



**WILLISTON**  
NORTHAMPTON SCHOOL

# STUDENT AND FAMILY HANDBOOK 2024-25

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# WELCOME TO THE SCHOOL

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Welcome to a new school year at the Williston Northampton School! The *Student and Family 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, this handbook is a resource for all parents/guardians, students, and adult members of our community. It outlines our school rules and behavioral expectations; 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 FAMILY HANDBOOK 2024-25***

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The Williston Northampton School *Student and Family 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. In addition, any duties that are assigned to specific administrators in this handbook may be delegated as the school determines appropriate. 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 2024-25 *Student and Family Handbook* by completing the form on the school's information-management system, Veracross. 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.

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, 2024.

# HOW TO CONNECT WITH THE WILLISTON COMMUNITY

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Williston offers a suite of resources designed to keep families fully informed and connected to the school. Through these tools, families 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 will allow parents to sign-in to the 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 Family 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/guardians will receive a Weekly Update email. This email lets families know about key dates, upcoming events, news on campus, and opportunities for students. Families do not need to sign up for this email; it will automatically come to them (at the email address they used to enroll their child).

## 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)

X (Twitter): [www.x.com/willistonns](http://www.x.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/guardians 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.

## Diversity, Equity, Inclusion, and Belonging at Williston

Williston believes education most effectively occurs in a multicultural and diverse community of students, faculty, staff, and families. We believe every person at Williston plays a role in our journey towards diversity, equity, inclusion, and belonging. Together, we strive to build resilient, empathetic, and global community members who respectfully engage in academic and social conversations across a range of differences and similarities.

## 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.

## **Campus Safety**

Williston takes the safety of its students and the community very seriously. The Director of Campus Safety 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 coverage by the Office of Campus Safety.

In addition, the school provides an identification card to all students, the “Sammy Card” (see page 67). For more about the other uses of this ID card, please contact the Business Office.

# ACADEMIC PROGRAM & ACADEMIC HONESTY

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For a detailed description of the school's academic policies, curriculum, special programs, academic support, and graduation requirements, please refer to our Course of Studies document at <https://www.williston.com/academics/course-of-studies/>.

## Classroom 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. Monday 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, the students are expected to make the teacher's 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. If, after such notice, the teacher or another substitute does not commence class within 15 minutes, the students are permitted to leave the class.

Excessive homework assignments will not be assigned during 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.

## Assessment Weeks

At the end of each term, the school implements a special schedule to provide each course with time for review and administration of a culminating assessment. The assessments take several forms including projects, papers, and tests. Students are required to attend all review and assessment blocks for each course regardless of the type of assessment being administered. The schedule is constructed in a way that prevents all students from having more than two assessments per day. Students will not be allowed to modify their assessment schedule.

## **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.act.org](http://www.act.org) and [www.sat.collegeboard.org](http://www.sat.collegeboard.org).

## **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 Ceremony**

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. This year's graduation date is scheduled for May 24, 2025.

# STUDENT CONDUCT GUIDELINES

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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 are expected to refrain from conduct that is, or may be, disruptive of the educational process; interferes with the work of the school; is contrary to the mission of the school; impinges on the rights of other students, employees, or members of the school community; or has a direct or immediate effect on 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 behavior management process, as may be deemed 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 student conduct review. The school is well respected, and those students 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 behavioral expectations that follow reflect our understanding of adolescents, their need for support and education, and the necessity of clear guidelines that govern student conduct.

## 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 restorative or corrective action, including Tiered Responses (see page 36), as a result of inappropriate conduct occurring off campus, during the school year, as well as on vacations and during the summer.

## Expectations for Being an “Upstander”

Williston seeks to cultivate and uphold a culture of respect, inclusivity, and responsibility. In commitment to these priorities, the school promotes positive behavior and encourages students to take an active role in furthering these goals. More specifically, we encourage students to embrace the role of an “upstander.” An upstander is someone who takes proactive steps to support and defend their peers, particularly in situations involving interpersonal misconduct, as well as to encourage peers to follow rules regarding inappropriate substances (such as drugs and alcohol). Qualities of an upstander includes the following:

- Lead by example. Be a role model by demonstrating kindness, respect, and inclusivity in words and actions and following the school’s community standards. Encourage peers to join in.
- Interrupt and disrupt. Actively disrupt instances of peer misconduct. This may involve directly confronting the behavior or seeking assistance from a faculty or other authority figure. Silence can perpetuate harm; speaking up can promote positive change.

- Offer support. Reach out to peers who may be experiencing difficulty or distress. Offer a listening ear, empathy, and support. Small acts of kindness and compassion can have a significant impact.
- Report concerns. Report to the Dean's Office or a trusted adult any behavior that violates school policies or that feels uncomfortable or unsafe. This allows the school an opportunity to address the concern effectively and promote the well-being of the community.
- Utilize support systems. Seek guidance from teachers, counselors, and administrators. If unsure how to respond to a situation, seek guidance from a trusted adult.

## **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 the Coordinator of Student Services in the Dean of Students 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. Campus Safety 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 absences from school commitments will not be tolerated. More specific expectations are described below.

### **Weekends and Vacations**

Early departures for weekends or vacations, or late returns that result in missed commitments, are strongly discouraged and are considered unexcused absences, unless prior permission has been obtained 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/guardians 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/guardians are strongly encouraged to book flights several months in advance for travel during peak vacation periods.

The school will generally deny (and families 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 be permitted to 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/guardians should call the Dean of Students Office to notify the school well in advance. The student should request a special absence form (blue sheet) from the Dean of Students 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 Dean of Students 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 Dean of Students Office by 8:30 a.m. to advise the school of the absence. Families 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 Dean of Students 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 students and families in determining if their child is too ill to be in class:

- Day students with a fever greater than 100.4 degrees or who have other symptoms, e.g., vomiting, diarrhea, persistent cough, profuse discolored discharge from nose or eyes, should stay home until they are fever-free without the use of fever-controlling medicine and their symptoms have dissipated. The same standards apply to boarding students who are home for a break.
- Boarding students are reminded that while school is in session, they must report to the Health and Wellness Services in order to be excused from school for illness.
- During the school day, any student who is feeling ill should request permission to 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.

### **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 (see page 82) of this handbook. 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 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 also 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 may be appropriate pending the outcome of an investigation involving student misconduct. However, a leave of absence will not be used in lieu of restorative or corrective 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 Tiered Responses (see page 36), 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 impact the leave of absence may have on student visa status.

### **Make-Up Work**

Students must take responsibility for work missed because of absences. This responsibility includes obtaining class notes from classmates and assignments from teachers. 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.

### **Consequences for Unexcused Absences**

Students earn an unexcused absence for missing any school commitment, or upon every third lateness to school commitments, in violation of the attendance policies outlined in this handbook. Faculty report absences through Veracross to the Dean of Students Office, which notifies students, advisors, and parents if the absence is unexcused.

Unexcused absences from classes will result in academic penalties as determined by the Academic Office. This generally includes a zero for work missed.

Once a student accumulates four unexcused absences, the student will be expected to meet with the Dean of Students Office and may be subject to a Tiered Response and an Accountability and Integrity Plan (see page 36). Excessive accumulation of unexcused absences may result in heightened consequences. Students and parents are expected to pay close attention to the Behavior Report in Veracross to ensure accuracy and compliance.

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**Note: 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. (See *Course of Studies* for more detailed information.)**

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### **Tardiness**

Students are expected to arrive on time for all classes, meetings, assemblies, and other special programs. Any work missed because of an unexcused lateness may result in a zero. Students are reminded that being tardy three times is equivalent to one unexcused absence. Repeated lateness will be addressed by the Dean of Students office.

### **Dress Code and Appearance**

Williston is committed to being an inclusive and respectful community for all students. Therefore, our dress code is grounded in creating a culture of belonging and maintaining an environment that's both comfortable and conducive to learning while simultaneously calling for a commonly understood definition of acceptable dress.

In particular, we believe our classrooms should be places where students feel supported by a clear set of guidelines for comportment and behavior. To that end, all teachers are asked to make sure students are in dress code before class begins. Students who are out of dress code may be directed by their teacher to change clothes, and a Behavior Report may be submitted in Veracross.

This Veracross notification will automatically send an email to the student, parent/guardian, and advisor. Students who are repeatedly out of dress code may receive a Tiered Responses (see page 36) for this misconduct. When a student is in doubt about whether a particular outfit or piece of clothing conforms to the dress code, the student is invited to go to the Dean of Students office with any questions.

### **Academic Day Dress**

Academic Day Dress must be followed while classes are in session, unless a "Williston Wear" Day (defined below) has been announced. Students who have a free period, or who are finished with classes on any given day, are expected to stay in dress code if they enter the Birch Dining Commons or any other school spaces besides their dormitory or the Cain Athletic Center.

Students may wear shirts, skirts, dresses, jeans, pants, or shorts. Tops and bottoms must meet or overlap with one another, fully covering the midriff. All clothing must be appropriate for a classroom setting. Sweatshirts are permitted only if they display official Williston insignias from the school store or as team apparel.

### **The following are not permitted during Academic Day Dress:**

- Athletic wear (gym shorts, t-shirts, track/joggers/sweatpants, yoga pants, or spandex of any kind)
- Distressed, ripped, or torn apparel (including ripped denim)
- Exposed undergarments
- Slippers
- Clothing with inappropriate text or images
- Hats or head coverings in all academic buildings and the Birch Dining Commons (excluding those worn for medical reasons or for religious purposes)

### **Williston Wear Days**

When announced, students may wear "Williston Wear" (tops and/or bottoms) instead of traditional Academic Day Dress. "Williston Wear" includes items with official Williston insignias, from the school store or as team apparel. Athletic uniforms/jerseys are not permitted. Only Williston clothing is permitted outside of the parameters for Academic Day Dress. "Williston Wear" is not simply a dress-down day.

### **Student Dress after the Academic Day**

Outside of the academic day, students should wear clothing that does not reference drugs or alcohol; contain obscene language; display derogatory references to race, gender, or ethnicity; or is determined to be offensive or otherwise inappropriate by the school. Shirts are required at all times.

## **Formal Clothing**

Formal clothing is required for special dinners and school gatherings. The formal dress code consists of suits, sport jackets, shirts and ties, dresses, dress pants, skirts, and shoes. Jeans and sneakers are inappropriate for any student on these occasions. Celebrating one's own culture is supported via the dress code. The school supports students who wish to wear formal clothing representative of their history or cultural tradition.

## **Driving Privileges**

Boarding students are not permitted to have, use, or access a motor vehicle while at school. Any exceptions to this policy must be discussed with and approved by the Dean of Students well in advance of its occurrence. Boarding students using a motor vehicle without the school's permission, should expect to receive a Tiered Response (see page 36).

Day students who drive a car to school must register the car with the Campus Safety 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 be approved by the Dean of Students 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. Repeated violations of these rules may result in a Tiered Response and the loss of driving privileges.

Any students wishing to ride in or drive a motor vehicle to leave campus must first secure permission from their parent/guardian and the Dean of Students Office or the Dean on Duty by submitting a REACH Request. In addition, written parent authorization may be required depending on the circumstances.

Students are expected to comply with all laws, rules, and regulations of the Massachusetts Department of Transportation when operating or riding in a motor vehicle.

## **Permission to Leave Campus During the Day**

Students are generally allowed to travel within campus boundaries during the academic day and on weekends if they follow established protocols for signing out through REACH. 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, Appendix D.) Before leaving the Williston campus, all students, day and boarding, must sign out by using the REACH system, and all students must sign in upon returning to campus.

For travel beyond campus boundaries during the academic day or on the weekend, a boarding student must comply with the following steps:

1. The student must submit a leave request in REACH which includes the proposed itinerary for the trip.
2. The REACH request for permission will be sent to the student's parent/guardian and, once approved by them, to the Dean on Duty. The dean will not make a determination on the request until the parent/guardian has approved.

3. If the dean approves the permission, the student must then sign out on REACH when they leave campus and sign in upon their return.

These protocols are designed to help keep students safe and the school informed of students' whereabouts when off campus. When planning 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 is expected to call the Dean on Duty to discuss the situation.

## **Students Who are Arrested**

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

## **Use of Alcohol, Drugs, and Tobacco**

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

A student may not (or attempt to) buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including all vaping materials), and/or any paraphernalia associated with the use of illegal drugs, and may not intentionally misuse products that can act as inhalants, while enrolled in the school. Students who break these rules may also be in violation of Massachusetts laws.

Students are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer. In addition, students are prohibited from use and possession of any prescribed drug which is psychoactive or legally considered a Class 2 Controlled Substance (such as Ritalin or Dexedrine) when a student has not followed all Health and Wellness Services or school policies and procedures in obtaining and possessing it.

The school provides information to parents and students about the health and social impact of drug, substance, and alcohol use and abuse.

### **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 or an outside provider identified by the school. If the student tests positive for banned substances, the parent/guardian will be responsible for any associated costs.

