



The Scoop

A Handbook

for

Families of

The ACADEMY *at* CHARLEMONT

2026-2027



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PLEASE NOTE: Policies published herein are subject to revision without notice.

Welcome

To our new Academy families joining the community, we welcome you with great enthusiasm, and look forward to the years of strong partnership to come. To our returning families, we are appreciative to once again look ahead to another exciting year together. As we often express, we are deeply grateful for each of your families being a part of the larger Academy family. That aspect of familial-esque close-knit relationships is indeed something that we believe sets us apart from many other institutions. Strengthening and growing these relationships is at the heart of all we do here, and we know that open communication between all of us—students, families, teachers and administrators—is at the center of that heart. To that end, we ask that you read on carefully!

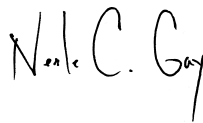
The Scoop serves as a living document for communicating information and policies around all areas of school life. We begin by sharing our Mission and Antiracism Statements, followed by our Honor Code. These illustrate what we set forth to do and the guiding principles that shape that work—put simply, the “why” of it all. As individuals and an institution, we expect great and necessary challenges, deep thinking and growth, and a commitment to each other and to our community. While it may not always be abundantly clear how things like removing AirPods from our ears when we arrive on campus, plugging in school Chromebooks after use, or using proper citation methods in a paper connect directly to our Honor Code or our Mission, every policy and expectation we put forth has intention, and we are always glad to illuminate the direct line traceable to those foundational documents. More often than not, the “why” behind a given rule or policy is about promoting an environment of mutual connection, respect and responsibility, and ensuring that our students will receive not just a diploma by the time they cross the Commencement stage, but a sense of how to be the best version of themselves in college, and generally, the world beyond Charlemont.

We thank you all in advance for reviewing these pages carefully, for remembering that you have this tome of information when questions arise throughout the year, and for your commitment to doing everything you can to keep it all in mind as we move through the new school year together.

Vivat Academia!



Nora Bates Zale '00



Neale Gay
Co-Heads of School



John Schatz

Mission Statement

The Academy at Charlemont delivers a rigorous education and fosters joyful engagement, active citizenship, and the desire for justice in each student. Our community nurtures creativity, independent thinking, and empathy so that our students become their best selves.

Antiracism Statement

The Academy at Charlemont exists to provide students with an education that emphasizes academic excellence, thoughtful engagement, active citizenship, and a desire for justice. Recognizing the fact of racial injustice in this country, these principles inspire us to commit this school to fighting racism—to strive to become an anti-racist institution. As a predominantly white school that mirrors the demographics of our region of northwestern Massachusetts, part of our tradition has always been to expose our students to ideas, histories, and experiences they might not otherwise encounter. But we must do more.

The violence our criminal justice system perpetuates against BIPOC citizens, including countless murders at the hands of police, is not a collection of isolated incidents, but part of a too-long list of extrajudicial killings of Black Americans. This violence is only the brutal indicator of a system of racial injustice and white supremacy in this country. This state of affairs demands that all American institutions look inwardly, seeking to repair the damage done by racism and acknowledging that a bare commitment to equality—without anti-racist action—is insufficient.

As we continue to examine and reflect upon the school and its history, we remain committed to identifying issues that may require reparation and healing, examining the school as it is today, and exploring how we can refine our practices to teach antiracism throughout our community. Recent steps in this work include making our curriculum less Eurocentric, diversifying our Board of Trustees so that it is no longer an all-white governing body, and taking a fine-toothed editing comb to our handbooks and policies to ensure greater equity.

Education is fundamentally a process of change, for both student and teacher. In embarking on this task of building The Academy into an antiracist institution, we hope to change the school so that the educational experience we offer can be a tool in beginning to chip away at systems of oppression that have remained consistent for centuries. And we hope that our entire community will join us in this process, inspired by the principles that have always animated us: joyful engagement, active citizenship, and the desire for justice for all peoples.

Honor Code

The community of The Academy at Charlemont, in order to make known the standards to which all community members subscribe, has established this Honor Code. It is the obligation of all community members to uphold these standards. Should a member not do so, it is the obligation of that member to report this to the proper authorities. Should a member have knowledge of any other infraction, it is the moral obligation of that member to report this to the proper authorities. A program developed by the community will be offered to assure that each member of the community is aware of and concerned about the Honor Code.

Article I

The community recognizes the necessity for all members to respect and not disrupt the activities of other members. Emotionally or physically harmful remarks or actions towards others, their identities, possessions or beliefs are unacceptable. All members should be conscious of the effect on others of their behavior, both intentional and unintentional.

Article II

No community member shall give or receive unauthorized aid on exams, quizzes, essays, competitions or any other work so designated by the course instructor or event supervisor. Authorization shall be given only by the course instructor or event supervisor. It is the obligation of any community member to inform a person who is allegedly guilty of giving or receiving unauthorized aid of this alleged violation or to report this infraction to the proper authorities if the community member has such knowledge.

Article III

Theft is the removal of someone's personal property by another without permission. Theft is unacceptable to the community. No community member, other than the administration, with due cause, has the right to search, remove, or use another's personal property.

Article IV

In order to maintain a harmonious community it is necessary for all members to have respect, not only for others, but also for the community as a whole. Included is respect for community property, equipment, and rules. All members of this community must subscribe to any standard set by the community as well as those described in this Honor Code.

Created in 1985. Re-ratified by the entire community in 2017. Edited for greater emphasis on respect and inclusivity in 2021.

Introduction to The Academy

Educational philosophy

The Academy at Charlemont was founded in 1981 as a coeducational independent school admitting students in grades 6-12. Throughout its growth, the educational philosophy of The Academy has remained constant:

- to develop in students a set of values which emphasizes the merit of learning, an appreciation of excellence, and the worth of pursuing it; to nurture respect for others, a desire for justice, and a willingness to work for it;
- to offer a basic body of knowledge useful and necessary for future growth and opportunity, in mastery of which students must learn to analyze information and think critically, and acquire the verbal and written skills enabling them to communicate clearly, accurately and well; and
- to sharpen perceptions and heighten students' awareness of the intimate world in which they live and the global community of which they are a part; to participate in the joys of human accomplishments as well as to recognize humanity's challenges and problems.

Administration of The Academy

The Academy is governed by a Board of Trustees. The role of the Board is to develop and maintain the philosophy and policies of the school and provide the support necessary to carry out its program. Bylaws require that the faculty, alumni, current parent body, and current student body be represented on the Board.

The Co-Heads of School are responsible to the Board for implementing its policies and for overall operation of the school. The Co-Heads monitor faculty and staff and work with them to maintain the quality of Academy education. Our Co-Heads of School are Nora Bates Zale (Co-Head for Community), Neale Gay (Co-Head for Academics), and John Schatz (Co-Head for Operations).

General Information

Attendance:

The Academy's attendance policy is based on the principle that regular attendance maximizes the student's interaction with teachers and peers, and correlates to academic success. Consistent attendance helps students develop responsible work and study habits and prepares them for the demands of college and the working world beyond. Students who develop a pattern of poor attendance (absences/late to class/late to school/excused early) undermine their relationships with teachers, their course work, and their ability to participate in the life of the school. Attendance records are included on report cards and official transcripts. As educators and parents/guardians, we must be role models. While we will always respect your parental decisions, we ask that you avoid sanctioning tardies and absences.

Students must be present for Morning Meeting at 8:40 AM, keeping in mind that the main entrance is often locked a few minutes prior for safety reasons.. If a student will be absent due to illness or a family emergency, we ask that a parent notify the Main Office (413-339-4912, mainoffice@charlemont.org) before 8:30 AM. Students are not permitted to engage in athletics or other extracurricular activities (such as dances) on days when they are absent from school. If students arrive on campus by lunch time, they will be considered tardy instead of absent, and may then participate in activities. If a student arrives at school after Morning Meeting or must depart before the end of the school day (including during after school activities), parents/guardians must notify the Main Office, and students must use the Sign In/Sign Out book there as well.

Students are expected to be present for all of their classes. If a student misses more than 20% of the course meeting time per year, The Academy may withhold credit for that course for the year, thus requiring the repetition of courses or an academic year, or may compel the student to take the class as pass/fail. There is a waiver process, outlined below. What follows is our attendance policy:

- Attendance records are included on report cards and official transcripts.
- Attendance is taken daily during Morning Meeting.
- If a student is present at Morning Meeting, then the student is expected in their classes unless they become ill and/or have permission to leave school.
- If a student is present for Morning Meeting and misses a large portion or all of a class period without permission, the instructor will notify the Co-Head for Community who will in turn notify parents/guardians and the student's advisor.
- If a student is absent for 5 or more consecutive days, the school may require documentation from a medical professional.
- If a student develops a pattern of missing significant amounts of classes, then the Co-Head for Community may call a meeting with the family as well as consult with any relevant medical professionals.
- Once a student has reached the threshold for losing credit or for having their class reflected as pass/fail (20% per year), the Co-Head for Community will send a letter to parents/guardians outlining the waiver process. Additionally, seniors' driving privileges will be suspended until

such a time as consistent progress has been demonstrated. Students risk participation in extracurricular activities for the days they are tardy and may not be able to make up work.

