

Pingree

SCHOOL



STUDENT/FAMILY
HANDBOOK
2021–2022



STUDENT/FAMILY HANDBOOK 2021–2022

Dear Pingree Students and Families,

Safety, trust, and freedom in Pingree School's learning community are rooted in a shared commitment to honesty, integrity, and character. We expect all members of our community to take this commitment seriously. While our mission statement is a living document that guides faculty, students, and staff in actions and behaviors, our Handbook provides the specific policies and guidelines that seek to ensure a respectful, clear, and safe learning environment. Pingree's mission guides the spirit of all rules and policies.

The fundamental purpose of this Handbook is to define the commitments that we—faculty and staff, students, parents, and guardians—are making together to provide the best possible educational experience. Prior to the start of the school year, we expect that all students and their family members review this document to familiarize themselves with policies. A clear understanding of this document will improve school-home communication, assist with questions about procedures during the year, and increase the likelihood of a successful year for all.

Due to the extenuating circumstances of the COVID-19 pandemic, we anticipate that policies and procedures during the 2021–2022 school year may be adapted to prioritize school decisions related to the health, safety, and needs of the community.

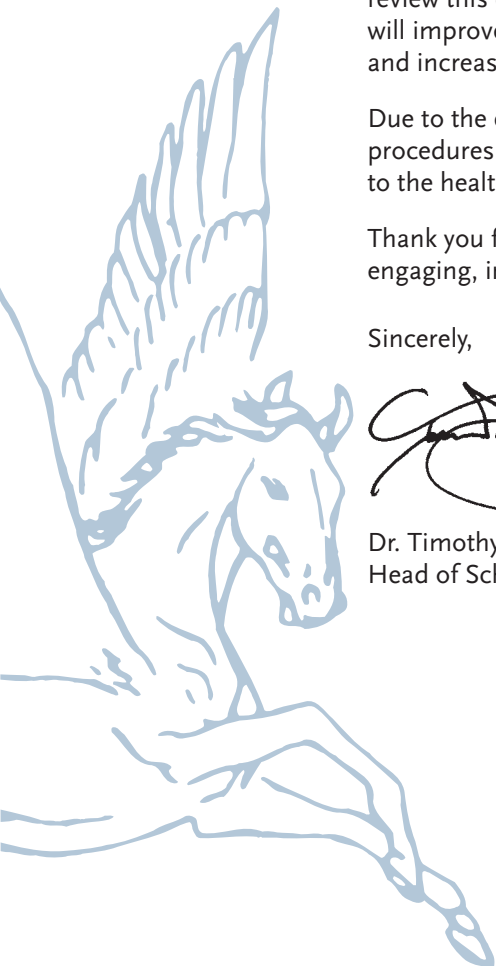
Thank you for being an informed, contributing member of the Pingree community. Best wishes for an engaging, invigorating, and meaningful school year!

Sincerely,

A handwritten signature in blue ink, appearing to read "Timothy M. Johnson".

Dr. Timothy M. Johnson
Head of School

The policies and practices contained herein may be amended at any time and are subject to change without notice at the discretion of the head of school. The policies set forth in this handbook are not intended to create, nor are they to be construed to constitute, any contractual rights or obligations.



MISSION STATEMENT

Dedicated to academic excellence and development of high personal standards, Pingree believes that a love of learning flourishes best in a diverse community that respects truth, curiosity, creativity, humor, and independent and imaginative thinking. Above all, Pingree strives to instill in its students integrity, decency, compassion, self-esteem, and commitment to one another and to the world at large.

STATEMENT OF CHARACTER AND PURPOSE

As a college preparatory day school founded in 1960, Pingree seeks to achieve its mission primarily through its teachers, advisors, and coaches, all of whom establish close rapport with students in order to mentor them in scholastic work, athletics, and extracurricular participation, as well as to identify and encourage personal strengths. Through this interaction, and in partnership with parents, Pingree hopes to instill the values expressed in its mission.

As students become confident about themselves and their abilities, it is vital that they also recognize their obligations to society as responsible citizens. Pingree believes that a willingness to participate actively in efforts to bring about a better world is an essential goal for every student. Pingree seeks to help each individual develop the qualities of leadership and the courage to take risks while continuing to grow as a student and as a person

DIVERSITY STATEMENT

Pingree School's mission states that, "Pingree believes that love of learning flourishes best in a diverse community." In keeping with this philosophy, we must actively recruit students, faculty, staff, and trustees of diverse backgrounds. The school and its trustees are committed to ensuring that Pingree is open and welcoming to a population that is all-inclusive. We seek to be a community of people who respect, nurture, and sustain an awareness of how the diversity among us enriches all of our lives.

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MAJOR DATES 2021–2022*

Wednesday, August 25, and Thursday, August 26.....	New faculty/staff orientation
Monday, August 30, and Tuesday, August 31	Full faculty/staff meetings
Tuesday, August 31–Friday, September 3.....	Student orientation events
Monday, September 6	Labor Day—no events
Tuesday, September 7.....	Rosh Hashanah—no events
Wednesday, September 8	Faculty/staff meetings and student orientation events
Thursday, September 9	Convocation and first day of classes, Trimester 1 begins
Monday, October 11	Indigenous Peoples’ Day—no classes
Tuesday, October 12	Senior college visit day
Thursday, November 11	Veterans’ Day—no classes
Friday, November 19.....	Last day of Trimester 1
Monday, November 22, and Tuesday, November 23	P-S-T conferences—no classes
Wednesday, November 24–Friday, November 26.....	Thanksgiving recess
Monday, November 29.....	Classes resume, Trimester 2 begins
Friday, December 17	Winter Break begins after dismissal
Weeks of December 20 and December 27.....	Winter Break
Monday, January 3	Faculty/staff in-service day
Tuesday, January 4	Classes resume
Monday, January 17	Martin Luther King, Jr. Day—no classes
Monday, February 21	President’s Day—no classes
Friday, March 4	Last day of Trimester 2, Spring Break begins after dismissal
Weeks of March 7 and March 14	Spring Break
Monday, March 21.....	Classes resume, Trimester 3 begins
Monday, April 18.....	Patriot’s Day—no classes
Monday, May 30	Memorial Day—no classes
Friday, June 10.....	Last day of Trimester 3
Friday, June 10–Sunday, June 12.....	Commencement events

**All dates are subject to change.*

SCHOOL DIRECTORY

ACADEMICS	Kristin Brown	BUSINESS AND FINANCE	John Harrington
Assembly	Kristin Brown	Billing	Janice Nelligan
Attendance	Len Williamson		Stephanie Shepherd
	Grade Deans	Financial Aid	Ashley Parks
	Pam Sidell	Human Resources and General Counsel	Laura Ogden
Registrar	Tracy Johnson	COLLEGE COUNSELING	Nick Soodik
Report Cards/ Academic Progress	Kristin Brown		Tracy Johnson
Scheduling	Kristin Brown		Jong Kwan "JK" Park
	Tracy Johnson		Kellee Webb
Textbooks	Department Chairs	COMMUNICATIONS/ MARKETING	Novelette Brown
ADMISSION	Eric Stacey		Leah Hancock
	Mary Dyer	COMMUNITY AND MULTICULTURAL DEVELOPMENT	Zara-Marie Spooner
	Kate Frost		Hannah Liu
	Mike Posternack	COUNSELING	Molly Murphy
ADVANCEMENT	Cara Lawler	DISCIPLINE	Len Williamson
Alumni Relations	Ashley Goliti-Chase	EDUCATIONAL RESOURCE CENTER	Ann Lyons
Database	Paul Tetta	ENGLISH	Jess Moore, Chair
Fundraising	Cara Lawler		Elyssa Barrett
Major Gifts Officer	Buddy Taft		Christian Gal
Advancement Services	Mike Montenegro		Edith Goltra
Parent Relations	Ashley Goliti-Chase		Mike Gracey
Pingree Fund	Di Mathey		Chris Grenier
Special Events	Shelley Vassallo		Cam Kaplan
ARTS	Eric Haltmeier, Chair		Edward Kloman
	Maeli Goren-Wilson		Jim MacLaughlin
	Tennille Hahn		Eric McCollom
	Steve Hall		Livvy Poulin
	Cathy Johnson		Nick Soodik
	Brooke Joynes	FACILITIES	Chris MacDougall
	Phil McGowan		Nick Absilah (UG2)
	Caitlin Rae Miller		Mike Aldred (UG2)
	Liz Taft		Derek David (UG2)
	Deb VanderMolen		Andres Henao (UG2)
ATHLETICS	Betsy Kennedy		Nick Picardy (UG2)
Fall Coverage	Michael Marinella		Austin Shea (Outdoor Pride)
	Nick Ogles	FOOD SERVICES	Josh Cushman
	Jabari Scutchins		
	Luke Wamboldt		
Rink	Nick Picardy		
Auxiliary Program	Luke Wamboldt		
Sports Medicine	Nick Ogles		
	Melissa Theige Richie		
Transportation	Jabari Scutchins		

ACADEMIC INFORMATION

GRADUATION REQUIREMENTS

Successful completion of 67 credits, to include:

- **ENGLISH:** 12 credits. One credit for each trimester enrolled (through level 4) to include 3 trimesters of American Literature/American Cultural Studies or a department-approved equivalent course.
- **MATHEMATICS:** 9 credits. Must complete through Math 3.
- **FOREIGN LANGUAGES:** 9 credits. Must complete 9 consecutive trimesters in a single language through Pingree level 3.
- **HISTORY & SOCIAL SCIENCES:** 9 credits, to include Themes and Issues in World History, Ideologies and the Creation of the Modern World (formerly Modern European History), and U.S. History or American Cultural Studies.
- **SCIENCE:** 9 credits to include Biology, Chemistry, and Physics.
- **ARTS:** 6 credits.
Beginning with the Class of 2024, the distribution of those 6 credits must include at least:
 - * 2½ credits from Grade 9 Arts (1½ visual/1 performing)
 - * 1 credit in visual arts (must be a full-credit course)
 - * 1½ credits in performing arts (1 credit must be a full-credit course; ½ credit must be completed prior to senior year)
 - * Students who transfer to Pingree after Grade 9 are required to meet the 6 credit art requirement to include at least 1 full-credit visual and 1 full-credit performing art course.
- **COMMUNITY EDUCATION:** ½ credit required of all ninth graders.
- **SENIOR PROJECT:** Seniors must pass all requirements of their senior project.
- **AFTERNOON REQUIREMENT:** All students are required to participate in the afternoon program. Students in ninth, tenth, and eleventh grade must participate all three seasons; twelfth graders are allowed an optional season off. Each year at least one season must be a physical activity.

Students must be enrolled in a minimum of 5½ credits each trimester for 16½ credits each year. Students may not enroll in more than 6½ credits in a trimester. Students may meet the credit minimum with a combination of full credit and ½ credit courses.

Twelfth graders, in order to receive their diplomas, must pass all year-long courses and pass all courses during the third trimester. Twelfth graders must be in attendance at Pingree at least one trimester to be eligible for a Pingree diploma.

A student cannot be promoted with more than one failure in a course on their record.

Students taking AP and some honors courses are advised to pay close attention to course descriptions as extra class meetings may be required. The frequency of these extra classes will be decided by the particular department and may be added to in the case of excessive cancellations due to inclement weather. No student may enroll in more than 3 AP courses. Students must petition the Curriculum Committee to enroll in more than 4 honors courses or 4 honors/AP courses combined or to enroll in more than one AP course in the same department. Students who enroll in an AP course are required to sit for the AP exam in May. Students may not take an AP exam in a subject if we offer the course and they are not enrolled in the course.

H Block courses are ½ credit courses and all are graded pass/fail. (Full-credit courses scheduled during H Blocks are graded courses.)

Courses are year-long unless otherwise indicated. The school reserves the right to cancel a class for which there is insufficient enrollment. Course conflicts may exist which could prohibit a student from enrolling in a recommended course. In these cases, a notation will be included on the transcript.

Pingree is proud of the quality of its faculty. Our teachers are hardworking, highly qualified in their disciplines, and committed to their students. Given our confidence in the ability and professionalism of our faculty, we ask you to trust our judgment by not requesting specific teachers.

INDEPENDENT COURSEWORK

From time to time and by special permission, a student is allowed to complete an independent course or project for credit. Such a course is permitted for students who have shown themselves capable of working independently and who have a special interest which goes beyond the ordinary curriculum of the school. Independent projects must receive the approval of the department involved as well as the Curriculum Committee. An independent study course must be in addition to the five-and-a-half course minimum requirement. Any student interested in pursuing an independent study and/or auditing a course must speak directly with the relevant department chair and submit a proposal with their course request form. Independent study courses are typically for half credit.

DROP/ADD & WITHDRAW POLICY

DROP/ADD

Students will have about a one-week drop/add period at the beginning of each trimester during which they may drop or add courses based on class space availability and the provision that they will still be carrying the minimum number of required credits. See the published calendar for the last day of drop/add each trimester.

WITHDRAW FROM COURSES

All students must take a minimum of $5\frac{1}{2}$ credits each trimester although they may challenge themselves further by enrolling in courses beyond this minimum requirement. However, when the challenge becomes an obstacle to success in other courses, after consulting with his/her teacher, advisor, college counselor (for twelfth graders), and parents, a student may withdraw from an extra non-required course without penalty according to the policy and deadlines below. Twelfth graders should consult with the College Office before such withdrawals and should understand that the school must notify any colleges to which transcripts have been sent of changes in the status of the course load they are taking.

- A student may not withdraw from any course that would bring total load to below $5\frac{1}{2}$ credits.
- Students may not withdraw from any half-credit course (after the drop/add period).
- Students may withdraw from any full-year course with no penalty (nothing showing on the transcript) by the Wednesday before Thanksgiving. After this date, a student may not withdraw from an Honors or AP course. If a student withdraws from any other full-year course after this date, it will appear on the transcript as a withdraw-pass (WD/PS) or a withdraw-fail (WD/F).
- Students may withdraw from a trimester-length course by the mid-point of the trimester (see calendar for specific dates). If a student withdraws from a trimester-length course after this mid-term date, it will appear on the transcript as a withdraw-pass (WD/PS) or a withdraw-fail (WD/F).
- A student may not add a course after the drop/add period (to replace a dropped course) unless the student is moving down or up a level—and only if it fits with their schedule. (Note: There are no guarantees that a lower level course will be available to a student who withdraws from a course.)
- When a student does withdraw from an Honors or AP course and drops down a level, the student's grade will travel to the new course and the student will get 5 points added to their average in that course (what is lost in the weighting for Honors/AP courses).

ACADEMIC WARNING

Students in danger of failing to meet one or more departmental or promotion requirements, those who receive a grade of less than C- at the end of any marking period, or who the faculty feel would benefit from a formalized academic support plan may be placed on academic warning, which indicates a student is not in good academic standing. Students on academic warning will receive a letter from the associate head of school stating the terms and conditions of the warning at the time it is issued. Eligibility for such students for Senior Project, Student Council, and for the privilege of Open Campus will be reviewed by the faculty. In placing a student on academic warning, the faculty will communicate certain recommendations that the student should strive to meet by the next marking period. In the event the student is unable to fulfill the terms of the warning, the student may remain on academic warning or may be placed on academic probation.

ACADEMIC PROBATION

A student placed on academic probation is in serious academic difficulty and may not be invited to return if unable to meet the demands of the action plan. A student on academic probation may not be invited to return, have an invitation to return rescinded, be required to repeat, be required to undertake summer study, or continue on probation. Recommendations with regard to students on academic probation are made by the head of school.

ADVANCED PLACEMENT COURSES AND EXAMS

Pingree is moving beyond Advanced Placement courses. Students in the Class of 2025 are not eligible to enroll in AP courses. Alternative advanced level courses will be developed for this and subsequent classes beginning in the 2023–2024 academic year.

AP exams are offered to any student involved in a designated AP course. Students must adhere to each department's policy regarding additional class time for AP courses. All students enrolled in an AP course are required to sit for the AP exam. Students may not take an AP exam in a subject if we offer the course and they are not enrolled in the course.

CLASS ATTENDANCE

Please see the Attendance section of this handbook.

COURSE SELECTION—GENERAL GUIDELINES

Students meet with their advisors to plan their academic programs. A tentative four-year plan is devised, keeping in mind Pingree's graduation requirements, the goals and interests of each individual student, and the need to take a well-balanced course load. Pingree's objective is to prepare students for success in college and to develop each student's potential. Given our confidence in the ability and professionalism of every one of our faculty, we ask you to trust our judgment by not requesting specific teachers and to support our departments' course placement recommendations.

