



The Scoop

A Handbook

for

Students & Parents of

The ACADEMY *at* CHARLEMONT



2020-2021

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The Academy at Charlemont

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

Welcome

To our families that are new to the community this year, we welcome you and look forward to a lasting partnership. To our returning families, welcome back to another year of exciting learning opportunities. As you will hear many times this year and beyond, we are so grateful to have you as part of our school community. We strongly believe that our school is unlike any other in some deeply important ways, and the strength of the connection between the institution and each of our families is one aspect that sets us apart. As we seek to maintain and grow those connections in a year that promises to be nothing short of extraordinary, we hope to hear from every student and every parent many times along the way. Listening to one another and learning how we can best support our students and each other in this remarkable time is our foremost priority.

We are confident that the vibrance of relationships between all of our community members will continue to imbue Academy life this year, as it has since our [founders' dream of opening a school became a reality in 1981](#). Students love this place because they know they can trust their peers to meet them with compassion, humor, friendship and even mentorship, and they know the adults care about each of them as the complex humans that they are, not just as scholars, artists or athletes. Teachers love their jobs for much the same reason, and parents come to understand all of this as the real reason they chose The Academy for their children. While strong academics are at the core of what we offer, this is a place where we know and believe in one another—and having that confidence in oneself and one's community makes learning—academic, artistic, physical and social learning—that much more attainable and rewarding. Whether all of that takes place in a socially-distanced classroom or through a Zoom meeting, we're just glad you're all along for the ride.

On the page that follows, you'll see 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. As we partner with students, parents, staff, alumni, and board members to guide the antiracism commitment in particular, we are grateful to be in a community that welcomes such a charge. 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. As for the other policies and summaries that comprise the rest of *The Scoop*, we ask you to familiarize—or re-familiarize—yourselves with all of it. It truly does inform a great deal of what we do and how we do it, and even our seniors (and senior parents) are sometimes surprised to realize they don't know all of what it says!

Here's to a wonderful year...

Nora Bates Zale '00

Neale Gay

John Schatz

Associate Heads of School

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 recent murders of Rayshard Brooks, George Floyd, Ahmaud Arbery, Tony McDade, and Breonna Taylor were not isolated incidents, but part of a too-long list of extrajudicial killings of Black Americans. These killings are 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.

We are undergoing a process of examining and reflecting upon the school and its history. Part of this reflection will ask us to identify issues that may require reparation and healing, examine the school as it is today, and explore how we will refine our practices to teach anti-racism throughout our community.

A key facet of this work will be our curriculum. We recognize that a classical education has the tendency of existing in a vacuum where an adherence to a long unquestioned European and patriarchal tradition of academics creates missed opportunities. In recent years, we have begun the process of making our curriculum less Eurocentric, but we have a long way to go as educators and as an institution to uplift and center the perspectives of academics, artists, cultures, and histories of people of color. We are taking decisive steps to engage students and community stakeholders in that process.

Finally, the Board of Trustees itself must change. Specifically, having an all-white board is not consistent with the mission of this school. As the governing body that develops and maintains the institutional mission and provides the support necessary to carry out its program, we are actively recruiting people of color to join the board. A more diverse board will assist in all aspects of governance and leadership, and bring new voices that are essential—but currently missing.

Education is fundamentally a process of change, for both student and teacher. In embarking on this task of building the Academy into an anti-racist institution, we hope to change the Academy 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 1:

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 2:

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 3:

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 possessions or beliefs are unacceptable. All members should be conscious of the effect on others of their behavior, both intentional and unintentional.

Article 4:

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.

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 Associate Heads of School are responsible to the Board for implementing its policies and for overall operation of the school. The Associate Heads monitor faculty and staff and work with them to maintain the quality of Academy education. Our Associate Heads of School are Nora Bates Zale (Associate Head for Community), Neale Gay (Associate Head for Academics), and John Schatz (Associate 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. As educators and parents, we must be role models. While we will always respect your parental decisions, we ask that you avoid sanctioning absences.