- Once a student has been tardy on and/or absent from 20% of school days to-date, they should expect not to be allowed to participate in class trips in the spring and/or not be allowed to participate in other community events (concerts, field trips, field days) where punctuality is an important aspect of the success of the event for everyone involved.
- In the case where a student misses a class, they are responsible for homework assigned in the class period and are required to hand it in at the following class meeting or at the teacher's discretion.
- Students with medical conditions necessitating accommodations will have a Building Plan that may reflect more flexibility regarding ability to step out of class for a short period of time if necessary.
- Non-class days (such as Rafting Day, Mountain Day, Polyglot, Fling in the Spring, concert rehearsal days, etc.) are still considered school days; absences from these days for reasons other than those listed in the Waiver Process section below are treated the same as absences from regular days.

Waiver Process

Students who wish to appeal the loss of credit or the pass/fail designation on their transcript may submit a waiver as soon as the threshold has been reached. A waiver consists of a letter from the family explaining any extenuating circumstances, notes from medical professionals indicating specific days where the student was absent, or other documentation that explains the loss of days. The waiver is submitted to the Co-Head for Community.

The following categories are considered for waivers (and are also excusable as tardies or early dismissal):

- Athletic competitions
- Personal illness
- Death in family and/or funeral
- Religious observances
- Driver's license test (DMV)
- College visits
- Court appearances

Extended family vacations outside the school calendar will not be considered for waivers. For health reasons, a leave of absence may be necessary at times. This process is outlined under Health Services.

Planned Absences

Planned absences must be communicated in advance. Families should communicate planned absences in advance with the student's advisor, their teachers, and the Main Office. In the case where a student misses classes, they are responsible for material missed, homework assigned in the class period, and are required to hand in work upon return, unless otherwise arranged with the teacher.

Emergency Closing Procedures:

During the winter months it is sometimes necessary for The Academy to adjust its schedule to accommodate Mother Nature. If school is canceled or delayed because of weather, an automated message service will call your family early in the morning or possibly the evening before, and an email will be sent to all students and parents. You can also learn about school cancellations by checking The Academy's Facebook or Instagram feeds. We recognize that families live in a wide range of locales, and though we take that into consideration when making delay or cancellation decisions, New England weather is finicky and differentiated even between places within close distances to one another. If a delay or cancellation is not called on a given stormy day, yet you are concerned about road conditions, we understand the need for families to act in accordance with what they determine to be a measure of safety. In such instances, as with any other tardiness or absence, we ask that you contact the Main Office before 8:30 AM.

Unassigned ("Free") Periods:

The Academy is, first and foremost, an academic institution. If a student is not scheduled to be in class, the chances are excellent that they have some schoolwork to do. Adult supervision of activities during unscheduled time is minimal; this is possible only because our students are trusted to follow the Honor Code and behave appropriately without someone looking over their shoulders all the time. In general, students are expected to behave in ways that do not endanger themselves or others or otherwise disturb the work going on around them. During unassigned periods students typically may use the Common Room, the library*, Euterpe (the silent study room), the Recital Hall, art and music spaces in Grinnell at the discretion of any teachers using Einstein, and outside spaces**. Please note that the hallways are not included on this list. Labs, certain studios, and offices require special permission or supervision for use and students should not be in locked rooms at any time. Additionally, please note that some of the aforementioned accessible spaces may be either used as classrooms or otherwise off limits during unique circumstances. Students experiencing Academic Performance Concerns may have free periods restricted (see p.12).

**The library is a place where only academic work or inquiry should be occurring—anyone using an electronic device therein must do so for such a reason.*

***Students must stay within the following boundaries on campus during the day: South - the berm and the Grinnell driveway; West - the weed-grown property line; North - the wire fence, East - the wood fence. The upper field is off limits unless a student is accompanied by, or given specific permission by, a faculty or staff member.*

Academic Policies and Procedures

Homework:

Upper school students generally spend 2-4 hours on homework daily; the amount for students in lower school is generally 1-2 hours. Students are encouraged to work on homework during their structured study halls or free periods. The following is the expected range of homework assigned per class meeting (not every class meets every day) in each grade range. Homework due immediately upon return is not assigned over breaks/vacations.

6th-8th grade: 25 min/class meeting

9th/10th grade: 35 min/class meeting

11th/12th grade: 45 min/class meeting

There are often unassigned periods during which students can complete this work during the school day, and students should also expect that on many days, some homework will have to be done after school. If a student has a recurrent problem completing assignments, teachers and parents/guardians will work together with the student to find a solution. If a student is absent from school for longer than a day or two, it may be necessary to make special arrangements to complete missed work. If the need arises, teachers will contact parents/guardians for support to ensure that students don't fall behind. Upper School teachers post homework online and grades on Educate on a regular basis. Students who are absent should check these resources to see what they have missed or speak to their teachers immediately upon return.

The Academy is mindful and respectful of religious practices. If a student is unable to complete homework due to religious commitments, then that homework will be waived. In the case of an assignment spanning multiple days, some of which fall during observed holidays, then the student will work with the teacher to create a plan to make up for lost work.

Generative Artificial Intelligence (AI) Use at The Academy at Charlemont:

This policy clarifies the existing Academy at Charlemont Honor Code, specifically Article II regarding "unauthorized aid," in the context of Generative Artificial Intelligence (AI) technologies. The Academy values original thinking, intellectual honesty, and the cultivation of clear, independent student voices.

1. Generative Artificial Intelligence (AI) Tools are defined as any computer-based systems capable of generating new content (text, code, images, music, data, video, etc.) in response to a prompt or input. This includes, but is not limited to:

- Large Language Models such as ChatGPT, Google Gemini, and Microsoft Copilot.
- Image and Art tools that use generative models.
- Paraphrasing or Summarizing tools that use generative models.
- Editing tools that use generative models.

2. Policy: Unauthorized Aid

Unless explicitly and specifically authorized by the course instructor for a particular assignment, the use of Generative AI tools to create, generate, or complete any portion of graded academic work is prohibited.

The use of AI is considered unauthorized aid under Article II of the Honor Code when:

- Substitution of Original Work: A student submits any text, idea, outline, image, or solution generated by an AI tool as their own work for a graded assignment.
- Drafting and Writing: An AI tool is used to draft, write, or significantly rephrase any part of an essay, research paper, response, or creative writing assignment.
- Problem Solving: An AI tool is used to generate the answer, solution, or supporting steps for a test, quiz, math problem, or lab report.
- Undisclosed Assistance: AI is used for any purpose that substantially contributes to the final graded product without the instructor's express, written permission.

The responsibility for adhering to this policy and maintaining academic integrity rests entirely with the student.

3. Permitted Use (Limited, Non-Graded)

Students may use Generative AI tools only for limited, non-graded personal exploration and learning, provided this use occurs outside the process of completing any specific assignment for which their own independent thought is required.

Permitted uses include:

- Independent Practice: Generating practice quiz questions or flashcards for self-study.
- Concept Explanation: Asking AI to explain a complex concept in simpler terms (similar to using a tutor), provided the student is not working on a graded task related to that concept at the time.
- Non-Academic Use: General, personal, or recreational use of the technology that is wholly separate from academic responsibilities and is in compliance with the Honor Code and in other policies as outlined in the Scoop.

4. Confidentiality and Data Privacy

Students and faculty must never input any of the following into public or third-party Generative AI tools:

- Personally Identifiable Information that could contribute to the construction of a profile belonging to any student, faculty, or staff member (names, addresses, phone numbers, etc.).
- Confidential School Information (e.g., internal documents, meeting notes, non-public data).

- Unpublished Academic Work: Assignments, essay prompts, test questions, or proprietary class materials included but not limited to slide presentations and lecture notes, etc.

Uploading such data may violate privacy laws and compromise the security and integrity of the school community.

5. Consequences for Violation

Any violation of this Generative AI Policy is an infraction of the Academy at Charlemont Honor Code (Article II) and will be treated as cheating or plagiarism. Consequences are administered based on the severity and context of the offense and may include:

1. A score of zero on the assignment.
2. Notification to the student's caregivers.
3. Formal disciplinary action, which may include suspension.
4. In the case of repeat offenses, expulsion from The Academy.
5. Students suspected of a violation may be required to complete the assignment again under direct faculty supervision or pass a verbal examination demonstrating mastery of the content.

Building Plans:

Students with documented learning differences may qualify for a building plan, which grants a student academic accommodations. These vary depending on each student's individual needs and are updated annually.

Grading:

Each teacher develops their own grading procedures. These procedures are explained to students at the start of each course. Grades may be based on tests, quizzes, papers, class projects, final exams, and class participation. It is important that students be responsible for knowing how well they are doing in classes. Teachers post assignment grades to Educate as assignments are completed and graded. If there are any concerns, students are encouraged to speak to their teacher.

The traditional letter grades are used at The Academy according to the following scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	F = 0-62

Report cards are published to Educate at the end of each semester. Students having academic difficulty may receive more frequent interim reports. In addition, if a teacher feels a student is having academic difficulties, that teacher may contact the parents/guardians for a discussion. Student conferences are held in the fall and spring, but parents/guardians are encouraged to contact teachers at any time if they have a concern.

Dropping a Course:

If a student wants to drop an elective academic course, they may do so without record during the first three weeks of that course. If the student withdraws after that point, it will appear on the transcript as a withdrawal. All such requests should go through the Co-Head of School for Academics.

Academic Performance Concerns:

Based on conversations between teachers, the Co-Head of School for Academics, the student, and the family, a support plan will typically be put in place for students earning below a C- in one or more courses at the end of the first or third quarter. This may include more regular meetings with teachers, meetings with our learning specialist, more regular communication between family, child, and teacher, more structured free time, less freedom around electronic use during the school day, and arrangements for tutoring outside of school. Without sufficient progress, further supports or actions may ensue that could include more of any of the aforementioned supports, limitation of participation in after school activities, or ultimately, the repetition of a course or grade in the case of failing grades for the entire year. Support will remain in place as long as the teacher(s), Co-Head of School for Academics, and family believe necessary and until the students' running semester grade rises to a C- or above.