### **Tobacco and Nicotine**

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. In accordance with Massachusetts law, students, parents, visitors, or other members of the school community are prohibited from using any tobacco products while on campus, participating in any school-sponsored activities, or traveling via any school transportation. The prohibition on the use of tobacco products also extends to the advertising or promotion of tobacco products anywhere on campus, at school functions, and in school publications, as well as on clothing worn by students, parents, visitors, or other members of the school

community on the school's campus or at school-sponsored events. Tobacco products include a product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, electronic cigarettes, electronic cigars, electronic pipes, electronic nicotine delivery systems, or any other similar products that rely on vaporization or aerosolization. For the sake of clarity, the prohibitions in this policy also extend to the use of electronic cigarettes and similar products, regardless of whether they contain tobacco or nicotine.

The first tobacco or vaping violation generally triggers an intervention with Health and Wellness Services and subsequent violations may result in a Tiered Response (see page 36). Students may also be drug tested at Health and Wellness Services or required to attend mandatory education classes on the hazards of using tobacco/nicotine products. Students who may require the use of nicotine-dispensing medications should contact the Health and Wellness Services. More information about the intervention process is available from Health and Wellness Services or the Dean of Students 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.

## **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, students are assured that obtaining Health and Wellness Services medical assistance or asking any adult on campus to obtain emergency medical assistance 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 or sexual misconduct by contacting the on-call nurse, Campus Safety, or Dean on Duty at 413-529-3911. This request must be student-initiated and occur prior to any faculty member suspecting or coming upon a student who is under the influence of drugs or alcohol or violating any other school policies or expectations. Faculty members cannot declare sanctuary for a student. Final determination as to whether a specific case has met the criteria for sanctuary rests with the school.

If a student is already on a Tiered Status (see page 36) for alcohol- or drug-related violations, invocation of sanctuary for alcohol or drug use may trigger a required leave of absence or dismissal.

Following an intervention for an alcohol or drug crisis, the student must have an independent assessment. This may be done in the Easthampton area or in the student's home community by an appropriate professional approved by the school. 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 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 Dean of Students Office for a Tiered Response and/or medical leave.

## **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 of the above be damaged and require repair, and the person responsible cannot be identified, each resident of that dormitory may be assessed for the repair.

In addition, entering or exiting a building through a window (or using other forms of inappropriate ingress/egress) 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 in their dorm room to their dorm head. Students who remove or damage window screens will be billed for the damage and may also receive a Tiered Response (see page 36).

## **Weapons and Inappropriate Items**

Possession or use of any dangerous weapon or item is prohibited. Dangerous weapons include, but are not limited to, firearms, pellet guns, knives or training knives, and fireworks. Utility knives (Swiss-army style)

are permitted but should be used appropriately. Propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building, is considered reckless behavior and is prohibited by the school.

# EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS

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## Commitment to Respectful and Healthy Relationships

The school is committed to providing a safe and productive environment for all members of its community. To maintain this environment, the school, in compliance with the legal requirements of the Commonwealth of Massachusetts, has established policies on how community members are expected to treat one another. These guidelines reinforce the important boundaries across interactions between community members. 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 healthy interpersonal relationships through education and intervention.

Students and parents/guardians are encouraged to communicate with the Head of School, the Dean of Students, dorm parents, advisors, or 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 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. Therefore, the school does not endorse or condone sexually intimate activity among students and advocates postponing sexual intimacy until students are past adolescence. Moreover, in a residential community such as Williston's, there are special considerations that students must respect: the campus is a shared space, and all members of the community have the right to be free of unwanted exposure to the intimate, sexual behaviors of others.

A sexually-intimate relationship is not limited to only sexual intercourse, but rather any actions that include intentional contact between individuals with the intention of arousal. A relationship in the eyes of the school may be different than how students may perceive it. The school has equal expectations for students regardless of their gender or sexual orientation.

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 the school's Health and Wellness Services staff so that appropriate support may be provided. Under certain circumstances, the school may be obligated to report to government authorities (including the Department of Human Services of the Commonwealth and law enforcement).

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. Following Massachusetts law, the school prohibits students from engaging in nonconsensual sexual activity, considering it to be egregious misconduct. Consent must be the basis for every sexually intimate encounter. Consent means the voluntary, positive agreement to engage in specific sexual activity. We expect "affirmative consent" in any exchange between students, on or off campus. 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."
- Obtaining verbal consent 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 prohibits students from engaging in sexual activity at school or any school event, program, or activity. That all said, non-platonic relationships are acceptable if they are fully consensual and are not in violation of the above standards. 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 additional restorative and corrective 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 the Student Conduct guidelines. Therefore, a student should not refrain from seeking help for fear of intervention 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 a response to 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 (see page 23) for more details.

## Interpersonal Student 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 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 students' experience 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 a student.

**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. Examples of electronic communication include e-mail, text message, instant message, internet communications (such as webpage or blog), and facsimile. Cyber-bullying can include the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying, 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 for a student; (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 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, epithets, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons/graffiti 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 that is likely to adversely affect the physical or mental health or safety of a student or that subjects the student to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Please see Appendix A for a more detailed review of Massachusetts law defining and prohibiting hazing.

Students should also understand that hazing is illegal in the Commonwealth of Massachusetts and that such misconduct may constitute criminal conduct.

***Hostile Environment.*** A hostile environment refers to a situation in which interpersonal misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive 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 aggressor 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 target 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 target may interact while attending the school or school-sponsored programs and events.

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.*** A student against whom interpersonal misconduct or retaliation 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 applicable laws. 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 misconduct 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, faculty, or staff 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; however, there may be limits to which the school can respond based on the degree of information shared.

Parents/guardians who have witnessed or have information about an incident of interpersonal conduct or an incident of retaliation are strongly urged to immediately notify the Dean of Students (or the Director of the Middle School, for students in the Middle School).

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 action will generally not be taken against an individual solely on the basis of an anonymous report.

### **Confidentiality**

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 act with a high level of discretion and only disclose such information on a need-to-know basis.

### **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 the honest and full disclosure of facts by all involved and does not tolerate knowingly-false accusations.

### **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 Dean of Students 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). The school also seeks to prevent the disruption of the learning environment while the investigation is undertaken. The school may use strategies, such as

increased supervision, stay-away mandates, personal safety plans, academic adjustments, modified residential assignments, and other strategies to help prevent misconduct, witness interference, and retaliation during and after the investigation. In addition, students may be subject to on-campus restrictions, change status from boarding to day, or placed on leave during the course of the investigation, as determined appropriate by the school.

The Dean of Students (or the Dean's designee) is generally responsible for conducting an impartial, fact-finding investigation of the complaint. However, other administrators and external resources may be used to conduct the investigation, as determined appropriate by the school. This investigation may include 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 aggressor(s), or any other person deemed to have knowledge about the complaint or circumstances surrounding it. The school expects students and their parents to cooperate with the school's investigations, which includes not retaining legal counsel to represent the student in any school investigation.

Upon completion of the investigation, the Dean of Students (or the Dean's designee) will generally determine whether and to what extent the allegation of interpersonal misconduct has been substantiated or whether any school policies or expectations have been violated. Students and their families should understand that in some instances there may be insufficient or conflicting information provided during the investigatory process such that it may not be possible for the school to reach a determination. In that case, the school may conclude its investigation without a finding that interpersonal student misconduct occurred.

The Dean of Students may then recommend to the Head of School (or the Head's designee) whether any restorative or corrective and/or other remedial action is appropriate and, if so, how it will be implemented. In addition, the Administrative Conduct Committee may be convened to make recommendations regarding the restorative and/or corrective response. The Head of School will consider any recommendations from the Dean of Students' and/or the Administrative Conduct Committee if it convenes, but the Head of School (or the Head's designee) will determine any appropriate consequence for a student who is found to have committed an incident of interpersonal misconduct or retaliation. The range of restorative and corrective actions will seek to balance the need for accountability with the goal of teaching appropriate behavior, and may result in a Tiered Response, mandatory counseling, suspension, separation, dismissal, and/or any other action or response deemed appropriate by the school.

Information about consequences or other corrective action may be shared with the school community as deemed appropriate by the Head of School. Such an 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 target(s), during and after an investigation.

### **No Retaliation**

The school neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or 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. The school will address, consistent with its disciplinary policies, an individual who is found to have engaged in retaliation against a student for filing a complaint or participating in the investigation of a complaint.

### **Notification to Parents/Guardians**

The school will generally notify the parents/guardians of the alleged target(s) and aggressor(s) after a complaint has been filed 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 help prevent further acts of interpersonal misconduct or retaliation. However, parents/guardians should understand that the amount of information shared by the school may be limited by confidentiality laws protecting student and employee records, privacy considerations, and 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 schools may take appropriate action. If the school determines that it is appropriate to notify government agencies of a report of interpersonal misconduct, the school may defer investigative steps until such authorities have concluded their initial fact-gathering and have authorized the school to proceed.**

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### **Online Community Norms Incident Reporting**

In addition to the reporting process outlined above, any student who believes that they have experienced or witnessed community norms violation may report it by completing and submitting a report via this link: <https://events.veracross.com/williston/261-Bias-Incident-Reporting>. Community norm violations refer to conduct, speech, images, or expression that, in part or in whole, target individuals or groups based on, but not limited to, their actual or perceived race, ethnicity, national origin, sex, gender identity or expression, sexual orientation, disability, age, religion/spiritual affiliation, socioeconomic status, or other social identities.

This reporting system is for reporting non-emergency incidents only. For emergencies, including safety concerns for community members, please contact any faculty member at the school.

This online bias incident reporting process is initially a referral process to the administration. After submitting a report online, the reporting individual will receive confirmation of the submission by the Dean of Diversity, Equity, Inclusion and Belonging or the dean's designee, who may then begin an investigative process. The school will implement remediation measures as it determines appropriate and consistent with its policies.

While the school cannot promise absolute confidentiality to those reporting a community norm incident, as there may be a need to share information during an investigation or otherwise, the school will disclose such information with discretion, on a need-to-know basis only. While students may make reports anonymously, the school encourages individuals 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 corrective 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, the report will be documented for future reference and may be taken into consideration regarding reports of similar incidents.

This process is not a replacement for other policies and processes that the school already has in place relating to student misconduct. If certain types of misconduct are reported, the school may deviate from the process described here, as it determines appropriate, based on other policies and/or legal requirements.

# STUDENT ACCOUNTABILITY GUIDELINES

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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 consequences of student misconduct (and/or attempting misconduct) are detailed below. Restorative and corrective action may be put in place for any conduct—whether on or off school grounds, or during, before, or after the academic year—which is illegal; contrary to the school's policies, mission, culture, or expectations; disruptive of the educational process; or that endangers persons or property. Students who fail to contact school leadership if they are aware of misconduct, or possible misconduct, may be subject to restorative and corrective action. The school may contact parents/guardians to address both minor and more serious instances of misconduct at any stage of the process.

The Head of School (or designee) has sole and absolute discretion with respect to determining consequences for students and may impose restorative and corrective action regardless of whether an Administrative Conduct Committee is convened. All 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 restorative and corrective action taken by the school. It is not for any student or family to determine the school's response to student misconduct.

The Head of School may share with the school community incidents of student misconduct, as well as resulting decisions, consequences, and other outcomes, including at any school meeting or assembly. 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.

## In the Presence Of

When found in the presence of another student violating the school's standards of conduct, a student should expect to receive similar consequences unless there are extenuating circumstances. Responsibility to avoid such a situation rest 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 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 may be held accountable under the "in the presence of" rule.

## **Behavioral Reports for Inappropriate Behavior and Dress Code Violations**

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.

Faculty and administrators will monitor student conduct and submit Behavior Reports through Veracross for minor misconduct that falls under two distinct categories: Inappropriate Behavior and Dress Code. Conduct that may result in a Behavior Report for Inappropriate Behavior will depend upon the circumstances and may include, but is not limited to, the following:

- Disrespectful language or behavior
- Inappropriate use of a cell phone or other electronic device
- General misconduct

Students may be required to meet with the Dean of Students Office after accumulating Behavior Reports under either category and be subject to a Tiered violation and an Accountability and Integrity Plan, as described below.

Excessive accumulation of Behavior Reports may result in additional restorative and corrective action which may include a Tier 2 or Tier 3 Response.

## **Tiers of Student Conduct Violations and Accountability and Integrity Plans**

There are four tiers of student conduct violations at the Williston Northampton School. For each tier, the school may send a letter to parents/guardians detailing the incident and outline an Accountability and Integrity Plan (AIP). The goal of the AIP is to help identify the concerning behavior for the student, help the student understand what behavior is expected, and identify how the student is expected to address these concerns. An AIP may be in addition to other consequences the school may impose, as outlined in this handbook. The AIP, an individualized document typically written by the dean and student together, may include both restorative and corrective strategies to address misconduct and work towards future success at the school. The AIP may include:

- Regular meetings with the student's advisor
- Mid-plan check-in with members of the Dean of Students Office
- Educational components—such as required participation in programming and webinars, reviewing articles and video, etc.
- Additional or clarified expectations
- Restrictions
- Counseling
- Restorative efforts
- Strategies to help the student reflect on the behavior/incident
- A commitment to avoid further misconduct
- A tier-specific reflection at the conclusion of the AIP
- Other consequences and strategies to help address the concerns

If the misconduct involves potential academic dishonesty, the student's teacher or other appropriate administrators may be involved in creating the AIP. Students may also be required to have a meeting with their parents/guardian, advisor, the Dean of Students, and the Head of School to address the misconduct.