Students must join Morning Meeting at 8:00 AM. If a student will be absent due to illness or a family emergency, we ask that a parent notify the Main Office before 7:45 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 to campus by lunch time, they will be considered tardy instead of absent, and may then participate in after school activities. If a student arrives at school after Morning Meeting or must depart before the end of the school day, we ask that parents notify the Main Office, and that students 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 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 Associate Head for Community who will in turn notify parents.
- If a student develops a pattern of missing significant amounts of classes, then the Associate Head for Community will 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 Associate Head for Community will send a letter to parents outlining the waiver process. Additionally, student drivers will lose driving privileges, and seniors' open campus 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.
- 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 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 is comprised 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 Associate 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, on page 15.

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 cancelled or delayed because of weather, an automated message service will call your house early in the morning. You can also learn about school cancellations by watching Channel 22, Channel 40, or by checking The Academy's website or Facebook pages. 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 the road conditions in your area, 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 do ask that you contact the Main Office before 7:45 AM. In the case where we are forced to miss several days of oncampus learning, some Academy "snow days" may in fact be remote learning days where students are expected to complete work at home or engage with learning online.

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 research or homework to do. Adult supervision of activities during unscheduled time will be 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), Einstein (the Mac lab) in Grinnell Hall (if there isn't a class in progress), Orpheus (the recording studio), the darkrooms (if they are Photography students), an empty classroom, or 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 under Academic Warning may have free periods restricted (see p.12).

**The library is a place where only academic work or inquiry should be occurring, so we ask that anyone using an electronic device for an extended time therein 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 a faculty or staff member.*

Academic Policies and Procedures

Homework:

Upper school students generally spend two to four hours on homework daily; the amount for students in lower school is one to two hours, in general. Although there are unassigned periods during the day, some homework will have to be done after school. If a student has a recurrent problem completing assignments, teachers and parents 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 for support to ensure that students don't fall behind. Teachers post homework on Google Classroom and grades on NetClassroom 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.

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 participation in discussion. It is important that students be responsible for knowing how well they are doing in classes. Teachers post assignment grades to NetClassroom as assignments are completed and graded. If there are any problems or doubts, students should be 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 NetClassroom 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 for a discussion. Student conferences are held in the fall and spring, but parents 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 Associate Head of School for Academics.

Distance Learning Guidelines:

As always, we expect all community members to abide by our Honor Code.

Whether your class is meeting during your allotted time or you are assigned work to complete independently, students should practice academic integrity by completing your own work; collaborate or consult other sources only when the teacher or the assignment calls for doing so. Whether you are discussing topics through video conferencing, using chat functions, or editing google documents, we expect everyone to demonstrate respect for everyone in this community.

With technology during a synchronous (live) class, students should:

- Use mobile phones or additional electronic devices only with permission from the teacher.
- Store mobile phones away from the learning space to avoid distractions
- Start each distance learning day with a fully charged device.

During a synchronous (live) class, students should remember that you are on camera and live.

Online etiquette is important for group learning to occur. Abide by the following guidelines:

- Begin logging into the class a few minutes early so that you join class on time with the appropriate materials needed for the class. Pay particular attention to your own class schedule, the school's schedule for the week, and what time it is.
- Log in using your name so that you can be identified if you are placed in a virtual waiting room.
- Turn your video on unless given permission by the teacher due to connectivity or other issues.
- Respect the classroom rules, assignment requirements/deadlines and teacher directions.
- **Sit in a distraction-free, work-appropriate location, such as a desk or kitchen table; please do not join class from your bed.**
- Be presentable, fully dressed, and ready to participate.
- Don't eat during the synchronous portion of the class.
- **Respect the context and privacy of the live class. Sessions are not to be recorded, photographed or shared unless explicitly directed by the teacher.**

- Focus. During online learning you may decide to split your screen to take notes or engage in an activity that pertains to the lesson. You should not, however, split screens to multitask, engage in unrelated activities or otherwise do anything that distracts you or others during class.
- Mute yourself during activities when you are not expected to contribute. There can be a lot of background noise even in the quietest of rooms/offices. We suggest using headphones as well.
- Be mindful of tone and expressions during the live class. You are not anonymous; your voice and video are viewed by all who are participating in the class.
- Use the chat feature and “raise your hand” feature in productive manners that align with the goals of the class.
- Be forgiving of mistakes during the live class. There are bound to be technical glitches; be patient with your classmates and teacher.
- As always, listen carefully to your teacher and peers, ask good questions and make productive comments, learn and have fun.
- Ask for help! Whether it be about technological glitches, assignment directions, or anything else, reach out to your teacher, your advisor, or school administration for help in navigating challenges.