Meeting Graduation Requirements:

As implied by the [graduation requirements](#) of The Academy, students must take and pass four years of science, math, humanities, and foreign language (French or Spanish, including French 1 or Spanish 1 which are typically 8th grade courses). Students are also expected to take Foundations in Art, and complete a Senior Independent Project. For students with specific accommodations, certain aspects of the graduation requirements may be adjusted as determined by the Co-Head of School for Academics. For those students who enter The Academy after 9th grade, previous academic work may be considered toward the fulfillment of graduation requirements as determined by the Co-Head of School for Academics.

Failing One Credit - Credit Recovery:

If a student fails to earn a credit in one course that will impede them from the possibility of meeting The Academy's graduation requirements, then the student must have a credit recovery plan approved by the Co-Head of School for Academics and completed before progressing to the next level of the discipline or before graduating.

Failing Multiple Credits – Repeating a Year:

If during one year, or through the accumulation of several years in which failed credits have not been recovered, a student has two or more failed credits that will impede them from meeting the graduation requirements on pace with that of their grade level, the student should expect to repeat a year of study at The Academy.

Middle School:

While students in middle school do not earn credit for passing courses, we do expect that students demonstrate strong study skills and content knowledge before advancing to the next grade. A student who fails multiple middle school courses and/or fails to demonstrate sufficient progress in developing

scholarly habits should expect to repeat a year as determined by the teachers, parents/guardians, and Co-Head of School for Academics.

Seniors & Final Examinations:

Seniors have the option to be exempt from final exams. This exemption is contingent on each student's commitment to the Academy community and ability to pass their classes. It is offered to any student who has consistently shown their dedication to the community by arriving at school on time for Morning Meeting on a consistent basis, consistently attending chore, and community events such as community suppers, dances, Mountain Day, Rafting Day, Polyglot, and Community Service Day. In addition, seniors need passing grades in their classes. If they are in danger of failing one of their classes, they must take an exam in that class to attempt a passing grade. Students who have respected their senior leadership responsibilities and maintained good academic standing will be exempt from taking exams in the spring of their senior year.

Transcripts and Records:

An Academy transcript includes a student's date of graduation, address, attendance record, and letter grades earned. Official transcripts of a student's academic record are mailed directly to the school, college, or program to which they are applying. Unofficial copies of a transcript can be released directly to the student or parents/guardians. Requests for transcripts or for the release of records must be made in writing to the Co-Head of School for Academics. It is Academy policy to deny access to students, student records, and student directory information to any outside parties without student and parent/guardian permission.

Study Abroad:

We encourage students to seek opportunities to study away from The Academy for a portion of a school year, and proposals will be considered on a case-by-case basis, taking into account the educational value of the proposal, its feasibility, and its relationship to the student's studies here at The Academy. Students who wish to study away for some portion of a year must propose their idea to the Co-Head of School for Academics by February 1 of the year prior. Families who do not meet the February 1 deadline may not be eligible for tuition remission for the period the student is studying abroad. Remission rates of up to 50% of a family's time-prorated annual net contracted tuition due are negotiated on a case-by-case basis, but in general are a function of how "self-contained" the term abroad will be in practice. For example, off-site tutorial programs that deliver Academy curricula would qualify for a lower remission rate than would "stand alone" programs that feature a curriculum different from, but complementary to, The Academy's.

Network of Complementary Schools:

The process of applying to participate in a [Network of Complementary Schools](http://www.netcompsch.org) exchange (www.netcompsch.org) is a separate and far less formal ordeal than studying abroad. Participating in a Network visit is a fantastic and affordable way for students to experience new schools for short periods of time, often in areas of the country that are far different from ours. Interested students in any grade should discuss the options with the Admissions Director.

Online Learning With Other Institutions:

Academy students have the option of taking some elective courses online. These courses allow students to explore their academic interests in areas where we do not offer courses. Guidelines are as follows:

- Students in grades 9, 10, 11, and 12 may enroll in online electives.
- All courses must be approved by the Co-Head of School for Academics prior to enrolling.
- Online courses cannot replace courses offered at The Academy (unless for credit recovery, at the discretion of the Co-Head of School for Academics).
- 100% of the cost of the courses will be passed through directly to families regardless of financial aid status. Should this policy make an opportunity for a student to take an online course prohibitive, families should reach out to the Co-Head of School for Academics in order to discuss options that might be available.
- Students will be expected to use unassigned/“free” periods to work on their online coursework.
- The Co-Head of School for Academics will monitor students’ progress by periodically checking in with them; Academy teachers will not support online classes in any way.
- Students receive credit on Academy transcripts for courses passed, but not grades.

Dual Enrollment:

The Academy generally does not permit its students to be enrolled simultaneously at any other secondary institution. Exceptions to this policy are rare, and will be made on a case-by-case basis. If an exception is made, a transcript from the other institution can be attached to your Academy transcript, but will not become a part of your official Academy record.

Student Conferences:

Around the time of the mid-term of each semester, The Academy’s weekly *Bulletin* for families will contain instructions about scheduling conferences. Teachers make approximately twelve hours available over two days for conferences with students and parents/guardians at The Academy. Each conference with a classroom teacher lasts for ten minutes and is directed by the student. The conference is a time for the student to reflect on their progress, review their goals with their parents/guardians and teachers, make observations about their learning, celebrate their achievements, and reflect on areas for continued growth. For the convenience of parents/guardians, we do our best to cluster each family’s conferences, but occasionally—given that we are trying to make the best possible schedule for so many different families—a teacher will be fully booked and have to schedule a conference at a different time. parents/guardians with multiple children may choose to have separate conferences for each child or hold them together.

Support Services

Advisors:

Academy students generally seek the support of individual staff members on a case-by-case basis—depending on the issue at hand—and should feel free to approach any adult for help. In addition, each student is assigned an advisor at the start of every year. The advisor serves as a liaison to the student's family and becomes the staff member primarily responsible for helping the student set goals, resolve problems, and realize their ambitions. Parents/guardians should feel free to contact the student's advisor when they have questions or concerns about their child. Course-specific issues should be addressed to the relevant teacher, with the advisor notified of the issue as well.

Confidentiality:

As a small school that values an informal, family atmosphere, The Academy also values the privacy of its students, families, and staff. We strive to create a climate where sensitive and confidential information is handled carefully and respectfully on all occasions.

Counseling:

Students frequently have personal issues they would like to discuss with someone. Oftentimes, these can be addressed with their advisor or any staff member, and the Co-Head of School for Community is also available for support. For mental and emotional health issues that rise beyond the level of expertise possessed by our in-house staff, we are able to connect families with a few different options regarding remote consultation with psychological professionals, and can also use our networks to support families' searches for regular ongoing sessions with local therapists.

Health Expectations and Services:

Health Screening

It is the responsibility of all members of our community to protect the health and safety of our students, staff, and family members. Families should conduct daily health checks for their children at home prior to arrival at school. Please keep your child at home if they have a fever (100.0° Fahrenheit or higher).

Examinations and Immunizations

The Academy does not conduct or require the physical health examinations that the state of Massachusetts requires for public school students, but does recommend that all students have them on an annual basis. Please consult with your health care provider for information about health examinations. The results of the exam, including information on any medical problems, medications prescribed, etc., are kept in each student's medical file for reference. These records are available any time students leave the campus during school activities or events. Students are required to comply with Massachusetts Department of Public Health immunization requirements. Medical and religious exemptions apply. Additionally, all students are strongly encouraged to stay [up to date](#) (as defined by the CDC) with COVID-19 vaccinations.

Mask-wearing

The Academy is a mask friendly community with no mask requirement. That being said, in order to protect our community and individuals, The Academy will communicate any change to its policy around mask-wearing when necessary.

Illnesses and Injuries

In the event of sudden illness or accident at school, the parents/guardians are called and, if necessary, asked to arrange to have the child taken home. If a student requires emergency assistance, the office staff will follow directions given on their Medical Information Form whenever possible.

Concussions

If a student is diagnosed with a concussion by a medical professional, we request notification by the family. The school will work with the family if the student's workload needs to be adjusted. The student will not be allowed to participate in rigorous physical activity again (practice or competition) until professional medical guidance has been followed indicating the student's readiness.

Leave of Absence Policy

In situations where a student's mental or physical condition prevents constructive participation in school activities, or when a student's condition poses a risk to the health and well-being of the larger community, The Academy understands that a student may need a leave of absence from school in order to address a condition, while still remaining in good standing in terms of readiness to advance at the same pace as their peers. In such a case, the school will consult with parents/guardians, medical professionals, and/or others to determine a course of action that safeguards the individual's health and the health of the larger group.

Some leaves may be voluntary, and some leaves may be required. A Voluntary Leave is initiated by the student or the family, and must be approved by the Co-Head for Community or the Co-Head for Academics. A Required Leave is initiated by the Co-Head for Community, the Co-Head for Academics, or a designated representative.

Leaves may vary in length, though the longer the leave, the more difficult to accommodate. Regardless of the type of leave, return is not automatic and is dependent upon meeting the criteria specified early in the process. An example of a potential criteria point would be an ability to demonstrate proficiency with a majority of the material in each course. Based on the nature of the leave, it is possible that students will be exempted from some or all of their academic obligations during that time. In the case of an extended leave (more than 3 weeks), repeating all or part of specific courses may be necessary. A student's ability to participate in extracurricular activities during a medical leave will be at the discretion of the Co-Heads of School. Leaves will not be granted in order to postpone disciplinary proceedings.