The classification of misconduct is made by the school. The behaviors and responses listed below are a general outline of our procedures and they are not exhaustive. Moreover, the school handles all behavioral matters on a case-by-case basis.

Tier 1 and Tier 2 responses are designed to allow students to address a specific behavior and are not cumulative across departments. For example, it is possible for a student to have a Tier 1 response for a minor academic offense from the Academic Office at the same time as they have a Tier 1 response for minor misconduct in the Dean of Students office. When student conduct rises to the level of Tier 3 or Tier 4, all behavior is considered cumulative regardless of the area of student life in question. If a student is on Tier 3 or Tier 4, any misconduct could result in a meeting with the Administrative Conduct Committee. It is uncommon for a student to remain at Williston with multiple Tier 3 offenses.

Students on an active Tiered status who commit an infraction in the same department before their AIP has expired will typically be moved to a higher tier. Students who have previously moved off a Tiered status, who commit another similar infraction, may be assigned to a previously expired tier or a higher tier, depending on the specific circumstances of the violation and as determined appropriate by the school.

### **Tier 1**

Tier 1 offenses are minor infractions of our behavioral guidelines, which may include, but are not limited to:

- Minor academic offenses
- Minor misconduct
- Minor parking or driving violations
- Repeated failure to submit accurate travel forms in a timely manner
- Four unexcused absences
- Continued violations of residential expectations

Students on Tier 1 should expect their AIP to be in place for one trimester (approximately 10 weeks).

### **Tier 2**

Tier 2 offenses are significant or repeated infractions of our behavioral guidelines, which may include, but are not limited to:

- Significant academic offenses
- General misconduct
- Sign-out violations, including not using REACH properly
- Minor dorm-visitation violations
- Minor violations of the Acceptable Use Policy
- Significant parking or driving violations
- Eight unexcused absences
- Failure to follow an active Tier 1 AIP

Students on Tier 2 should expect their AIP to be in place through the end of the current school year. Depending on the time of year and the conduct of the student, the school may extend the AIP into the next school year.

### **Tier 3**

Tier 3 offenses are major infractions of our behavioral guidelines, which may include, but are not limited to:

- Repeated or egregious academic dishonesty
- Serious misconduct
- Interpersonal misconduct
- Significant sign-out violations, especially those that involve the potential for harm or are intended to deceive the school; falsifying an overnight sign-out or a sign-out to travel beyond campus boundaries (or going elsewhere other than what is written)
- Drug and alcohol violations
- Major dorm-visitation violations
- Possession of false identification
- Gambling of any kind
- 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
- Significant violations of the Acceptable Use Policy
- Conduct tending to discredit the school
- Refusal to cooperate with an ongoing school investigation
- Twelve unexcused absences
- Failure to follow and active Tier 2 AIP

Tier 3 misconduct may result in the student being required to appear before the Administrative Conduct Committee and/or suspension, separation, or dismissal from the school. The school may deny the privilege of participation in graduation or other senior ceremonies (such as prom) to a senior placed on Tier 3 status in the third trimester. This consequence may also result in a student not graduating and the withholding of a diploma. Students on Tier 3 who are not separated or dismissed from the community should expect their AIP to be in place for one calendar year. Students on Tier 3 should expect to be dismissed if they violate the terms of their AIP or have a second major infraction while under the guidance of their Plan.

### **Tier 4**

Tier 4 offenses are the most serious or egregious infractions of our behavioral guidelines. Tier 4 may also be a response if a student has failed to abide by a Tier 3 AIP. The examples of misconduct that rise to the level of a Tier 4 response include those examples outlined in Tier 3. The school distinguishes between Tier 3 and Tier 4 offenses based upon the specific facts of the situation, including the degree to which the misconduct impacted members of the Williston community.

Students on Tier 4 may be required to appear before the Administrative Conduct Committee and/or may be immediately suspended, separated, or dismissed from the school, as well as subject to the potential

consequences identified in Tier 3. If not separated or dismissed, they will have an AIP, which outlines changes in conduct that must take place for the student to remain enrolled at the school. A Tier 4 AIP will typically remain in place for the duration of the student's enrollment at Williston. Students on Tier 4 should expect to be dismissed if they violate the terms of their AIP or have a major infraction while under the guidance of their AIP.

## **Consequences for Behavior Violations**

The school may impose restorative and corrective action in response to student misconduct. Indeed, 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 the action or event occurred on or off campus, during the school day, or at any other time while the student is enrolled at the school; and whether the conduct was committed by boarding or day student.

Below is a list of potential consequences for student misconduct. However, this list is not exhaustive, and the school may impose restorative and corrective action in any way it deems appropriate and is not restricted by these definitions or sequences. Moreover, as noted, the school may impose restorative and correction action as it determines appropriate, regardless of whether the Administrative Conduct Committee is convened and regardless of any recommendations.

### **Consequence**

This is any corrective 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, or some other or combination of the above consequences.

### **Loss of Leadership Position**

A student in a leadership position, such as a class officer or proctor, should expect to lose these positions when misconduct raises concerns about the student's ability to be an appropriate role model or representative of the school. The loss of a leadership position may be in addition to other corrective and restorative action.

### **Restorative Action**

Students may be required to complete a certain number of hours of an activity with the intention of learning about the health and safety risks associated with certain acts of misconduct and/or providing a service to the school or local community. This work may be completed on or off campus, and the required number of hours will be determined by the school.

### **Suspension**

The student is required to leave campus for a specified period to reflect on their conduct and to engage in initial restorative action before returning to campus. 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 in a timely manner upon their return.

## **Separation**

The student is required to leave campus and separate from the Williston community for the remainder of the academic year. Return may be possible and requests for reinstatement must be made to the Head of School.

While the school may offer a student who is separated an opportunity to complete course work, this privilege is not automatic. 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 the separation.

## **Dismissal**

The student is dismissed from school with no possibility of 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 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.

## **Return to Campus**

Students who have withdrawn, been separated, dismissed, have chosen to withdraw prior to a disciplinary decision, or are currently on Medical Leave from Williston may not return to campus during the school year unless they have the explicit permission of the Head of School or Dean of Students and are accompanied by their parents.

## **Administrative Conduct Committee**

The Administrative Conduct Committee is chaired by the Dean of Students and is generally comprised of three administrators selected by the Dean of Students who are called together to provide their recommendation to the Head of School concerning a situation of student misconduct. As this is an administrative advisory committee, they may or may not choose to interview the student or other witnesses as deemed appropriate. The Committee may recommend suspension, separation, dismissal, and/or any other actions. The Committee decisions are recommendations to the Head of School, who may accept, reject, or modify such decisions.

When students are asked to appear before the Committee, they may be accompanied by the student's advisor or another faculty member, whose role is to support the student and to act as the primary conduit between the school and the parents. Parents and individuals from outside the school community are not permitted to attend these meetings.

A student may be required to appear before the Committee for engaging in inappropriate conduct. The Administrative Conduct Committee exists to make recommendations to the Head of School in cases of major rule infractions not dealt with by the Dean of Students Office. Students are generally required to meet with the Administrative Conduct Committee in the following situations:

- Serious acts of misconduct (social or academic).

- Engaging in any offenses classified as Tier 3 or Tier 4.
- Repeatedly violating minor rules for which the dean's remedies are at an end or have shown to be of no avail.
- At the request of the Head of School or the Head's designee.
- An incident in which a serious act of misconduct has occurred, but the student's complicity and degree of the student's responsibility is unclear.

When a student appears before the Administrative Conduct Committee, the Dean of Students or the Dean's designee generally convenes the committee and presents what the school has determined to be the facts and findings of the situation. The student will generally have an opportunity to respond to the concerns presented to the Committee and to share other relevant information.

In any situation, the Head of School may impose restorative and/or corrective action, including but not limited to dismissing a student from the school, regardless of whether the Committee was convened and regardless of the Committee's recommendation.

### **Disciplinary Reporting to Next Schools and Colleges**

At Williston, we believe that general student misconduct presents opportunities for learning and growth. The restorative and corrective nature of our behavior guidelines are grounded in the belief that students make mistakes, and that general misconduct that allows a student to remain a member of our community should be handled internally and should not impact their educational opportunities.

However, if asked by a school, college, or university on its application form, students are expected to self-report and provide a written explanation of all disciplinary issues that result in separation, withdrawal, or dismissal. The Office of College Counseling will support students to do so appropriately and effectively, and will answer truthfully if contacted by a college or school official. In addition, the school reserves discretion to communicate or discuss any change in status (dismissal, separation, or withdrawals) with next schools, colleges, and universities, including after an application has been submitted.

# TECHNOLOGY INFORMATION & EXPECTATIONS

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## 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

As part of Williston's Curricular Technology Program (CTP), every student receives cloud-based file storage via Microsoft's OneDrive up to 1TB. Students are expected to use this document storage for academic purposes only.

### Copying/Printing

Through Williston's network, students have access to copying and printing in the library and at various other locations around campus. There is no charge for printing or copying.

### Curricular Technology Program Computers

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

## 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, our community, 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. This Acceptable Use Policy (AUP) is grounded in the tenets of respect for privacy, ownership, and copyright; respect for resources and for others; and respect for self and community in the context of students' use of computers and other electronic devices, the use of the school's computer network, and access to the Internet (both on campus and beyond Williston's network). Students are expected to comply with this AUP and any other applicable school policies regardless of whether they are physically on campus or off campus, linked to the school's network or not at all, or using a personal or school-owned device, and regardless of whether such use is during the school day, at night, or on vacation, so long as they are enrolled in the school.

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 enrolling in the school and using the school's services, to abide by the guidelines outlined in this AUP, and to any applicable policies and procedures outlined in this handbook or otherwise. 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 applicable 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 and document storage). 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 or any school policies or expectations.

### **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 mis-delivery.

Students must recognize that there is no guarantee of privacy associated with their use of school technology resources. Students should not expect that email 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 or concerns of security violations should be reported immediately to [support@williston.com](mailto: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 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.

Games and chat sessions may be disallowed by the school.

Use of the school's computers and network 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 they should not transmit personal information without the permission of a parent, teacher, or school official.

Students are prohibited from transmitting and receiving racist, pornographic, or other inappropriate material.

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 and elsewhere.

Students may not alter electronic communications to hide their identity or impersonate another person. Students may not create "deep fakes" of any student or employee of the school.

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 or Dean of Students.

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

Students may not use AI technology inappropriately, including for use of completing academic work where use of AI technology is not authorized by the teacher.

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

### **Prohibited Practices**

In addition to the expectations set forth above, students are prohibited from the following practices:

- 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
- using technology to violate the law or school standards
- using any VPN or related technology to circumvent network security

### **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.

### **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).

Students will continue to have access to email until the first day of July following their graduation or last year of attendance at the school, 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 online resources or websites (e.g., Facebook, Twitter [X], 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 while using Social Media, regardless of whether they are using school or 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.

## **Personal Surveillance Devices**

The school does not allow students to use surveillance cameras and other devices (including motion sensors, entry sensors, keypads, doorbells, etc.) on campus, including in the dormitories. If students have concerns about other students accessing their dorm room, they should contact a dorm parent.

## **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, Electronic Devices, and Drones**

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 do 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.

## **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. This includes messages, images, and videos that are created through the use of AI technology or other artificial means. 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.

## 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 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 formal duties of advisors include the following:

- Maintain effective communication with the student's family
- Participate in student conduct management system and be an active part of any AIP for advisees
- 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
- Monitor advisee's overall program to help avoid the advisee from over-committing 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.

### Student Life Program

Williston's Student Life Program, known as Core, 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 workshops. As a cornerstone of the student experience, this program seeks to help all our students live healthier lives that are filled with purpose, passion, and integrity.

Ninth Grade: Be Curious

*Course Goals: Develop a deeper understanding and appreciation of who you are as a person, student, and adolescent.*

The Core curriculum for ninth graders introduces all students to the four-year program at Williston. Class Deans work closely with the ninth grade advising team to help students navigate the transition into high school, teach study strategies during daytime study halls, and offer class assemblies that focus on curiosity, organization, reflection, and empathy. To introduce leadership skills, students rotate through the five student council seats and report back to their class on initiatives.

During the first trimester, ninth grade students attend a weekly Core class that builds on the theme “Be Curious” by offering discussions around identity, self-awareness and self-discovery. The curriculum is largely focused on personal health, learning at Williston, and cognitive psychology during adolescence. Students will discuss topics such as the teenage brain, strategies for managing stress, embracing identity, creating healthy relationships, AI at Williston, and sleep hygiene, to name a few.

Throughout the year, the Core program advising team and ninth grade teachers meet bi-weekly 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 and encourage them to achieve their potential.