Enrichment:

Upper school students in the 9th-11th grades who choose to pursue an Enrichment option in Science, Mathematics, Romance Languages, and/or Humanities will engage in a significant amount of additional coursework that will be completed largely independently. This is not a separate class; all students, regardless of whether or not they are pursuing Enrichment work, will be in the same classroom doing the same work, but students choosing Enrichment will have additional work assigned outside of class. Teachers will assign Enrichment work three times throughout the year, giving students roughly two months to complete each assignment, and teachers will offer guidance and support along the way outside of class. The level of choice a student may have in their topic of study for Enrichment assignments may vary from course to course, but all teachers will give specific criteria that must be met for a student to successfully work toward Enrichment designation.

Enrichment work should be driven by an interest in further exploring the content of a given course, not by grades or competition. Whether a student completes Enrichment work or not will not affect the final course grade or GPA. Students who complete all of the Enrichment work assigned throughout the year in a course to a level deemed satisfactory by the teacher will have “[Course] with Enrichment” denoted on their transcript. Students may opt out of the Enrichment option at any time during the year with no penalty, but also without “[Course] with Enrichment” on their transcript. We will clearly communicate with colleges about what courses offer Enrichment work.

The Enrichment Program will be paused for the 2020-21 School Year.

Academic Warning:

Students who earn below a C- in one or more courses at the end of the first or third quarter will be placed on Academic Warning for the remainder of that semester. Based on conversations between teachers, the Associate Head of School for Academics, the student, and the family, a support plan will be put in place. This may include more regular meetings with teachers, more regular communication between family, child, and teacher, more structured free time, less freedom around electronic use during the school day, and the encouragement for arrangement of tutoring outside of school. If a student earns below a C- for the first semester, second semester, or entire year, the student will continue to be on Academic Warning for

the following semester. Additionally, further supports or actions may ensue that could include more of any of the aforementioned supports, limitation of participation in optional after school activities, or ultimately, the repetition of a course or grade in the case of failing grades for the entire year. Supports will remain in place as long as the teacher(s), Associate Head of School for Academics, and family believe necessary and until the students' running semester grade rises to a C- or above. At the end of each quarter, or after report cards are published, the Associate Head of School for Academics will notify any students and their families of Academic Warning status.

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 and pass Latin 1, 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 Associate 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 Associate 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 Associate 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. This also means that students cannot simply recover two credits outside of The Academy in one academic year and advance to the next grade level.

Middle School:

While students in the 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 8th and 9th grade. A student who fails multiple middle school courses and fails to demonstrate sufficient progress in developing scholarly habits should expect to repeat a year as determined by the teachers, parents or guardians, and Associate 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 in time for morning meeting (no more than three unexcused tardies per semester), attending chore, going to community suppers, coming to at least three dances, and more. 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, 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. Requests for transcripts or for the release of records must be made in writing to the Associate 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 permission.

Study Abroad:

We will entertain proposals for study away from The Academy in the sophomore or junior year, and in rare cases, the freshman year as well. Such petitions 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 submit a written proposal to the Associate 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 Associate Head of School for Community.