Preparation for College:

The Academy's Director of College Counseling helps to guide each student and family through the college admissions process. The Director of College Counseling works closely with faculty advisors as they help Upper School students choose appropriately challenging classes. Students begin working informally with the Director of College Counseling during the first semester of their junior year, and formally during the second semester of their junior year. At this point, the Director of College Counseling encourages students to reflect on their own interests, talents, and goals, and then to research and explore the colleges that will foster those abilities and aspirations. Advice and guidance are provided through

frequent one-on-one meetings with students during this self-evaluation and research part of the process. Once a student's list of schools is finalized, the focus of these meetings turns toward the applications themselves, followed by the final selection when acceptance letters are in hand. The Director of College Counseling also serves as a liaison to college admission offices, promoting an understanding of The Academy and each of our students to the colleges, and sharing with the school community important information about college admission trends and procedures.

Tutoring:

Students who are having trouble in a course and need extra help should speak *immediately* with the teacher who can often help address the issues, particularly if they are identified early. In more difficult situations, outside tutoring may be recommended. The Co-Head of School for Academics can often help with such arrangements, which usually involve a fee and depend on availability of tutors and the amount of support needed. The Academy will work collaboratively with any family's outside tutor.

Discipline

The entire school community shares in the responsibility for maintaining an atmosphere conducive to productive learning in pleasant circumstances. While the ultimate responsibility for discipline rests with the administration, students are expected to observe the Honor Code and all rules and policies regarding personal conduct, and to help others do so as well. Staff members are required to address any misbehavior of which they are aware and to correct the situation, if they are able. Repeated or aggravated cases of wrongful behavior are referred to the Co-Head of School for Community, who then assumes responsibility for remedying the situation. The principles governing Academy discipline are threefold:

- 1) recognizing the unacceptable behavior,
- 2) accepting responsibility for behavior and changing it, and the circumstances that contribute to it and
- 3) if necessary, accepting the consequences of unacceptable behavior, including making repairs as is applicable.

The disciplinary responses available to staff members range from admonishment and an individual conference on behavior to assignment of extra school duty or dismissal from the classroom. If a student is required to leave a class, they must report immediately to the Main Office and remain there until meeting with the Co-Head of School for Community. Parents/guardians will be asked to become involved in changing the behavior which caused the situation.

For serious or repeated infractions of school rules or policies, a student may be suspended for a period of time, or separated from the school. If students have been physically abusive to one another, they are suspended from school immediately for the remainder of that day; they may be allowed to return after a parent/guardian conference with the student present.

We are all members of a community, often of several communities, from which we derive support, and to which we owe our best efforts in forwarding our common goals. Every one of us must therefore understand and accept responsibility for maintaining the well-being of the society in which we live. If the

actions of any member of The Academy community, whether occurring on or off campus, are found to endanger or compromise the school's welfare, safety, or reputation, or impact negatively the community at large, The Academy reserves the right to take disciplinary action, including suspension or separation of that member from the school, if deemed necessary. In any case where such endangerment or compromise is considered to have occurred, the student can expect to be suspended from school, and the Co-Head of School for Community, after a hearing and review of the case, makes a judgment. Whenever a student is separated from the school for cause, the Co-Head of School for Community or their designee will meet with the student and their family. If there is a possibility that the student will desire to apply for readmission, the discussion will include an appropriate time frame, any factors which might influence the application, and any other concerns relevant to a re-application.

The Academy at Charlemont holds students responsible for their conduct. Our Honor Code demands the highest standard of behavior, yet as human beings we sometimes err. Oftentimes those errors present excellent opportunities for personal and moral growth. It is the policy of The Academy not to disclose student disciplinary records to third parties, including other schools or colleges, unless required by law (such as in connection with a judicial order or subpoena). If asked for this information, our response will be limited to a statement that The Academy does not comment on student disciplinary matters. An exception to this policy may be made where the nature of a disciplinary infraction indicates to us that the student may pose a risk of serious harm to others.

Substance Use & Abuse:

Our entire community is concerned about the pressure placed on young people to experiment with drugs and alcohol. If it is determined that any student is trafficking in drugs of any kind, including prescription drugs, dismissal from The Academy is automatic, immediate, and without appeal. An application for reinstatement the following year may be entertained at the school's discretion. If a student is found to be involved with tobacco, vaping devices, drug (including marijuana or CBD products*) or alcohol use, the response is both educational and disciplinary. Such a response may include: loss of privileges; required parental/guardian or medical intervention or ongoing counseling; suspension from school; terms of disciplinary probation; separation from school; other actions not enumerated. The school reserves the right to require testing along with full medical and psychological evaluation when it has reason to believe a student is abusing any substance. Failure to end the involvement may lead to separation from The Academy. **Students who hold medical marijuana patient certification must consult the Co-Head of School for Community regarding a case-by-case consideration.*

Energy Drinks: Given the exorbitantly high level of caffeine—as well as other concerning additives—found in most energy drinks, we do not allow consumption of energy drinks on campus. This includes, but is not limited to, beverages such as Red Bull, Monster, Rockstar, C4, Celsius, NOS, etc. Traditional coffee and tea is not included on this list. We reserve the right to confiscate beverages from students that could be categorized as energy drinks.

Intellectual Integrity:

Behavior in and out of the classroom is governed by the Honor Code. Intellectual honesty is expected of all Academy students; each student does their own work and plagiarism and the use of AI in the writing and/or editing process is forbidden unless permission is given (see the [Honor Code](#)). This does not mean that students cannot work together—on the contrary, there are many instances that call for group work.

However, students must learn to distinguish and communicate what work is theirs and what is the result of shared efforts or the work of others. If a student is unsure whether or not to annotate something, they should ask the instructor. Likewise, the use of commercial study guides or notes without express permission of the teacher not only inhibits a student's own creative and critical thinking, it is dishonest. A student who engages in academic dishonesty will meet with the Co-Head of School for Community and/or the Co-Head of School for Academics, who will in turn craft a discipline plan appropriate to the situation. Depending on the severity of the infraction, the punishment may include, but not be limited to, earning a zero on the assignment, redoing the assignment, in-school detention, suspension, or separation from The Academy.

Behavior Outside of School:

Students and their families should recognize that along with the privilege and opportunity to attend The Academy goes the responsibility of representing the school positively in the community at large. When the school becomes aware that a student has violated the Honor Code outside of school, thus compromising the integrity and reputation of The Academy, the Co-Head of School for Community will notify the parents/guardians and discuss with them ways in which the school and parents/guardians can work together to address the student's behavior. Specifically with regard to off-campus, private, social functions involving Academy students, parents/guardians should always be present. Parents/guardians place themselves at extraordinary legal risk and jeopardize their child's safety and continued enrollment at The Academy by serving or otherwise making alcohol or other drugs available to students. More information on Massachusetts law regarding social hosting is available [here](#).

Role of Parents/Guardians:

The Academy believes that a positive and constructive working partnership is essential to fulfilling the mission of providing for the intellectual, artistic, athletic, social, moral, ethical and spiritual development of each child. In order for interactions between parents/guardians and the faculty, staff, and administration to be productive and collaborative, we expect all parties to engage in direct and honest communication, exercise patience and trust whenever possible, and work together to resolve disagreements. This cooperative relationship between families and the school creates a healthy learning environment for all, but especially for students. The Academy always welcomes constructive feedback from families about the experience of their child or children.

Parents/guardians best support a school climate of trust and respect by communicating concerns directly to the teacher, staff member, or administrator closest to the issue. The school will ensure a just, fair, timely, and confidential process for addressing parent/guardian concerns and, in each case, will delineate lines of responsibility and communication. While parents/guardians may not agree with every decision made by the school, in most cases, we believe that we can find common ground and continue a mutually respectful and trusting relationship. In the extreme case, an impasse may make it difficult for the parent/guardian to remain a constructive member of the community. In such cases, both the parents/guardians and the school should consider whether another institution would be a better match for the family. The Academy reserves the right to discontinue enrollment of a student if the school reasonably concludes that the actions of a parent/guardian undermine the school's expectations about conduct, make a positive and constructive relationship impossible, and seriously interfere with the school's ability to fulfill its mission.

Incident Report Form:

Should any community member feel compelled to report an incident of concern anonymously, they may do so via our website by hovering over ‘ACADEMY FAMILIES’ (top right corner of the homepage) and selecting ‘[Incident or Concern Report](#)’ from the dropdown menu. All reports will be taken seriously and investigated by the Co-Head for Community.

Dressing for the Occasion:

We respect and encourage the idea that students express individuality through appearance, and also expect that students will wear clothes to school that allow them to participate fully in all aspects of their day. In the below bullets, “clothing” also refers to masks and face coverings. We ask that students adhere to the following:

- Clothing should allow a full range of motion—sitting, bending, reaching, and running—without requiring perpetual readjustment.
- Though fashion trends come and go, and societal and public opinions evolve, there are certain body parts that continue to remain private. These body parts need to stay covered at school, just as they would in most public spaces.
- Clothing must not negatively impact the emotional well-being of others (such as t-shirts with offensive imagery or messages).
- From time to time—such as at Exhibitions, concerts, certain field trips, Open Houses and Grandparents & Friends Day—students will be asked to dress in slightly more formal attire.
- No bare feet inside the school buildings.
- No hoods, sunglasses, or hats worn in such a way during class time or meetings that impedes teachers’ or fellow students’ ability to make eye contact with a student.
- *For Athletics:* Students should be prepared to participate in athletic attire. No cleats are permitted inside the school buildings.