#### Tenth Grade: Look Outward

*Course Goals: Consider your identity in the context of your community and world, while learning how to make smart decisions and build healthy relationships.*

The Core curriculum for tenth graders continues our four-year student life program by encouraging students to think more deeply about their identity and create healthy relationships. To introduce the theme of “Look Outward,” the tenth-grade experience begins with an all-class hike up Mt. Tom. This opportunity not only allows the class to look out on the local beauty of western Massachusetts, but also to meet classmates and start fresh as a new group, full of interesting perspectives. The group works all year to listen to one another and learn from each other. This happens regularly during class assemblies, which focus on varying topics of identity highlighted by the Sophomore Speaks program, where students can hear their peers tell personal stories based on a given prompt.

During the second trimester, tenth grade students attend a weekly Core class that focuses on healthy relationships and sexuality education. Students are provided with up-to-date information and strategies designed to help them support themselves and others. Special focus is placed on communication skills, decision making in relationships, understanding relevant health and science terminology, and identifying and appreciating one’s own values and biases.

The tenth-grade class is supported by the Tenth Grade Class Deans, faculty advisors and the Core teachers. Regular communication occurs between the Class Deans and administration to ensure that all students are finding success.

#### Eleventh Grade: Embrace Responsibility

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

The eleventh-grade program seeks to find balance between busy lives within our community and preparing for next steps. Leadership opportunities increase substantially this year, and students are asked more often to embrace responsibility for their own experience and that of others. The Core curriculum for eleventh

graders presents a clear shift from focusing on being their best selves in the present to looking toward future decisions. Programming and curriculum ask students to focus on their personal identity and how they centralize their values and interests while creating an intentional college journey.

In this unique hybrid curriculum taught by the offices of College Advising and Diversity, Equity, Inclusion, and Belonging (DEIB) in the second trimester, eleventh grade students learn to look introspectively at their identities, passions, and interests, and at how those qualities influence their Williston experience. By examining their experience within our community, students are asked to think about their lens beyond this campus and what they are looking for next. Special focus is placed on how to do a good college search, understanding the educational landscape, and preparing a strong portfolio.

Students will then take what they have learned to responsibly embrace the college search process and seamlessly transition to be multifaceted seniors on campus. This work is supported by Class Deans, Core teachers and faculty advisors.

Twelfth Grade: Engage and Lead

*Course Goals: Be leaders in the community, prepare for life after high school, and actively develop the legacy you will establish at Williston and take with you into the world.*

The Core curriculum for twelfth grade is designed and instituted each year by the Class Deans, senior administration, and the College Advising Office. Programming is carried out during specific workshop days throughout the year, in a spring Core class and during class assemblies. The goal of each of these programs is to promote leadership on campus and prepare students for life beyond Williston.

The senior Core class is for all seniors and post-graduate students in the third trimester. Students will discuss topics like financial literacy, professional competencies, the first-year college experience, mental health, and more. The course culminates with an exit interview where seniors will practice their interview skills with a Williston alum, engage in networking, and be actively introduced to the alumni community.

The senior year experience is closely monitored and supported by the senior Class Deans, who work with the class leaders to plan social gatherings, offer leadership opportunities, and arrange workshops to help with the college process. Our community relies on the leadership of the senior class and it is an annual priority to ensure that seniors have a successful, meaningful senior year and leave with a sense of pride in their school.

## **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.

### **2024-25 Class Deans**

- Class of 2025: Tom Beaton and Caroline Channell
- Class of 2026: Jonathan Curtis-Resnik and Chris Tanguay
- Class of 2027: Kate Garrity and Blayne Lapan
- Class of 2028: Allison Marsland and Matt Sawyer

## 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, see the school day schedule at the end of this handbook.

## Religious Services and Holidays

There are many houses of worship located in Easthampton and nearby towns; information about them is available through the Dean of Students Office. With parental permission, students may be excused from school on religious holidays, but this should be arranged in advance with the Dean of Students 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 know and respect the rules and are prohibited from assisting boarding students in violating school rules.

A few key reminders:

- Day students may only enter dormitories during posted visitation hours and must abide by our visitation policy by checking-in and checking-out with the dorm parent on duty.
- Day students should leave campus by 10:00 p.m. on nights with study hall and 11:00 p.m. on all other nights.
- Day students may not leave campus before the end of their last obligation of the day without specific permission from the Dean of Students Office.
- Day student drivers must register their cars with Campus Safety and park only in the Day Student Lot, unless directed to park elsewhere due to a campus event.
- Day student drivers may only drive boarders who have secured explicit permission through REACH from the Dean of Students Office. Violations of this policy will result in consequences for all students involved.

## Early Dismissal

If weather or another situation occurs that merits an early dismissal from school for day students, 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.

## 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 parent/guardian 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.

## **School Meetings and Assemblies**

Upper School and Middle School assemblies are held frequently. The Upper School assemblies are held in the Phillips Stevens Chapel and seating is by advisory. 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**

Families and students should be aware that many ride-hailing companies, such as Uber and Lyft, have policies that prohibit transporting unaccompanied minors in certain situations. The school prohibits students from using these ride-hailing services to leave or return to campus absent parental authorization, provided via the school's transportation privileges authorization and release form and an approved REACH request.

## **Third-Party Delivery Services**

Given the residential nature of our campus, we only allow third-party delivery services such as Door Dash or Uber Eats to deliver to students at specific locations and during permitted times. Food may not be delivered to campus during study hall hours on school nights; on any night, food may not be delivered after 11 p.m. Violations of this policy will result in confiscation of the food, and repeated offenses by the same student may result in a Tiered Response (see page 36).

## **Student Lockers**

Day students are assigned lockers in the Reed Campus Center for use during the school year. In addition, lockers in the Sabina Cain Family 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, 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.

The Birch Dining Commons is operated by Sage Dining Services and a weekly menu is available on the Sage Dining Mobile App. 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 who has a specific food allergy or dietary concern should contact the director of dining services at 413-529-3235 or by email at [diningservices@williston.com](mailto:diningservices@williston.com).

## **Livestreaming of School Events**

The school may livestream certain school events, including athletics events and school productions, to the school community. Information about livestreaming will typically be shared with families in advance. Guests of these events should understand that they may be captured in these livestreams by nature of participation.

## **Campus Pond**

The campus pond is neither sanitary nor safe for swimming. Students may not bathe or play in the campus pond. In addition, students may not skate or walk on the ice until permission has been granted by Campus Safety and Facilities Management.

## **Use of Cell Phones**

Use of cell phones or other electronic devices is not permitted at any time in any academic buildings, including the Phillips Stevens Chapel. In addition, students are not to use cell phones for any reason during established mealtimes in the Birch Dining Commons. Students are expected to silence or turn off their phones prior to any academic class and store them as directed by their classroom teacher. Cell phones may be used during class time only with express permission.

# 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.

As part of our curriculum, students are also expected to demonstrate a significant degree of independence and accountability in relation to their responsibilities and the expectations for the residential program.

### What to Bring

- blankets
- pillow and pillowcases
- sheets (twin XL)
- mattress pad or cover (twin XL)
- 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 (no larger than 32 inches)
- hair dryer
- personal care products
- mini refrigerator (2 cubic feet or smaller)
- fan (note that a box fan is provided in any dorm without air conditioning)
- 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:

- monitors larger than 32 inches in size
- space heaters
- electric blankets
- halogen lamps
- furniture that is not fire retardant
- electric bicycles, scooters, hoverboards and drones (including any lithium battery-charged items)
- cooking/heating appliances (toasters, coffee makers, microwaves, etc.)

## 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 attached with contact strips, DormTape®, or Mounting Putty® (available at the Campus Store), which won't damage the walls. 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 regarding appropriate content and materials so that they do not damage the paint or finish.

## School-Provided Residential Furnishings

### Mattresses

The school provides approved fire-retardant Twin XL mattresses. Students who wish to bring a mattress must submit proof to the Dean of Students Office that it meets applicable standards. Mattresses and bedsprings 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 Dean of Students Office. 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. 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 is 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, TVs 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 11:00 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 immediately be reported to the dorm head 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 67). 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 provides an opportunity to learn important life lessons, such as how to compromise, to appreciate other perspectives, and to engage and share in conversation. The Director of Housing collaborates with the Admission Office when assigning housing to new boarding students. Each spring, returning students have an opportunity to state their preferences for rooming in the next school year. Their choices are granted whenever possible, based on seniority, previous rooming history, and mission-oriented efforts to build community. Room assignments are not finalized 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, advisors, and proctors 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 Dean of Students Office. However, room changes are not guaranteed.

## **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 expected to move quickly and quietly out of the building according to a predetermined plan of exit. Attendance is taken at a rally point 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.

## **Dormitory Visitation Policies**

Generally, dormitories are intended only for dorm residents and faculty. Non-residents (including boarding students in other dorms or day students) are permitted to visit during posted hours on weekend nights and Sunday afternoons with the consent and supervision of the faculty member on duty. Hosts and visitors must

check-in with the dorm parent on duty upon arrival and when leaving. Lights must be turned on and doors must always be propped when a non-resident visitor is in the room. Students who violate the letter or spirit of the rules governing visitation should expect a restorative or corrective response through the Dean of Students Office.

## **Overnight Guests**

Only with permission from the Dean of Students Office, may a day student stay overnight in the dorms. 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 Dean of Students 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.

## **Residential Schedule and Hours**

### **School Nights**

On school nights there is an evening study period from 8:00 p.m. to 10:00 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 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 and general citizenship. The privilege may be withdrawn by the Dean of Students Office if there are concerns about a student's behavior 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, ninth and tenth grade students must be in their own rooms by 10:30 p.m., eleventh grade students by 10:45 p.m., seniors and proctors have the privilege of visiting until 11:00 p.m.

After checking in for the night, students may not leave the dormitory before 6:00 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 7:00 p.m. check-in and must be in their dormitories by 11:00 p.m. for their second check-in. Missing a check-in time without permission may result in a Tiered Response (see page 36). Students who anticipate that they will miss a check-in should immediately call the Dean on Duty (413-529-3911) and explain the situation.

## **Day Students**

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 (10:00 p.m. on weeknights and 11:00 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 with an AIP may lose the privilege to leave campus for a period of time.

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 (see “Host Requirements,” below) and where they will be staying. In addition, they will need to receive an invitation from 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 and last weekends of each trimester. Students who wish to leave campus on a closed weekend for extenuating circumstances must discuss the request with, and get approval from, the Dean of Students.

## **Off-Campus Travel and Visitations**

When a parent/guardian extends an invitation to host a boarding student, the school expects that the parent will ensure that there is proper supervision. Families are encouraged to communicate with each other to ensure that all student gatherings are well-supervised and substance free. More information about these expectations is included in the Parents’/Guardian’s Role in Alcohol/Drug Prevention policy (see page 23).

**NOTE: Students may not stay alone or unaccompanied by an appropriate adult in hotels, rental houses, or other accommodations.**

## **Host Requirements**

When a student leaves campus for an overnight visit, the school must be able to transfer supervisory authority to the host. If the student is going to stay with someone other than their parent/guardian, the following conditions must be met:

- The hosting adult must be at least 25 years old.

- The hosting adult must be added to Veracross as an approved host by the family. (This does not apply to current parents of Williston students choosing to host a guest; however, parental authorization in these instances is still required.)
- The hosting adult may not reside on a college campus (or in off-campus collegiate housing).
- The hosting adult must be in communication with the Dean of Students Office and the host must ensure that there is 24-hour supervision of the student while the student is in the host's care.

### **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 Dean of Students 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 11:00 a.m. on Thursday, and the Dean of Students Office must receive the invitation from the host family by 2:00 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 parent/guardian. 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 Dean of Students Office, and their parents to do otherwise.

Generally, students may not sign-out for overnights on a college campus. 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/guardian should contact the Dean of Students Office to give explicit permission and discuss the itinerary well in advance of any planned visit. 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 their direct supervision.

Any student who is on leave for an overnight/weekend, but wishes to change locations, must obtain permission from the Dean on Duty prior to diverting from the established and approved leave. The Dean on Duty may require the student to contact their parent/guardian as part of the new approval process.

### **Vacations**

All students must leave campus during Thanksgiving, winter, and spring breaks. The school generally does not provide housing or meals, nor does it assume responsibility for students during these vacation periods. If a student is not returning home, families must arrange for students to be under the supervision of an appropriate adult during these breaks, and students may not stay in hotels, rental houses, or other

accommodations without adult chaperones. A student must not return before the published arrival dates on the calendar unless special arrangements have been made through the Dean of Students Office. International students needing to travel the day after a vacation begins may stay the first night of the break.

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

## Campus Mail

### 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 Facilities Management to access the stored package.

The school may inspect or search any package or mail item delivered to its campus if the school has concerns that such package or item may contain items prohibited by the school's policies.

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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 (8:00 a.m. to 4:00 p.m., Monday through Friday; and 8:00 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. These options include: Easthampton Savings Bank ([www.bankesb.com](http://www.bankesb.com)) and Florence Bank ([www.florencebank.com](http://www.florencebank.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. 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 (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 Dean of Students Office 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 Dean of Students 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 so that we can endeavor to make available that cash in a timely manner. These additional funds will be charged to the student's school account.

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

## **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.

# GENERAL SCHOOL INFORMATION & POLICIES

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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 *How to Connect with the Williston Community* (see page 7).