EXAMINATIONS

Students are expected to take exams at the time for which they are scheduled, except in the case of a conflict between Pingree courses. A cumulative exam period takes place at the end of Trimester Two. Any other scheduling conflicts must be reported to the associate head of school. All school rules apply during final exam week except as noted below. The weighting of exams is determined by each individual department. A student with two exams in one day is not permitted to leave campus between exams. Cars are to be parked in the parking lot at all times as usual. Students who park elsewhere on campus will be sent from their exams to move their cars to the parking lot. Students who are in the building but not taking exams may study in the Commons or in any empty classroom. The Alumni Room, the front hall area, and the front stairway are not to be used for studying or gatherings while exams are in progress. The building is to be kept quiet while exams are in progress.

EXTRA HELP

Throughout the school year, extra help sessions are available during students' free periods with subject-specific teachers. Students are strongly encouraged to meet with teachers when concepts are unclear. Students must make arrangements ahead of time with teachers to determine an appropriate time and place.

GRADES AND REPORTS

The school's reporting system is designed to provide a realistic assessment of each student's progress. Evaluation of work may include preparation for class, attendance, participation in class, quizzes, tests and examinations, papers, projects, and other assignments as determined by faculty standards. Grades and comments are communicated six times each year according to the following schedule:

MID-TERM INDICATOR GRADES AND COMMENTS

For students in grades 10–12, unofficial indicator grades and narrative comments are provided at the midpoint of each trimester. In lieu of grades, Grade 9 students receive a standards-based summary with a brief narrative comment at the midpoint of each trimester.

TRIMESTER 1

Official trimester grades are provided at the end of trimester 1. Narrative comments are included for any student whose grade has changed substantially from the mid-term and whose grade is a C- or below. Parent-Student-Teacher conferences are held at the end of trimester 1.

TRIMESTER 2

Official trimester grades are provided at the end of trimester 2. Narrative comments are included for any student whose grade has changed substantially from the mid-term and whose grade is a C- or below. Parent-Student-Advisor conferences are held at the end of trimester 2.

TRIMESTER 3

Official trimester grades and final grades (for full-year courses) are provided at the end of the year. Narrative comments are included for any student whose grade has changed substantially from the mid-term and whose grade is a C- or below. Comprehensive advisor letters are also included in the year-end report card.

Only final grades in courses are listed on student transcripts.

The following is the system of letter grades, with their numerical equivalents, used in keeping official school records:

A+	97–100	C+	77–79
A	93–96	C	73–76
A–	90–92	C–	70–72
B+	87–89	D+	67–69
B	83–86	D	63–66
B–	80–82	D–	60–62
		F	0–59

HONOR ROLL

To determine Honor Roll and Head of School's List, letter grades are translated into numbers as follows:

A+	98	C+	78
A	95	C	75
A–	92	C–	72
B+	88	D+	68
B	85	D	65
B–	82	D–	62
		F	55

For each AP or Honors course, an additional five points are awarded.

Honor Roll is calculated at the end of each trimester on the basis of the grade earned during that trimester only. Students in the top 10% of each class will earn High Honors; students in the second 10% of each class will earn Honors; students in the third 10% of each class will be placed on the Head of School's List. Students with all As of any kind (A, A-) will be included on the Head of School's List.

DEPARTMENTAL DISTINCTION, DIPLOMA DISTINCTION, AND HIGHEST SCHOLARSHIP BOWLS

Each year, Pingree School recognizes outstanding academic achievement with departmental distinction. Departmental distinctions are “awarded to students in each department for their unflagging curiosity and passion for the subject, positive attitude, outstanding work ethic, and exceptional achievement in the specific discipline.” Departmental distinctions are listed on the student's transcript.

Diploma distinctions are based on Pingree career full-year GPAs and are awarded according to the following: 90, Distinction; 93, High Distinction; 95, Highest Distinction.

Highest Scholarship Bowls are awarded at the end of the year to twelfth graders whose final cumulative grade point average is a 95 or above.

CUM LAUDE SOCIETY

The Cum Laude Society is a national organization that recognizes and honors select 11th and 12th grade students who have demonstrated excellence in scholarship as well as unquestioned character, honor, and integrity in all aspects of school life. Membership is determined during the spring term by a confidential deliberation and vote of the faculty members of Pingree's chapter. A student must complete five trimesters of academic work at Pingree to be eligible for Cum Laude Society. Only grades a student obtains at Pingree will be used in the selection for Cum Laude Society.

HOMework

Homework is an integral part of the academic program at Pingree. Length and type of assignments will vary depending on the subject and teacher. As a general guideline, it is suggested that students have no more than 30 to 45 minutes of homework on average per class meeting for ninth and tenth graders and 45 minutes to one hour of homework on average per class meeting for eleventh and twelfth graders. Students are expected to complete their homework assignments on their own unless a teacher makes it clear that collaborative work is acceptable on a particular assignment. Because of the nature of the school calendar and special school activities, there are times when faculty should be sensitive to the added academic and extracurricular demands placed on the students. Teachers are expected to list assignments in the learning management system or other class websites so that assignments and due dates are visible to students. Homework over Winter Break and Spring Break should be limited to the equivalent of one night's homework assignment, with the exception of AP courses. Students should be given sufficient advance notification of the due dates for all major graded work (tests, papers, etc.). All major assessments must be posted on the test calendar at least one week prior to the date of the assessment. In the case of snow days (or other missed school days), students should expect to complete assignments and check class websites for additional assignments.

MAJOR ASSESSMENTS

Students generally will be told about major tests, papers, and projects at least one week in advance and will not be required to take more than two major assessments in one day. Students assigned more than two major assessments on one day should alert their teachers immediately to resolve the conflict. Students may also reach out to their advisor or to the associate head of school to assist with making any necessary adjustments. Tests missed because of illness can be made up during proctored free periods as arranged with the subject teacher.

NO MAJOR ASSESSMENT DAYS

In addition to the religious holidays listed below and to support the entire community in celebrating the work of our students, some days may be considered No Major Assessment Days. Please see the Pingree School calendar for a complete list of No Major Assessment days for the academic year.

RELIGIOUS HOLIDAYS

In seeking to fulfill its mission to instill in its students integrity, decency, compassion, self-esteem, and commitment to one another and to the world at large, Pingree School respects the observance of major holidays of those religions practiced by members of our community. In an effort to recognize the religious holidays celebrated by our diverse communities of faith that fall during the school week, and to send a clear message about the importance of these events, there will be no major assessments on those days. Please refer to the list below for a listing of the major religious holidays celebrated by members of our community. Please see the Pingree School calendar for a complete list of No Major Assessment Days.

Christmas (Christianity)	Good Friday (Christianity)
Diwali (Hindu)	Orthodox Easter (Christianity)
Easter (Christianity)	Passover (Judaism)
Eid al Adha (Islam)	Rosh Hashanah (Judaism)
Eid al Fitr–Ramadan (Islam)	Yom Kippur (Judaism)

SAT AND ACT TESTS

The Office of College Counseling publishes dates for students to register and take SAT and ACT examinations throughout the year. PSATs are administered to eleventh graders in the fall. The pre-ACT is administered to tenth graders in the winter. See the college office coordinator for details.

TRIMESTER AWAY

A student who is interested in taking a trimester away must submit that request in writing to the director of enrollment management and the associate head of school by February 1 of the preceding year. In addition, the student must meet with the associate head of school to discuss the implications of the trimester away on the student's course planning. Following this meeting, the student must submit a proposal to the Curriculum Committee that outlines the student's plan. The school will evaluate the student's request and make a decision based on the number of students planning on being away for the trimester and in consideration of whether the trimester away is, in the school's opinion, in the student's best academic interest. Tuition equal to one-half the cost of the time away will be charged to maintain enrollment at Pingree. Students who enroll at Pingree as ninth graders will be limited to four trimesters away during their time at Pingree. Students who enroll at Pingree after ninth grade may be limited to two trimesters away. Twelfth graders must be in attendance at Pingree at least one trimester to be eligible for a Pingree diploma.

LEAVE OF ABSENCE

The school works closely with families to ensure that students receive appropriate care for medical concerns. When medical, psychological, or other personal reasons necessitate a student's absence from school for a prolonged period of time, the school's first priority is to accommodate the health and welfare of the student. In some cases, the school may require that a student take a leave of absence. Should such a situation arise, the student and family will be notified that the student is on a leave of absence from the school. During the leave, all academic and co-curricular obligations will be suspended. Prior to the student's return, the school will need to be in touch with the student's treatment team and will need to have written confirmation stating that the student is well enough to return to campus. When both family and school are satisfied that the concerns have been addressed, a meeting will be arranged with the associate head of school, the student's advisor, and other school professionals involved with the care of students (i.e. director of counseling, school nurse) to assess the student's educational options going forward. Each case will be handled individually with the best interests of the student in mind. Depending on the duration of the absence, the student may be asked to make up incomplete work, move to a pass/fail status, repeat a year of schooling, or pursue their studies in a more suitable school environment where their needs can be best supported. If it is determined that resumption of study at Pingree is not in a student's best interest, the school will support the family in a transition to an appropriate environment when the student is ready.

ADMINISTRATION

The following are brief descriptions of the roles some of Pingree School's administrators play in the operation of the school.

HEAD OF SCHOOL • DR. TIMOTHY JOHNSON

The head of school is responsible for the operation of the school. The head is assisted by the administrators listed below and reports directly to the school's Board of Trustees. The head of school is directly supported by the executive assistant to the head of school.

ASSOCIATE HEAD OF SCHOOL • KRISTIN BROWN

The associate head of school oversees academic affairs at Pingree School. The associate head of school is responsible for all areas of the daily implementation of the academic program. The associate head of school oversees and supports the faculty with regard to the daily implementation of the academic program. The associate head of school supports the academic department chairs and chairs the Department Chair and Curriculum Committee meetings. The associate head of school oversees and coordinates the teacher evaluation process for all teaching faculty. Decisions involving class offerings, faculty assignments, and academic content and expectations are ultimately made in this office. The associate head of school is supported by the registrar.

ASSISTANT HEAD OF SCHOOL FOR INSTRUCTION AND EQUITY • DR. ZARA-MARIE SPOONER

The assistant head of school for instruction and equity works with the entire Pingree community to address issues of diversity, equity, inclusion and social justice within the school community. Faculty, staff, students, and parents work in collaboration to realize the goals established in the mission statement and the strategic plan. The assistant head of school for instruction and equity is the key contact person for parents, faculty, staff, and students who would like to discuss issues of diversity, multicultural education, and social justice.

DEAN OF STUDENTS • LENWORTH WILLIAMSON

The dean of students is responsible for all areas of student life that are not directly a part of the academic, athletics, or afternoon programs, such as attendance, lateness, and minor and major discipline issues. The dean of students oversees the advisory program and is the advisor to the Student Council as well as the coordinator of the class trips in the fall and the student activities groups during the year. The dean of students is responsible for overseeing the grade dean system and the disciplinary process.

DIRECTOR OF ADMISSION AND ENROLLMENT MANAGEMENT • ERIC STACEY

The director of admission and enrollment management is primarily responsible for recruiting, interviewing, and deciding on candidates for admission; reviewing financial aid material for proper distribution of monies for grants; and helping to organize new student orientation. The director is also responsible for re-enrollment and attrition processes.

DIRECTOR OF ADVANCEMENT • CARA LAWLER

The director of advancement fosters a philanthropic community in support of the vital and enduring teaching, learning, and mission of Pingree School. The director of advancement is responsible for annual, major, capital, and planned giving fundraising, parent and alumni engagement, and community events. The director of advancement serves as liaison to the full Board of Trustees and staffs the Committee on Trustees and the Development Committee.

DIRECTOR OF ATHLETICS AND AFTERNOON PROGRAMS • BETSY KENNEDY

The director of athletics and afternoon programs is responsible for administering the athletics program; overseeing the disposition of the department's personnel; evaluating the objectives, policies and staff; and overseeing the athletic facilities, equipment, and budget. The director of athletics has primary responsibility for the school's relationships with other schools as they relate to athletics.

DIRECTOR OF COMMUNICATIONS AND MARKETING • NOVELETTE BROWN

The director of communications and marketing oversees and directs strategic communications for Pingree School. The director produces digital communications for Pingree's academic, admission, and advancement offices and supports the regular day-to-day and weekly news communications for the current community of students, parents, faculty, and staff. The office also develops and produces news stories, photos, videos, and multimedia communications for the school, and manages the school's relationship with the press and other outside media, and handles crisis communications.

CHIEF FINANCIAL OFFICER • JOHN HARRINGTON

The chief financial officer carries out the policies and directives of the Finance Committee and the Board of Trustees, with the guidance of the head of school and with respect to the financial affairs of the school. The chief financial officer leads the Business Office. The purpose and philosophy of the Business Office is to support the needs of department heads, to discuss their budgets, inform them of their budgets and their periodic charges against such budgets, approve purchase requisitions submitted by them, and aid them in the purchasing procedure. The Business Office aids individual employees in matters such as reimbursement for expenses and application and administration of employee benefits. The Business Office also manages the buildings and grounds, auxiliary enterprise operations, food services, transportation, school store, personnel records, and purchasing. Any questions about purchases, expenses or other financially related matters should be referred to the Business Office.

DIRECTOR OF HUMAN RESOURCES AND GENERAL COUNSEL • LAURA OGDEN, ESQ.

The director of human resources and general counsel is a resource to all employees and is responsible for revising and communicating school policies and procedures, supporting and tracking evaluations and professional development, overseeing hiring and employee recruitment processes, reviewing compensation and benefit trends, and assisting with overall personnel management in consultation with the senior leadership of the school. The director of human resources and general counsel also reviews the school's contracts, waivers, and other legal documents.

DIRECTOR OF INFORMATION SYSTEMS • ROBERT OGDEN

The director of information systems' primary responsibility is to provide institutional leadership, guidance, and vision for all data management and telecommunications systems on campus. The director of information systems has responsibility for the school's network management and functionality and oversees all hardware and software purchasing, support, and maintenance.

PINGREE PARENT NETWORK

2021–2022

Director: Meredith Tedford

BOARD OF TRUSTEES

2021–2022

James Kellogg III '85, President

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Cara Hutchins

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Mark Landgren

Becky Symmes Lee '94

Alex Leikikh

Lois Lombardo-Maravelis

Bianka Mejia '09

Robert Mullaney

James Edward Murray '04

Justin Parker '02

Evan Perkins '10, ALB President

Alan Ray

Sarah Cleto Rial

HEAD'S LEADERSHIP COUNCIL

Neale Attenborough P'11, '12

Kirk C. Bishop P'06, '06, '08

Alice Blodgett P'78,'81,'82

John R. Chandler P'92,'97

Peter M. Cowen

Alice Roberts Dietrich '68

John P. Drislane P'90,'93

Mimi Davis Emmons '64, P'87,'90

Diane Kaneb P'10,'12,'13,'14

Anne H. Kneisel '66

Therese Melden P'09,'11

Theodore E. Ober P'12,'16

William Pingree P'04,'08

Claudia Reynders P'15,'15

Jane Blake Riley '77, P'05

Keith Shaughnessy P'00,'04,'10

Binkley Shorts P'95,'00

James D. Smeallie P'05,'09

Richard Tadler P'09,'13

Alexander A. Uhle

William J. Whelan, Jr. P'07,'11

ADVISING AND COUNSELING

ADVISING

Advisors are concerned with the overall wellbeing of their advisees. They help with scheduling, monitor students' academic progress, offer advice, and mediate conflicts. Advisors meet twice each week with their advisory groups and individually with each advisee on an as-needed basis. Students returning to Pingree request advisors in May for the following school year. The advising program is part of the office of the dean of students.

COUNSELING

The school counselor works with teachers, advisors, and the student support team to monitor and support the social and emotional health and wellness of our student community. The school counselor is available throughout the school day to talk with students about school or personal topics related to health and wellness. In addition, the director is the contact person for families who wish to share with the school any information about students and/or their families. In support of student wellness and the spirit of school-home partnership, Pingree strongly encourages families to share any significant personal information that may impact a student's life at school. Pingree expects its students to accept responsibility for maintaining nutritional and drug-free health and safety in order to achieve educationally. The school, with the advice of the Counseling Office, reserves the right to contact parents if there is a concern about safety, eating habits, a suspected problem with drugs or alcohol, or other behavioral concerns. In the event that any member of the school community becomes concerned about another member's behavior, the concerned individual should contact the school counselor who will then make an assessment of how to handle the concern.