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 10, 11, and 12 may enroll in online electives.
- All courses must be approved by the Associate 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 Associate Head of School for Academics).
- Students will not be permitted to take AP courses (unless a student makes a petition for a specific course and is approved for such).
- 100% of the cost of the courses will be passed through directly to families regardless of financial aid status.
- Students will be assigned times in some formerly "free" periods to work on their online coursework.
- The Associate Head of School for Academics will monitor students' progress by periodically checking in with students; 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 *e-Bulletin* for families will contain instructions about scheduling conferences. Teachers make approximately twelve hours available over two days for conferences with students and parents. Each conference with a classroom teacher lasts for fifteen 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 and teachers, make observations about their learning, celebrate their achievement, and reflect on areas for continued growth. For the convenience of parents, 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 phone conference. Parents 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 should feel free to contact the student’s advisor when they have questions or concerns about their child. We request that course-specific issues 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 that is free of gossip: 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. In addition to their advisor or any staff member, students may speak with the school’s psychological consultant. Should there be a need for extended counseling, the consultant or the school will recommend seeking those support services externally, at which point referrals can be offered as needed. Any requests from students or parents to meet with our psychological consultant can be made directly to the consultant, or through the Associate Head of School for Community.

Health Services:

Medications

The Academy has a part-time nurse who will be available by phone during open school hours to provide consultation to a staff delegate for questions about medication administration. Our school secretary will serve in the role of the Medical Administration Delegate (MAD). In the event that the delegate has a question about a student and/or medication, the school will not dispense medications to the student unless they speak to the student's prescriber about the concern. The MAD will meet with the school nurse before the start of school each year to review the below medication administration process. The school will also have a backup MAD in case the primary delegate isn't available.

Medication Administration Process:

1. All medications brought into the school will be given to the school delegate and stored in a locked space.
2. Each medication must be stored in a bottle labeled with the student's name and DOB, medication name and dose and administration instructions as well as precautions (for example, do not take on an empty stomach).
4. Each student's parent or guardian will complete the Parental Permission and Medical Authorization Form that will include the reason for the medication, the medication name and dosage and administration instructions.
5. Students will present to the school delegate at the time their medication is scheduled.
6. The delegate will review the name and DOB and review the copy of the Parental Permission and Medical Authorization Form before dispensing any medication.
7. Once the information is reviewed, the delegate may allow the student to self-administer the medication in the delegate's presence.
8. Any changes to the student's medication must be recorded on the Parental Permissions and Medical Authorization Form before the new medication will be dispensed.
9. OTC medications (Advil, Tylenol, Cough Drops and Benadryl) will follow the same process. Parents or guardians must complete the OTC medication section to list any OTC medications that they do not want dispensed to the student.

Examinations and Immunizations

The Academy does not conduct or require the 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 file for reference. These records are available any time students leave the campus during school activities or events. We also do not require immunizations, but do require documentation of the reasons for not immunizing. If the reason is medical, we ask for a physician's documentation of the contraindication which makes it necessary to not vaccinate; if religious or otherwise personal, we ask for a letter from the parents.

Illnesses and Injuries

In the event of sudden illness or accident at school, the parents are called and 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. If your child seems unable to participate in the normal day-to-day events due to illness, or has had a fever over 100 degrees or vomiting within the

previous 24 hours, please keep them at home. Refer to [Health & Safety Guidelines](#) for additional information regarding COVID-19.

Concussions

Students who sustain a concussion, whether or not it is sustained during Academy activities, must bring a doctor's note indicating acceptable mental and physical activity for the student. The Academy will work within these recommendations to adjust workload and expectations to support the student in returning to full participation in Academy life. The student will not be allowed to participate in rigorous physical activity again (practice or competition) until professional medical clearance has been obtained and verified by the Athletic Director.

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 problem, 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, 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 Associate Head for Community or the Associate Head for Academics. A Required Leave is initiated by the Associate Head for Community, the Associate 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 would not be automatic and would be 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. 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 a student to address the issues, particularly if they are identified early. In more difficult situations, outside tutoring may be recommended. The Associate 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. They are encouraged 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 Associate 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.

