:

- Monday–Thursday ..... 6:15 a.m.–8 p.m.
- Green Friday and Saturday 6:15 a.m.–10:30 p.m.
- Sunday ..... noon–5 p.m.

Pool access only as scheduled. A certified lifeguard must be on duty at all times.

### **Library**

- Monday–Thursday ..... 8 a.m.–9:45 p.m.
- Green Friday ..... 8 a.m.–5 p.m.
- Blue Friday ..... 8 a.m.–9:45 p.m.
- Blue Saturday ..... 8 a.m.–12:30 p.m.
- Blue Saturday ..... Closed
- Sunday ..... 6:30–9:45 p.m.

### **Schoolhouse**

- Monday–Friday ..... 8 a.m.–4 p.m.
- Blue Saturday ..... 8 a.m.–1 p.m.

**Reed Campus Center**

- Monday–Thursday ..... 7:30 a.m.–9:50 p.m.
- Green Friday ..... 7:30 a.m.–10:50 p.m.
- Blue Friday ..... 7:30 a.m.–9:50 p.m.
- Blue Saturday ..... 7:30 a.m.–10:50 p.m.
- Green Saturday ..... 1–10:50 p.m.
- Sunday ..... 1–9:50 p.m.

On evenings and weekends, student access to the second and third floors will be restricted, as designated by tape and/or signs.

**Stu-Bop Snack Bar**

- Weekdays except Wednesday ..... 7:30–11 a.m.  
1–4 p.m.
- Wednesday ..... 7:30–11 a.m.
- Blue Saturday ..... 8–11 a.m.

**Campus Store**

- Weekdays except Wednesday .... 8 a.m.–3:30 p.m.
- Wednesday ..... 8 a.m.–1 p.m.

**Technology Center**

- Monday–Friday ..... 8 a.m.–4:30 p.m.
- Blue Saturday ..... 8 a.m.–12:30 p.m.

**Robotics Room**

- Monday–Friday ..... 3:15 p.m.–5:30 p.m.
- Blue Saturday ..... 12:45 p.m.–3:30 p.m.

# UPPER SCHOOL DAILY SCHEDULE

| BLUE WEEK                         |              |             |              |                      |  |             |              |                                   |                           |                      |
|-----------------------------------|--------------|-------------|--------------|----------------------|--|-------------|--------------|-----------------------------------|---------------------------|----------------------|
| Mon                               |              | Tue         |              | Wed                  |  | Thu         |              | Fri                               |                           | Sat                  |
| BREAKFAST 7:15-8:30               |              |             |              |                      |  |             |              |                                   |                           |                      |
| 8:30<br>A                         |              | 8:30<br>F   |              | 8:30<br>D            |  | 8:30<br>G   |              | 8:30<br>E                         | 8:30<br>E<br>AP &<br>LAB* | 8:30<br>B<br>9:20    |
| 9:30                              |              | 9:30        |              | 9:30                 |  | 9:30        |              | 9:30                              | 9:30                      | 9:30                 |
| 9:40<br>BH                        | 9:40<br>B    | 9:40<br>GH  | 9:40<br>G    | 9:40<br>E            |  | 9:40<br>AH  | 9:40<br>A    | EH<br>9:50                        | 9:50                      | C<br>10:20           |
| 10:00<br>B                        | AP &<br>LAB* | 10:00<br>G  | AP &<br>LAB* | 10:40                |  | 10:00<br>A  | AP &<br>LAB* | 10:00<br>ASSEMBLY                 |                           | 10:30<br>D<br>11:20  |
| 11:00                             | 11:00        | 11:00       | 11:00        | ADVISORY             |  | 11:00       | 11:00        | 11:00                             |                           | 11:30<br>E<br>12:20  |
| L1                                | 11:10<br>C1  | L1          | 11:10<br>A1  | 11:15                |  | L1          | 11:10<br>B1  | L1                                | 11:10<br>F1               |                      |
| 11:40<br>C2                       | 12:10        | 11:40<br>A2 | 12:10        | 11:25                |  | 11:40<br>B2 | 12:10        | 11:40<br>F2                       | 12:10                     | AFTERNOON<br>PROGRAM |
| 12:40                             | L2           | 12:40       | L2           | 12:25                |  | 12:40       | L2           | 12:40                             | L2                        |                      |
| 12:50<br>D                        |              | 12:50<br>B  |              | AFTERNOON<br>PROGRAM |  | 12:50<br>C  |              | 12:50<br>G                        |                           |                      |
| 1:50                              |              | 1:50        |              |                      |  | 1:50        |              | 1:50                              |                           |                      |
| 2:00<br>E                         |              | 2:00<br>C   |              |                      |  | 2:00<br>D   |              | 2:00<br>A                         |                           |                      |
| 3:00                              |              | 3:00        |              |                      |  | 3:00        |              | 3:00                              |                           |                      |
| 3:45<br>AFTERNOON PROGRAM<br>5:45 |              |             |              |                      |  |             |              | 3:45<br>AFTERNOON PROGRAM<br>5:45 |                           |                      |
| DINNER 5:15 - 7:00                |              |             |              |                      |  |             |              |                                   |                           |                      |
| CLUBS<br>6:15-7:45                |              |             |              |                      |  |             |              |                                   |                           |                      |
| STUDY HALL 8:00 - 10:00           |              |             |              |                      |  |             |              |                                   |                           |                      |