ATHLETICS AND AFTERNOON PROGRAMS

The afternoon activities at Pingree are considered an extension of the classroom, where each student can build self-confidence, develop physical skills, and learn the value of a team or group experience. Afternoon program instructors, coaches, and students work toward common goals, strengthening their sense of community through group effort. Students are required to participate in an afternoon activity all three seasons in the ninth-, tenth-, and eleventh-grade years, and two of three seasons during the twelfth-grade year. At least one season each year needs to be a physical activity, with the exception of a medical restriction which would be given individual consideration and accommodated where appropriate.

The goals of our afternoon programs include:

- Clear, consistent, and high expectations that challenge students to stretch their comfort zones both physically and intellectually
- Growth in skills and fitness
- Physical activity
- Leadership development
- Mental exercise and intellectual growth
- Team building
- An emphasis on developing interpersonal skills
- Encouraging relationships across grades and between students and faculty, coaches, and advisors
- Civic engagement and a contribution to the school and larger community

While the afternoon program is not graded, it is a graduation requirement. Successful completion is based on satisfactory attendance and positive engagement in the respective sports or activities. Should there be any issues around attendance or engagement, the student’s advisor and parents will be notified, and a plan of action will be put in place to help the student complete the activity in a satisfactory manner. Pingree’s expectations for student behavior extend to the athletics and afternoon program. By participating in our program, students are expected to demonstrate respect, sportsmanship, and a commitment to inclusive team culture. In order to participate in Pingree’s programs, students must also adhere to Pingree’s Athletics and Afternoon Program code of conduct.

The school may cancel or change a program for which there is insufficient enrollment. Students have until the add/drop date the second week of each season to change their program to a non-varsity sport.

AFTERNOON PROGRAM OFFERINGS BY SEASON

FALL	WINTER	SPRING
Cross Country	Basketball	Arts & Service Learning
Dance	Fitness	Barre
Fall Theater Production	Ice Hockey	Baseball
Field Hockey	Independent Project	Independent Project
Fitness	The Newsroom	Lacrosse
Football	Recreational Sports	Learning Garden & Greenhouse
Golf	Robotics	The Newsroom
Independent Project	Ski Team	Recreational Sports
The Newsroom	Swim Team	Rowing
Robotics	Strength & Conditioning	Sailing
Soccer	Technical Theater	Softball
Strength & Conditioning	Winter Musical	Tennis
Technical Theater	Yearbook	Ultimate
Volleyball	Yoga	

SAMPLE DESCRIPTIONS OF AFTERNOON PROGRAM OFFERINGS

INTERSCHOLASTIC SPORTS

Pingree fields 45 teams in 18 interscholastic sports. Teams play full schedules of home and away games, including some weekend contests. See below for more detail on interscholastic athletics.

THEATER AND THEATER PRODUCTION

Students may participate in a theater production either as a cast member or through technical theater doing set construction, sound, and lighting.

YOGA

Offered during the winter season, this program teaches participants the fundamentals of yoga.

THE NEWSROOM

Members of the newspaper staff write and edit articles and develop layout design for Pingree's student newspaper.

FITNESS

The fitness program is designed to improve conditioning, agility, and strength, as well as to teach participants about body mechanics and nutrition.

ROBOTICS

Pingree's afternoon robotics program has students work in teams to design and problem solve. The Robotics Team participates in regional and national competitions.

INDEPENDENT PROJECTS

An independent project may involve a sport or participating in an activity that is not offered at Pingree and in which a student has ability and serious interest. A student must request approval for participation in these activities by completing a proposal before the start of the athletic season.

An independent project that involves playing a sport that Pingree offers, but that is undertaken in a season other than the school season in which it is offered at Pingree, is permissible with departmental approval. However, Pingree's expectation is that the student will play for the school team during the school season when that sport or activity is offered by Pingree.

If a student is pursuing an independent project in a sport or activity not offered at Pingree, he or she may do a maximum of two seasons of that sport or activity. The third season should be a Pingree afternoon program offering. If a student is doing an independent project in a sport or activity offered at Pingree (i.e. the student plays on the school soccer team in the fall and does soccer training in the winter season) the third season needs to be a Pingree afternoon program offering.

INTERSCHOLASTIC AND INSTRUCTIONAL ATHLETICS

Pingree offers a wide range of sport options, often with two and sometimes three levels of competition so that all students can participate at levels appropriate to their abilities. A student's commitment to athletics requires both positive engagement and attendance at all scheduled activities. Ninth-, tenth-, and eleventh-grade students are required to participate in three seasons; twelfth-graders must participate in two. Because Athletics and Afternoon Programs are a required and integral part to each student's education at Pingree, our offerings are designed to be consistent with the school's mission.

1. The Athletics Program is intended to offer each member of the community an opportunity to participate in a physical activity. Through athletics, each student is encouraged to commit both to personal growth and to the goals of the team.
2. The program is intended to teach each student the value of achievement through a group effort and respect for teammates, coaches, opponents, and officials.
3. The Athletics Program aims to reach every student by recognizing different levels of ability. Teams at all levels emphasize skill development, teamwork, and dedication to achievement and excellence.
4. Pingree believes in maintaining an atmosphere of sportsmanship. The Athletics Program encourages our student-athletes to compete in a positive, respectful manner; to manage stress; and to maintain a winning attitude even under trying circumstances. Without confusing the will to win with over-emphasis on winning, Pingree encourages its athletes to work as vigorously as possible in the spirit of the game.

NEPSAC CODE

Pingree is a member of NEPSAC (New England Preparatory School Athletic Council) and subscribes to its Code of Ethics, Proper Conduct, and Sportsmanship:

As a basic principle, we believe that the lessons learned from fairly played athletics, including practices and games, whether interscholastic or not, are of benefit to our students and our school. The purpose of this Code of Ethics and Conduct is to define what 'fairly played' means and to provide guidelines for New England Preparatory School Athletic Council athletes, coaches, officials, and spectators alike to follow.

At the heart of this matter lie several terms that are often hard to define, yet no more important tasks confront teachers and coaches than to set standards that are fair and honorable. Throughout this code, when such terms as 'proper conduct' and 'good sportsmanship' are mentioned, they refer to such standards.

1. Treat other persons as you know they should be treated, and as you wish them to treat you.
2. Regard the rules of your game as agreements, the spirit or letter of which you should not evade or break.
3. Treat officials and opponents with respect.
4. Accept absolutely and without quarrel the final decision of any official.
5. Honor visiting teams and spectators as your guests and treat them as such. Likewise, behave yourself as an honored guest when you visit another school.
6. Be gracious in victory and defeat; learn to take defeat well.
7. Be as cooperative as you are competitive.
8. Remember that your actions on and off the field reflect on you and your school.

GUIDELINES FOR PLAYERS

1. Players shall, at all times, represent themselves and their school with honor, proper conduct, and good sportsmanship. They shall understand that competitive rivalries are encouraged, but that disrespect for opponents is unsportsmanlike and lessens the value of the rivalries. They shall confine the competitiveness of the game to the field, and in particular behave properly on the sidelines and in the locker rooms both before and after games. Students who consistently demonstrate unacceptable behavior will not be considered for any athletics awards or honors at Pingree or in its leagues.
2. Players shall comply fully with rulings of officials. In no way, either in voice, action, or gesture, shall they demonstrate their dissatisfaction with the decisions made.
3. Players will not deface property or remove equipment of any kind from their own or another school.

GUIDELINES FOR SPECTATORS

1. Spectators, whether students, faculty, parents, alumni, or friends, bear important responsibilities to the school and the atmosphere and conduct of games, whether home or away. They should watch games from those areas defined by each school as spectator areas. They must not run up and down sidelines; call to players, coaches, or officials in an unsportsmanlike manner; go into the field of play; or deface property. Any action that detracts from the ability of coaches, players, and officials to do their best is not acceptable.
2. Faculty members should remember that their responsibilities for student discipline and behavior extend to disciplining and controlling students who misbehave as spectators.
3. The use of alcohol and illegal drugs must not be associated with any athletics event. This includes participants and spectators.

Pingree will address behaviors in cases where students are having difficulty conforming to proper conduct and good sportsmanship, either on or off the field. If a coach feels that a student has fallen short of expectations, the director of athletics and afternoon programs will set up a conference with the student, the student's advisor, and the team coach to determine the best course of action.

LOCKERS, EQUIPMENT, & UNIFORMS

- Gym lockers are available for student use. Please contact Luke Wamboldt, assistant director of athletics, to request a locker in the athletics center. It is strongly recommended that students store and lock all of their belongings. The school is not responsible for lost or stolen items.
- Student-athletes will be issued team uniforms at the beginning of each season and are expected to return the uniform they were assigned in good condition at the completion of each season. Some equipment may also be issued to athletes for their use during the season, with the expectation that such equipment will be returned at the end of the season. Student-athletes who do not return issued uniforms or equipment within two weeks after the season will be charged the cost of the uniform. No refunds or credits will be made.

STUDENT INVOLVEMENT

CLUBS AND ACTIVITIES

Many faculty and students pursue interests outside of the formal academic and athletics programs, which they share in the Activities Program. The purpose of the program is to further develop students' skills and talents, leadership abilities, and self-confidence. Examples of activities offered:

- Admission Tour Guides
- Book Club
- Green Team
- Gadfly* (yearbook)
- Gender and Sexuality Alliance
- Math Team
- The Newsroom
- Pegasus* (literary magazine)
- People of Color Coalition (POCC)
- Student Events
- Student Council
- Women Empowered (WE)

All students are encouraged to participate in any of these activities or to create new organizations where there is an interest for which they should secure faculty supervision.

CIVIC ENGAGEMENT AND SERVICE

Social justice is at the very heart of Pingree's Civic Engagement and Service Program. Our civic engagement philosophy involves learning how to serve and participate through listening, being available, reflecting, relating, and acting thoughtfully. Throughout their years at Pingree, students learn how to plan, lead, and inspire civic engagement in others at Pingree and in the larger community.

Pingree students participate in engagement and service activities at Pingree and beyond the school walls. As part of our Community Education Program, ninth graders build a foundation for civic engagement by developing personal stewardship of the school and embracing a responsibility to not only conserve and care for, but also improve the Pingree community. Tenth graders organize and lead informed giving activities through a variety of drives for community organizations, and eleventh graders engage in civic learning in order to examine service from a behind-the-scenes vantage point.

Through long-term partnerships and direct interactions with people and organizations outside of Pingree, students learn how to adjust to the needs of others, and meet needs as defined by the communities being served. Twelfth graders will have the opportunity to meet with alumni and community members who have turned their passion for service into a career. Additionally, twelfth graders have the options of working with the director of civic engagement and service to develop a service-based Senior Project.

Additionally, students will have the opportunity to learn, serve, and engage as part of academic courses, athletic teams, the arts program, service trips, and the after-school service activity offered during the winter season.

STUDENT LEADERSHIP

Pingree remains committed to student growth and the development of high personal standards. This is true for all students and especially for those elected or appointed into leadership positions. In highlighting the importance of strong student leadership across the school, students in major leadership positions are to adhere to expectations that signify their commitment to representing the school, the student body, and themselves in a positive light. Major leadership positions include, but are not limited to, student body president, vice-president, or co-presidents; student government; sports team captains; house leaders; student life committee; peer tutors; peer advisors; and head tour guides. The leadership expectations can be found in appendix A, and the faculty/staff supervisors will facilitate a conversation about the expectation. Leadership positions at Pingree are a privilege that come with high expectations to uphold and model mission and values and can be removed when standards are not met.

ATTENDANCE

Pingree believes that daily attendance is central to the educational process and to the interaction of students and teachers in our program. With this in mind, we encourage families to schedule foreseeable and predictable trips and appointments during times that minimize student absence from our program. While unforeseen events, illness, and injury may make it difficult for students to attend class, the integrity of our academic program and our emphasis on participation requires students to be present in class and other required events whenever possible.

At an absolute minimum, Pingree requires a student to attend 75% of the scheduled classes per course per trimester to be eligible to receive credit for the course based on the student's graded performance. If attendance is below 75%, a vote of the faculty may be required for course credit to be awarded.

There are two types of absences. Excused are those due to illness or by prior arrangement. Unexcused are all other absences. The school expects all families to adhere strictly to the school calendar and especially discourages absences immediately before or after vacations. Any absence must be excused with a note or telephone call from a parent or guardian. Unexcused absences are a disciplinary offense and will be referred to the dean of students. Any unexcused absence may incur a "0" for work due or completed in class that day.

ILLNESS

The parent or guardian of an ill child, including students age 18 or older, must call (978.468.4415) or email (mainoffice@pingree.org) the school's Main Office by 8:00 a.m. each day the student will be absent due to illness or injury. Leave a message in the general mailbox if no one answers. Students who appear ill or are injured during the school day should be assessed by the nurse. A parent or guardian will be called and a decision will be made as to dismissal from the school day. If a student misses more than three consecutive days for unknown reasons, the nurse will contact the household. Following an extended absence of five or more days, the student may be asked to provide a note from their treating physician stating a diagnosis and plan for return to full activity at school. If a student is absent due to illness on a given day and misses classes, the student may not return for non-academic activities later the same day.

Parents and guardians are encouraged to have their children stay home if they exhibit any of the following: fever above 100.4 degrees within the last 24 hours; sore throat or swollen glands; contagious symptoms such as diarrhea, vomiting, or undiagnosed rash or skin eruptions; head lice or nits. Students diagnosed with a communicable disease are excused from school according to the guidelines of the Massachusetts Department of Public Health. Any student with a confirmed case of impetigo, meningitis, pertussis, ringworm, chickenpox, scabies, or other contagious conditions is excused from school. The nurse will explain treatment to the parents or guardians and provide information. The student may return to school only after receiving appropriate treatment from their medical provider and subsequently being re-examined by the school nurse to verify that treatment has been effective. Students who have been placed on antibiotics may return to school no sooner than 24 hours after beginning treatment. For additional information regarding communicable diseases, please contact the health office.

OTHER EXCUSED ABSENCES

Only the dean of students may give permission for excused absences other than illness, whether for part or all of a day. Written requests for a partial-day excused absence, stating the type, date, time, and duration of the appointment, should be given to the dean of students no later than 8:00 a.m. on the day of the appointment. If classes are to be missed, all teachers are to be informed of the excused absence. Written requests for full-day excused absences should be given to the dean of students at least three days before the date of the proposed absence. Excused absence forms are available in the dean of students' office or online. The form must be signed by all teachers of classes to be missed and returned to the dean of students. Students must follow the same process to be formally excused from their afternoon commitments. All students, including those age 18 years or older, must obtain a parent or guardian signature on the form as well. For students who request an excused absence for 3–5 days are required to meet with the grade dean. Students who request an absence for over 5 days must have approval from the curriculum committee.

COLLEGE VISITS

The school encourages college visits during the summer prior to the twelfth grade year. A twelfth grader who wants to visit a college during the school year may do so during two College Visit Days in the fall, one of which is designated in October and one of which can be of the student's choice. In addition, there are two floating days in April for visits to colleges to which students have been accepted. Twelfth graders must complete an excused absence form obtained from the dean of students prior to a college visit.

PHYSICIAN APPOINTMENTS

Medical appointments that conflict with a student's school schedule are strongly discouraged. In cases of unavoidable or emergency appointments, a parent must send a note to or call the dean of students in order to document the student's absence, including situations in which the student is 18 years or older.

RELIGIOUS OBSERVANCES

The school respects all major religious observances and understands that students will miss school for these observances. Communication between home and school is requested in such cases so that teachers can show sensitivity in arranging makeup work. This information is also used to determine the days when no assessments will be given due to a religious observance.

LEAVE OF ABSENCE

See ACADEMIC INFORMATION section of this handbook.

UNEXCUSED ABSENCES

Any absence, other than illness, not approved in advance by the dean of students according to the above rules, is considered an unexcused absence. Teachers are not responsible for providing extra help to students to cover an unexcused absence. Unexcused absences are a disciplinary offense and will be referred to the dean of students. Any unexcused absence may incur a "0" for work due or completed in class that day.

CLASS ATTENDANCE AND CONSEQUENCES OF NUMEROUS ABSENCES

If a student misses more than 25% of scheduled classes, it is likely they will not receive credit for that course. After five excused or unexcused absences in any given trimester, the grade dean will give a warning to student, parents, and advisor. After eight absences, the associate head of school will meet with the student and parents about eligibility for course credit and/or transitioning to a pass/fail status. In the case of twelfth graders, any change in status will be reported to the colleges to which the student has applied. For a twelfth grader, this could mean failure to receive a diploma until an equivalent course is successfully completed.

HOMEWORK DURING ABSENCES

Students are expected to complete their homework assignments on schedule, even during an absence. Students may request assignments via email or communicate with a classmate.