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 Associate Head of School for Community. Parents 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 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 is suspended from school, and the Associate 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 Associate 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, vaporizer devices, drug (including marijuana or CBD products*), or alcohol use, the response is both educational and disciplinary. Such response may include: loss of privileges; required parental 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 Associate Head of School for Community regarding a case-by-case consideration.*

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 his or her own work and plagiarism is forbidden (see Article 1 of 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 expressed 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 Associate Head of School for Community and/or the Associate 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 Associate Head of School for Community will notify the parents and discuss with them ways in which the school and parents can work together to address the student's behavior. Specifically with regard to off-campus, private, social

functions involving Academy students, parents should always be present. Parents 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:

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. Mutual respect and kindness, direct and honest communication, patience, trust, and civil and well-mannered resolution of disagreements must govern all interactions between parents and the faculty, staff, and administration. 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 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 concerns and, in each case, will delineate lines of responsibility and communication. While parents 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 to remain a constructive member of the community. In such cases, both the parents 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 (or 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 'Students' or 'Parents and Friends' (top right corner of the homepage) and selecting '[Incident or Concern Report](#)' from the dropdown menus. All reports will be taken seriously and investigated by the Associate 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. Until stated otherwise, during the 2020-21 school year, all community members are required to wear masks/face coverings in school. In the below bullets, "clothing" also refers to masks and face coverings. We ask that students adhere to the following:

- Clothing should allow them 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 messages).

- From time to time—such as at Exhibitions, concerts, certain field trips, Open Houses and Grandparents & Friends Day—students should dress in “business casual” attire.
- No bare feet inside the school buildings.
- *For Athletics*: Students should be prepared to participate in athletic attire. No cleats are permitted inside the school buildings. Shirts remain on during athletics when we are either hosting events or visiting other schools.

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 healthier *ethos* around body image and lends itself to more productive discussions around the related issues.

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

The main purpose of The Academy’s online access and computers is for school work. We ask that students *always* prioritize that main purpose. We also recognize the growing relevance of mobile communications and applications, and believe in the importance of each individual developing a personal understanding of productive and meaningful technology use. Herewith, our guidelines:

- *Middle School Policy*: 6th, 7th, and 8th grade students are not permitted to use cell phones at school. If phones must be in students’ possession for parental communication before or after school, we ask that they remain in students’ backpacks or lockers during the day. Middle school students are also not permitted to use any electronic devices for gaming or other non-academic purposes during the school day.
- The common room remains a screen-free environment during lunch periods.
- Communication should be in person whenever possible. Exceptions may include: parties not on campus, the need for a record of communication, delivery of important documents or website link references.
- Computer/personal electronic device use is not permitted during class time unless given permission or requested by a teacher.
- Projectors and Smart TVs are only to be used by teachers or with permission of teachers.
- Computer/personal electronic device use is not permitted during meetings and assemblies unless given prior permission or requested by a staff member. At Morning Meeting, students may use devices for Thought for the Day, game reports, birthday poems, or other announcements, but should not be using the device while others are giving announcements. Any such use can result in the students’ losing access to the device for any period of time during the day.
- Though upper school students may communicate with parents, friends, etc. via their cell phones, any communications about illness, injury, or any other reason for requesting early dismissal must be conducted through or coordinated with the Main Office.
- Students must use a school-approved calculator for all math and science in-class work and assessments, unless given permission otherwise.
- When listening to audio or watching video, students must use headphones unless using devices in the Common Room or outside, in which case the volume must be at an appropriate level so as to not disturb other community members.
- In order to encourage more of a community feel during shared meal times, the Common Room is a screen-free space during lunch.

- Particular community days or events, as determined by the Associate Head for Community, shall be screen-free days, and devices should remain in student's lockers or backpacks, unless given explicit permission. These include but are not limited to Mountain Day, Grandparents and Friends Day, Fling in the Spring, Polyglot, and some field trips (at the discretion of the trip leader). The Associate Head of School for Community may also call screen-free days on other non-event days.
- When speaking or listening to another person, headphones should be removed from ears even if there is no sound on.
- Students who are struggling academically may, after conversations with families and teachers or administrators, have fewer freedoms regarding their use of electronics.
- Students who would like or may benefit from a break from access to their devices may choose to leave these in a designated (locked) basket in the Associate Head of School for Community's office for the duration of a day. Adults (including parents/guardians, advisors, teachers, etc.) may suggest this as a course of action in such a case where consistent distracting behaviors are noticed.
- 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 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.