We are committed to engaging students in ongoing conversations about the impact of media on fashion and appearance, including the fact that we all make judgements on the basis of appearance as well as the controversial idea that appearance might garner unwanted attention, and so forth. It is our belief that a school culture which recognizes that “dressing for the occasion” is something our students are capable of discerning, builds a healthy *ethos* around body image, and lends itself to productive discussions around the related issues.

Use of Computers, Cell Phones, and other Personal Electronic Devices:

- *Cell Phones:* Students are not allowed to use cell phones at school, unless granted specific permission to do so for a particular task. If phones must be in students’ possession for parental communication before or after school, they must remain out of sight during the academic day and during after school programming. Students found using their cell phone during school hours must hand in their phone for the day after the first offense, and for longer periods after future offenses (for example, three offenses within three weeks would result in losing campus access altogether for three days). School phones are always available for students to use if contacting home is necessary.
- *Other personal electronic devices, such as computers:* Middle school students are not permitted to use any electronic devices for gaming or other non-academic purposes during the school day. Device use is not permitted in classrooms (or during outdoor class time), during meetings and assemblies, unless given

permission or requested by a teacher. The library and silent study room are places for academic inquiry, and any electronic device used there must be for such purposes. Disregard for these guidelines may result in a student losing electronic device privileges for the remainder of the day. A pattern of noncompliance may result in a more long-term separation from electronics on campus, in addition to other possible consequences.

- When listening to audio or watching video on a computer or iPad for academic purposes, students must use headphones/AirPods. Otherwise, headphones/Airpods are not allowed to be used in the community, unless specific permission has been granted by a teacher. *Please note that some students are allowed to wear headphones to either access music or cancel noise as part of their building plan or accommodations for various learning challenges and diagnoses.*
- Students who are struggling academically may, after conversations with families and teachers or administrators, have fewer freedoms regarding their use of electronics.
- As proper use is governed by both the Honor Code and the rule of law, students must conduct themselves respectfully and legally while using any electronic device on campus. Explicit photographs, text, or videos that could be considered pornographic are not permitted on students' devices. Students should also be aware of the possible risks of photographing or video recording other individuals and violating their privacy. While you may choose to share your thoughts and images, others may not wish to be included. Please be aware of the power you possess to violate someone else's wishes if you do not ask.
- Projectors and Smart TVs are only to be used by teachers or with permission of teachers.

Bullying:

In accordance with the Massachusetts bullying law, G.L. c. 71, § 37O, The Academy maintains and periodically updates a Bullying Prevention and Intervention plan. The behaviors addressed by the statute are inconsistent with The Academy's Honor Code, to which all students subscribe as a condition of enrollment and to which they aspire. The Academy will not tolerate bullying of any kind, by any member of the community, including students or school personnel. Anyone who is a victim of or witnesses such behavior should immediately report it to the Co-Head of School for Community, or any adult member of the community who will then report it to the same. All reports will be treated as confidential; all subsequent investigations will be confidential to the extent possible; and retaliation against a party reporting or cooperating with an investigation into alleged bullying will not be tolerated. After receipt of such an allegation, the investigating party will speak with all parties involved to determine the facts of the allegation. Should anyone be determined to have violated The Academy's Bullying Prevention and Intervention Plan, appropriate disciplinary actions will be taken, up to and potentially including expulsion (students) or termination of employment (school personnel). Please see The Academy's [Bullying Prevention and Intervention Plan](#) for full details (at the end of this handbook).

Sexual Harassment:

Sexual harassment is not tolerated at The Academy. Anyone who believes sexual harassment has occurred should report it promptly. The Academy is committed to keeping our community safe and will investigate all reports of inappropriate behavior. The school maintains an Anti-Sexual Harassment Policy in accordance with Massachusetts law. In addition, during any period in which The Academy is designated as a recipient of federal financial aid, the school maintains a Title IX Non-Discrimination Policy. Reports of sexual harassment that may violate The Academy's Title IX Non-Discrimination Policy should be

made to our Title IX Coordinator. Please see The Academy's Title IX Non-Discrimination Grievance Procedure.

Visitors to the School:

Visitors to the school are frequent and welcome. In order to sustain the integrity of our open campus and also to be helpful to our visitors, we expect that all visitors sign in (and out) at the office. Students who wish to have a friend on campus for any part of the day may do so only with the advance permission of the Co-Head of School for Community. Permission will not be granted without emergency contact information for the visiting student. Former students who have been separated from the school and current students serving a suspension may not return to campus without explicit permission from the Co-Head of School for Community.

The School Day

The normal school year for The Academy begins in late August or early September; school ends with Commencement in June.

- **Semesters:** The school year is divided into semesters, the first ending in December, the second extending for the remainder of the school year.
- **Vacations:** Other than the summer break, major vacations include a week at Thanksgiving, two weeks around the December holidays, a week in February and a week in April. In addition, there will be several long weekends throughout the year. *We ask that families please arrange family travel around scheduled vacations; students who extend their vacations may not be allowed to make up missed work.*
- **School Calendar:** A yearly calendar is posted for parents/guardians, students, and staff, and it is updated regularly in the Bulletin and on the school's website. It lists major cultural and social activities, holidays, sports events, exam schedules, and other important information. **Please use the [online calendar](#) regularly – details are frequently updated.**

School is open Monday through Friday when it is in session. The academic day runs from 8:40 AM until 3:30 PM (2:00 PM on Wednesdays), and students remain on campus until 5:30 PM (3:30 PM on Wednesdays and Fridays) during the fall and spring athletic seasons. Required team and recreational sports and other extracurricular activities are held Monday through Thursday in the fall, and again in the spring. In the winter months, optional sports and drama activities are offered. During the winter season, students who are not participating in winter activities may remain on campus in a supervised study hall until the buses depart at 5:30 PM (3:30 PM on Wednesdays and Fridays) or be picked up at the end of the academic day. For the few weeks outside of athletic seasons, which is typically the 2-3 weeks preceding Thanksgiving Break, 2 weeks in March, and the last 1-2 week(s) of the school year, the academic day runs until 3:30 PM every day except Wednesdays (2:00 PM), unless communicated otherwise.

The Schedule:

There are five to six periods each day, and most classes at The Academy meet between two and five times a week for 50-60 minutes. Studio Blocks are the periods when the whole school is involved in Fine and

Performing Arts courses and other electives, and those take place on Tuesday and Thursday mornings. In case of a delayed opening, a revised schedule will be posted in the morning. Student schedules for the fall term will be received at Registration, and spring schedules will come out shortly after Winter Break. Schedules are also available on Educate, to which access is granted via email at the beginning of each school year.

The Facilities:

The Academy buildings look rather more like large houses than an institution; the walls are made of sheetrock, not cinder blocks, for example. There are posters, prints, and paintings on the walls, and carpets on the floors. As a result, the buildings must be handled with care and respect. We ask that everyone use common sense when using our facilities: if you make a mess, clean it up; if you wouldn't do it at home, don't do it here; if it's not yours, don't use it. If all of us work together to keep buildings and grounds clean and neat, we will find our environment that much more attractive. We recognize that accidents happen. If anyone breaks or damages something, we ask that they please inform the Facilities Manager or another adult on campus. When enjoying the outdoors, stay away from parked cars, be watchful when crossing the driveway, and defer to any vehicles under motion. Do not chase or hinder a moving vehicle.

Food and beverages may be consumed in the Common Room and outside. Students may not eat or drink anywhere else without permission, even during lunch. Water bottles and drinking vessels with lids are permitted campus-wide at all times. Gum chewing is prohibited. Those who violate these rules regarding food, gum, and beverages will be asked to sign the Gum Book, thus making themselves available for extra maintenance jobs around campus.

The Library:

The library is a great resource for research and work completion. If students can't find the information they need, they should ask for assistance from their teacher. The library is a place for quiet study. As mentioned in other areas of this handbook, the library is a place for academic inquiry, and any electronic device used there must be for such purposes.

Lockers:

As noted earlier, there are no locks on the locker doors; this is an unlocked facility because everyone's adherence to the Honor Code makes them unnecessary. It is never permissible for a student to enter another's locker, unless they have been given specific instructions to do so. The Academy is not responsible for student or family possessions that are lost or stolen on campus or at any Academy-related function. Please do not store food and dishes in lockers or in any area of the upper hallway. Each student has a lunch cubby in the Common Room where non-perishable food may be stored. Students may not decorate the exteriors of their lockers. If they wish to decorate the interior, we ask that they use only blue painters' tape so as not to damage the surfaces. It is important that the hallway be passable at all times, so backpacks and other belongings should be placed in the locker, on top of the lockers, on the hanging pegs, or as close to the base of the lockers as possible.

Morning Meeting:

Morning Meeting is the daily gathering of the entire school, students and adults alike, starting promptly at 8:40 AM. It is the time when attendance for the day is taken, announcements made, schedule changes

noted, game reports given, birthdays acknowledged... in short, a lot goes on during Morning Meeting. It is important for everyone to be there on time.

Lunch and the Honey Bear Hut:

The Honey Bear Hut is our kitchen. It was begun by an enterprising founding student and named for his family dog “Honey Bear.” On some days, students help prepare meals with staff in the HBH. On some days, all students bring their lunch to school. On other days, the school supports local businesses by offering the students the option of purchasing lunches from specific vendors. Information and menus for each week will be published in our weekly Bulletin, and every year, more specifics about the lunch program’s operations will be shared just before school begins. Students always have the option of bringing their lunch from home. Classes and school organizations will sign up to help prepare and serve lunch, make and serve desserts, and clean the kitchen, earning a stipend for the group. Students may put their lunches in the refrigerator in the Common Room. They are also welcome to use the microwaves and hot water until 3:30 PM.