Letters or emails may come from the Dean of Students Office for notices of absences, Accountability and Integrity Plans, and follow-up for significant violations of our conduct guidelines. 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.

## 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.

## **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, and counselors) are required to report to the Department of Children and Families (DCF) 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 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 a school counselor will generally make the first report to DCF by a telephone call. As required by law, a written report will follow within forty-eight hours of the oral report.

Anyone who has a reasonable belief that a student is being abused or neglected, including those who may not be classified as mandated reporters, may (and should) make a report to DCF.

## **Suicide-Prevention Education and Information**

At Williston, protecting the health and well-being of all students is at the forefront of all we do. Williston is committed to a suicide-prevention policy to help to protect students through the following:

- The school seeks to educate students about recognizing and responding to warning signs of suicide in friends, using coping skills and support systems, and seeking help for themselves and friends. This curricular content occurs at all grade levels and in the dormitories throughout the school year, and focuses on health, support, and encouragement of help-seeking behavior when struggling with difficult emotions.
- Our Director of Mental Health Counseling is the designated suicide-prevention coordinator. As such, the Director serves as a point of contact for students in crisis and refers students to appropriate resources.
- When a student is identified by the school as being at-risk, a risk screening may be completed by our school counselors and the student may be referred to an outside provider for official assessment.
- Students have access to national resources they can contact for additional support:
  - 988 Suicide and Crisis Lifeline: call 988, or go to [988lifeline.org](https://www.988lifeline.org)
  - Trevor Lifeline Text/Chat Services: text TREVOR to 678-678
  - Crisis Text Line: text TALK to 741-741, or go to [crisistextline.org](https://www.crisistextline.org).

Students play an important role in promoting a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal, have desires to harm themselves or others, or otherwise need help. While confidentiality and privacy are important, students should know that safety comes first.

If students are concerned about the safety or mental health of any Williston student, please call Health Services at 413-529-3234. We are always open while school is in session, with counselors on call for non-school-day hours.

Below are resources for students seeking additional information about suicide awareness and prevention:

- Substance Abuse and Mental Health Services Administration (SAMHSA), [www.samhsa.gov](https://www.samhsa.gov)
- American Foundation for Suicide Prevention (AFSP), [afsp.org](https://www.afsp.org)
- The Trevor Project, [TheTrevorProject.org](https://www.thetrevorproject.org)

## 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 by the school 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, constitute a health hazard, or otherwise violate the school's policies.

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.

## **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 (such as 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 the school's educational and/or promotional purposes in print and electronic media. Outlets for publication of student media information may include the school magazine, marketing materials, the school website, press releases, social media platforms (such as Facebook and Twitter [X]), newsletters, local newspapers, and other media channels. 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 that 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, behavioral 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 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 International Student Coordinator upon arrival to campus. Any international travel thereafter must be communicated to the Dean of Students 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 in Veracross 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 Dean of Students Office. In addition, this individual should be prepared to take custody of the student if an emergency, suspension, or health situation were to occur.

## **Pets on Campus**

Students are not allowed to have pets on campus. However, boarding students often appreciate having 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 throughout campus.

## **Service Animals**

A student or other visitor to campus who has a disability that requires the assistance of a service animal, as defined by applicable law, is generally permitted to bring the service animal to campus and school programs. When it is not obvious what service the animal provides, the school may ask whether the animal is required because of a disability and the job or task the animal is trained to perform.

As soon as a student is aware of plans to bring a service animal to campus or school programs, the student is expected to contact the Dean of Students Office to discuss details. The goal is to help ensure that the student and service animal have appropriate access to the school's premises, facilities, and programs. If the service animal would fundamentally alter the school's programs, services, or activities; create an undue burden; or presents legitimate safety concerns, the school may limit or deny the service animal access to campus and school programs.

Service animals are generally permitted in all areas on campus where the student is allowed to go. However, there may be some locations and activities where service animals are not allowed for health and safety reasons, including facilities management areas, food service preparation areas, certain areas of the health and wellness center, and other areas where there is a danger or health concern to the service animal or another member of the Williston community.

Handlers are encouraged to use a leash, harness, cape, or other marker to help identify their animal as a service animal. The school expects handlers of authorized service animals to comply with the school's requirements pertaining to licensing, medical and behavioral requirements, and expectations regarding the appropriate supervision, control, and care of the animal. A service animal must always be under the handler's control and harnessed, on a leash, or otherwise tethered. If the handler cannot use a tether due to a disability, or if the use of a tether would interfere with safe and effective performance of its duties, the service animal must be under the handler's voice control or signals. Failure to meet these expectations, or if there are concerns that the service animal presents a threat to the health, safety, or property of the school or members of its community, the school may exclude or restrict the service animal's access to campus and school programs or impose other restrictions that the school determines appropriate.

Students and other members of the Williston community are expected to recognize that a service animal is not a pet. They should not approach or engage with a service animal unless the service animal is not working, and they have the express permission of the handler to engage with the service animal.

## **Emotional Support Animals**

Emotional support animals provide emotional support, comfort, or therapy that alleviates one or more identified symptoms or effects of a person's disability. Emotional support animals are not individually trained or certified to perform any disability-related task and therefore are not considered service animals. Therefore, emotional support animals are not allowed on campus or at school programs, with limited exceptions in the context of student housing. A student with a disability that may be supported by an emotional support animal should contact the school so that the school can engage the student and the student's family in an interactive process to determine if effective participation can occur with reasonable accommodations.

## **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 their behavior history. Requests for official transcripts should be directed to the Academic Dean.

If a student requests that a chosen name and/or gender be used on school documents and records, the school will strive to comply with that request. This may include, but is not limited to, updating school transcripts, schedules, attendance records, class rosters, school IDs, recommendation letters, and diplomas. The school is sensitive to the private nature of discussions and documentation regarding students' names and/or gender

and is committed to protecting students' confidentiality by restricting the use of, and access to, this information in accordance with applicable law. Records with the student's birth name and gender will be maintained for historical purposes. The school will make reasonable efforts to keep this information confidential.

We ask for parents or guardians to formally request these changes and acknowledge the school's good faith efforts to update the requested information change in a reasonable time period. There is a form available on parents Veracross portal to begin this process.

## **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 effective 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 child and are encouraged to enable any tracking mechanisms on devices. Students should also report any lost or stolen items to the Director of Campus Safety.

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, which students and families can access at [www.williston.com/books](http://www.williston.com/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 Facilities Management 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 a Tier 3 or 4 AIP. Thus, any student who commits a significant conduct violation 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.

### 2024-25 Student Council and Class Representatives

**Class of 2025.** President: Isabel Baxter-Paris

Representatives: Pittman Alley, Brendan Capshaw, Joaquin James, Alyssa Matricciani

**Class of 2026.** President: Mel McCullough

Representatives: Ruthie Butler, Juliana Castelo, Alex Landon, Zola Piekarski, Ha Anh Quan

**Class of 2027.** President: Sam Dietrich

Representatives: Mateo James, Sarah Lucas, Addison Perich, Kamal Sergeev

**Class of 2028.** To be determined

Student Council Advisors: Mr. Hill and Mr. Koritkoski

## 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 Dean of Students 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.

### 2024-25 Dormitory Proctors

- **Emily McFadon Vincent House:** Elle Ash, Niamh Cleary, Olivia Ferebee, Alyssa Matricciani
- **Ford Hall:** Jaxon Axelman, Nasheen Gibbs, Ricardo Nieves, Rylan Shibley, Zack Tremblay
- **Hathaway House:** Francesca Gionfriddo, Annika Stackman

- **John Hazen White House:** Kenzo Endo, Gabe Follone, Zh'ky Johnson-Tuzo, Teppei Morita, Ha Anh Quan
- **John Wright House:** Ezekiel Jackson, Casey Muscato, Jack Nolan, Graham Williams
- **Logan House:** Aster Carlstrom, Amanda Yee
- **Memorial Hall East:** Grace McCullagh, Rinka Okuno, Maya Vulakh, Ashley Zhang
- **Memorial Hall West:** Pittman Alley, Nevin Conroy, Max Elkin, Dilan Jose, Kiran Misra, Mike Saliba
- **Wold House:** Aiyana Karanja, Mel McCullough, Haruka Okuno, Zola Piekarski, Catie Putt

## 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—such as 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.

### 2024-25 Day Student Proctors

Catherine Ballard, Jack Berrien, Carter Cleary, Margaret Edwards, Maggie Fay, Ava Howard, Cal Hoyt, Dan McBride, Jack Mettey, Joey O'Donald, Ellie Parsons, Gemma Polino, Mya Schattin, Jake Smith, Jacob Waah

**Advisors:** Mr. Koritkoski and Mrs. Garrity

## Student Activities and Organizations

Williston believes that significant learning and enrichment occurs 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 students 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 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. To request to start a club, a student first should ask the Assistant Dean of Students for Community Life for more information.

### Community Life Office and Campus Activities

Each week, the Dean of Students 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 Dean of Students Office is located on the first floor of the Schoolhouse. Announcements about upcoming activities are made at assemblies and published electronically.

## **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 Assistant Dean of Students for Community Life. Card readers from the Business Office will only be issued for fundraising activities that have been approved and authorized.

# 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.

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., serving as chaperone, providing food).
  - 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 they, 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, 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.

## **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 are expected to comply with all applicable school rules, instructions from chaperones, and 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 (academically, behaviorally, or otherwise).

## **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 information 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.

## **TRAVEL DATES**

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

## 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, 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 other 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 two 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, and other legitimate reasons, 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

Students are responsible (at cost of replacement) for all items of clothing and equipment issued to them 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 email the Game Day Schedule (GDS) to the entire community. The GDS includes 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 also available on the school's website and on Twitter (X) (@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). 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.

Several of our afternoon offerings (e.g., skiing, golf, and horseback riding) operate at facilities outside of Williston, and 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
- accepting the personal responsibility that comes with your actions on the court/field

The school encourages parents to act in a sportsmanlike 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 redirects 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.

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. Coaches endeavor to promote effective communication, and support from parents and student-athletes is vital to this process. 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; and
  - 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, and
  - 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 they have 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 compete 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.

## **Name, Image, and Likeness**

The school aims to balance students' opportunities for personal and professional development with the maintenance of academic and athletic integrity. Students may engage in name, image, and likeness (NIL) activities, including endorsements, sponsorships, and other commercial ventures, provided that they adhere to all applicable guidelines set by the school and leagues in which they participate. It is students' obligation to ensure compliance with legal requirements so that they can remain eligible. Students are expected to promptly disclose any NIL activity to the Athletics Director prior to engaging in NIL activities.

NIL activities must not interfere with the student's academic responsibilities, participation in school-sponsored events, or the overall mission of the school. Students are prohibited from using Williston's logos, trademarks, and other intellectual property without explicit permission from the school. NIL activities must not negatively impact the school's reputation or interfere with its academic or extracurricular environment. Students must not engage in NIL activities that promote illegal substances, activities, or actions contrary to school policies and its professional and ethical standards.

Students are prohibited from creating, promoting, or engaging in NIL activities while on school premises, including all buildings, facilities, and grounds. NIL activities must also not be conducted during school hours or while participating in school-sponsored events or activities. The use of school facilities, resources, or staff for NIL-related activities is not permitted without explicit authorization from the school administration.

Any questions about NIL-related school expectations and league guidelines can be directed to the Athletics Director.

## **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. Most individuals who experience a concussion can recover completely if they do not return to play or return to learn prematurely. The effects of repeated concussions can be cumulative, and after a concussion, there is a period in which the brain is particularly vulnerable to further injury. If the individual sustains a second concussion during this period, the risk of permanent brain injury increases significantly.

As such, the guidelines outlined below should be followed to help 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. If not managed properly, research indicates that these injuries can also have serious consequences later in life.

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 student-athlete may not be aware of or may be trying to hide the injury to stay in the game or practice.

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. Student-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.

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**

When a student-athlete sustains a concussion, the student-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.

When a student-athlete sustains a concussion, 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; and/or shows mood, behavior, or personality changes.

The school recommends that a student-athlete receive prompt medical attention for the following dangerous symptoms of a concussion:

- loss of consciousness
- vomiting
- confusion
- Convulsions or seizures
- one pupil is larger than the other
- 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.

### **Response and Management Procedures**

Concussion management begins with preseason baseline testing via SAC, BESS and/or ImPACT neurocognitive testing (see description, below). 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 student-athletes take an online course prior to the start of each school year.

When a student-athlete shows any signs, symptoms, or behaviors consistent with a concussion, the student-athlete is expected to be promptly removed from practice or competition and evaluated by the athletic

trainer, School Nurse, and/or another healthcare provider. 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. The student-athlete will be monitored for signs of deterioration and may be evaluated by a concussion specialist, athletic trainer, or other health professional.

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

### **ImPACT**

In order to help manage concussions sustained by our students, the school utilizes a software tool called ImPACT (Immediate Post Concussion Assessment and Cognitive Testing). 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. 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-athlete 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 help enable these health professionals and the school to determine when return-to-play/return-to-school is appropriate and safe for the injured student-athlete.