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.

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 report it to the Associate 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:

All reports of sexual harassment should be shared directly with The Academy's Title IX Coordinator, and will be investigated in compliance with state and federal Title IX guidelines.

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 Associate 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 Associate Head of School for Community.

The School Day

The normal school year for The Academy begins in August; 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, and two weeks in March. 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, 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 8:00 AM until 3:15 PM (1:15 PM on Wednesdays), and students remain on campus until 5:15 PM (3:15 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 5:15 PM.

The Schedule:

There are six periods each day, and most classes at The Academy meet between two and six 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 those take place on Tuesday and Thursday mornings. In case of a delayed opening, a revised schedule will be posted on the Ad Hoc Board in the morning. Student schedules for the fall term will be received with Registration materials, and spring schedules will come out shortly after Winter Break. Schedules are also available on NetClassroom. There is a link to the site on our school website, under the student and parent dropdown menus (www.charlemont.org).

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, 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 special permission, even during lunch. An exception is A block, when students are permitted to bring a beverage to class, as well as lunch meetings held in tiled-floor classrooms. Unless holding meetings for official clubs, councils, or planning purposes, students may not have lunch in classrooms. Water bottles 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 physical jobs around campus.

The Library:

When students have research to do, the library is a great resource. 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. Books are signed out for a three-week borrowing period, which may be renewed. Replacement costs for lost or missing books must be paid before students can take exams. As mentioned on p. 10 under *Unassigned "Free" Periods*, 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 one has been given specific instructions to do so. Please be aware that 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 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 8:00 AM. It is the time when attendance for the day is taken, announcements made, schedule changes noted, game reports given (applause is always in order), birthdays acknowledged... in short, a lot goes on in Morning Meeting. It is important for students to be there on time.

Lunch and the Honey Bear Hut:

The Honey Bear Hut is our kitchen and lunch service. It was begun by an enterprising founding student and named for his family dog “Honey Bear.” Students can sign up for lunch on a year-long basis, or as needed during the morning of any given day. A limited amount of lunches will be available if students forget to sign up in advance. Information and menus will be published on our website. Students may also bring their lunches 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 3:00 PM.

Getting To and From School

Parents are responsible for arranging daily transportation to and from school. To assist parents, The Academy provides several options. Parents should not drop off students before 7:30 AM and students should 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. Parents 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/Hadley, Northampton, Goshen, Williamsburg, Sunderland, South Deerfield, Ashfield, and Conway. Parents 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’ help to drive. Please let the office know if you are available to drive to these events. Students are not allowed to drive themselves to school sponsored activities unless the student lives in the direction of the game, or 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. In the unlikely event of a cancellation, there will be activities for students as appropriate. Transportation routes do not change. If you need to pick-up your child before 5:00 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 nearly all home games. For away games, teams are usually not back to school by 5:15 PM and parents 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 the 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 must obtain permission to drive to school. The necessary forms can be found in the Main Office. Students who drive to school or school functions must obey all posted speed limits and traffic laws, and must not use or transport drugs or alcohol. They must not transport other students without the written consent of all families involved. Even with all families giving permission, students are not permitted to drive one another between school events, such as to field trips or away games, unless they are a senior with open campus privileges (see below), or are otherwise granted permission by a parent/guardian and school staff. Students may only arrive to 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:

PLEASE NOTE: This policy is suspended until further notice.

The Academy has an open campus. Open campus applies to seniors only, and begins on October 1 of each school year. 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 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. Additionally, if seniors are late (meaning not in the Common Room at 8:00 AM) to school on a given, they lose open campus privileges for that day. If seniors are late to school for two days within a 5-day period, open campus privileges will be suspended for 5 days, beginning on the same day as the second tardy, i.e., if a student is late on a Monday and then again on a Thursday, privileges are lost for Thursday through the following Wednesday. Assuming no further tardies within that 5-day period, that student could resume their

privileges on Thursday. If tardies do occur within the 5-day period, one day per tardy would be added to that suspension period.