LATE ARRIVAL TO SCHOOL

All students are expected to be at school at the beginning of the school day. A student who arrives late to school with or without documentation must sign in at the Main Office. A student who arrives late to school with an excuse by means of a parent or guardian telephone call, email, or note must sign in at the Main Office stating time of arrival and reason for lateness. They will receive an excused lateness. Late arriving students may not be allowed to participate in any after-school activities. In each circumstance, the student must proceed directly to class after signing in at the Main Office.

SIGN-OUT/SIGN-IN

During the course of the day, if a student must leave campus due to an appointment or an off-campus afternoon activity other than an away game, the student must sign out in the Main Office, stating the time of departure and destination. If this procedure is not followed, the student may be viewed as being off campus without permission, which may lead to disciplinary action. School bounds can generally be defined as those mowed, paved, or open areas that surround the school buildings. The land area behind the student parking lot, the areas around the pond, and the hill between the two driveways are also out of bounds. The Athletics Center, hockey rink, and all wooded areas abutting the playing fields are out of bounds unless the student has received specific permission from a coach, faculty member, or the dean of students. If a student has received this permission, they still must sign out at the Main Office, indicating when and where they are going, and they must sign back in at the Main Office when they return. Only twelfth graders who have open campus privileges are free to leave campus in the afternoon prior to a late game or school commitment. Students who are not twelfth graders may only leave campus during this time if a parent or guardian has directly contacted the dean of students or the grade dean ahead of time, granting permission for their child to leave campus. If given permission to leave campus prior to a late game or school commitment, the student is expected to sign out and back in at the Main Office.

SENIOR OPEN CAMPUS

Senior Open Campus is a privilege giving the twelfth graders permission to leave campus. It is a privilege that the faculty grants to the twelfth-grade class when, in the opinion of the faculty, that class has earned it. Conditions of the Open Campus are developed by the class and determined annually by faculty vote. All twelfth graders and their families receive copies of the guidelines, expectations, and disciplinary actions for breaking the rules.

BEHAVIOR AND DISCIPLINE

First and foremost, every Pingree student is expected to be honest in all situations. It is a violation of our core values if an individual is not honest in interactions with administrators, teachers, or peers. If a student has been found to be dishonest, the case will be referred to the dean of students and may result in a Discipline Committee hearing. Similarly, all students are expected to show respect and civility to all members of the Pingree community including but not limited to faculty, staff, peers, parents, or other visitors.

MAJOR DISCIPLINARY INFRACTIONS

Examples of major disciplinary infractions may include but are not limited to the following:

- Alcohol infractions
- Bullying and hazing
- Drug infractions
- Fighting
- Harassment
- Intimacy
- Repeated minor infractions
- Sexual misconduct
- Smoking and vaping
- Stealing
- Violations of the Academic Honesty Policy
- Violations of the Non-Discrimination Policy
- Violations of the Technology Acceptable Use Policy
- Violations of the No Weapons Policy

DISCIPLINE PROCESS FOR MAJOR INFRACTIONS

While most major disciplinary offenses are defined by their nature, the following specific policies have been established regarding certain major infractions and could result in an appearance before the Discipline Committee. Disciplinary measures may vary depending on the specific circumstances of the case. Any violation has the potential to lead to a Discipline Committee hearing, where suspension or expulsion may be recommended to the head of school for a final decision. In rare cases, when a violation is deemed to be especially significant or disruptive to school life, the head of school reserves the right to make a decision without the Discipline Committee being convened.

ALCOHOL INFRACTIONS

Using, possessing, or being in the presence of alcohol by Pingree students is not allowed on campus, during school-related activities, or while traveling to or from the school. A student coming to the campus or to a school-related activity under the influence of alcohol will be regarded in the same light as a student who chooses to violate the on-campus rule.

BULLYING

Bullying and hazing are offenses against one of the most fundamental guidelines of behavior that we have at Pingree, namely that each member of the Pingree community will treat every other person with the greatest care and respect. Any incident of bullying or hazing will be considered as a major disciplinary offense and may be referred to the Discipline Committee.

We expect that all members of our community will treat one another with respect and civility. Pingree School does not tolerate bullying (including cyber-bullying) or any other verbal or physical misconduct that disrupts the learning environment or diminishes the safety or wellbeing of our students. Pingree has adopted the “Pingree School Bullying Prevention and Intervention Plan,” found in Appendix B to this handbook, which is drafted and published in accordance with the Massachusetts law regarding bullying in schools, set forth at G.L. c. 71, Sec. 370. Anyone who violates this policy will be subject to the disciplinary process, which may result in immediate expulsion or suspension. Parents and students are encouraged to contact the dean of students or the director of counseling with questions or concerns.

HAZING

Hazing is strictly prohibited by Pingree School and by Massachusetts law (see Massachusetts G.L. c. 269, Sec.17–19), and. The term “hazing” is defined as “any conduct or method of initiation into any student organization ... which willfully or recklessly endangers the physical or mental health of any student or other person.” Pingree forbids hazing in all forms, and will strictly enforce this policy to ensure that hazing is not practiced by any of its athletic teams, groups, clubs, or other organizations. Officers and members in any student organization, team, or group are responsible for making sure that hazing does not happen. If hazing occurs, students should report it to an advisor, faculty, or staff member. The school will comply with legal requirements to report incidents of hazing. The school reserves the right to take disciplinary or other action (along with and regardless of action taken by law enforcement), even if the conduct does not meet the legal definition of hazing. See Appendix C for the Massachusetts law on hazing.

NON-DISCRIMINATION POLICY

All members of the Pingree community have a right to pursue the opportunities offered or sponsored by the school without the fear of discrimination. No student, administrator, faculty, or staff member may, in any way, interfere with the pursuit of these opportunities on the basis of race, sex, color, religion, national origin, age, ancestry, sexual orientation, disability, genetics, gender identity or expression, veteran or active military status, pregnancy or pregnancy-related condition, or any other legally protected basis (“legally protected characteristics”). Student actions contrary to this policy are breaches of a major school rule and will be subject to the procedure set forth below.

Pingree seeks to be an actively anti-racist school. We expressly prohibit the use (verbal or written) of racial slurs including but not limited to the “n” word and other racially derogatory terms. Similarly, we do not tolerate language that denigrates or demeans any member of the Pingree community based on any of the above legally protected characteristics. We encourage any student who experiences bias and/or discrimination to report these experiences in accordance with our process below.

Pingree acknowledges that discriminatory language may appear in educational materials but does not condone its use by members of our community. We recognize the tension associated with engaging in the intellectual inquiry of materials that contain racial slurs and other offensive and derogatory terms. In academic exercises, we pursue thoughtful investigation of ideas as a means of educating our students in deconstructing these terms and understanding the history and harm caused by their use in society. However, as educators it is also our responsibility to interrogate these texts and sources and to clarify for students our policy which prohibits verbalizing or repeating this harmful language.

REPORTING PROCESS FOR INCIDENTS OF BIAS AND/OR DISCRIMINATION

If you have witnessed or experienced bias and/or discrimination from a peer or adult in the community, you are encouraged to bring the issue forward to the school. Here are the ways you can report an incident:

TELL AN ADMINISTRATOR

You can always bring your concern directly to the assistant head of school for instruction and equity, the dean of students, the director of athletics and afternoon programs, the associate head of school, or the head of school. You can send an email or find a time to meet. You may also bring your advisor or a friend with you, if you prefer.

TELL ANOTHER TRUSTED ADULT

You can go to your advisor, a teacher, a coach, or staff member who you trust, to share your concerns. They are expected to then forward the information to administrators, as needed.

SUBMIT AN ONLINE REPORT

You can also make a report online. You may include as much information as you feel comfortable sharing. You are encouraged to provide your name to enable the school to respond completely to the concern you raised and to communicate with you if necessary. While you are allowed, and may prefer, to report anonymously, please understand that doing so may limit the school's ability to investigate and follow up.

NOTE: Whenever an incident is reported, the school aims to maintain the privacy of the reporter to the fullest extent possible, and expressly prohibits retaliation for claims brought in good faith. This entails an effort to avoid mentioning the reporter's name during follow-up conversations with other individuals involved in the incident, and to avoid sharing information that would implicate the reporter in the matter, unless absolutely necessary.

AFTER A REPORT IS FILED

It is important that the school is made aware of any incidents of bias and/or discrimination happening in the community in order to support those who are harmed, to ensure accountability to those who transgress, and to uphold school values. After a report is filed, a group of administrators will discuss the report and decide the most appropriate course of action. Follow-up steps will depend on the nature of the incident reported and the amount of detail shared, though there will likely be conversations had with any students and/or adults who are indicated in the incident report. A follow-up conversation with the reporter may be requested if their name is shared in the report.

PROCESS FOR NON-DISCRIMINATION POLICY VIOLATIONS

In the case of a suspected violation of the non-discrimination policy, the dean of students will conduct an investigation of the suspected violation. Upon completion of the investigation, the dean of students and the assistant head of school for instruction and equity will determine if the nature of the offense meets the criteria of a first offense, second offense or an "egregious offense" (an offense where a student uses inappropriate language, with or without accompanying action, deemed so egregious by the school that it threatens the wellbeing and/or safety of an individual or group in the community, it threatens the entire community). First offense cases will be processed by the Equity and Inclusion Community Standards Council. Second offense cases and egregious offenses will be sent directly to the Discipline Committee. If a student commits a first offense violation of the non-discrimination policy, and has a record of prior behavioral infractions related to other school policies, the case may be sent directly to the discipline committee.

Upon completion of the investigation and determination of the nature of the offense, the student and their advisor will be notified by the dean of students. The dean of students will also notify the director of counseling, the grade dean, and the head of school. The dean of students will meet with the student, the advisor, and the assistant head of school for instruction and equity as an initial step to educate the student about the violation. After this meeting occurs, the student is required to inform

parents and guardians about the event within a 24-hour period. This will be followed by a telephone call from the student's advisor and a communication from the dean of students. This first offense is recorded in the files of the dean of students.

FIRST OFFENSE

First offense violations provide an important opportunity for the student to pause and reflect on the impact of words and/or behavior on the community. To support this goal of educating the student about that impact, the student and their advisor will appear in front of the Equity and Inclusion Community Standards Council to discuss the nature of the violation and how the student can learn from this situation.

The Equity and Inclusion Community Standards Council's purpose is solely educational and all discussions held are confidential. The Equity and Inclusion Community Standards Council is composed of three faculty members, four students, and facilitated by the assistant head of school for instruction and equity. Rotating members of the Equity and Inclusion Community Standards Council are thoughtfully selected by the assistant head of school for instruction and equity, the dean of students, the associate head of school, and the head of school. All members of the council participate in training on the assessment of non-discrimination violations and methods for using educational moments to support student growth and affirm our community values. In cases where there may be a conflict of interest, a change in personnel may be made at the discretion of the assistant head of school for instruction and equity.

After meeting with the student, the council may recommend an individualized plan of education to support the student's growth, based on the situation. The plan of education recommended by the Equity and Inclusion Community Standards Council may include, without limitation, reflective writing assignments, meeting with those impacted by the violation to apologize, and/or a series of meetings with the assistant head of school for instruction and equity to learn more about equity and inclusion topics. Given the nature of the school calendar, first offense violations of the policy that occur when school is not in session may be processed by a smaller administrative group.

At a minimum of once per year, the assistant head of school for instruction and equity will share with the community the types of violations processed by the Equity and Inclusion Community Standards Council. No individual student names will be shared. The school's mission states that "Pingree strives to instill in its students integrity, decency, compassion, self-esteem and commitment to one another and to the world at large." Pingree believes that sharing aggregate information regarding violations of the non-discrimination policy serves to educate and promote community growth.

SECOND OFFENSE

The second offense under the non-discrimination policy will go immediately to the dean of students and the Discipline Committee, where recommendations for consequences will be made to the head of school, which may include suspension or expulsion.

EGREGIOUS OFFENSE

An egregious offense under the non-discrimination policy will go immediately to the dean of students and the Discipline Committee, where recommendations for consequences will be made to the head of school, which may include suspension or expulsion.

DRUG INFRACTIONS

Using, possessing, or being in the presence of drugs or drug paraphernalia by Pingree students is not allowed on campus, during school-related activities, or while traveling to or from the school. A student coming to the campus or to a school-related activity under the influence of drugs will be regarded in the same light as a student who chooses to violate the on-campus rule.

FIGHTING

Fighting on campus, around campus, or while traveling to or from campus is strictly prohibited. An altercation may be deemed fighting if there is violent contact made upon another individual.

HARASSMENT

Harassment is characterized by conduct in the form of speech, gestures, demonstrations, text or other actions that creates a hostile environment in which the target is made to feel threatened, intimidated, demeaned, or unsafe, especially when the conduct unreasonably interferes with the target's ability to participate in the opportunities offered by Pingree.

The following are examples of harassment by conduct or speech that are prohibited. The following enumeration is not intended to exclude other forms of conduct or speech, which under the circumstances may be characterized as harassment:

- Unwelcome or offensive display of material, jokes, remarks or epithets based on the legally protected characteristics defined above.
- Language, conduct, or the display of material directed at a targeted individual or group that dehumanizes, derides, stereotypes, or otherwise results in making such individual or group feel unsafe.
- The recitation of lyrics in a song, lines in a movie or play, or the repetition of statements made by others based on one of the above-mentioned forms of harassment.
- The use of a computer or other forms of electronic or communicative devices, whether on or off campus, to direct communications toward another individual(s) that constitute any of the above mentioned forms of harassment.

INTIMACY POLICY

Sexual intimacy is not allowed on campus or on any school-sponsored trips. Any violation of this policy may result in an appearance before the Discipline Committee.

REPEATED MINOR INFRACTIONS

If a pattern of minor infractions emerges with a student, the pattern will be addressed by the grade dean and/or the dean of students, and advisor and parents will be notified. If the concerning behavior continues, a minor infraction may be considered major, given the circumstances, and the consequence for the student may be more significant.

SEXUAL MISCONDUCT AND HARASSMENT

It is the goal of Pingree School to promote a community that is free of sexual harassment misconduct and harassment. Sexual harassment is unlawful and will not be tolerated by the school. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a community free from sexual harassment, the conduct that is described in this policy will not be tolerated. We have provided a procedure by which inappropriate conduct will be dealt with if encountered by members of the community.

Because Pingree takes allegations of sexual misconduct and harassment seriously, we will respond promptly to complaints of sexual harassment or misconduct. Where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a community that is free of sexual harassment and misconduct, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the legal definition of sexual harassment.

DEFINITION OF SEXUAL HARASSMENT

In Massachusetts, the legal definition of sexual harassment is as follows: “Sexual harassment” means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; or (b) such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual’s performance by creating an intimidating, hostile, humiliating, or sexually offensive environment.

The legal definition of sexual harassment is broad; in addition to the above examples, any other sexually oriented conduct, whether intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to any members of the community may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or a note;
- Sexual epithets, jokes, written or verbal references to sexual conduct, gossip regarding one’s sex life, comments about an individual’s body, comments about an individual’s sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Inquiries into one’s sexual experiences;
- Discussion of one’s sexual activities.

Individuals might unintentionally act in a manner that others experience as sexually harassing or humiliating. Whatever the basis for the harassment, it is prohibited. Attempts to justify such behavior as a “prank” or “joke” do not change its harassing nature, and individuals behaving in such a manner assume responsibility for their own actions.

COMPLAINT PROCEDURE AND INVESTIGATION

Members of the Pingree community who believe that they have been subjected to sexual harassment have the right to file a complaint with the school. This may be done in writing or verbally and directed to the dean of students or the associate head of school.

Incidents of sexual harassment are considered to be major disciplinary offenses and will be heard by the Discipline Committee. Students who believe that they have witnessed or been subjected to harassment should contact the dean of students, the associate head of school, or the director of counseling. These people are also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

In cases of sexual harassment and sexual misconduct, reports will be taken seriously and will be promptly investigated. An independent investigator may be retained when appropriate. The report will be presented to the head of school and dean of students to determine the direction of the proceedings. During the course of the investigation, the school may take steps to protect the complainant, including without limitation, keeping the accused student off campus.

RETALIATION PROHIBITED

Pingree School will not tolerate any retaliation against an individual who has complained about discrimination, harassment, or sexual misconduct. Similarly, Pingree School will not tolerate retaliation against individuals for cooperating with an investigation into a complaint of discrimination, harassment, or sexual misconduct.

SMOKING AND VAPING

If a student is found using, possessing, or in the presence of tobacco, e-cigarettes, or vaporizers, the incident will be brought straight to the dean of students. Under no circumstances should a student be associated with vaping devices or paraphernalia on campus. This policy is in effect when a student is traveling to and from campus as well.