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

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

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

### **Concussion Prevention Measures**

Certain sports require helmets and mouth guards for participation. Make sure that helmets are fitted properly; however, please recognize that there is not a “concussion-proof” helmet. Make sure that athletes are wearing 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.

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

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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.

## **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 navigate illness, injuries, and other health and social/emotional matters while at school.

Health and Wellness Services is staffed by registered nurses when classes are in session. During non-class times, 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
- Director of Mental Health Counseling: Meg Colenback LICSW

### **Health and Wellness Services Hours of Operation**

Monday to Friday: 7:30 a.m.–4:30 p.m. and 6:00 p.m.–8:30 p.m.

Class Saturday: 8:00 a.m.–1:00 p.m.

Non-class Saturday: 10:30 a.m.–1:00 p.m.

Sunday: 10:30 a.m.–1:00 p.m. and 6:00 p.m.–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,

are considered beyond the services provided by the school and will be fee-based, based on the provider's policies. Medical appointments with the School Physician are billed by the School Physician's Office, and not by the school, 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 Dean of Students 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 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.

## **Disclosure of Relevant Information about the Student**

It is in the best interest of students for the school to be fully aware of their medical and emotional health history so that appropriate support can be put in place while at school. Therefore, families are expected to disclose their child's complete social, disciplinary, medical, and academic history, including any psychological and educational evaluations, and outpatient or inpatient treatments for emotional or psychological issues that may impact their child's school experience.

## **Immunizations**

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. In addition, there may

be times when the school requires or recommends additional vaccines, as the school considers appropriate for the welfare of students and the school community.

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 require students to provide proof of immunization against such disease and 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 recovers; 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 emergency 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 students. Information about this insurance plan is available by request.

## **Medications at School**

In an effort to keep the Williston community healthy and safe, and in accordance with Massachusetts law, 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 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 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. The school will not assume any responsibility for students not in compliance with its medication-administration policies.

## **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. 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 sexually 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. While the school encourages students to notify their parents about services that they receive, the school may not always notify parents when these services are provided.

## **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 (and receive confidential care) 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. Sessions can be scheduled through Health and Wellness, and walk-in times are available for more pressing issues. In some instances, the school may require a student to see a school counselor.

School counselors are part of a team of faculty members and administrators 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.

At times, the school may determine that it is in the best interest of a student to be referred to an outside mental health professional not employed by the school. In such circumstances, our counseling department will communicate with families and can assist in the referral process.

## **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 Director of Mental Health Counseling. 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 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 Dean of Students 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 incident. 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 a medical or mental health 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 medical 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 Director of Mental Health Counseling, the parents and the student. 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
- 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
- when a student's mental health needs exceed what the school is reasonably able to provide.

School personnel seek to engage families in discussion about well-being as soon as possible when a student is encountering difficulties that affect functioning at school. Initial discussions of a medical leave should establish for school personnel what steps the family is taking to ensure that the student is well enough to participate fully in life at the school, and will establish for the family the anticipated 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 Director of Mental Health Counseling, 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 the Director of Mental Health Counseling. They will be guided by the principal goal of a medical leave: to give the student the opportunity to regain optimal health and functioning to consistently, productively, and safely engage in student life while at 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.

The school may outline conditions and requirements for the student's return to school. While a student on leave is excused from attending class, the student must engage with their teachers 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 may require additional evaluation by a physician or mental health consultant of its choosing.

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 returning as a boarding student or participation in overnight field trips or other residential-style school activity. The decision regarding any student's return to the school and school activities from a medical leave remains at the discretion of the school.

# 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 and the requested accommodations with an explanation of why they may be needed. 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, as well as other aspects that are fundamental to the school's programming.

The school's academic program is rigorous, and students are expected to meet high academic and community standards. As a primarily residential program, the school also expects students to demonstrate a good deal of independence and accountability. These pedagogical components are intended to help students develop for life at the school and beyond and, therefore, are fundamental to the school's program and environment. The school necessarily takes into account the foundational expectations for students and the services and support it can provide when considering accommodation requests.

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 services 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 individually 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.

### **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.

### **Academic 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 families 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. Please see the school's Accommodations policy, above, for more information about the process for requesting academic and other accommodations.

### **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.

### **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.

### **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 & 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. 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 behavioral guidelines 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; and
- understand and support the school's technology policies.

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, guardian, or other adult involved with the student make a positive, constructive relationship impossible, or otherwise may interfere with the school's accomplishment of its mission and/or educational goals.

## **Parent/Guardian-Teacher Communications and Conferences**

Families should use their students' advisor as the primary point 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 families an opportunity to meet with teachers, advisors, and administrators. Parents/guardians 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 families 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.

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 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.

## **Parent Involvement in Student-Student Interactions**

Behavioral 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.

## **Re-Enrollment and Promotion**

Re-enrollment at the school is not automatic. 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.

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.

The school reviews student records at various times throughout the school year, including during re-enrollment and at the end of the school year, as noted below.

### **Holding Enrollment Agreements**

Prior to disseminating re-enrollment agreements for the upcoming school 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 Tier 3 or Tier 4, and/or who, in the opinion of the school, are not living up to the standards of the school community, may have their re-enrollment agreement for the following school year withheld until the end-of-year review or may not have a re-enrollment agreement extended at all. If held, the school will typically make a decision about re-enrollment and placement, taking into account the best interest of the student and the school community, in June.

### **End of Year Review**

The school administration reviews the academic and behavioral records of students at the end of each school year and may deny re-enrollment to, or separate, any student whose behavior, attitude, or 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.

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. If a student is not invited back to return, 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. The deadline for applications for admission, from both current and new families, is typically January 15; please refer to the school's website for more information. Enrollment decisions, regardless of a family's prior or current relationship to the school, exclusively rest with the school.

# THE ROBERT PARKER CLAPP LIBRARY

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Students visit the library for a variety of reasons: to study, gather information, write papers, work quietly in groups, seek help at one of the subject resource centers, or simply to find a new book to read. A professional librarian is available to give individual attention to students' questions, as well as to teach research strategies to classes. The library is one of the main hubs for printing. Students are not charged for printing and are encouraged to be environmentally conscious in their use of paper.

## Loan Period

Books and CDs circulate for a loan period of approximately 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 email notice is sent shortly before an item is due, with two follow-up emails sent once an item is overdue. If an item is not returned after the third notice (approximately one month later), the student may be billed the replacement cost of the item. The library staff will determine whether to replace the item based on its continued value to the collection. If a student was charged and the item is subsequently returned, the student will be 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.

## Library 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.

## MIDDLE SCHOOL SECTION

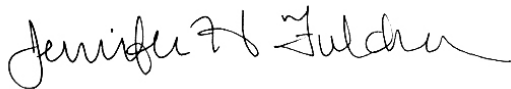
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Welcome, Middle School families! We have included the Middle School section to further highlight topics specific to the Middle School, such as information on our academic day, the advising program, and contact information. While the Middle School section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

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 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 3:00 to 4:30 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 parents about difficulties with homework. Homework, as 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 the student'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. 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 and advisors 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 endeavor to 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. 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 and the library. 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 Acceptable Use Policy (AUP) (see page 42).

## **Community Expectations and Rules**

## **Attendance and Absences**

Families should call the Assistant to the Director of the Middle School at 413-529-3230 by 8:30 a.m. if their child will be late or absent for the day. Both lateness and absences affect a student's academic experience, so we ask that families try to drop off students at school by 8:20 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 timeframe 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 and assignments 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.

## **Student Conduct**

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

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, behavioral, and academic matters that arise among students in the Middle School. As noted in the handbook, the Head of School has ultimate authority over all disciplinary matters.

## **Communications**

### **Contacting Students**

If parents need to reach their 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: 7:30–8:20 a.m.

### **Academic day begins**

- Monday–Friday: 8:30 a.m.

### **Academic day ends**

- Wednesday: 12:25 p.m.
- Monday, Tuesday, Thursday, Friday: 3:00 p.m.

### **Middle School building closes**

- Monday–Friday: 4:00 p.m.

### **Afternoon Program**

- Monday, Tuesday, Thursday and Friday (practice times vary): 3:00–5:30 p.m.
- Wednesday (game times vary): 1:00–5:00 p.m.
- Saturday (game times vary)

## **Middle School Administration**

Jennifer H. Fulcher, Director  
413-529-3230 | [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.

## APPENDIX B: FACILITY HOURS

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### BIRCH DINING COMMONS

All access to the building is card access.

Monday – Friday	7:00 a.m. – 7:30 p.m.
Class Saturday	7:00 a.m. – 7:30 p.m.
Non-class Saturday	8:15 a.m. – 7:30 p.m.
Sunday	8:15 a.m. – 6:30 p.m.

### Meal Hours

#### Monday-Friday and Class Saturday

Breakfast 7:15 a.m. – 8:20 a.m.

Lunch 11:00 a.m. – 1:00 p.m.

Dinner: 5:15 p.m. – 7:00 p.m.

#### Blue Friday

Breakfast 7:15 a.m. --9:20 a.m.

#### Non-Class Saturday

Continental Breakfast 8:30 a.m. – 9:30 a.m.

Brunch 10:30 a.m. – 12:30 p.m.

Dinner: 5:15 p.m. – 7:00 p.m.

#### Sunday

Continental Breakfast 8:30 a.m. – 9:30 a.m.

Brunch 10:30 a.m. – 12:30 p.m.

Dinner: 5:15 p.m. – 6:30 p.m.

### CLAPP LIBRARY

All access to the building is card access.

#### Library, Green week

Monday – Thursday 8:00 a.m. – 9:50 p.m.

Friday 8:00 a.m. – 5:00 p.m.

Sunday 7:00 p.m. – 9:45 p.m.

#### Library, Blue week

Monday – Friday 8:00 a.m. – 9:50 p.m.

Saturday 8:00 a.m. – 1:00 p.m.

Sunday 7:00 p.m. – 9:45 p.m.

### Center for Academic Success (CAS) in the Clapp Library

All access to the CAS is card access.

Monday, Thursday	8:00 a.m. – 5:15 p.m., 7:50 p.m. – 10:00 p.m.
Tuesday	8:00 a.m. – 5:15 p.m., 7:50 p.m. – 9:30 p.m.
Wednesday	8:00 a.m. – 2:45 p.m., 7:50 p.m. – 10:00 p.m.

Non-Class Friday	8:00 a.m. – 5:15 p.m.
Class Friday	8:00 a.m. – 5:15 p.m., 7:50 p.m. – 10:00 p.m.
Saturday	Closed
Sunday	7:50 p.m. – 10:00 p.m.

### Lab for Academic Success (LAS) in the CAS

Monday, Tuesday, Wednesday, Thursday, **Class Friday** and Sunday 7:45 p.m. – 9:30 p.m.

### Robotics Room in the CAS

All access to the room is card access.

Monday, Tuesday, Thursday, Friday	3:15 p.m. – 5:15 p.m.
Wednesday	12:45 p.m. – 2:45 p.m.

### HEALTH SERVICES

All access to the building is card access.

Monday – Friday	7:30 a.m. – 4:30 p.m. and 6:00 p.m. – 8:30 p.m.
<b>Class Saturday</b>	<b>8:00 a.m. – 1:00 p.m.</b>
<b>Non-Class Saturday</b>	<b>10:30 a.m. – 1:00 p.m.</b>
Sunday	10:30 a.m. – 1:00 p.m. and 6:00 p.m. – 8:30 p.m.

*At all other times, an on-call nurse is available at 413-529-3911*

### LOSSONE ICE RINK

All access to the building is card access, unless the building is already unlocked for scheduled use.

Monday	4:30 p.m. – 7:00 p.m.
Tuesday, Wednesday	3:00 p.m. – 6:20 p.m.
Thursday	3:00 p.m. – 7:40 p.m.
Friday	TBA
Saturday, Sunday	8:00 a.m. – 3:00 p.m., if rink is open for rentals

### REED CAMPUS CENTER

All access to the building is card access.

Monday – Friday	7:30 a.m. – 9:50 p.m.
<b>Non-class Friday</b>	<b>7:30 a.m. – 11:00 p.m.</b>
<b>Class Friday</b>	<b>7:30 a.m. – 9:50 p.m.</b>
<b>Class Saturday</b>	<b>7:30 a.m. – 11:00 p.m.</b>
<b>Non- class Saturday</b>	<b>1:00 p.m. – 11:00 p.m.</b>
Sunday	1:00 p.m. – 5:00 p.m. , 7:30 p.m. – 10 p.m.

### Reed Campus Center upper floor access

Monday – Friday	Close at 5:30 p.m. Accessible with permission from duty person, 8:00 p.m. – 10:45 p.m.
<b>Class Saturday</b>	<b>Close at 1:30 p.m.</b>

Non-class Saturday      Accessible with permission from duty person, 8:00 p.m. – 10:45 p.m.  
Sunday                      Closed. Must have permission from duty person for access to upper floors.  
Sunday                      Closed. Must have permission from duty person for access to upper floors.

### **Campus Store in the Reed Campus Center**

Weekdays, except Wednesdays      8:00 a.m. – 3:30 p.m.  
 Wednesday                                  8:00 a.m. – 1:00 p.m.  
Class Saturday                              8:00 a.m. – 12:30 p.m.