Further considerations:

Athletic coaches will have discretion about applying this policy to away game travel for seniors. Teachers will have discretion about applying this policy to field trips.

Should this policy be abused or student behavior become unacceptable, in the eyes of the administration, the entire policy will be up for review and revocation.

Individual Transportation & Recreational Equipment:

If students wish to use their own transportation or recreation equipment (including but not limited to bicycles, skateboards, scooters, etc.) on campus, they must also use the proper safety gear (including but not limited to a helmet, safety pads as applicable, etc.).

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 six 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:

We currently have eight Councils, each made up of representatives from across the grades, which reflect a diverse range of areas of interest for both the community and our students. These councils are subject to change based on student sign-ups, which happen in the early fall. 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. *All students and faculty are encouraged to serve on a council, however, council membership will be optional for the 2020-2021 school year.*

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 with the Interschool Relations Council to make art more accessible to and present in both our community and the communities of other schools in the area.

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 and 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 Honor 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 Honor Council is responsible for developing and sustaining an ongoing discussion of the Honor Code and its implications for student conduct and attitudes.

The Interschool Relations Council works to engage with other schools and their communities to create events and projects that promote collaboration and broaden social opportunities for both the Academy and surrounding schools. Furthermore, we want to be a support system for other councils to help publicize their events and goals, as we try to integrate more diverse values into our own community.

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.

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 voice 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. The students in this group will not have more authority than other students. The student rep will be present at all meetings, and will bring relevant issues to board meetings. The student group may ask one or more of the Associate Heads to be present at certain meetings. It is suggested that they meet with the administrators at least once a month to discuss some of the topics that have come up in conversations.

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.

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.

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.

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.

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 Head 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. Students in grades 9, 10 and 11 are eligible to be nominated by a member of the Honor Council. This award is given by vote of the faculty to one 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 outside of The Academy.

Traditions

What follows are descriptions of our traditions in a typical year. Given our current circumstances, these will be either modified or postponed for 2020-2021, and we will update the community accordingly.

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 two 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 6:45 PM. Parents 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. Early on the morning of Mountain Day, students will receive a call to notify them that regular classes will be suspended for that day and the entire school will climb a mountain together instead. Layered clothing, a water bottle, sensible hiking shoes, 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. Plans for a 2020-2021 Mountain Day remain in the works.

Polyglot:

Polyglot, so called because of our tradition of singing seasonal songs in many different languages, is The Academy's annual winter holiday celebration. After Morning Meeting, we may listen to a story or watch a play, then participating students scurry around the campus following clues left for them by their Secret Santa. At midday we all sit down to a big turkey dinner which is prepared by the staff and served by the juniors; each class, in fact, will contribute to the dinner by bringing in an assigned food item and performing some task associated with the dinner. After lunch we gather in the Recital Hall to sing, and then we spend a few minutes taking down the holiday decorations and preparing the school for 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:

In May, all grade levels participate in Class Trips. These are generally curriculum-based and are considered part of the program. Students are expected to participate fully.

Fling in the Spring and Roman Banquet

A recent addition to Academy traditions that rolls in a previous one (re: Roman Banquet), fondly named Fling in the Spring, our field day is a springtime day of fun. Students spend the day with their teams (much as they do for Rafting Day), participating in various activities and enjoy a Roman Banquet (in toga attire) at lunch.

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; vivant 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

What follows are descriptions of our activities in a typical year. Given our current circumstances, these will be either modified or postponed for 2020-2021, and we will update the community accordingly.

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, skiing, and Ultimate Frisbee. 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. Each year students must have at least one season of competitive team athletics and one other activity in which some vigorous physical exercise is a component. Recreational programs such as kayaking, yoga, or hiking may be offered in the fall or spring, with updated information provided in the letter from the Athletic Director in the Registration packet.

In the winter season, students can participate in our major drama production, basketball, recreational or competitive 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 Associate Head of School for Community.