Getting To and From School

Parents/guardians are responsible for arranging daily transportation to and from school. To assist in this, The Academy provides several options. *Parents/guardians should not drop off students before 8:15 AM and students must be picked up promptly at the end of the school day to ensure adult supervision.*

Transportation Options:

FRTA: The school has an agreement with the Franklin Regional Transit Authority and the Town of Charlemont to provide a daily bus route from Greenfield to The Academy with a stop in Shelburne Falls. Note that the morning route drops off roughly 30 minutes before school opens and students may be unmonitored if dropped off on campus. Parents/guardians may buy discounted yearly passes, billed monthly, or they may pay daily as needed.

Bus Services: The school operates morning and afternoon bus service from Amherst, Northampton, Goshen, Williamsburg, Sunderland, South Deerfield, and Ashfield. Parents/guardians may obtain yearly passes for these routes, which are billed monthly. Route schedules and other details are available [online](#).

Sports and Field Trip Transportation:

The Academy provides transportation to and from school events, field trips, and sports during regular school hours. The school has vehicles available for such transportation, and we will often ask parents’/guardians’ help to drive. Students are allowed to drive themselves to school sponsored activities, such as athletic competitions or field trips, if the student is a senior and meets the criteria in the open campus policy (see below), or is otherwise granted permission by a parent/guardian and school staff. If you need to pick-up your child before 5:30 PM during required athletic seasons, be sure to call the office. Your child will need to notify their coach and sign out.

Special Circumstances:

Home and Away Games:

Students will make buses after most home games. For away games, teams are usually not back to school

by 5:30 PM and parents/guardians will need to make arrangements to pick up their child either at the game or at school. The estimated time for a team's return to the school is on the online calendar. With prior arrangement, a student might be dropped off at a point between the game and The Academy. For example, a game bus might be able stop at Big Y in Greenfield on the way back from a game.

Student Vehicles:

One of the major rites of passage in our culture at large, as well as at The Academy, is getting a driver's license. While this does increase a student's mobility, it also increases responsibilities. Students who drive to school or school functions must obey all posted speed limits and traffic laws, and must not use or transport substances or alcohol. **Seniors and siblings are the only students who are permitted to drive one another between school events, such as to field trips or away games, assuming their open campus privileges are active (see below).** Additionally, non-senior student drivers are permitted to drive themselves to school events. Students may only arrive at school or depart for home in the carpools consented to by both families. *Students should not use their vehicles for lounging or recreation during the school day, or allow others to do so. We ask that students not use their vehicles as lockers and bring what they need for the day into the building.* These regulations are not meant to restrict anyone's movement unduly; The Academy has created its policy on student vehicles in an effort to ensure, as best it can, the safety of all concerned. Failure to observe these regulations, or tardiness to school, may result in curtailment or suspension of driving privileges or other disciplinary actions.

Open Campus Policy:

The Academy has an open campus. Open campus applies to seniors only, and begins during the third week of each school year by notification of the Co-Head of School for Community. As part of Registration, each senior family will sign a permission form with the following points, any of which families can opt out of:

- The senior has permission to drive off campus during the day
- The senior has permission to drive other seniors off campus during the day
- The senior has permission to ride in cars with other permitted senior-drivers off campus during the day
- Permission extends to field trips and after-school athletics at the discretion of coaches and teachers.

Open campus is limited to C block, lunch, and D block, and students must ensure that they are not missing or late to any classes, meetings, or other obligations on campus. Tardies back from being off campus still count as tardies (i.e., mechanical problems and traffic will not be excuses). Seniors will have to sign themselves out and in (no signing for one another) in the Main Office each day.

This privilege can be suspended or revoked for any student who fails to uphold the following criteria:

- Students arrive on time for Morning Meeting.
- Students have no grades lower than C (including C-, D+, D, F) in any class
- Students demonstrate leadership responsibility
- Students shows consistent and continuous progress in all areas of assessment throughout the academic year
- Student-drivers must comply with Massachusetts laws regarding driving and passengers

Consequences for violating these criteria or any Academy rule may include suspension or revocation of this privilege for any period of time, at the discretion of the administration.

Individual Transportation & Recreational Equipment:

If students wish to use their own transportation or recreation equipment (including but not limited to bicycles, skateboards, scooters, etc.) to travel to campus, they must also use the proper safety gear (including but not limited to a helmet, safety pads as applicable, etc.) while on campus. If students wish to use this equipment on campus, they can do so with the proper safety gear and without the use of ramps, rails, jumps, or other props that result in airborne activity. As is the case with any activity on campus, if a staff member deems the activity unsafe due to weather or the nature of physical risk involved, students must respect a staff member's request to alter or halt the activity.

Student Life

There is no Academy student government in the traditional sense. Instead, students participate in the day-to-day decision-making and general life of the school in several ways: as class members, as members of teams, as representatives on leadership councils, and through their representative to the Board of Trustees. These are briefly described below. Each of the groups described has faculty advisors.

Classes:

The basic unit of student organization is the class (grade). Classes meet periodically to discuss matters of particular interest and concern and to comment on proposed activities.

Teams:

So that students have a chance to interact across ages, teams are formed each fall. They consist of students from all grades led by seniors; faculty and staff are also members. These groups give themselves creative names (like "Einstein's Atomic Slippers") based on themes selected at the beginning of the year through a nomination and voting process. They perform daily chores together and participate in other activities during the school year.

Councils:

Our councils are made up of representatives from across the grades, which reflect a diverse range of areas of interest for both the community and our students. Though each council has its own particular mission, the work of all councils is to lead the school by creating school-wide opportunities for learning that are specific to each council's content area. These councils are subject to change based on faculty discretion, or on student sign-ups, which happen in the early fall. Our recent councils have been:

The Arts Council. The Arts Council's goal is to bring more diverse art opportunities and media into the Academy community, and to promote and showcase Academy art in the wider community. This council works to make art more accessible to and present in our community.

The Community Service Council. The CSC serves as a clearinghouse for community service ideas and proposals, coordinates service activities on campus and off campus, and builds enthusiasm for service learning projects.

The Food & Gardens Council strives to improve the food and gardens of our school and while doing so, educates the community on the health benefits of the process of gardening.

The Unity Council. In the early days of The Academy, students and teachers developed and adopted the Honor Code to serve as the guiding principle of Academy life. The Unity Council is responsible for developing and sustaining an ongoing discussion of the Honor Code and its implications for student conduct and attitudes, as well as finding ways throughout the school year to encourage community-building opportunities.

The Social Justice Council. This council focuses on issues of justice and equality both locally and globally and seeks to educate the community about topics of concern.

The Sustainability Council. The Sustainability Council helps reduce our carbon footprint and encourage awareness of environmental issues.

The Technology Council works to educate the community about the risks and benefits of technology used at our school and to provide assistance repairing and troubleshooting problems with technology in the community. The council performs needed maintenance to support school technology and provides recommendations to the Heads of School about tech needs beyond the scope of the council's resources.

Councils meet regularly to work towards achieving goals they set for themselves.

While the ***Gender & Sexuality Alliance (GSA)*** is not a council, it is important to note its existence here as well. The GSA was founded by 8th grade students in 2015, seeking a safe space for LGBTQIA+ community members and allies to both share personal experiences and support one another, and to find educational and advocacy opportunities for our broader community. It continues to serve those purposes today.

Student Representative to the Board of Trustees:

Each year in the spring, students elect a member of the rising senior class to serve as their representative to the Board of Trustees. The student representative to the Board serves as *ex-officio*: without a vote, but the representative does have a documented voiced opinion and acts as an important liaison between students and The Academy's governing body.

Student Advisory Board:

Ideally including interested students from each grade, the mission of this group is to empower the collective voice of the student body and discuss the student culture in the interest of strengthening our community. The purpose of this group is not to create a hierarchy among students, but to serve as a platform for discussing the daily life of students and school policy, and meetings are often convened by older students at the school and are open to anyone who is interested. The SAB meets with and without Co-Heads, depending on the discussion at hand.

Awards:

Awards and prizes given at the end of the year include:

Book Awards – These are awards offered by colleges, who send the school criteria for the prizes. The faculty determines the recipient of each award, based on the available criteria. These are not offered every year, and the colleges change from year to year.

Academic Prizes – These awards recognize academic excellence animated by critical and scholarly inquiry. Exemplary grades and work ethic, perseverance, and commitment to the highest standards of intellectual excellence, all reflected by an intensive examination of subject matter and technique, mark the foundation of this award. It is awarded by vote of the faculty annually to one student in each grade.

Kerlin Conyngham Fine Arts Awards – Named in honor of former long-time faculty member Kerlin Conyngham, these awards honor two students who have shown outstanding dedication to their craft and to the vitality of The Academy’s performing and visual arts.

McKay Arts Scholarship – This award was established in 2024 through a fund gifted by founding staff members Patricia and the late David McKay. It is designed to further the study and dissemination of visual arts and is awarded to an outstanding senior or recent graduate to support their college education.

Outstanding Athlete in the Lower and Upper Schools, Coaches Award – These awards are given at graduation and are determined by the Athletic Director in consultation with coaches.

Robert Jaros Citizenship Award – Named in honor of former parent and long-time Trustee and Board Chair Robert Jaros, The Robert Jaros Citizenship Award celebrates commitment to social justice, selfless service, and an abiding concern for the well-being of The Academy community. This award is given at the discretion of the Heads of School to one or more members of the graduating class.