### **Music Rooms in the Reed Campus Center**

**Access to the music rooms is card access, with permission from a faculty member.**

Monday - Friday                      8:00 a.m. – 5:00 p.m.  
 Saturday                                  Access during Open Reed hours, via the Reed duty faculty member  
 Sunday                                      Access during Open Reed hours, via the Reed duty faculty member

### **StuBop in the Reed Campus Center**

Weekdays, except Wednesdays      8:00 a.m. – 4:30 p.m.  
 Wednesday                                  8:00 a.m. – 1:30 p.m.  
Class Saturday                              8:00 a.m. – 1:30 p.m.

### **STUDENT DORM ACCESS**

**All access to dorms is card access**

Daily    6:00 a.m. – 11:00 p.m.

### **SABINA CAIN FAMILY ATHLETIC CENTER**

Monday – Class Friday                  6:00 a.m. – 8:00 p.m.  
Non-class Friday                          7:00 a.m. – 10:45 p.m.  
Saturday                                      7:00 a.m. – 10:45 p.m.  
Saturday                                      9:00 a.m.\* – 10:45 p.m.  
 Sunday                                        1:00 p.m. – 5:00 p.m.                      Based on open gym time.  
 \*Opening time is based on game schedules and may vary.

### **Fitness Center in the Sabina Cain Family Athletic Center**

Monday – Saturday                      2:00 p.m. - 8:00 p.m. and open gym hours.  
 Any use outside of these hours should be approved and supervised by an adult.

### **Babcock Pool in the Sabina Cain Family Athletic Center**

Pool use is as scheduled. A certified lifeguard must be on duty at all times.

### **SCHOOLHOUSE**

**All access to the building is card access.**

Monday – Friday                              7:45 a.m. – 4:00 p.m.

Class Saturday

7:45 a.m. – 1:00 p.m.

**PHILIP STEVENS CHAPEL**

All access to the building is card access.

Monday – Friday

8:00 a.m. – 3:15 p.m.

Class Saturday

8:00 a.m. – 12:30 p.m.

**TECHNOLOGY CENTER**

All access to the building is card access.

Monday – Friday

8:00 a.m. – 4:00 p.m.

Class Saturday

8:00 a.m. – 12:30 p.m.

**WHITAKER-BEMENT MIDDLE SCHOOL**

All access to the building is card access.

Monday – Friday

7:30 a.m. – 4:00 p.m.

# APPENDIX C: CLASS SCHEDULES

## Williston Northampton School Upper School Schedule 2024-25

BLUE WEEK							GREEN WEEK						
Mon	Tue	Wed	Thu	Fri	Sat	Mon	Tue	Wed	Thu	Fri	Sat		
BREAKFAST 7:15-8:30						BREAKFAST 7:15-8:30							
8:30 A	8:30 F	8:30 D	8:30 G	Fac Meetings 8:30-9:20		8:30 F	8:30 D	8:30 B	8:30 E	8:30 C	8:30 C		
9:30	9:30	9:30	9:30	9:30 E	9:20 B	9:30	9:30 AP & LAB*	9:30	9:30	9:30 C	9:30 AP & LAB*		
9:40 BH 10:00	9:40 B 10:00	9:40 G 10:00	9:40 AH 10:00	10:30 EH LAB*	10:20 C	ADVISORY	DH 9:50	9:40 C	9:40 FH 10:00	9:40 F 10:00	9:50 CH 10:00		
B LAB*	G LAB*	E 10:40	A LAB*	10:50 ASSEMBLY	10:30 D	10:00	E 10:00	10:40	F LAB*	F LAB*	D 10:00		
11:00	11:00	11:00	11:00	11:00	11:20 E	11:00	11:00	10:50	11:00	11:00	11:00		
11:10 L1	11:10 L1	11:15 ADVISORY	11:10 L1	11:30 ASSEMBLY	11:30 E	11:10 L1	11:00	11:15	11:10 L1	11:00	11:10 L1		
11:40 C1	11:40 A1	11:25 F	11:30 B1	11:40 F1	12:20 PROGRAM	11:40 A1	11:10 F1	11:25 D	11:40 G1	11:40 L1	11:10 E1		
12:40 L2	12:40 L2	12:25	12:10 B2	12:30 F2		12:40 L2	12:10 F2	12:25	12:10 G2	12:10 E2	12:10 L2		
12:50 D	12:50 B	AFTERNOON PROGRAM		1:10 G		12:50 B	12:50 G	AFTERNOON PROGRAM		12:50 A	12:50 F		
1:50	1:50		1:50	2:00		1:50	1:50		1:50	1:50	1:50		
2:00 E	2:00 C		2:00 D	2:10 A		2:00 C	2:00 A		2:00 B	2:00 G	2:00 G		
3:00	3:00		3:00	3:00		3:00	3:00		3:00	3:00	3:00		
3:45 AFTERNOON PROGRAM 5:45						3:45 AFTERNOON PROGRAM 5:45							
CLUBS 6:15-7:45						CLUBS 6:15-7:45							
STUDY HALL 8:00 - 10:00						STUDY HALL 8:00 - 10:00							
DINNER 5:15 - 7:00						DINNER 5:15 - 7:00							

**Lunch:** Science, History, Arts, AST, & CORE classes that meet during the lunch period eat during L1 and go to class from 11:40-12:40.  
 All other classes go to class from 11:10-12:10 and eat during L2.  
**H Block:** \* All AP & 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.

## Williston Northampton School Middle School Schedule 2024-25

### BLUE WEEK

Mon		Tue		Wed		Thu		Fri	
BREAKFAST 7:15-8:30									
8:30 A	8:30 F	8:30 D	8:30 G	8:30 G	8:30-9:20 Fac Meetings	9:30 E	9:30 E	10:30	
9:30	9:30	9:30	9:30	9:30	9:30	9:30	9:30	10:30	
9:40 B	9:40 GH	9:40 E	9:40 AH	9:40 AH	10:50 EH	10:30	10:30	10:50	
10:40	10:00 G	10:40	10:00 A	10:00 A	10:50 11:00 ASSEMBLY	10:50	10:50	11:00	
10:50	11:00	10:50 ADVISORY	11:00	11:00	11:30	11:30	11:30	11:30	
M	11:10 A	11:15 F	11:10 B	11:10 B	11:40 F	11:40	11:40	11:40	
12:10	12:10	12:25	12:10	12:10	12:30	12:30	12:30	12:30	
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
12:50 D	12:50 B	AFTERNOON PROGRAM		12:50 M	1:10 G	1:10	1:10	1:10	
1:50	1:50	1:50	1:50	1:50	2:00	2:00	2:00	2:00	
2:00 E	2:00 D	2:00	2:00 D	2:00 D	2:10 A	2:10	2:10	2:10	
3:00	3:00	3:00	3:00	3:00	3:00	3:00	3:00	3:00	

3:45  
AFTERNOON PROGRAM  
5:45

3:45  
AFTERNOON PROGRAM  
5:45

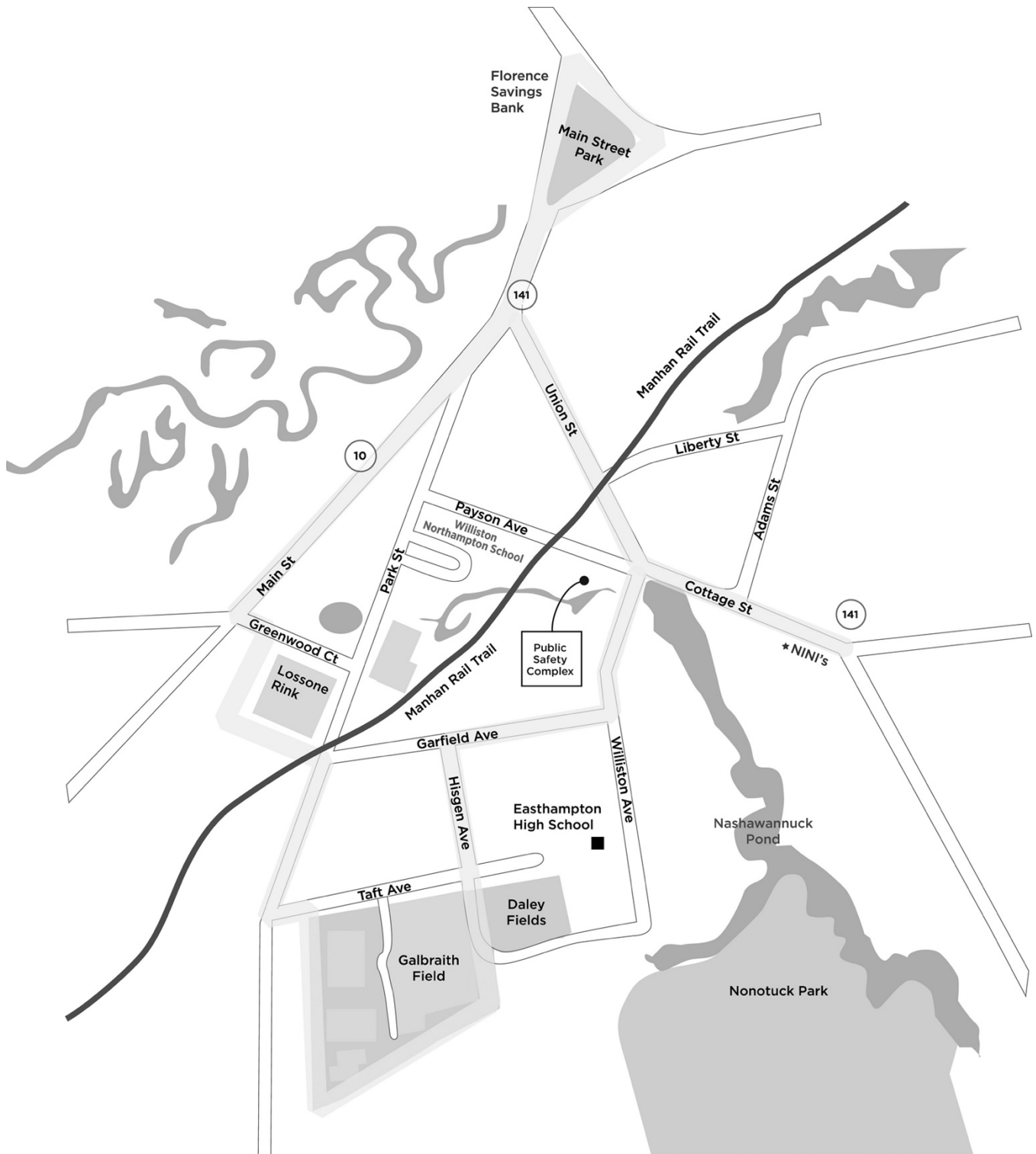
### GREEN WEEK

Mon		Tue		Wed		Thu		Fri	
BREAKFAST 7:15-8:30									
8:30 F	8:30 D	8:30 B	8:30 E	8:30 E	8:30 B	8:30 E	8:30 B	8:30 B	
9:30	9:30	9:30	9:30	9:30	9:30	9:30	9:30	9:30	
ADVISORY	DH 9:50	9:40 E	9:40 FH	9:40 FH	9:40 E	9:40 FH	9:40 BH	9:50	
10:00 G	10:00 E	10:40	10:00	10:00	10:40	10:00	10:00	10:00	
11:00	11:00	10:50 ASSEMBLY	11:00	11:00	11:15	11:00	11:00	11:00	
11:10 A	11:10 F	11:25 D	11:10 G	11:10 G	11:25	11:10	11:10	11:10	
12:10	12:10	12:25	12:10	12:10	12:10	12:10	12:10	12:10	
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
12:50 B	12:50 G	AFTERNOON PROGRAM		12:50 A	12:50 A	12:50 A	12:50 F (8th)	12:50 M (7th)	
1:50	1:50	1:50	1:50	1:50	1:50	1:50	1:50	1:50	
2:00 M	2:00 A	2:00	2:00 B	2:00 B	2:00	2:00	2:00	2:00	
3:00	3:00	3:00	3:00	3:00	3:00	3:00	3:00	3:00	

3:45  
AFTERNOON PROGRAM  
5:45

3:45  
AFTERNOON PROGRAM  
5:45

# APPENDIX D: CAMPUS BOUNDARIES



# APPENDIX C: BULLYING PREVENTION AND INTERVENTION PLAN

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Updated October 2023

## I. Introduction

The Williston Northampton School (the “School” or “Williston”) 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 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 behavior that conflicts with community standards.

This Williston Northampton School Bullying Prevention and Intervention Plan (the “Plan”) is published in accordance with M.G.L. c. 71, §37O, otherwise known as the *Massachusetts Law about Bullying in School*. This Plan is an integral part of our efforts to promote learning and to prevent behavior that can impede the learning process.

The Plan is consistent with broader protections at Williston against discrimination, harassment, bullying, hazing, and retaliation that appear in our Student and Family Handbook and Employee Handbook.

It is important that this Plan be well understood by all members of the Williston community. The Head of School, Dean of Students and the Director of the Middle School are responsible for the implementation and administration of the Plan. Questions and concerns related to this Plan should be referred to them. Any duties that are assigned to specific administrators in this Plan may be delegated to other school personnel as the School determines appropriate.