Lunch: Math, English, History, and Arts classes that meet during the lunch period eat during L1 and go to class from 11:40 a.m.-12:40 p.m. All other classes eat during L2 and go to class from 11:10 a.m.-12:10 p.m.

H Block: \*All AP and Lab classes meet for 80 minutes during the combined period. For all other classes, teachers will be present during H period and may require student attendance.

# UPPER SCHOOL DAILY SCHEDULE

| GREEN WEEK                        |             |                           |                                   |             |              |                           |
|-----------------------------------|-------------|---------------------------|-----------------------------------|-------------|--------------|---------------------------|
| Mon                               | Tue         |                           | Wed                               | Thu         | Fri          |                           |
| BREAKFAST 7:15-8:30               |             |                           |                                   |             |              |                           |
| 8:30<br>F                         | 8:30<br>D   | 8:30<br>D<br>AP &<br>LAB* | 8:30<br>B                         | 8:30<br>E   | 8:30<br>C    | 8:30<br>C<br>AP &<br>LAB* |
| 9:30                              | 9:30        |                           | 9:30                              | 9:30        | 9:30         |                           |
| 9:40<br>G                         | DH<br>9:50  | 9:50                      | 9:40<br>C                         | 9:40<br>FH  | 9:40<br>F    | CH<br>9:50                |
| 10:40                             | 10:00<br>E  |                           | 10:40                             | 10:00<br>F  | AP &<br>LAB* | 10:00<br>D                |
| ADVISOR<br>CHECK-IN               |             | 11:00                     | ASSEMBLY                          | 11:00       | 11:00        | 11:00                     |
| L1                                | 11:10<br>A1 | L1                        | 11:10<br>F1                       | L1          | 11:10<br>G1  | L1                        |
| 11:40<br>A2                       | 12:10       | 11:40<br>F2               | 12:10                             | 11:40<br>G2 | 12:10        | 11:40<br>E2               |
| 12:40                             | L2          | 12:40                     | L2                                | 12:40       | L2           | 12:40                     |
| 12:50<br>B                        | 12:50<br>G  |                           | AFTERNOON<br>PROGRAM              | 12:50<br>A  | 12:50<br>F   |                           |
| 1:50                              | 1:50        |                           |                                   | 1:50        | 1:50         |                           |
| 2:00<br>C                         | 2:00<br>A   |                           |                                   | 2:00<br>B   | 2:00<br>G    |                           |
| 3:00                              | 3:00        |                           |                                   | 3:00        | 3:00         |                           |
| 3:45<br>AFTERNOON PROGRAM<br>5:45 |             |                           | 3:45<br>AFTERNOON PROGRAM<br>5:45 |             |              |                           |
| DINNER 5:15 - 7:00                |             |                           |                                   |             |              |                           |
| CLUBS<br>6:15-7:45                |             |                           |                                   |             |              |                           |
| STUDY HALL 8:00 - 10:00           |             |                           |                                   |             |              |                           |

Lunch: Math, English, History, and Arts classes that meet during the lunch period eat during L1 and go to class from 11:40 a.m.-12:40 p.m. All other classes eat during L2 and go to class from 11:10 a.m.-12:10 p.m.