STEALING

Every Pingree student is expected to show respect for school spaces and the property of others. If a student is found to have stolen something that does not belong to them, the dean of students will be notified and restorative steps and/or disciplinary action may be taken.

ACADEMIC HONESTY POLICY*

Academic honesty in the advancement of knowledge requires that all students and teachers respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. Every member of this community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, administrators, and parents will Pingree be able to maintain the necessary commitment to academic integrity. Honesty is an expectation of all members of the Pingree community, and academic dishonesty is considered a serious breach of conduct and a major disciplinary offense.

Being unaware of whether an act constitutes academic dishonesty does not excuse the act. At the beginning of each year, each academic department will distribute and review the Academic Honesty Policy. While the teacher will explain what constitutes plagiarism and cheating in general terms, it is a student's responsibility to seek clarification about an assignment or task.

We hope students will learn to review for tests with classmates and will learn to discuss or brainstorm more complicated assignments together. However, aside from this, unless a teacher specifically asks students to work with others, all homework, classwork, projects, quizzes, tests, and papers must reflect a student's own work, ideas, thoughts, and understanding. We expect students to always be honest in their approach to their work.

**Aspects of this policy are adapted from St. Petersburg College, University of Rochester, and Highland Park Senior High School Academic Honesty Policies.*

The forms of academic dishonesty are categorized as follows:

CHEATING

Cheating is the use of any resource not allowed by an instructor to aid in the completing of an assessment or assignment. This includes, but is not limited to, copying answers; copying or consulting notes during a quiz or exam; inappropriately consulting with another person regarding test content; unauthorized collaboration; presenting a paper or project for credit in more than one course without permission of both teachers; the unauthorized use of online sources, translators, or calculator programs; or taking any other action which unfairly aids oneself or another person.

PLAGIARISM

Plagiarism is taking an idea or work that is not common knowledge and submitting it as the student's own work, without giving credit to the original source. This act can be intentional or unintentional. Work is defined as, but not limited to, quotations, phrases, complex ideas, research, tables, charts, graphics, text, internet resources, a paper, or a thesis. Paraphrasing of any of the above without proper citation is also plagiarism. Examples of plagiarism include, but are not limited to, quoting a phrase, passage, and/or data from a source and not citing that source and/or not using quotation marks; neglecting to include appropriate source citation (footnotes, endnotes, bibliography) in one's work; misrepresenting evidence; using another author's structure or argument and failing to cite the source; or assisting someone else in plagiarizing.

INCORRECT DOCUMENTATION

Though technically plagiarism, a poor attempt at giving credit to a source, such as providing insufficient or incorrect information, may be considered “Incorrect Documentation.” A student may be “charged” with incorrect documentation—even if this is not the student’s first offense under the Academic Honesty Policy—as long as it is the first offense of incorrect documentation.

PROCESS FOR ACADEMIC HONESTY POLICY VIOLATIONS

In the case of a suspected violation of the Academic Honesty Policy, the classroom teacher, student, student’s advisor, department chair, associate head of school, and dean of students will pursue due process that is both educational and attentive to the seriousness of the offense.

1. The teacher will share the suspected violation with the department chair and, in consultation with the associate head of school, make a decision about whether there is enough evidence to support a possible violation of the Academic Honesty Policy to proceed to the next steps. If the violation is determined by the department chair to be “Incorrect Documentation” and if, after consulting with the associate head of school, it is confirmed to be a first incorrect documentation violation, then the consequences stated below (under Incorrect Documentation section) will be followed.
2. The classroom teacher and department chair will meet with the student and the student’s advisor to examine and discuss the potential violation and the subsequent process. The teacher and department chair will use this meeting to inform the student of any additional information that must be provided to confirm that the work did not violate the Academic Honesty Policy. The student will be asked to inform parents and guardians.
3. The advisor will follow up by contacting the student’s parents within 24 hours.
4. If the student does not agree there has been a violation, the student and the student’s advisor will meet with the associate head of school and department chair to “defend” the work in question. At this meeting, the associate head of school will determine if there is enough evidence to support turning the case over to the dean of students.
5. If the student accepts that there has been a violation, the associate head of school and/or the dean of students will meet with the student and the student’s advisor to talk through the consequences of the violation. The consequences are listed below.

CONSEQUENCES FOR ACADEMIC HONESTY POLICY VIOLATIONS

INCORRECT DOCUMENTATION

1. Advisor will notify the parents. The department chair will notify the associate head of school.
2. The student will be expected to schedule a documentation class within 5 academic days from the date the violation was confirmed. The department chair will notify the documentation teacher about the need for the class and will copy the student, advisor, and associate head of school.
3. The documentation teacher will notify the classroom teacher, department chair, advisor, and associate head of school when the class has been completed.
4. Depending on the nature of the violation, the student may be expected to correct the work once the class is completed.
5. Any further incorrect documentation offense will be regarded as a plagiarism violation of the Academic Honesty Policy.

CHEATING AND PLAGIARISM

FIRST OFFENSE. For a first offense, the work receives an initial grade of zero (0). The student may then retake or rewrite the original work or submit an equivalent, alternative assignment at the discretion of the department chair for 50% credit. The student will be required to meet with the associate head of school and the dean of students. The student will be informed of the seriousness of a second violation, which could result in suspension or expulsion. The student will also be expected to schedule a documentation class within 5 academic days of the meeting with the associate head of school and dean of students. The student's advisor will call home to notify the parents. The associate head of school and dean of students will write and co-sign a letter home to the parents or guardians to document the incident and resulting discipline. The letter will be added to the student's file.

In some cases, the associate head of school and dean of students may recommend to the head of school that the case be referred directly to the Discipline Committee.

SECOND OFFENSE. For a second offense, the work receives a grade of zero (0). A second offense will be referred directly to the Dean of Students Office and Discipline Committee, and may result in suspension or expulsion.

TECHNOLOGY ACCEPTABLE USE POLICY

Anyone who uses or accesses Pingree's technology resources, whether using your own devices or Pingree-owned devices, agrees to abide by all of the provisions in this policy. Pingree's Acceptable Use Policy is guided by the L.A.R.K. Principles established by the Peck School:

- **LEGAL:** Illegally copied or downloaded software, music, or games may not be used on any device on the Pingree campus. Ignorance of the law is not immunity.
- **APPROPRIATE:** Only appropriate words and images are used and viewed.
- **RESPONSIBLE:** Diligent care is taken with all hardware and software so as to prevent damage or misuse, whether intentional or not.
- **KIND:** Technology use does not in any way tread on the rights or feelings of others. Students model the values found in Pingree's mission statement in all uses of technology.

Pingree's technology resources are the property of the school, and Pingree has the right to access, monitor, read, intercept, copy, or delete any communications or data without notice. If it is determined necessary, Pingree may disclose this information to third parties. All technology and network resources are to be used for school-related activities only.

TECHNOLOGY POLICY VIOLATIONS

As a technology device user on campus, you have access to the Pingree wireless network. Conduct that violates the guidelines below is subject to school disciplinary action. This conduct includes, but is not limited to, the following:

- Using a device without the permission of the owner.
- Recording (video or audio) of an individual without their consent.
- Sharing a recording (video or audio) of an individual without their consent.
- Misrepresenting or impersonating another person online.
- Using an account or accessing/editing/deleting data files that you are not authorized to access.
- Digital communication that constitutes any form of harassment mentioned in our Non-Discrimination Policy or Harassment Policy.
- Using the school's technology resources, including your own device on the school's wireless network, in the commission of a crime or for personal gain.

- Disrupting or unauthorized monitoring of electronic communications.
- Sending or posting messages that could be an embarrassment or be harmful to Pingree by virtue of the sender’s address or other means of identification.
- Repurposing material from another private social networking site, including photos, video, or quotes from individuals, without permission of the owner.

STUDENT-OWNED DEVICES

Students are expected to bring an approved and fully-charged device to school every day. Students are also expected to abide by the expectations of their teachers with regard to the use of technology devices in class. Pingree School cannot be held responsible for the theft or damage done to personally-owned devices.

SOCIAL MEDIA USE POLICY

Social media apps/websites offer great social and educational benefits. However, if not used appropriately, these websites can take away from a positive school environment. Any use of social media that goes against the values of the school, including material that is offensive, insulting, embarrassing, or derogatory, is prohibited and may be deemed a major disciplinary infraction. Behavioral expectations of students are the same whether using technology or engaging in person. Pingree reserves the right to block any social media sites from the network in order to keep academic work the focus. Students and families must not hold themselves out on social media as representing the school or an opinion of the school without prior express consent from the director of communications.

MODIFYING PINGREE TECHNOLOGY RESOURCES

Users may not modify resource settings, install/uninstall software, damage, disrupt, impede or modify the operation of Pingree’s technology resources including Pingree’s network. Students, faculty, and staff are responsible for the care and condition of school-owned devices and may be held financially responsible for the repair/replacement of that equipment. Any deliberate damage will be the responsibility of the individual.

Pingree’s technology resources are the property of the school and Pingree has the right to access, monitor, read, intercept, copy, or delete any communications or data without notice. If it is determined as necessary, Pingree may disclose this information to third parties. All technology and network resources are to be used for school-related activities only.

NO WEAPONS ON SCHOOL GROUNDS

Weapons are prohibited on Pingree’s campus. No person shall be permitted to carry firearms or other weapons, concealed or not concealed, with or without a concealed weapon permit, while on the school’s property.

The term “weapons” includes, but is not limited to, firearms of any nature or description, including shotguns, rifles, pistols, and revolvers, paintball guns, or BB/pellet guns; firearm replicas; ammunition; martial arts-type weapons; explosives (including fireworks); bows, crossbows, arrows; slingshots; switchblade knives, double-edged knives, hunting (pocket-style) knives; swords; pointed metal darts; (unauthorized) pepper spray; or any other destructive device or instrument that may be used to do bodily injury or damage to property. In addition, items that may be used as weapons, whether or not they fit the definition above, may be prohibited.

Because these weapons may pose a clear risk to persons and property on the campus, violation of this policy will result in disciplinary action by the school. If students, faculty or staff members become aware of any weapon(s) on campus, they must report this to the chief financial officer or the head of school. Use of weapons facilitated by a teacher or other adult in the context of teaching and used within the classroom or teaching environment is the exception to this policy, although prior approval from the head of school or the chief financial officer is required.

MINOR DISCIPLINARY INFRACTIONS

Minor infractions include, but are not limited to the following:

- Disrespecting property or space
- Lateness to class
- Dress Code violation
- Leaving trash behind in cafeteria
- Littering

DRESS CODE

Pingree believes that dress should show respect for self, others, and the educational mission of the school. While respecting self-expression, we believe it is necessary to set standards in order to ensure safety and fairness for all students.

Pingree’s philosophy around attire is that students should dress appropriately for the occasion. While students should always remember that they are in an educational environment when participating in Pingree’s programs, “dressing appropriately for the occasion” means that a student’s clothing choices may vary depending on their personal obligations from day to day (e.g., Convocation, presentation for class, admission event, team spirit, early dismissal for an away game, etc.).

Expectations for dress fall into the following categories, which are all within the dress code guidelines:

FORMAL SCHOOL DRESS may include, but is not limited to, the following examples:

- Dresses, jumpsuits, blazers, dress pants, button-down shirts, dress shoes, and ties

EVERYDAY SCHOOL DRESS may include, but is not limited to, the following examples:

- Collared shirts, sweaters, fleeces, blouses, khakis, and jeans

INFORMAL SCHOOL DRESS may include, but is not limited to, the following examples:

- Sweatpants, sweatshirts, t-shirts, leggings, and Pingree sportswear

We expect all students to show respect for the school community and to comply with the dress code at all times. Shoes must be worn at all times in school and any clothing promoting drugs, alcohol, violence, or sexual activities is not allowed. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

Students must make responsible decisions about how they present themselves, which is an important skill for life beyond high school. If the School deems that a student’s attire or accessories are inappropriate, the student will be approached by an adult to have a conversation. Students may be asked to change their attire and may be given a disciplinary consequence. If a student who is out of dress code refuses to change, we will call home, the student will not be allowed to take part in school programming, and the student may be subject to disciplinary action. We seek to support students in making appropriate choices and will educate them about using good judgment.

DISCIPLINE PROCESS FOR MINOR INFRACTIONS

3-2-1 POLICY

All minor infractions are to be reported to the relevant grade deans.

(3) After three violations of a minor infraction, the student will be required to attend an early morning consequence (PEAP). The time will be from 7:00 a.m. to 8:00 a.m. on selected days.

(2) After three more violations of minor infractions, or after a student has been asked to serve their second early morning consequence, the parents may be called in for a meeting with the dean of students and advisor.

(1) If there is one more minor infraction, the student may be asked to go before the Discipline Committee.

OTHER INFORMATION REGARDING DISCIPLINE

OFF-CAMPUS BEHAVIOR

Pingree does not and cannot take responsibility for activities or actions of our students that take place off school grounds and are not school related. Parents must take full responsibility. However, when the actions of a Pingree student either off-campus or by electronic means are deemed so egregious that the safety of those in the community and/or the school's position in the community may be compromised, the school may take action. If the school chooses to do so, all appropriate disciplinary procedures will be followed.

The school reserves the right to take disciplinary action, up to and including the withholding of a diploma and/or dismissal from school, against a student who has committed a serious crime or taken other actions deemed both egregious and contrary to the school's mission, whether on or off-campus.

DISCIPLINE COMMITTEE

In the event that a student violates a major school rule, the incident is reported to the dean of students. The dean of students meets with the head of school to determine whether the case will go before the Discipline Committee. If it is decided that a committee meeting is appropriate, the student's advisor and parents are notified by the dean of students. The committee convenes as soon as possible to review the matter. Upon evaluating the information, the Discipline Committee recommends disciplinary measures to the head of school, whose decision is final. The school communicates the decision to the parents.

WHO IS ON THE DISCIPLINE COMMITTEE?

Four faculty, the relevant grade dean, and the dean of students serve on the Discipline Committee. Three students also serve on the committee. Rotating members of the Discipline Committee are selected by the dean of students, the associate head of school, and the head of school. In cases where there may be a conflict of interest, a change in personnel may be made at the discretion of the dean of students.

COMMUNICATION OF THE FINAL DECISION

The head of school, in consultation with the dean of students and the associate head of school, will decide on the most appropriate methods of communication based on the infraction and respect for confidentiality. Our operating philosophy will be to communicate school values and consequences when Pingree's core values are violated. The dean of students, associate head of school, and/or head of school may be involved in this communication.

PINGREE EARLY ARRIVAL PROGRAM (PEAP)

PEAPs are given to students as a disciplinary consequence. When students receive a PEAP, they are to communicate it to parents or guardians. PEAPs are served on select mornings before school from 7:00 a.m. to 8:00 a.m. and students are to report to a specific location. They are to use no technology and to bring no food or drink other than water. They are expected to bring a book to read or some work to do that does not require an electronic device.

BEHAVIORAL PROBATION

A student may be placed on behavioral probation as a consequence to a disciplinary infraction. This status means that if the student commits a future infraction, whether major or minor, it will likely lead to a Discipline Committee hearing. Minor infractions are considered more significant when a student is on probation. Probation is intended to provide clear expectations and guidelines to help steer students towards good decision-making.

APPEALING BEHAVIORAL PROBATION

Students placed on behavioral probation might have an opportunity to appeal their probation status after a designated period of time. This process involves the student making a statement in front of members of the Discipline Committee to explain how they have demonstrated a commitment to following school rules and meeting expectations. The members of the Discipline Committee who hear the appeal will make a recommendation as to whether or not the probation status will be revoked.

REPORTING POLICY REGARDING DISCIPLINARY INFRACTIONS

Certain colleges and universities are asking questions on their applications about student infractions, including those resulting in suspension and dismissal. We expect any student who has been subjected to disciplinary action to answer any pertinent application question honestly. Colleges and universities also are asking the same questions of students' schools. The office of college counseling will answer any questions that are posed on secondary school reports. In addition, Pingree will report any disciplinary incidents that occur after the school statement has been written, and which result in suspension or dismissal. In all such cases, a letter will be sent to the colleges and universities to which the student applied. The student will have the opportunity to write a letter explaining the circumstances related to the infraction. A student's disciplinary record, with the exception of dismissal, will not become a part of the student's transcript.

The transcript of a student who withdraws from the school prior to disciplinary action will state "withdrawn pending disciplinary action."

ACADEMIC WORK AND DISCIPLINARY ACTION

Based on the seriousness of an inappropriate action by a Pingree student, the school's response can be as severe as suspension or expulsion. Earlier sections of the handbook refer to major and minor disciplinary infractions and we try to determine appropriate punishments based on the nature of the infraction. It should be noted that students who are suspended for infractions of a non-academic nature will be given the opportunity to submit in a timely fashion their missed academic work for full credit.