## II. Policy Against Bullying, Cyber-Bullying, and Retaliation

The School does not tolerate verbal or physical behavior that constitutes bullying or cyber-bullying; nor retaliation against any person who reports such conduct, provides information during an investigation, or witnesses or has reliable information about bullying, cyber-bullying, or retaliation.

Bullying and cyber-bullying are prohibited on School grounds and at School- sponsored events, activities, functions, and programs. Bullying and cyber-bullying also are prohibited on School buses and other vehicles owned, leased, or used by the School. School technology may not be used to bully another student.

In addition, bullying and cyber-bullying are 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 the bullying (a) creates a hostile environment at the School for a targeted student; (b) infringes on the rights of a targeted student; or (c) materially and substantially disrupts the educational process or the orderly operation of the School.

The School is 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.

## **Definitions**

**Aggressor:** A student or faculty/staff member who engages in bullying, cyber-bullying, or retaliation towards a student.

**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:

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

Bullying typically involves repeat behavior, though a single instance of conduct may rise to the level of bullying.

**Cyber-Bullying:** Cyber-bullying is bullying through the use of technology or electronic communication. Cyber-bullying occurs through any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, such as e-mail, internet communications, instant messages, text messages, social media messages or posts, or facsimile communications.

Cyber-bullying includes (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions inclusive in the definition of bullying. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution 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, health services staff, dining service workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

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

**Retaliation:** Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**School Grounds:** Any property on which a School building or facility is located or property that is owned, leased, or used by the School for a School-sponsored activity, function, program, instruction, or training.

**Target:** Any student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

### **Legal Definitions and School Policy**

The Plan is drafted in compliance with the School's obligations with respect to bullying prevention under Massachusetts law. Further, in accordance with the School's policies, values, and standards of conduct, the School has supplemented certain definitions and concepts provided by law in an effort to enhance the School's anti-bullying curriculum. For example, although the law defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the Plan memorializes the School's discretion to impose disciplinary measures and other corrective action in a case of a single expression, act, or gesture, if the School determines that it is of sufficient severity to warrant disciplinary measures or other remedial action or that the repetition of that expression, act, or gesture might reasonably result in bullying as defined under the law. The School's efforts to enhance its protection of students in the Williston community in no way expands an individual's rights under the law. The School may modify the protocols set forth in this Plan and use its discretion in the interpretive enforcement of all ideals and standards of conduct.

### **III. Prevention of Bullying and Cyber-bullying**

At Williston, students learn that as members of our community, civility and respect are central tenants of our community. The School is proud to maintain a community in which bullying is actively discouraged – not only by involved adults, but also by a positive peer culture that does not tolerate such mistreatment.

The School provides education for students and offerings in which students develop a greater

understanding for their own decision making and understanding of difference and others within a community. The School's comprehensive approach is intended to support students, as well as provide age-appropriate education for the ways in which bullying, cyber-bullying, and retaliation can be prevented and the ways in which participation in these prohibited behaviors are antithetical to the mission and core values of the School. Additionally, the approach is intended to educate Williston's community regarding the steps one must take to respond to incidents of these prohibited behaviors.

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. We strive to promote a healthy school climate within our curriculum and through various extracurricular activities. In addition to hosting an annual Diversity Conference, the School sponsors clubs and organizations that celebrate diversity, oversees both a faculty and student diversity committee, and emphasizes respect for differences in various employee and student orientations. In addition, teachers and other adults in our community are clear in their expectations for student behavior. When necessary, parents/guardians may be notified and asked to reinforce standards for membership in the Williston community.

The School also conducts annual training for faculty/staff (and more often, as deemed necessary by the Head of School), which includes: (a) developmentally appropriate strategies to prevent bullying incidents; (b) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (c) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (d) research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the School environment; (e) information on the incidence and nature of cyber-bullying; and (f) internet safety issues as they relate to cyber-bullying.

### **Access to Resources and Services**

Members of the School's administrative team will identify training, counseling, safety planning, and other services appropriate for the community. The School provides student support on campus through its advisor and residential programs, the Health Center staff, the Director of Psychological Counseling, and the Dean of Student's office. In the event that students require services beyond which the School provides, the Director of Psychological Counseling may provide referrals to external counselors.

## **IV. Reports of Bullying, Cyber-Bullying, or Retaliation**

Any student who is the target of bullying or cyber-bullying or has witnessed an incident or otherwise has relevant information about such misconduct is expected to promptly report the matter to the Dean of Students, the Director of the Middle School, or to any other faculty/staff member with whom the student is comfortable speaking. A may ask another adult or a classmate to help in making a report. Verbal reports made to a member of the faculty/staff will generally be memorialized in writing. Also, any student who is subject to retaliation, in violation of this policy or who knows of another student who has been subject to retaliation, is urged to report it as soon as possible.

Parents/guardians who believe that their child is the target of bullying, cyber-bullying, or retaliation, or whose child has witnessed or otherwise has relevant information about such misconduct, is strongly urged to promptly notify the Dean of Students or the Director of the Middle School. Any parent/guardian who has directly witnessed or has relevant information about bullying, cyber-bullying, or retaliation is also strongly encouraged to contact one of the above-mentioned administrators.

Although Massachusetts law permits students and parents/guardians to make a report of bullying, cyber-bullying, or retaliation anonymously, the School urges students and their parents/guardians not to report anonymously. While there are circumstances in which an anonymous report is better than none, it is far more difficult to determine the facts if complaints are made anonymously. No disciplinary action will be taken against a student solely based on an anonymous report.

### **Faculty/Staff Reporting**

Any Williston employee who witnesses or otherwise becomes aware of bullying or cyber-bullying in violation of this Plan, or who becomes aware of retaliation against a student who reported information concerning a violation of this Plan, is required to report it immediately to the Dean of Students or Director of the Middle School or an immediate supervisor who will then forward it to the Dean or Director. Williston employees should not make promises of confidentiality to a student or parent/guardian who informs them of an allegation of bullying, cyber-bullying, or retaliation.

If a member of the faculty/staff witnesses an act of bullying, cyber-bullying, or retaliation in progress, the faculty/staff member is expected to take reasonable steps to stop the act by communicating directly with the person whose behavior is considered unacceptable, offensive, or inappropriate. Faculty/staff may not make reports under this Plan anonymously.

### **Confidentiality**

While the School cannot promise strict confidentiality, because information must be shared in

order to conduct an effective investigation, the School is mindful of the importance of privacy and only releases information concerning complaints of bullying, cyber-bullying, and retaliation on a need-to-know basis.

## **V. Responding to a Report of Bullying, Cyber-Bullying, or Retaliation**

**Preliminary Considerations:** The requirement to report to the Dean of Students, the Director of the Middle School, or other administrators does not limit the authority of a faculty/staff member to respond to behavioral or disciplinary incidents consistent with School policies and procedures for maintaining safety, behavior management, and/or discipline. When a complaint of bullying, cyber-bullying, or retaliation is brought to the attention of the Dean of Students or the Director of the Middle School, an assessment is made as to what steps need to be taken to protect the well-being of the target(s) and to prevent disruption of their learning environment while the investigation is being conducted.

Both during and after the investigation, the School is committed to protecting the physical and emotional well-being of its students and faculty/staff and will take appropriate measures to do so. The Dean of Students or the Director of the Middle School will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not limited to, creating a stay-away mandate; personal safety plan; pre-determining seating arrangements for the target and/or the alleged aggressor in the classroom, at meals, or during transportation; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Dean or Director may take additional steps to promote safety during the course of and after the investigation, as necessary.

The Dean of Students or the Director of the Middle School will implement appropriate strategies for protecting from bullying or retaliation any student who brought forth the report and any student-witness or participant in the investigation.

At any point after receiving a report of bullying, cyber-bullying, and/or retaliation, the Dean of Students or the Director of the Middle School may notify the local law enforcement or other government agencies in the event that the Dean of Students or the Director of the Middle School has a reasonable basis to believe that criminal charges may be pursued against the alleged aggressor or if a child may have been subjected to abuse or neglect of the type that is reportable under M.G.L. c. 119, § 51A. If the School receives a report of bullying, cyber-bullying, or retaliation involving students from another school, the Head of School may notify the appropriate administrator of the other school so that both may take appropriate action.

**Notification of Parents/Guardians:** It is the policy of the School to notify the parents/guardians of any student who is an alleged target of bullying, cyber-bullying, or retaliation, and the parents/guardians of any student who may have been accused of engaging in such behavior, after a report has been received by the School.

**Investigation:** The following is an overview of the protocols that will generally be followed once a report of behavior prohibited under this Plan has been brought to the attention of the School. The investigation is generally overseen by the Dean of Students or the Director of the Middle School, who will conduct a prompt, impartial and thorough investigation as the circumstances warrant. Other administrators or individuals may be involved to help conduct the investigation and consult with appropriate members of the community.

Generally, an investigation may involve (but is not limited to) interviews with the person who made the report, the alleged target, the person against whom the report was made, and any other parties who witnessed or may otherwise have information relevant to the alleged incident. Interviews may be conducted by the Dean of Students or the Director of the Middle School or other staff members as determined by the Dean of Students or the Director of the Middle School, and in consultation with the School Counselors, or any other professionals whom the School determines to have knowledge about, or circumstances surrounding, the complaint. The investigator(s) may consult with teachers, health services staff, the parents/guardians of the student or students who were allegedly targeted, and/or the parents/guardians of the student or students alleged to have been the aggressors, or any other person whom the investigator(s) deem to have knowledge about, or circumstances surrounding, the report.

All employees and students are required to cooperate with and participate fully in the investigation of a report of prohibited behavior. While the School cannot promise strict confidentiality, students will be instructed to treat the investigation as confidential and not to discuss the allegations with other students at the School. Although information must be shared to conduct an effective investigation, the School will only release information on a legitimate need-to-know basis.

False or exaggerated accusations can be extremely damaging; 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 bullying, cyber-bullying or retaliation may be subject to disciplinary action.

**Retaliation.** Williston neither tolerates retaliation nor engages in retaliation against an individual for filing a complaint of bullying or cyberbullying, or for cooperating in an investigation of such a report. No adverse action will be taken against a student for making a good faith report of alleged bullying, cyberbullying, or retaliation. An individual who is found to have engaged in retaliation against a student or faculty/staff member for filing a report, or participating in the investigation of a report, may be subject to disciplinary action, up to and including dismissal from the School.

**Resolution, Notifications, and Follow-Up:** The goal of an investigation and any resolution process that is imposed following that investigation is to correct the situation to the extent that it is reasonably possible, to take such steps as are reasonably possible to prevent a

repetition of the incident and retaliation, and to educate and hold accountable community members who are not meeting the School's behavioral expectations.

Following interviews and any other investigation undertaken, the Dean of Students or the Director of the Middle School will determine whether and to what extent the allegation of bullying, cyber-bullying, or retaliation has been substantiated. If it is determined that any policy set forth in this Plan has been violated, the School will take appropriate restorative and corrective action. Bullying, cyber-bullying, and retaliation are considered serious and egregious infractions and will be handled according to the procedures outlined in the School's Student and Family Handbook. The corrective action will seek to balance the need for accountability with the need to teach appropriate behavior and may include, but is not limited to, loss of privileges/leadership positions, stay away-mandates, restorative action, suspension, separation, or dismissal. If it is determined that an individual knowingly made a false allegation of bullying or retaliation, that individual may be held accountable. The School will also consider strategies for restoring a sense of safety for a target and assessing that target's needs. Resources such as counseling or referral to outside services are available to all students – including the alleged aggressor and target – and their families during and after the investigation process.

Upon completion of the investigation, the appropriate School administrators may discuss individually with the alleged target and the aggressor, and the parents/guardians of those involved (if applicable), the results of the investigation and any steps that will be taken to remedy the situation. The amount of information provided in these meetings may be limited by confidentiality laws and policies protecting student and employee records and the integrity of investigatory processes.

Information about the incident and any restorative and corrective action may be shared with the Williston community as deemed appropriate by the Head of School. The amount of information provided may be limited by laws protecting student records and/or the integrity of investigatory processes. When it is determined by the Head of School that the student body or faculty/staff would benefit from reporting the events and associated consequences of an incident of bullying, cyber-bullying, or retaliation, a disclosure may be made in person, by electronic communication, or otherwise.

Students found to have been targeted in violation of this policy will be encouraged to report any further incidents of bullying or retaliation, and the School may follow up with the student and the student's parents/guardians (as applicable) to inquire as to the same.

## **VII. Conclusion**

The goals of this Plan are to (1) prevent bullying and cyber-bullying in the School community, (2) encourage members to come forward promptly whenever a student is subject to conduct that is prohibited by this Plan; and (3) implement appropriate remedial and corrective

measures when the School determines such are warranted.

The Plan is accessible to the Williston community via Williston's Parent Portal. Williston also provides annual notice of the Plan to faculty/staff, students, and families. During the school year, the Plan may be reviewed with students in all-School assemblies, with student leaders, in dormitories, and in other group settings, as well as in communications with families. The School also provides training on the Plan and its contents to faculty/staff.