H Block: \*All AP and Lab classes meet for 80 minutes during the combined period. For all other classes, teachers will be present during H period and may require student attendance.

# MIDDLE SCHOOL DAILY SCHEDULE

## BLUE WEEK

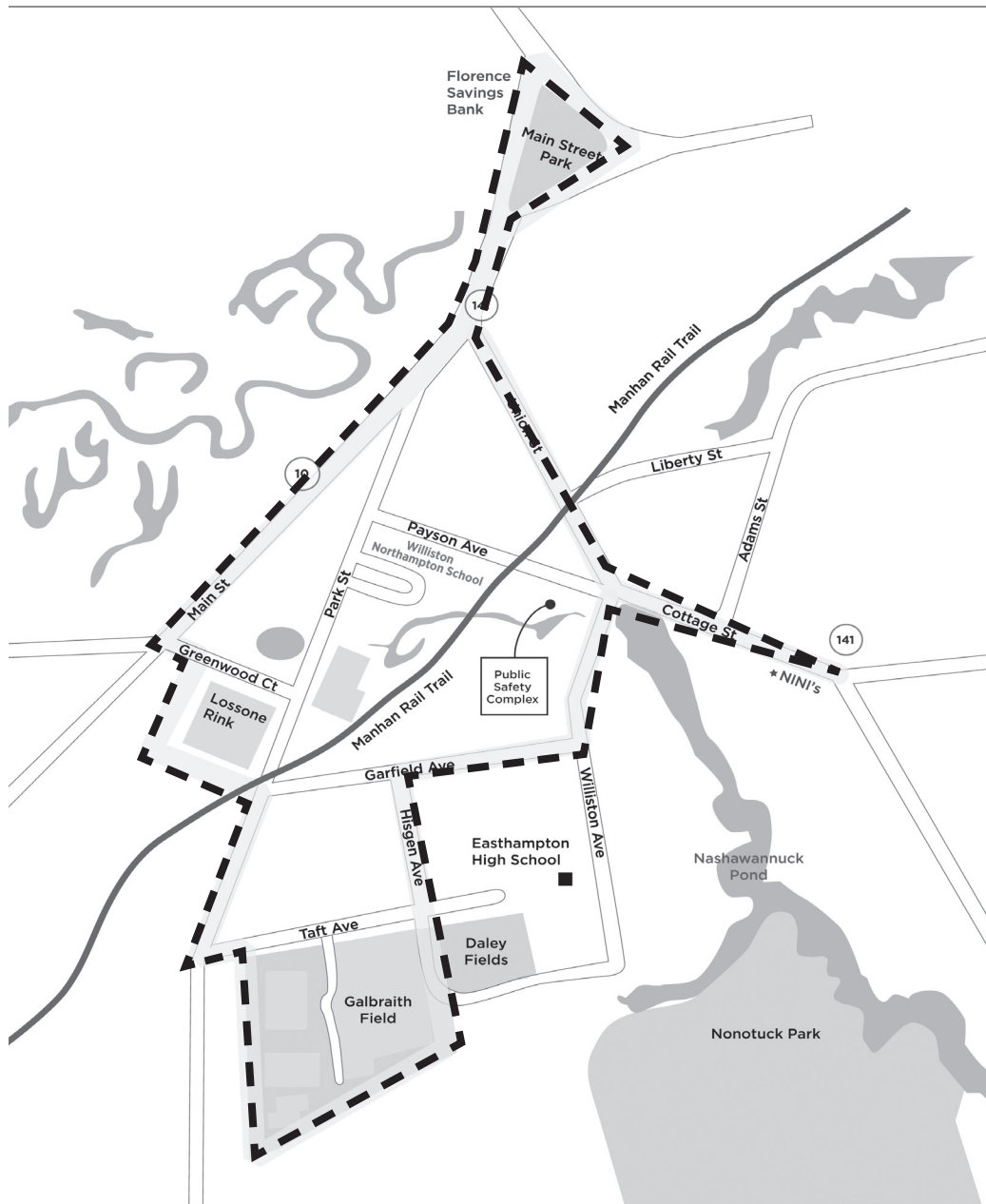
| Mon                               | Tue        | Wed                  | Thu                               | Fri            |
|-----------------------------------|------------|----------------------|-----------------------------------|----------------|
| BREAKFAST 7:15-8:30               |            |                      |                                   |                |
| 8:30<br>A                         | 8:30<br>F  | 8:30<br>D            | 8:30<br>G                         | 8:30<br>E      |
| 9:30                              | 9:30       | 9:30                 | 9:30                              | 9:30           |
| 9:40<br>BH                        | 9:40<br>GH | 9:40<br>E            | 9:40<br>AH                        | 9:40<br>EH     |
| 10:00<br>B                        | 10:00<br>G | 10:40                | 10:00<br>A                        | 10:00<br>ASSEM |
| 11:00                             | 11:00      | 10:50<br>ADVISORY    | 11:00                             | 11:00          |
| 11:10<br>M                        | 11:10<br>A | 11:15                | 11:10<br>B                        | 11:10<br>F     |
| 12:10                             | 12:10      | 11:25<br>F           | 12:10                             | 12:10          |
| LUNCH                             | LUNCH      | 12:25                | LUNCH                             | LUNCH          |
| 12:50<br>D                        | 12:50<br>B | AFTERNOON<br>PROGRAM | 12:50<br>M                        | 12:50<br>G     |
| 1:50                              | 1:50       |                      | 1:50                              | 1:50           |
| 2:00<br>E                         | 2:00<br>D  |                      | 2:00<br>D                         | 2:00<br>A      |
| 3:00                              | 3:00       |                      | 3:00                              | 3:00           |
| 3:45<br>AFTERNOON PROGRAM<br>5:45 |            |                      | 3:45<br>AFTERNOON PROGRAM<br>5:45 |                |