HEALTH AND SAFETY THREATS

Students who pose an unreasonable health or safety risk to themselves or other members of our community may be temporarily removed or involuntarily withdrawn from Pingree. Conditions for continued enrollment may also be imposed. Reports of health or safety risks will be reviewed by a risk assessment team. The team will conduct an individualized assessment to determine whether there is an unreasonable risk of substantial harm. The assessment will consider multiple factors, including but not limited to the nature, duration, and severity of the risk; the probability that the potential harm will actually occur; observed behavior and the best available objective evidence; current medical knowledge; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. Students and their parents will be notified of the school's health and safety concerns and given an opportunity to present relevant information. The student may be required to disclose pertinent medical history and be evaluated by an independent health care professional. A determination by the assessment team may be appealed to the head of school whose decision shall be final. Before a final decision is reached, students may be temporarily removed from school as a precaution. Students withdrawn from school under this policy will have a "Withdrawn" notation recorded on their transcripts. The assessment team may also impose a behavior contract or other express conditions, which the student must satisfy to be eligible to return to Pingree and remain enrolled.

DAILY STUDENT LIFE

The school day typically begins at 8:00 a.m. and students should expect to arrive on campus by 7:50 a.m. in order to be ready for their first commitment. Students may arrive at school any time after 7:00 a.m. On Tuesday and Friday mornings, we meet as a whole school in the theater for Morning Meeting. On Monday mornings, students meet with their advisors. On Wednesday mornings, students meet with their grade for community education. On Thursday mornings, students arrive at 9:00 a.m. and go directly to class. Students that do not have a 9:00 a.m. class on Thursdays must sign in at the Main Office. The school day typically ends by 5:00 p.m. (This varies during the winter season). Students may stay later for games or other afternoon requirements; these are scheduled in advance, and students should make necessary plans to meet commitments and arrange travel.

Special events are scheduled for specific areas of the campus or its buildings. Students and parents are asked to stay in those areas after hours.

BOOKS

All required course books are available for purchase online through Follett Books or via alternative book suppliers. Please check the Pingree School website for a complete list of course books and to link directly to Follett Books.

BOUNDARIES

School bounds can generally be defined as those mowed, paved, or open areas that surround the school buildings. The Athletics Center, hockey rink, and all wooded areas abutting the playing fields are out of bounds unless the student has received specific permission from a coach, faculty member, or the dean of students. The land area behind the student parking lot, the areas around the pond, and the hill between the two driveways are also out of bounds.

If students need to go to the student parking area or the hockey rink during the academic day, they must sign out in the Main Office, clearly stating the time of departure and purpose. They must sign in upon returning to the building.

Students found to be out of the school boundaries during the school day may face disciplinary action.

STUDENT CARS

Information for all student cars must be registered with Pingree School. Students may drive to and from school but are not to use their cars during the school day without special permission. Students must have a parental permission form on file in the office of the dean of students if they drive or if they arrive with another student who drives. These permission forms will include descriptions and license plate numbers of the cars. All students' cars must be parked in the designated student parking lots. If a complaint is received about a student's driving, either on campus or off campus, on the way to or from school, or on a school-related trip, the student will be warned and the student's parents and the parents of the carpool riders notified. If a second complaint is received, the student's driving privileges will be suspended. Any further complaint may incur loss of driving privileges for the remainder of the school year. Students who ride in student carpools are reminded that they also have a responsibility for safe behavior in cars. Similarly, If a student is found to be parked in the campus's visitor parking lot, a first offense will result in a warning and a notification to parents/guardians. A second violation will result in the temporary suspension of a student's driving privileges, and any further complaints may result in loss of driving privileges for the remainder of the year.

FIRE DRILLS

The procedure for leaving the building from any particular room is posted in that room. Students should make a quick and quiet exit to Field One, where grade deans take attendance. Students should line up in alphabetical order, according to their last name.

LOCKERS

Every student has a book locker with a lock. Gym lockers and team locker rooms are assigned seasonally. All sports lockers are equipped with combination locks. Students are responsible for locking up any personal items, as the school is not responsible for theft or loss of unsecured personal items.

LOST AND FOUND

Large wooden lost-and-found boxes are located around the campus. Students may also check with the Main Office for lost items.

MEALS

BREAKFAST

Students may obtain breakfast foods in the Commons between the hours of 7:30 a.m. and 9:30 a.m.

LUNCH

There are two 30-minute lunch periods each day (see daily schedules for exact times.) The school's food service provides a healthy, well-balanced lunch. Parents with concerns should contact the director of finance & operations.

SNACKS

There are two snack periods during the day, one in the morning and one in the afternoon.

All food is to be eaten in the Commons area. No cups or dishes should be taken out of the Commons. Students are expected to clean up after themselves.

PETS

Students may not bring pets to school without permission.

SCHOOL STORE

The school store will be open periodically throughout the week for purchase of Pingree supplies and clothing items.

VISITORS

Students are welcome to invite friends to visit school for a day. They must notify the Main Office, dean of students, and all of their teachers at least 24 hours in advance of the visit. Visitors must sign in at the Main Office and obtain a visitor pass for the day. Visitors are expected to obey all school rules, including the dress code, and students are responsible for their guests. The dean of students reserves the right to limit the number of student visitors to the school.

EMERGENCY CLOSINGS, DELAYS, AND EARLY DISMISSALS

If there is a need for a late start, early dismissal, or closing due to severe weather or any other emergency, parents will be informed through the automated rapid notification service. Notices will also be posted on the school's website.

WEATHER CANCELLATION BEFORE SCHOOL DAY

The school will remain open most days with only severe weather causing a school delay or closing. Even when school is open, parents are expected to determine if the weather conditions in their area permit safe travel to the campus. Pingree families will be notified through the automated rapid notification system. In addition, announcements of a school delay or closing due to weather will be posted on the school's website. Decisions are made at or before 6:30 a.m. Parents and students are asked NOT to call the school.

ATHLETICS POLICY ON SCHOOL CANCELLATION DAYS

If school is cancelled as a result of weather conditions, games and practices will also be cancelled. Any exception to this policy must be cleared through both the director of athletics and the head of school.

WEATHER CANCELLATION DURING SCHOOL DAY

If a weather condition or emergency occurs during the school day that necessitates early dismissal, buses will run early. The school will stay open for students awaiting transportation.

NOTE: In the event of excessive cancellation of classes due to inclement weather or other unexpected causes, the school administration will determine whether or not the school calendar should be adjusted to include additional classes and/or school days.

STUDENT ACCESS TO BUILDINGS

Student cards will provide access to the school building Monday to Friday from 7:00 a.m. to 7:00 p.m. in certain specified door entrances. The Athletics Center and Arts Wing also have proximity card access entrances. All other doors will remain locked, providing egress only. If students need to enter the building during breaks or vacation, they will need to enter through the front door during open hours. If students enter the school buildings during off-hours without the supervision of an employed adult of the school, they are violating a school rule and may be subject to disciplinary action.

Student cards will not provide access to the Fitness Center. The Fitness Center is open for student use Monday to Friday from 2:30 p.m. to 6:30 p.m., and the doors will be unlocked during this time to allow access. A Pingree staff member will be in the Fitness Center during these hours.

If a student's card is lost or misplaced, the student will need to obtain a replacement card. The Business Office may charge a \$25 processing fee to the student's account for a replacement card if there are repeated losses. Card procedures will be explained to students in morning meeting. In addition, all visitors to the school will need to enter through the front door, sign in at the Main Office, and wear a visitor badge.

CLOSED CAMPUS POLICY

With the exception of twelfth graders who have been granted Open Campus privileges, all students who arrive at school are to remain on campus until their last commitment of the day has been completed. Students may only leave campus during the day with permission from the grade dean or the dean of students, and expressed consent from a parent or guardian. In these cases, the student must sign out at the Main Office and sign back in upon returning to campus. Failure to comply with this policy will lead to disciplinary action.

HEALTH AND SAFETY

STUDENT HEALTH SERVICES

Health needs in a day school tend to fall into seven major categories. The following explains Pingree's support for, and response to, student health needs.

ILLNESS

In general, students who are too ill to attend school should stay home and contact teachers or classmates in order to receive assignments. A parent or guardian should inform the school nurse of their child's illness on the morning of their absence. Students should remain home for at least 24 hours when ill, returning only once recovered and fever free. When a student becomes ill during the school day the nurse will assess the student's condition, provide appropriate medical care, and initiate communication with parents and school personnel. The nurse may, at any time, require a student go home if, in the nurse's judgment, it is in the best interests of the student's health and/or the health of the rest of the community.

Students may only be dismissed from the health office if they are ill, and they must check in with the school nurse before being picked up by a parent or guardian.

ATHLETIC INJURIES/SPORTS MEDICINE

The Eastern Independent League (EIL), of which Pingree is a member, requires that each school have a certified athletic trainer on staff and in attendance during all afternoon athletics events, games, and practices. Pingree School staffs two athletic trainers, both licensed by the state of Massachusetts, ensuring that our student-athletes are under proper care at all times. Pingree Sports Medicine works in conjunction with Hamilton's public safety personnel (police and fire) when transportation is needed for medical emergencies.

Athletic trainers are healthcare professionals who specialize in the prevention, diagnosis, treatment, and rehabilitation of injuries and sport-related illnesses. They prevent and treat chronic musculoskeletal injuries from sports, physical, and occupational activity, and provide immediate care for acute injuries. The National Athletic Trainers' Association represents and supports over 35,000 members of the athletic training profession. Visit www.nata.org for more information on athletic trainers.

MEDICAL EMERGENCIES

In the event that a student is seriously hurt and needs immediate medical attention during the course of the day, the school nurse, athletic trainer, and/or another staff member trained in emergency medical care will be called to the scene. In the event of major emergency, emergency services will be called and the student will be transported to the nearest healthcare facility. Parents will be notified as soon as possible of such an occurrence.

MENTAL HEALTH

In the normal course of working with adolescents, we frequently need to respond to emotional crises or provide support to students who are wrestling with longer-term issues and problems. The director of counseling is a valuable resource for students, staff, and parents seeking advice. The director of counseling also works with faculty advisors to help them in their daily interaction with students.

NUTRITION AND HEALTH CONCERNS

Pingree expects its students to accept responsibility for maintaining nutritional and drug-free health in order to achieve educationally. The school, with the advice of the director of counseling, reserves the right to contact parents if there is a concern about safety, eating habits, or a suspected problem with drugs or alcohol.

MANAGEMENT OF STUDENT MEDICATIONS

Students are encouraged to plan their medication regimens outside of the school day. However there are times when medications must be given during school hours. At no time should students carry medications. Exceptions are the medications that students are responsible for during their time at school such as EpiPens, inhalers, and pumps specific for delivering continuous medication for a specific diagnosis. All other medication must be kept in the Health Office. The school's Health Office stocks the listed over-the-counter medications that are signed off by each parent or guardian at the start of each year on the "Over-the-Counter Medications Form." Each prescription medication must be in a current, labeled bottle listing the prescriber. We consider it the student's responsibility to be compliant with taking a prescribed medication. If a dose is missed the nurse will attempt to remind the student. In the case of repeated missed doses, we will work with the parent and advisor as well. Pingree offers many athletic-, community-, and learning-based opportunities for overnight trips away from school. It is important for students with prescription medications to have their physician complete the prescription medication form for each medicine. This form can be downloaded from the online parent portal. At the end of the school year any medication not picked up from the health office will be disposed of a week after graduation.

RETURN TO SCHOOL AND PARTICIPATION IN ACTIVITIES

School personnel, including the nurse, director of counseling, and athletic trainers, have the responsibility to make decisions regarding return to school and or activities. Using professional judgment and practice guidelines, based on the student's present symptoms, the school personnel may require consultation with a written report from a treating physician for the current condition before return to school and or activities is permitted. It is our policy that students be off of narcotic pain medication before they return to school. It is in the student's best interest that they be well enough to attend school without this level of pain medication.

Please see information regarding Leave of Absence policy in the Attendance section.

EMERGENCY FORM

It is essential for parents to keep us current with daytime telephone numbers and the names and telephone numbers of other people to contact if they cannot be reached. This form must be submitted to the school nurse annually by August 1 and updated as changes occur throughout the year. Please contact the Main Office or make these changes in the Parent Portal online.

CONCUSSION TESTING

Pingree has a comprehensive concussion management program for the education, prevention, and management of concussions, including guidelines for both return to physical activity and return to academics. The program is lead by the Pingree's athletic trainers, who are nationally certified and licensed in Massachusetts, in partnership with the Concussion Team, including school nurse, director of counseling, director of educational resource center, associate head of school, and the director of athletics & afternoon programs.

While every concussion injury is unique and management of each concussion may vary, Pingree follows the protocols outlined as follows:

TESTING

Pingree School utilizes the ImPACT Concussion Testing software. This is a neurocognitive testing program that helps certified athletic trainers, nurses, and doctors properly care for any student at Pingree who sustains a head injury. The athletics training staff, in conjunction with the nurse's office, take these types of injuries very seriously. The ImPACT test is one of many tools Pingree uses to help determine the extent of the injury, proper care, and limitations to aid in speedy recovery and return to play.

With the ever-increasing abundance of information and studies about the human brain and the effects that concussions have on them, it is important to test adolescents at least every two years so as to have the most current baseline tests.

All students are required to take this test, regardless of their choice in afternoon activity or program. Every student has until the first Monday of athletics preseason to complete the test. If it is not completed by that date, the student will not be allowed to participate in preseason practices and tryouts.

CONCUSSION PROTOCOL

If a student sustains an injury and there are observations or concerns of a potential concussion, the student will be removed from play/practice and must be evaluated by an Athletic Trainer or trained medical professional. If the injury is sustained off campus at a non-Pingree event, the Athletic Training staff should be notified.

If a concussion is suspected, parents will be notified and provided with acute care instructions as well as detailed academic accommodation forms and return to learn and return to play guidelines. If a concussion is diagnosed, students will not be able to participate in physical activity until cleared by a Pingree athletic trainer following a gradual return to play protocol. If a student is seeking academic accommodations, the student must be evaluated by a physician and must submit a physician's note to Kristin Brown, associate head of school, who will determine and administer accommodations. Please ask your physician to fill out Pingree's Academic Accommodation form, which will be provided by the athletic trainer. Advisors and the concussion team will be notified of the injury. Please note that all students who remain on graded status will eventually be required to complete all coursework.

HEALTH PHYSICAL

In accordance with the Massachusetts State Law, students are required to have an annual physical exam. Health physical and immunization records are current if they are not older than 13 months from August 1 prior to the start of school activities: orientation, preseason, and the first day of school. Parents should consult with their healthcare provider to ensure these exams are carried out annually for their child. Medical forms must be completed and returned by August 1. Students will not be admitted to school or preseason sports without current forms on file. If a physical expires during the school year it is the family's obligation to send in a current form to the Health Office.

POLICY SUPPORTING STUDENTS WHO IDENTIFY AS TRANSGENDER OR NON-BINARY

Sustaining an inclusive school community is central to our mission as a school. Consistent with our mission, Pingree School does not discriminate on the basis of sex, gender identity, or gender expression. We seek to welcome and honor the gender identities of all students. The goal of this policy is to affirm our support and inclusion of students who identify as transgender or non-binary in our community.

NAMES AND GENDER PRONOUNS

Students who are seeking to initiate a change of name and/or gender pronouns should contact their advisor, the dean of students, the assistant head of school for instruction and equity, associate head of school, or another trusted adult in the community. A change in an individual's name and/or pronouns will be communicated by the student's advisor to faculty and staff. The method of communication of this information to the student body will be determined in consultation with the student. In consultation with parents/guardians, students, faculty, and staff are expected to use the name and gender pronoun requested by an individual.

SCHOOL RECORDS AND INFORMATION SYSTEMS

Pingree School seeks to affirm students' identities through the use of chosen names and gender pronouns. Official school transcripts, school databases, school documents and information systems where possible, will be updated to reflect the student's chosen name and gender pronouns. In the case of students who have not obtained a legal name change and/or gender designation, official school transcripts will reflect their assigned birth name. A court order, state or federally issued form of identification is required to facilitate a change of name and/or gender designation on documents such as official school transcripts.

ACCESS TO GENDER-SEGREGATED ACTIVITIES AND FACILITIES

Students may participate in athletic and afternoon programs consistent with their gender identity. Pingree School maintains separate locker room facilities and some separate restroom facilities based on gender identity. Students may use restrooms and locker room facilities consistent with their gender identity. Students who are not comfortable with using gender-segregated facilities may request to use alternative restrooms and locker rooms. Requests for the provision of alternative restroom and locker room facilities should be directed to the attention of the assistant head of school for instruction and equity.