Jane Grant Honor Council Award – Named in honor of former long-time faculty member Jane Grant, The Jane Grant Honor Council Award recognizes personal adherence to and effective advocacy for the principles embodied in the Honor Code. All students are eligible to be nominated by a member of the Honor Council. This award is given by vote of the faculty to one high school and one middle school student each year.

Ellen MacLeish Zale Community Service Award – This award is named in honor of long-time faculty member and community service advocate Ellen MacLeish Zale, and is also designed to honor the importance that a sense of service to the larger community held to both our school’s founding and its enduring culture. This award is given to an Academy student of any age who demonstrates an exceptional commitment to community service within or beyond The Academy.

The Spirit of Zephyr Award – Named in memory of alumnus Zephyr Rapinchuk-Souccar, this award acknowledges graduating seniors who engage in the joy of being part of something bigger

than themselves, who recognize the importance of being ridiculous and how wildly impactful play and action can be together, and who embody these values within the Academy community.

Traditions

Community Suppers:

Each year, The Academy signs up to help serve community suppers at Trinity Church in Shelburne Falls. These provide a free hot meal to anyone in the community and are the only such suppers in the west county area. Each team signs up to serve a few meals and each member of the team is expected to attend at least one of the suppers over the course of the year. The Academy provides transportation to community suppers. We depart the school at 3:45 PM and the dinner is finished around 6:30 PM.

Parents/guardians should pick up students at the Trinity Church (17 Severance Street, Shelburne Falls). Students will also be able to get a ride back to The Academy after the community supper as needed.

Rafting Day:

Each September the school spends a day with Zoar Outdoor rafting down the Deerfield River. Students will receive information about what to wear on Rafting Day, what to bring, and return times prior to the event.

Mountain Day:

Mountain Day is an Academy tradition with a moveable (and secret) celebration date each year. On the evening before Mountain Day, students will receive a call to notify them that regular classes and athletics will be suspended for that day and the entire school will climb a mountain together instead. Layered clothing, a water bottle, sensible hiking shoes/boots, and a bag lunch are the provisions needed for the day, which will end at the usual time unless otherwise noted. Students will climb the mountain in small groups, generally by class, supervised by a staff member. The seniors, as usual, help make the day a success for all participants. If a student has an injury or medical condition that would preclude hiking up a mountain, driving to the top with a staff member is an available option.

Polyglot:

Polyglot, so called because of our tradition of singing seasonal songs in many different languages, is The Academy's annual winter holiday celebration. It includes students scurrying around the campus following clues left for them by their Secret Santa/Snowfriend/Salamander (seniors choose the moniker for the year), sitting down to a big holiday dinner, to which all students also contribute, gleefully singing holiday and winter songs together, and preparing for winter vacation. Polyglot is also a day when recent alumni/ae of the school are apt to drop by and reconnect with their former teachers and schoolmates.

Class Trips:

When circumstances allow, a highlight for many students is overnight, curriculum-based trips with their grade. More information about these trips, which traditionally take place in the spring, is shared during the year.

Fling in the Spring:

During our field day, Fling in the Spring, students spend time with their teams (much as they do for Rafting Day), participating and competing in various activities.

Commencement:

A deeply important end to each school year is our awards ceremony (which is relevant to all grade levels), our recognition of our 8th grade class as they transition into high school, and of course, awarding diplomas to our graduating class and hearing their final remarks to their community. Commencement occurs on a weekend day in early June. Similarly to Polyglot, potluck food contributions are assigned to specific grades to supply the reception that follows the ceremony. Attendance at Commencement is mandatory for students, and all families are encouraged to attend.

Vivat Academia – Our School Song:

At various points throughout the year (during the first few days of school, during school concerts, on certain special days or during Commencement), we sing our school song, *Vivat Academia*. So that new students can familiarize themselves with the language and returning students can brush up on it, the lyrics and the translation appear below. For a sense of the tune, look up [Gaudeamus Igitur](#) (which is a longer version of our song) on YouTube.

Vivat Academia

Vivat Academia; vivat professores!

Alma Mater floreat, quae nos educavit!

Caros et commilitones,

Dissitas in regiones,

Sparsos, congregavit! (bis)

Long live the Academy; long live its teachers!

Let prosper our Alma Mater, who has educated us!

Dear friends and companions,

Once scattered in faraway places

She has brought us together!

Extracurricular Activities

Athletics/Activities Program:

Athletics are offered in the fall, winter, and spring seasons to all Academy students. The program has five goals:

- 1) to provide good physical exercise;
- 2) to encourage striving for excellence;
- 3) to be involved in teamwork;
- 4) to be involved in healthy competition, for we believe that winning and losing with grace are learned skills;
- 5) to be involved in the school community.

The Academy currently sponsors competitive teams in soccer, cross-country running, basketball, and Ultimate Frisbee, and recreational programs in kayaking, hiking, and yoga or fitness. From year to year, the list of sports may vary depending upon student interest and availability of instructors and coaches. Emphasis is placed on sportsmanship, commitment, achieving one's personal best, and team play. All students are required to participate in the afternoon program each fall and spring. In the winter season, students can participate in our major drama production, basketball, or recreational skiing and snowboarding. Winter transportation schedules are announced once we know how many students are choosing these activities.

In some circumstances it may be possible for students to undertake an individualized athletic program. The process and requirements may be obtained from the Athletic Director.

Dances and Parties:

Several social events are held during the school year, sponsored by classes with guidance from designated chaperones. Students are encouraged to bring guests to most dances and parties but must sign up all guests beforehand using a guest sign-up sheet to be obtained from the Main Office and submitted to the Co-Head of School for Community. We expect that the music played at our dances by our student DJs will meet [FCC radio broadcast guidelines](#) for appropriate language.

Field Trips:

Off-campus excursions organized by the school are an important element of the program; field trips support classroom learning and provide unique opportunities for social interaction. The Academy encourages its teachers to make good use of the cultural and natural resources around us—museums, parks, theaters, forests, lakes, rivers—by taking students to these places. A staff member will be in charge of the trip, but students will often be asked to contribute to the success of the trip by organizing the needed gear, planning the menu, acting as “buddies” for each other, or otherwise assuming some appropriate responsibility. As noted elsewhere, the dress code for field trips may differ from daily, on-campus norms. If you have questions about the logistics of a field trip, concerns about your child's participation, or ideas that may contribute to the success of a planned trip, please contact the staff member in charge of that particular field trip. Parents/guardians may be asked to help chaperone trips, and planners welcome any input that will improve the quality of the field trip experience.

Some Practical Matters

Tuition, Fees and Financial Aid:

All families are required to sign a Tuition Agreement through [TADS](#), which sets forth the enrollment and financial obligation between The Academy at Charlemont and parents/guardians. Payment of tuition and fees are billed in two installments of 50% due June 15th and 50% due November 15th. A ten-payment plan, utilizing monthly direct debit payments, is also available. Non-tuition expenses such as transportation, lunches, and field trips are billed monthly as they occur. Payments are due within 30 days of the billing date and late charges will be assessed for any amount past due. Failure to meet these agreements are explained in the Tuition Agreement. For additional information please contact the Business Office.

The Academy at Charlemont offers financial aid to as many families as is possible. Many levels of financial assistance are awarded, but all families are expected to contribute to tuition. Admissions decisions are made without regard to financial need, however, our total aid amount per year is limited and we work to spread the funding to as many families as possible. Therefore, we are sometimes unable to offer as much aid as a family may hope for.

The Academy uses a software platform provided by TADS Financial Aid and School and Student Services (SSS). The methodology used to determine the estimated family contribution considers many items, including assets, liabilities, family size and the number of students in tuition-charging schools. As the Financial Aid Committee looks at financial aid applications, it differentiates between necessary expenses and money spent for lifestyle choices. Financial aid applications are due in the late winter and awards are granted in the spring during the re-enrollment process, and for new families, they are awarded at the time of acceptance. Families interested in financial aid must reapply for aid each year.

Buying Books:

Book lists with ISBNs are sent out to families over the summer within the month following Commencement. Students in grades 6, 7 and 8 are not required to purchase most textbooks for the core middle school curriculum, but will need to purchase novels, workbooks, and language books.

Other Costs:

- Transportation & Lunch Fees for those who opt for these are billed to TADS.
- Laptop: High school students are required to have their own word-processing device.
- Yearbook: Students are all encouraged to sell an ad so as to cover the price of printing *The Grove*. Families of students who do not sell an ad will be charged at cost (typically \$10-15) if they decide to take a copy of the yearbook.
- Individual artistic or academic support: Fees for private music lessons or other sessions with outside tutors are charged when the lessons begin.

- After-school activities: activities that involve outside organizations such as after-school kayaking (Zoar), skiing (Berkshire East), or basketball (Town of Shelburne) require additional costs.
- Missing school-owned texts or uniforms: Families will be billed for uniforms or middle school texts that are not returned in good condition. Families are responsible for providing appropriate footwear and safety gear for the sport(s) in which their child/ren choose to participate.
- Model UN, Quiz Bowl, or other groups or activities that fall outside our core academic or after-school program.

Please remember to plan for occasional incidental expenses for field trips, social events, etc.