# MIDDLE SCHOOL DAILY SCHEDULE

## GREEN WEEK

| Mon                               | Tue        | Wed                  | Thu                               | Fri        |
|-----------------------------------|------------|----------------------|-----------------------------------|------------|
| BREAKFAST 7:15-8:30               |            |                      |                                   |            |
| 8:30<br>F                         | 8:30<br>D  | 8:30<br>B            | 8:30<br>E                         | 8:30<br>B  |
| 9:30                              | 9:30       | 9:30                 | 9:30                              | 9:30       |
| 9:40<br>G                         | DH<br>9:50 | 9:40<br>E            | 9:40<br>FH                        | BH<br>9:50 |
| 10:40                             | 10:00<br>E | 10:40                | 10:00<br>F                        | 10:00<br>D |
| ADVISOR<br>CHECK-IN               | 11:00      | 10:50<br>ASSEMBLY    | 11:00                             | 11:00      |
| 11:10<br>A                        | 11:10<br>F | 11:15                | 11:10<br>G                        | 11:10<br>E |
| 12:10                             | 12:10      | 11:25<br>D           | 12:10                             | 12:10      |
| LUNCH                             | LUNCH      | 12:25                | LUNCH                             | LUNCH      |
| 12:50<br>B                        | 12:50<br>G | AFTERNOON<br>PROGRAM | 12:50<br>A                        | 12:50<br>F |
| 1:50                              | 1:50       |                      | 1:50                              | 1:50       |
| 2:00<br>M                         | 2:00<br>A  |                      | 2:00<br>B                         | 2:00<br>G  |
| 3:00                              | 3:00       |                      | 3:00                              | 3:00       |
| 3:45<br>AFTERNOON PROGRAM<br>5:45 |            |                      | 3:45<br>AFTERNOON PROGRAM<br>5:45 |            |

# CAMPUS BOUNDARIES



# CONTACTS

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