GLSEN GENDER IDENTITY TERMINOLOGY DEFINITIONS

GENDER IDENTITY: A person's deeply held knowledge of their own gender, which can include being a man, woman, another gender, or no gender. One's gender identity may or may not align with society's expectations with the sex they were assigned at birth (male, female, or intersex).

TRANSGENDER: An adjective describing a person whose gender identity differs from the sex they were assigned at birth.

NON-BINARY: Terms used by those who identify with neither, both, or a combination of genders.

Aspects of this policy are adapted from GLSEN, George School, and Rivers School Gender Identity Policies.

ADDITIONAL SCHOOL POLICIES

PARENT-SCHOOL PARTNERSHIP EXPECTATIONS

A Pingree education depends upon a healthy partnership among school, student, and family. Our community thrives on these strong and positive relationships. On those rare occasions when parents or family members engage in conduct or activities that are disruptive or detrimental to the administration, faculty, or staff, or to the educational environment, and are not in keeping with the spirit of cooperation and trust that is essential to the partnership, the school administration will engage in discussion with the family to try to rectify the situation. If no resolution seems possible, the school reserves the right to revisit the student’s enrollment at the school.

PARENTS/GUARDIANS AWAY FROM HOME

If parents or guardians plan to be away from home, they are encouraged to inform the advisor of how to reach them in case of emergency and to give the advisor the names, address, and telephone number of the person who will be responsible for their child.

CUSTODY MATTERS AND PARENT OBLIGATIONS

It is the obligation of parents with court orders relative to the three custody policy topics delineated below to provide the school counselor with an official copy of any court order prior to the first day of school annually.

HEALTH, EDUCATION, AND WELFARE RECORDS OF STUDENTS

Absent an order of the court to the contrary, both parents shall have equal access to the records of their minor child involving the health, education, and welfare of the child. It is Pingree School’s policy, upon request by either parent, to communicate freely with both parents about the health, education, and welfare of their children. Both parents will be notified in the event a child is withdrawn from school.

It is the policy of Pingree School not to interpret court orders. Pingree will follow the mandate of the General Statutes unless provided or served with a certified copy of a court order specifically ordering Pingree School to refuse a parent access to the records of a minor child involving the health, education, and welfare of that child.

PARTICIPATION BY BOTH PARENTS

Absent an order of the court to the contrary, each parent shall be allowed to participate in school activities that involve parents in general, such as school field trips, class parties, and school events. Parents are expected to conduct themselves appropriately at all times. It is the policy of Pingree School not to interpret court orders. Pingree will follow this policy unless provided or served with a certified copy of a court order specifically ordering Pingree School to refuse a parent access to school activities that involve parents in general.

STUDENT PICK-UP FROM SCHOOL

Absent an order of the court to the contrary, either parent will be allowed to pick up their child or children from school. It is the policy of Pingree School not to interpret court orders with respect to custody or visitation. Pingree will allow either parent at any time to pick up their child or children unless provided or served with a certified copy of court order specifically ordering Pingree School to prohibit a child from being picked up by a particular parent.

DRIVING POLICY TO OFF-CAMPUS SCHOOL-SPONSORED EVENTS

Pingree School provides transportation for all school-sponsored events. For athletics and activity travel, we feel that there is much to be gained in team and school spirit by instilling in each of our students a sense that it is important to be fully committed to one's team and school. If, however, a parent feels it is essential that a student drive alone to a school-sponsored event, written consent from a parent or guardian and approval from the coach or activity leader is required.

STUDENT PHOTO AND VIDEO USE POLICY AGREEMENT

Throughout the year, staff members from the office of communications or freelance vendors hired by the department may photograph and/or record video of Pingree students, faculty, and staff while at school or while engaging in school-sponsored events and/or programming. The resulting photographs and videos may be shared with the community via the weekly school e-newsletter and the school's various social media channels, in addition to being used for public marketing and communications materials including, but not limited to, the school website, admission brochures, giving solicitations, event promotions, and invitations and postcards, both in print and digital form.

Families who would prefer that their child not be photographed or recorded must contact the office of communications to make their wishes known in writing at the beginning of each school year. The School aims to respect all such requests for privacy with respect to photos and video usage.

LEARNING COMMONS

The Pingree School Learning Commons is an innovative, welcoming environment for teaching and learning that ensures all of our students have access to the best tools, resources, skills, and supports available. Faculty and staff from four departments including the Library, Writing Center, Educational Resource Center, and Technology Department work together as a team to empower students to think critically, to encourage a love of learning, and to provide support to our diverse, academic community.

LEARNING COMMONS GUIDELINES

- Student behavior must reflect the atmosphere of academic purpose.
- No food or drink allowed, with the exception of bottled water.
- Students are expected to clean up after themselves and to respect the space as a community privilege.
- Resources (books, laptops, etc.) may be borrowed and are subject to loan policies. Students will be billed for replacement costs for damaged/lost items.
- Suggestions for resources, programs, services, and facilities are always welcome. Please contact any member of the Learning Commons Team for requests.

PERSONAL PROPERTY

Certain items are not allowed on campus or their use is restricted. No knives or firearms are allowed under any condition, as noted in the weapons policy outlined in this handbook. Use of portable music devices and other personal stereo equipment on campus must be approved by the grade deans or dean of students. Students are responsible for their own possessions. Valuable items should be locked in student lockers. The school is not responsible for loss or damage to personal property brought by students on campus and not properly secured in the lockers provided.

SCHOOL-SPONSORED EVENTS

Events that are outside the daily life of the school but that involve Pingree students and are planned by Pingree students and faculty are considered to be school-sponsored. Such events include academic field trips, athletics or club activities, banquets, cast parties, class trips, and class dances held at Pingree. Any parent who wants to know whether or not an event is school-sponsored should feel free to call the School. School-sponsored events will be chaperoned by teachers and often parents, as well. School rules apply at school-sponsored events.

RULES FOR ATTENDING DANCES AT PINGREE

Students attending dances at Pingree must arrive no later than one hour after the scheduled beginning. A student who leaves a dance may not return. All school rules apply for Pingree students and their guests.

SCHOOL TRIPS POLICY

Pingree believes that school trips provide a valuable dimension to a student's educational experience. A clear understanding of the trip and its goals, of the expected behavior and responsibilities of the students, and of the duties and commitments of the leaders and chaperones is essential to the success of the trip. Pingree has developed the following guidelines and responsibilities for both school sponsored and non-school-sponsored trips. School-sponsored trips include academic day trips, school athletics overnights, and some cultural, athletic, and activity-based tours.

School trips will include one chaperone per eight students, with at least two chaperones for any overnight trip. Gender ratios will be taken into consideration for overnight trips. Exceptions may be made at the discretion of the head of school.

GUIDELINES FOR SCHOOL-SPONSORED TRIPS

STUDENTS

1. The school must approve student participation in school trips.
2. All school rules are in effect during school-sponsored trips and disciplinary responses will be enforced as outlined in this handbook.
3. Students are expected to follow the schedule established for each trip.
4. The trip leaders will establish curfews and specific rules appropriate to the circumstances of each trip. Violation of any such rules will be treated as major disciplinary offenses.
5. The trip leader reserves the right to send home, at the student's expense, any student whose behavior is considered detrimental to the aims of the trip or to the group as a whole.
6. Students and parents will be expected to sign the same permission slip, thus acknowledging that they understand and accept the rules and expectations of the trip.

CHAPERONES

1. All trips must be approved by the Trips Committee. Each trip must have one clearly defined trip leader.
2. It is the responsibility of the chaperones, whether faculty, parent, or friend of the school, to make sure that the trip is a safe, enjoyable, and worthwhile experience for all involved. Chaperones are reminded that their example and leadership form a part of the students' experience. Guidelines for chaperones will be set forth before each trip, and all guidelines must be approved by the Trips Committee.
3. Chaperones have the authority to enforce all rules, either acting on them at the time or referring disciplinary situations back to the trip leaders.

GUIDELINES FOR THIRD-PARTY AND NON-SCHOOL-SPONSORED TRIPS

Any trips planned during vacation periods that are third-party or not school-sponsored trips remain the responsibilities of the parents, chaperones, or organizations sponsoring the trip. To the extent parents are involved in promoting such trips, the following guidelines must be adhered to:

1. Recruitment, announcements, and correspondence for the trip must be done in a manner that clearly establishes that any parents or school personnel and the tour organization involved are independent of Pingree School for the purposes of the trip. School letterhead and the school logo may not be used in any representation or communication regarding the trip.
2. The school name shall not be used in conjunction with the trip. This includes the Pingree name or logo on athletic uniforms.
3. There will be no on-campus fundraising for the purposes of the trip.
4. The head of school may communicate the school's position to parents regarding such trips. The communication will underscore parents' responsibility to investigate any organizations responsible for the trip, including their practices concerning chaperones, discipline, and emergency and medical responses.
5. Employees of the school may not chaperone non-school-sponsored trips.

FINANCIAL ASSISTANCE FOR SCHOOL TRIPS

Only trips approved by the Trips Committee will be considered for financial assistance support. Students will be considered for funding to support Learning Across Borders and Athletics trips with a cost exceeding \$500 up to one trip per year and up to two trips during their four years at Pingree. For this reason, we encourage families to plan accordingly during their student's time at Pingree. To qualify for trip assistance, families are required to submit a Trip Funding Request Form to the director of financial aid and, upon approval, families will receive an email indicating the approved award amount.

PINGREE FINANCIAL ASSISTANCE POLICY FOR NON-TUITION EXPENSES

A limited fund is reserved for Pingree students who may need financial support to assist with required additional expenses related to their educational experience. These might include, but are not limited to, transportation, textbooks, digital device and device insurance, and field trips. Students who currently receive financial aid for tuition will receive first priority. Students not receiving financial aid may also apply for financial assistance with these expenses. Non-tuition assistance will depend on the needs of the student and the available budgeted resources of the institution. Please contact Mary Dyer in the Admission Office to obtain more information.

PARENT/GUARDIAN INFORMATION

PARENT-STUDENT-TEACHER CONFERENCES

Conferences between parents and teachers play a significant role in a student's education. Communication between parents and the school serves to clarify expectations, assess progress, and aid in understanding the child. Pingree takes seriously its responsibility to bring important information to the attention of parents and, in turn, to respond to parents when they have questions regarding the program or a student's progress. Advisors are the primary contact between home and school. We request that parents schedule a meeting with their child's advisor as well as with the classroom teachers during conference time.

PARENT VISITING NIGHT

In the fall, parents are encouraged to attend Parent Visiting Night to meet their child's teachers and visit classes.

PARENT ATTENDANCE AND BEHAVIOR AT SCHOOL EVENTS

All parents know the importance of showing support for their child's activity at school by attending events such as athletic contests, drama productions, musical concerts, etc., and the school enthusiastically encourages that attendance. Parents attending such events should keep in mind that they are setting an example for their children and that it is most important that the child learn good sportsmanship and good manners from their parents' examples. The school has guidelines for spectators at school events. Please see Spectator Guidelines under "Athletics and Afternoon Programs."

- Pingree is a smoke-free campus, including vaping products.
- Spectators should watch games from those areas defined as spectator areas.
- Parents should not run up and down sidelines; call to players, coaches, or officials in an unsportsmanlike manner; or go onto the field of play.

EFFECTIVE COMMUNICATION WITH THE SCHOOL

At Pingree, we value our partnership with parents and we make every effort to respond to all requests within three business days. Parents may communicate their concerns with teachers either directly or through a student's advisor. We assume that parents and faculty will communicate respectfully and objectively with students' best interests always in mind. The head of school and the associate head of school are available to resolve issues and work with parents to find a solution. When issues of discipline, lateness, or absences need to be addressed, the dean of students is available to hear concerns.

HOMEWORK

We encourage parents to help students establish good study habits by supporting them in finding time in the evenings for completing assignments. However, students are expected to complete all assignments independently without the assistance of others, including parents. If a student receives help on an assignment, without the prior approval of the teacher, this may constitute a violation of the Academic Honesty Policy. If a parent is concerned about the student's ability to complete an assignment, please contact the student's advisor, the head of the Educational Resource Center, or the associate head of school.

PINGREE PARENT NETWORK

The Pingree Parent Network (PPN) is the forum for current parents and guardians to support the mission of the school and serves as a resource for Pingree families. All parents and guardians are members of the PPN. Through engagement programs and events, parents and guardians have the opportunity to forge meaningful connections with Pingree's diverse community of families as well as the school.

PARTIES AND SOCIAL GATHERINGS

One of the greatest concerns of parents of adolescents is how to guide their children in regard to parties and social gatherings. Pingree School shares this concern, especially in relation to parties given without parental permission or adult supervision. While Pingree cannot be responsible for the out-of-school behavior of its students, we strongly support families who take a firm position against unsupervised parties. However, when the actions of a Pingree student either off campus or by electronic means are deemed so egregious that the safety of those in the community and/or the school's position in the community may be compromised, the school may take action.

We urge parents to use the following guidelines when giving parent-hosted parties:

- First and foremost, it is illegal to serve alcohol to minors. Parents who do so are liable under the law. Students should not be allowed to consume alcoholic beverages, whatever the source. Students should especially not be allowed to leave and re-enter a party. Possession, transportation, or consumption of liquor by an individual under the age of 21 is illegal in the Commonwealth of Massachusetts.
- Parents and their children should work together to reach a clear understanding of the ground rules of the party. These should include the guest list, firm hours for the beginning and end of the event, and the presence of adults throughout the event. Parents should be prepared to retain keys from anyone who appears to have consumed alcohol or used drugs and to call the person's parent or guardian. Parents should call the host's parents to inquire about the ground rules for the party.

VOLUNTEERING AT PINGREE

Pingree welcomes the contributions of parents and encourages them to take an active role in the life of the school. The time and talents of volunteers immeasurably enrich the education our students receive at Pingree, and the school relies on all parents to actively participate in its programs. Visit the Pingree Parent Network (PPN) section of the online parent portal if you would like to get involved. Please note that the school will require a background check on any volunteer who may have direct and unsupervised contact with our students during school or school-sponsored activities.

PARENTS ARE ENCOURAGED TO VOLUNTEER FOR SUCH ACTIVITIES, COMMITTEES, AND EVENTS AS:

- Admission Office Greeter
- Athletics Office Parent Liaison
- Communications Office Liaison
- Faculty/Staff appreciation events
- Golf Tournament
- Grandparents Day
- Hosting events for the Office of Advancement
- Hosting parent gatherings
- Hosting students or teachers from other countries
- Parent Equity and Inclusion Committee
- Snack Shack

FUNDRAISING

A strong tradition of giving allows Pingree to maintain the programs of central importance to its mission of teaching and learning, financial aid, faculty support, and student life, while funding a portion of the School's annual operating budget. Gifts from alumni/ae, parents, and friends support the Pingree of today while ensuring the school's place in the community and leaving a lasting legacy for future generations. The Office of Advancement must approve all proposed fundraising endeavors. Please contact Cara Lawler, director of advancement, with any questions or for more information (clawler@pingree.org, 978.468.4415, ext. 282).

PINGREE FUND

The Pingree Fund is a pillar of the school's revenue. This resource is powerful in its immediacy and flexibility—and must be replenished every year in order to sustain core programs and fulfill the school's mission. The Pingree Fund aims to provide more than \$1 million annually to Pingree's operating budget from Pingree's alumni/ae, parents, and friends.

CAPITAL FUNDRAISING

Over the years, gifts to build, renovate, and restore facilities have helped Pingree evolve with the changing needs of our students and faculty. Capital projects for facilities include the renovation of academic buildings, arts and athletic facilities, and technological improvements throughout campus.

ENDOWMENT

The Pingree endowment ensures the school's strength, stability, and independence into the future. Established through both outright gifts and bequests from alumni/ae, parents, and friends with a vision for Pingree's future, the endowment provides the long-term financial support necessary to sustain many areas of Pingree's operating budget, including financial aid, faculty support, academic and athletic programming, and professional development.

PLANNED GIVING AND BEQUESTS

Philanthropy comes in many forms. Through gift planning vehicles such as bequests, annuities, and remainder trusts, a donor can address personal financial goals and make a meaningful gift to Pingree—both now and for future generations. Established in 1994, the Pegasus Society recognizes supporters of Pingree who have notified us that they have made a provision for the School in their estate plans. Contact Cara Lawler, director of advancement, to discuss the different planned giving options that are available (clawler@pingree.org, 978.468.4415, ext. 282).