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 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

Legal Notices:

By Massachusetts law we are required to notify parents of the availability of The Academy at Charlemont’s *Asbestos Management Plan* and *Integrated Pest Management Plan*, which are available in the Business Office. Please contact the Business Office for additional information.

Tuition and Fees:

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. 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.

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 Lower School curriculum, but will need to purchase novels, workbooks, and language books. The Academy Parents Council (APC) often organizes a Used Book Sale over the summer.

Other Costs:

- Yearbooks: Students are all assigned an ad to sell as a way of building business skills and to cover the price of printing *The Grove*. Families of students who do not sell an ad will be charged at cost (typically about \$15) if they decide to take a copy of the yearbook.
- Fees for private music lessons are charged when the lessons begin. Coaching and uniform use costs are covered by the Activities Fee, but fees for activities with other organizations for after-school kayaking (Zoar) or skiing (Berkshire East) are not. Families will be billed for uniforms missing or not returned in other than good condition. Families are responsible for providing appropriate footwear and safety gear for the sport(s) in which their child/ren choose to participate.
- Per use fees will be charged for photography students using both traditional and digital materials on campus.

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

Academy Parents Council:

The Academy Parents Council (APC) is a parent volunteer organization. Its work is inspired by and supports The Academy's mission, and its own mission is to support and strengthen the Academy community. Participation is welcome from all who are interested. Members are engaged in planning and executing a range of programmatic, service based, and fundraising events. The fund raisers are an annual pie sale at the Ashfield Fall Festival which supports APC priorities, and The Academy's Cornucopia Auction in November (The Fall Festival is cancelled for 2020 and the Auction likely to be drastically different!) . The APC also sponsors receptions after our Winter and Spring Concerts. The APC meets three to four times a year, rotating the meeting location in an effort to facilitate parent attendance in places farther from the school. Faculty and members of the school's Board of Trustees are encouraged to attend several meetings a year to keep the parent body informed of issues and visions and to listen to thoughts and concerns of the council. Specific locations will be announced. Meetings are posted on the school calendar and announced in the Bulletin. To learn more or to join us please contact current APC co-chairs Joanne Bourbeau P23 (jboubeau@humanesociety.org) and Tara Mason P25 (tmason@sgegroupp.com), or simply attend a meeting.

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 have a unique relationship to the school, and we are conscious of the number of times we contact you. This section in the Handbook is an effort to apprise you of the fundraising campaigns we conduct each year, what they are, and when they happen.

In early fall we begin our Annual Fund Campaign, the bread and butter of our development program. We seek to reach parents, 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. In October, the APC organizes an Apple Pie Sale at the Ashfield Fall Festival. This is a time to raise a bit of money and, equally important, spread the word about our October Admissions Open House and the second event, our November Cornucopia Auction. To

get involved, or to learn more about these efforts, please contact Nora Bates Zale (nzale@charlemont.org).

International Students:

The Academy 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 exchange students for an evening or weekend activity, giving them more social opportunities in our rural setting. Families may contact the International Student Coordinator 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 Associate Head of School for Community or the Head of School;
- the animal needs to be leashed at all times;
- the dog owner must provide the school with proof of current rabies vaccination, and
- 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. The Bulletin is also available online at www.charlemont.org/bulletin. It gives an update on the calendar and activities, lists special events, and, in general, provides useful information to The Academy community. Please do take the time to read through each *Bulletin*.

Individual Staff:

As the school year progresses, questions and problems sometimes arise. The Associate Heads of School are available to all parents as needed.

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 Associate Head of School for Academics. For more information on when a student has serious academic difficulties, see pages 10-12.

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 Associate Head of School for Community or the Psychological Consultant.

Financial Aid:

Contact the Associate Head of School for Operations.

Activities & Athletics:

The Athletic Director (athletics@charlemont.org) 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. The Associate Head of School for Community is responsible for many of the special events or activities that are not a part of the athletics program, such as Rafting Day, Mountain Day, and Polyglot. 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 in the planning process.

If you're unsure whom to contact, call the Main Office 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 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.

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 himself or of damage to his 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 employee 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.