Academy Parents & Caregivers:

Academy Parents & Caregivers:

Academy Parents & Caregivers (APC) is the organizing group for parents and caregivers supporting Academy events throughout the school year. The Academy parent and caregiver community organizes an annual Pie Sale fundraiser at the Ashfield Fall Festival. Major parent and caregiver volunteer efforts during the school year include the Fall Cornucopia Auction, Grandparents & Family Friends Day, the Spring Work Bee, and the June Staff Appreciation Luncheon; there are also multiple opportunities to fundraise via bake sales in support of various arts programs at our winter and spring Concert & Arts Celebration and the winter drama performances. Fundraising and volunteer events are posted on the school calendar and announced in the weekly email Bulletin. To learn more about supporting the Academy through parent and caregiver fundraising and volunteering, please contact parent/caregiver organizers at apc@charlemont.org.

Fundraising at The Academy:

Like other small, nonprofit institutions, The Academy at Charlemont relies on donations to meet a good part of its operating expenses. Parents/guardians have a unique relationship to the school, and we are conscious of the number of times we contact you. In early fall we begin our Annual Fund Campaign, the bread and butter of our development program. We seek to reach parents/guardians, grandparents, alumni/ae, and friends. The Annual Fund plays a major part in furthering the mission of the school, providing a quality academic education, and aligning the diversity of our student body with the socio-economic diversity represented in the towns we serve. The Academy benefits from two, regular annual fundraising events (see the previous section about the APC). To get involved, or to learn more about these efforts, please contact the Co-Head of School for Community.

International Students:

The Academy typically accepts several international students each year in an effort to bring the broader world to our school and to provide a unique educational experience to them. We are committed to integrating those students as fully as possible into the school and the broader community. We encourage families to consider hosting an international student for a whole school year or part of a school year. Families are also encouraged to invite our international students for an evening or weekend activity, giving them more social opportunities in our rural setting. Families may contact the Admissions Director for more information.

Animals at The Academy:

The following guidelines must be followed for dogs to be allowed in buildings and on campus between the start of the school day and the end of classes:

- pre-approval must be gained from the Co-Heads of School
- the animal needs to be leashed at all times
- the dog owner must provide the school with proof of current rabies vaccination
- the behavior, cleanup, and welfare of the dog is the responsibility of the dog owner

No animal may be brought into the classroom without prior consent of the classroom teacher, and its owner is responsible for the behavior and welfare of the pet, and also for any cleanup necessary as a result of the visit. With prior approval, the pet is allowed in all common areas except the Common Room and the kitchen.

Where to Get Information and Help

The Bulletin:

Every week *The Bulletin* is sent to all families, students, and staff via email. It gives an update on the calendar and activities, lists special events, and, in general, provides useful information to The Academy community. Please take the time to read through each *Bulletin*.

Individual Staff:

As the school year progresses, questions and problems sometimes arise. The Co-Heads of School are available to all parents/guardians as needed, and can be reached as a group at hos@charlemont.org.

Academic Matters:

The first person to contact with questions about your child's classes and related matters such as homework, study habits, etc. is their teacher. If you need further help, speak to your child's advisor or to the Co-Head of School for Academics. For more information on when a student has serious academic difficulties, see Academic Performance Concerns.

Social and Personal Adjustment:

If you have any questions or concerns about your child's adjustment to school, the first person to contact is their advisor. Depending on the outcome of this contact, the two of you may decide to ask for the help of other staff, such as the Co-Head of School for Community.

Financial Aid:

Contact the Co-Head of School for Operations.

Activities & Athletics:

The Athletic Director and the coaching staff are responsible for after school programs. If you have questions about sports you should [contact the Athletic Director](#) or the coach of a specific team. For questions about specific events or programs, contact the faculty advisor or supervising staff for the specific activity.

College Placement and related matters:

Neale Gay (ngay@charlemont.org) is responsible for recommendations, reports, and application documents. He will work directly with students and parents/guardians in the planning process.

If you're unsure whom to contact, call or email the Main Office (mainoffice@charlemont.org) for assistance. We will get you to the right person as quickly as possible.

APPENDIX: Bullying Prevention and Intervention Plan

The Academy is required by law to provide annual written notice of our Bullying Prevention and Intervention Plan to all members of our community, including our students (relevant student portions). We take student safety very seriously at The Academy: one cannot learn and grow if one does not feel physically and emotionally safe. So it stands to reason that we all must strive to make each child feel safe to live, learn, take risks, and be themselves as vibrant members of this community. We ask that families review this policy together, and that parents/guardians support the school's efforts in supporting the skills we teach to prevent and respond to bullying.

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behaviors, is a form of conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. While The Academy cannot monitor the activities of all students at all times (particularly when students are not under the direct supervision of school personnel), it is The Academy's intent to take all measures reasonably within its powers to prevent bullying in any form within our community, and to take action to investigate, respond, remediate, and if necessary discipline any acts of bullying we become aware of. The purpose of this policy is to assist The Academy in its goal of preventing and effectively responding to acts of bullying in all forms.

II. GENERAL STATEMENT OF POLICY

A. Bullying (as defined below) is expressly prohibited on The Academy's property or at school-related functions. This policy applies not only to students and school personnel who directly engage in an act of bullying but also to students and school personnel who, by their indirect behavior, condone or support an act of bullying. This policy also applies to any student or school personnel whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of The Academy or the safety or welfare of the student, other students, or employees.

B. No teacher, administrator, volunteer, contractor, or other employee of The Academy shall permit, condone, or tolerate bullying in any form.

C. Apparent permission or consent by a student or school personnel being bullied does not lessen the

prohibitions contained in this policy.

D. Retaliation against a victim, a good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying are prohibited.

F. Any person who engages in an act of bullying, retaliation, or false reporting of bullying, or who permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with The Academy's policies and procedures. The Academy may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
2. The level of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students or school personnel who are determined to have engaged in bullying or retaliation may include a range of disciplinary actions up to and including expulsion from The Academy (students) and termination of employment (personnel). Any action taken against a student shall balance the need for accountability with the need to teach appropriate behavior. School personnel who permit, condone, or tolerate bullying may likewise be subject to disciplinary action.

G. The Academy recognizes that certain students may be more vulnerable to becoming a target 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, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. Annually, the school will seek to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. This will be executed through our advisory program in small, grade-specific groups through relevant activities and discussions, to be followed by individual meetings with advisors. Like all community members, students will be reminded of their access to the anonymous incident report form available on our website.

H. The Academy will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of The Academy who is found to have violated this policy.

I. Where a complaint of bullying contains allegations of behavior that may violate The Academy's [Title IX Non-Discrimination Policy](#), the school will apply its Title IX Non-Discrimination Grievance Procedure in addition to this Bullying and Intervention Plan.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" is defined as the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to themselves or of damage to their property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

B. "Cyber-bullying", bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (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 enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "On Academy property or at school-related functions" means all Academy buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. Academy property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events, as well as any collaborative school for a school- sponsored activity, function, program, instruction or

training. The inclusion of any particular location on the foregoing list does not constitute a representation that The Academy is able to provide supervision at the location in question.

IV. REPORTING PROCEDURE

A. Any person who believes they have been the victim of bullying, or any other person with knowledge or belief of conduct that may constitute bullying, shall immediately report the alleged acts to the Associate Head of School for Community. Reports may be made orally or in writing. A person may report bullying anonymously. However, The Academy's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited. No disciplinary action shall be taken against a student solely on the basis of an anonymous report.

B. The person designated above (IV.A) (the "report taker") is the person responsible for receiving reports of bullying. If the complaint involves the report taker, the report may be filed directly with the Chairperson of the Board of Trustees.

C. Teachers, school administrators, volunteers, contractors, and other school employees shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform a report taker immediately. Academy personnel who fail to inform the report taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.

D. Reports of bullying (including in most cases any reports generated as a result of an investigation into alleged bullying) are classified as private educational and/or personnel data and/or confidential investigative data, and will not be disclosed to any person except as required by law.

E. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

F. The Academy will make all reasonable efforts to maintain the confidentiality of any bullying investigation and the privacy of reporters, alleged victims and perpetrators, and any witnesses, to the extent consistent with law and The Academy's obligation to promptly and fully investigate and take appropriate action.

V. SCHOOL ACTION

A. Upon receipt of a report of bullying, The Academy shall undertake or authorize an investigation by an Academy official or (in The Academy's sole discretion) by a third party designated by The Academy.

B. The Academy may take immediate steps, at its discretion, to protect an alleged victim, reporter, or any

other person pending completion of an investigation of bullying consistent with applicable law.

C. Upon completion of an investigation, The Academy will take any appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, remediation, training, termination, or discharge. With respect to any student found to have engaged in bullying, any action taken for violation of this policy will balance the need for accountability with the need to teach appropriate behavior.

D. The Academy is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of The Academy. To the extent permitted by law, school officials will notify the parent(s) or guardian(s) of students involved in a bullying incident of the result of the investigation, of the remedial action taken, and of any actions taken to prevent further acts of bullying or retaliation.

E. The Academy will work with our psychological consultant to provide counsel or referral to appropriate services for perpetrators and victims, and appropriate family members.

VI. RETALIATION

The Academy will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of The Academy who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

A. The Academy will regularly provide information and any applicable training to personnel regarding this policy.

B. The Academy will annually provide education and information to students regarding bullying, including information regarding this policy, the harmful effects thereof, and other applicable initiatives to prevent bullying.

C. The administration of The Academy is dedicated to implementing programs and other initiatives to prevent bullying, to responding to bullying in a manner that does not stigmatize any victim, and to making resources or referrals to resources available to victims of bullying and any other person in our community upon request.

VIII. NOTICE

The Academy will give annual notice of this plan to parents/guardians, students (relevant student

portions) and staff; and this plan will be available on The Academy's website.

Legal references: Massachusetts General Laws, Chap. 71, Sec. 37O.