THE MALCOLM COATES PREP@PINGREE PROGRAM

Prep@Pingree, Pingree School's nationally recognized academic enrichment and scholarship program, enrolls 140+ middle and high school students from Lawrence, Lynn, and other communities. For four weeks each summer and continuing throughout the school year, students sharpen their math, verbal, analytical, written, and study skills through courses including math, English, engineering design, and history. Co-curricular activities include public speaking and interview and application skills, in addition to off-campus exploration within Essex County and beyond. Currently five percent of Pingree School's enrollment consists of Prep@Pingree alumni. Pingree students work as student instructors for Prep@Pingree.

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PINGREE SCHOOL: STUDENT LEADERSHIP AGREEMENT

PINGREE SCHOOL MISSION STATEMENT

Dedicated to academic excellence and development of high personal standards, Pingree believes that a love of learning flourishes best in a diverse community that respects truth, curiosity, creativity, humor, and independent and imaginative thinking. Above all, Pingree strives to instill in its students integrity, decency, compassion, self-esteem and commitment to one another and to the world at large.

These expectations serve to highlight the importance of strong student leadership across the school in pursuing Pingree's mission. Representing Pingree in a student leadership position is a privilege, not a right, and should be treated as such. Listed below are the expectations of student leaders, as well as the potential consequence if these expectations are not met. In addition to these general expectations, students should refer to their faculty/staff supervisors for details on leadership duties specific to their positions.

STUDENT LEADERSHIP EXPECTATIONS

- I will show respect and kindness to all members of the Pingree community.
- I will work towards fostering an inclusive environment for all of my peers.
- I will be honest in my interactions with others.
- I will use my influence to serve the common good.
- I will initiate and carry out responsibilities without having to be prompted or reminded.
- I will put in the time to ensure that my duties are fulfilled and the quality of my work is good.
- I will welcome opportunities to collaborate with others.
- I will communicate effectively with my peers and with adults.
- I will uphold school rules and values as laid out in the *Student/Family Handbook*.
- I will show the community that I truly care about my role and the work that I do.

**A student leadership position may be revoked if it is determined that the student has not satisfactorily met the expectations listed above.*

PROCESS:

- If a concerning pattern of behavior emerges that calls into question a student's commitment to their leadership role, then the faculty/staff supervisors will follow-up with the student to address the issue. Parents or guardians will be notified of this. If the concerning behavior continues after this intervention, the supervisors may remove the student from their leadership position.
- If a student commits any major violation of school rules while in a position of leadership, then the student may go before the Discipline Committee, where a recommendation about whether to revoke their leadership status, in addition to other potential consequences, will be made to the head of school for a final decision.

PINGREE SCHOOL: BULLYING PREVENTION AND INTERVENTION PLAN

MISSION STATEMENT

Pingree School is a dynamic and aspirational, independent day school on the North Shore of Boston, located on a beautiful 100-acre campus in South Hamilton, where approximately 370 students in grades 9 through 12 solve problems, build community, and learn how to learn. The Pingree community is dedicated to academic excellence and the development of high personal standards. Pingree believes that a love of learning flourishes best in a diverse community that respects truth, curiosity, creativity, humor, and independent and imaginative thinking. Committed to developing global citizens, Pingree actively seeks faculty, staff, and students of character and intelligence from diverse social, ethnic, and socioeconomic backgrounds.

STATEMENT OF CHARACTER

As a small college preparatory day school founded in 1960, Pingree seeks to achieve its mission primarily through its teachers, advisors, and coaches, who establish close rapport with students in order to mentor them in scholastic work, athletics, and extracurricular participation, as well as to identify and encourage personal strengths. Through this interaction, and in partnership with parents, Pingree hopes to instill the values expressed in its mission.

As students become confident in themselves and their abilities, it is vital that they also recognize their obligations to society as responsible citizens. Pingree believes that a willingness to participate actively in efforts to bring about a better world is an essential goal for every student. Pingree seeks to help each individual develop the qualities of leadership and the courage to take risks while continuing to grow as a student and as a person.

DIVERSITY STATEMENT

Pingree School's mission states that "Pingree believes that love of learning flourishes best in a diverse community." In keeping with this philosophy, we must actively recruit students, faculty, staff, and trustees of diverse backgrounds. The school and its trustees are committed to ensuring that Pingree is open and welcoming to a population that is all-inclusive. We seek to be a community of people who respect, nurture, and sustain an awareness of how the diversity among us enriches all of our lives.

INTRODUCTION

Pingree School expects that all members of our community will treat one another with respect and civility. Pingree School does not tolerate bullying or any other verbal or physical misconduct that disrupts the learning environment or diminishes the safety or wellbeing of our students.

The Pingree School Bullying Prevention and Intervention Plan set forth herein, is drafted and published in accordance with the Massachusetts law regarding bullying in schools, G.L. c. 71, Sec. 370. This plan is key to our efforts to promote learning and to prevent conduct that can disrupt the education process. It spells out Pingree School's comprehensive approach to addressing bullying, cyber-bullying, and retaliation. Additionally, this plan is consistent with Pingree's policies against harassment, discrimination, hazing, and retaliation that appear in our *Student/Family Handbook* and *Student/Family Handbook*.

It is imperative for all members of the Pingree community to review and understand the contents of this plan. The head of school is responsible for the implementation and administration of the plan. Questions or concerns about the plan may be referred to the head of school or the dean of students.

POLICY AGAINST BULLYING, CYBER-BULLYING, AND RETALIATION

Pingree School does not tolerate verbal or physical behavior that constitutes bullying or cyber-bullying, and does not tolerate retaliation against any person who reports, provides information during an investigation of, witnesses, or has reliable information about bullying.

Bullying and cyber-bullying are prohibited on school grounds and at school-sponsored events, activities, athletic events, and off-campus trips. Bullying and cyber-bullying also are prohibited on school buses and other vehicles owned, leased, or used by the school, and through use of technology or an electronic device owned, leased, or used by the school. School-owned or -leased technology may not be used to intimidate, harass, threaten, or bully another student.

Additionally, bullying and retaliation are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the school, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at the school, or (c) materially and substantially disrupts the educational process or the school's orderly operations.

KEY DEFINITIONS

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

- causes physical or emotional harm to the targeted student or damage to the targeted student's property;
- places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the targeted student;
- infringes on the rights of the targeted student at school; or
- materially and substantially disrupts the educational process or the orderly operation of the school.

Examples of bullying include, without limitation:

- threatening;
- intimidating;
- stalking and cyber-stalking;
- physical violence;
- public humiliation;
- destruction of personal property;
- social exclusion;
- spreading rumors.

The definition of bullying shall include cyberbullying.

CYBER-BULLYING

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including but not limited to electronic mail, internet communications, instant messages, or facsimile communications.

Cyber-bullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.

RETALIATION

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

HOSTILE ENVIRONMENT

A “hostile environment” is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student’s education.

PINGREE SCHOOL’S POLICIES AND LEGAL DEFINITIONS

Pingree School reserves the right to apply stricter standards of behavior than required by Massachusetts law in order to protect our students and prevent inappropriate verbal or physical conduct before it rises to the legal definition of bullying. By way of example, while the legal definition requires “repeated use” of certain expressions, acts or gestures, Pingree School reserves the right to initiate disciplinary measures for a single expression, act, or gesture if the school determines that disciplinary process is warranted and/or that the single act or gesture is so severe that it may rise to the level of bullying as defined by law. In other words, the school may interpret the definitions of bullying and cyber-bullying more broadly than defined by Massachusetts law.

Please be aware that in situations related to certain student behavior or activities the school and/or its faculty and staff members are mandatory reporters as defined by the Commonwealth of Massachusetts.

RECOGNITION OF VULNERABLE STUDENT POPULATIONS

Pingree School 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, sensory disability; or by association with a person who has or is perceived to have one or more of these characteristics. The school’s comprehensive approach (outlined below) to the issue of bullying and cyber-bullying is intended to support vulnerable students and provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment.

PREVENTION OF BULLYING AND CYBER-BULLYING AT PINGREE SCHOOL

Pingree School expects that its students will treat one another with respect, understanding and compassion. This expectation is regularly reinforced by faculty and staff members in our classrooms, playing fields, and performing arts spaces. As expressed in the school’s mission, Pingree strives to be a place of diverse perspectives with a focus on developing its students to be global citizens. The *Student/Family Handbook* clearly outlines the school’s expectations for student conduct and treatment of community members. All students receive a copy of the handbook at the beginning of each school year, and it is accessible to everyone online through the Pingree website.

In addition to these general expectations, the school provides opportunities for students to encourage positive decision-making and a respect for differences of other members of the school community. All students are educated about the skills and strategies necessary to recognize, prevent and appropriately respond to incidents of bullying, cyber-bullying, or retaliation. For example, new student orientation includes activities on inclusion, community values, and standards of conduct.

These themes are carried out and reinforced in smaller advisory group discussions among students of all grade levels. Prevention of bullying is also taught through Community Education. Additionally, school-wide events such as the Martin Luther King Day program as well as outside speakers, engage the school community in conversations about respecting differences, embracing diversity, and respecting one another.

Social justice and equity groups are open to all students who are interested in supporting one another and promoting acceptance and understanding. While student-led, these groups are supported and supervised by faculty and staff members. Students can seek support or discuss concerns in this area at any time with their advisor, the director of counseling, the nurse and health/wellness educator, or any member of the administrative team.

The school will provide periodic training on bullying, cyber-bullying, and for faculty and staff members. At a minimum, the training will include a review of the reporting obligations for all faculty and staff members and the procedures that the school will follow in response to a report of bullying or retaliation. This plan, or relevant portions thereof, will be included in the *Student/Family Handbook* that is distributed annually and available online to faculty and staff members.

REPORTING BULLYING, CYBER-BULLYING, OR RETALIATION

Any student who is the target of bullying or cyber-bullying or has witnessed an incident of bullying or cyber-bullying or otherwise has relevant information about bullying or cyber-bullying prohibited by this policy is strongly encouraged to report promptly the matter orally or in writing to the head of school, dean of students, or to any other faculty or staff member with whom the student is comfortable speaking. Please note that verbal reports made to a faculty or staff member will generally be memorialized in writing. Likewise, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible either orally or in writing.

A parent or guardian of a student who is the target of bullying or cyber-bullying or of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the head of school, dean of students, or director of counseling. Additionally, any parent or guardian who has directly witnessed bullying or cyber-bullying or has relevant information concerning such an incident is strongly urged to come forward to the head of school, dean of students, or director of counseling. A parent or guardian should also report any incident of retaliation in violation of this policy to the head of school or dean of students.

Any member of the faculty or staff of the school who receives a complaint, witnesses, or otherwise becomes aware of bullying or cyber-bullying in violation of this policy or who becomes aware of retaliation against a student who reported information concerning a violation of this policy is required to report it immediately to the head of school, the dean of students, or the director of counseling. There are to be no exceptions. A member of the faculty or staff may not make promises of confidentiality to a student or parent/guardian who informs them of an allegation of bullying, cyber-bullying, or retaliation. If a member of the faculty or staff witnesses an act of bullying, cyber-bullying, or retaliation in progress, the faculty or staff member is expected to take reasonable steps to stop the act by communicating directly with the person whose conduct is considered unacceptable or offensive.

Faculty and staff members may not make reports under this policy anonymously. On the other hand, parents/guardians and students may make reports under this policy anonymously pursuant to Massachusetts law. However, the school strongly discourages students and their parents/guardians from making reports anonymously. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Further, no disciplinary action shall be taken against a student solely on the basis of an anonymous report and in the absence of other information. Also, while the school cannot promise strict confidentiality because information typically must be shared in order to conduct an effective investigation, the school releases information concerning complaints of bullying, cyber-bullying, and retaliation only on a legitimate need-to-know basis.

A student who knowingly makes a false accusation of bullying, cyber-bullying, or retaliation shall be subject to disciplinary action.

RESPONDING TO REPORTS OF BULLYING, CYBER-BULLYING, OR RETALIATION

INITIAL CONSIDERATIONS

When a report or complaint of bullying, cyber-bullying, or retaliation is brought to the attention of the head of school or dean of students, an assessment is made as to whether any initial steps need to be taken to protect the well-being of students and to prevent disruption of their learning environment while the investigation is being conducted. As appropriate, strategies such as increased supervision or separation of students may be implemented to prevent further bullying, cyber-bullying, or retaliation during an investigation.

OBLIGATION TO NOTIFY PARENTS/GUARDIANS

Pingree School's policy is to notify the parents or guardians of any student who is an alleged target of bullying, cyber-bullying, or retaliation and the parents of any student who may have been accused of engaging in such behavior promptly after a complaint or report has been made.

INVESTIGATION PROCEDURE

The following is an outline of the procedure that is pursued once a complaint has been brought to the attention of the head of school, dean of students, or director of counseling. An impartial investigation of the complaint is conducted by the head of school and dean of students. That investigation may include (but will not necessarily be limited to) interviews with the person who made the complaint; with the student who was the target of the alleged bullying or retaliation; with the person or persons against whom the complaint was made; and with any students, faculty, staff, or other persons who witnessed or who may otherwise have relevant information about the alleged incident.

Depending on the circumstances, the head of school and dean of students conducting the investigation also may choose to consult with other faculty and/or staff members, including but not limited to the director of counseling and the involved students' advisors.

RESOLUTION, NOTIFICATION, AND FOLLOW-UP

Following interviews and any other investigation undertaken, as the school deems appropriate, the head of school will determine whether and to what extent the allegation of bullying, cyber-bullying, or retaliation has been substantiated. The Discipline Committee may be convened to investigate and make recommendations to the head of school. If it is determined that the policy set forth in this plan has been violated, the head of school will determine what disciplinary action and/or other remedial action is appropriate and how it will be implemented. Disciplinary measures may include without limitation early morning consequences (the Pingree Early Arrival Program), suspension, or dismissal from the school. In all circumstances where the Discipline Committee has convened, the head of school will be consulted and will make the final determination.

The goal of an investigation and any disciplinary or other remedial process that is imposed following that investigation is to correct the situation to the extent it is reasonably possible and to take such steps as can be taken to prevent there being a repetition of the incident and to prevent the student or students targeted and others who participated in the investigation from being subject to retaliation.

At any point after receiving a complaint or report of bullying, cyber-bullying, or retaliation, including after an investigation, in appropriate circumstances, such as when a crime may have been committed or a child may have been subject to abuse or neglect of the type that is reportable under Section 51A of Massachusetts law, the school may notify law enforcement or another appropriate government agency.

Upon completion of the investigation, the head of school and dean of students will meet individually with the student or students who were the target of the alleged incident and the student or students against whom the complaint was made and their parents to report the results of the investigation and, where disciplinary or other corrective action is determined to be appropriate, to inform the parties of the steps that will be taken to correct the situation. The amount of information provided in these meetings may be limited by confidentiality laws protecting student records.

If the reported incident involves students from more than one school, the head of school, as a professional courtesy, will notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with applicable state and federal privacy laws and regulations.

Follow-up contacts will be made with any student found to have been targeted in violation of this policy and their parents or guardians to inquire as to whether there have been any further incidents and whether additional supportive measures are needed. If so, the head of school will work with appropriate school staff to implement these measures immediately. Pingree School provides student support through its advisor program, the grade deans, the director of counseling, and the nurse and health/wellness coordinator, in connection with the dean of students. The school also maintains ongoing relationships with outside counselors and other medical professionals to support students. Based on the findings of the investigation and after consultation with appropriate personnel at Pingree School, the head of school, director of counseling, and/or dean of students will determine whether a need for counseling exists and whether or not it is a requirement, and will meet with the student and their family to communicate next steps.

The school will keep a file on all reports of bullying, cyber-bullying, or retaliation, the investigation, and any actions taken in response to a finding of bullying, cyber-bullying, or retaliation.

CONCLUSION

This plan is intended (1) to prevent bullying and cyber-bullying among our students; (2) to encourage students and their parents to have confidence in Pingree School's procedures and to come forward promptly whenever a student is subject to conduct that is prohibited by this or any other school policy; and (3) to implement appropriate discipline and other corrective measures when they are found to be warranted.

Last Modified: August 2019

MASSACHUSETTS ANTI-HAZING LAW, G. L. C. 269, SECTIONS 17–19

HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term “hazing” as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

FAILURE TO REPORT HAZING

Section 18. Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

COPY OF SECS. 17–19; ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS; REPORT

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections 17 and 18; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections 17 and 18 to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams, or organizations. Each such group, team, or organization shall distribute a copy of this section and sections 17 and 18 to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections 17 and 18, that each of its member, plebes, pledges, or applicants has received a copy of sections 17 and 18, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections 17 and 18.

PINGREE SCHOOL

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