



WALNUT HILL
SCHOOL FOR THE ARTS

2022 - 2023



**STUDENT
HANDBOOK**

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WELCOME

You are officially a Walnut! We have a lot to tell you about how our campus operates, but the most important information about what we expect from you can be found in our Mission Statement, Core Values, Portrait of a Graduate, Walnut Hill Statement of Diversity and Inclusion and Walnut Hill Anti-Racism Statement.

The start of school is a very busy time. We expect all students to familiarize themselves with both the official School policies and information and the general community expectations in this handbook.

MISSION STATEMENT

Walnut Hill School for the Arts educates and prepares young artists to make an enduring impact on the world by strengthening their talents, fostering their creativity, and stimulating their intellectual curiosity.

CORE VALUES

Walnut Hill School for the Arts has a set of five Core Values that we live by. As a Walnut, you will be asked daily to consider all five of these values in your life and work: Community, Excellence, Growth, Creativity, Respect.

COMMUNITY

At Walnut Hill School for the Arts, you are welcome as you are. Our strength as a community comes from the different people, places, and ideas that inform our work. We strive to accept and celebrate each member's unique contributions, and we draw on our collective experiences in order to live as more compassionate global citizens.

EXCELLENCE

We strive toward excellence in everything we do. Excellence in any endeavor—artistic, academic, and personal—is not an end but a process. It requires sustained effort, recognizes the possibility of failure, and encourages engagement with the ongoing process of achieving success.

GROWTH

Growth is an evolving process of awakening and renewal that happens when we are mindful of where we are and where we want to be. It requires self-awareness, resilience, and the courage to embrace the unfamiliar. This journey begins with the idea that we grow with every experience we encounter and the understanding that curiosity engenders lifelong learning.

CREATIVITY

We believe that art and creative thinking are essential to promoting a more tolerant, mindful, and beautiful world. We thrive on curiosity and discovering answers to questions that have not yet been asked. Through imagination, fresh ideas, and innovation, we push ourselves to think differently, embrace challenges, and try again.

RESPECT

Personal conduct and accountability are expressions of the esteem with which we hold ourselves and others. We act with integrity to cultivate an environment where we treat one another, our work, and our physical space with deep respect. At Walnut Hill, respect is maintained through trust, honesty, and mutual understanding.

PORTRAIT OF A GRADUATE

A WALNUT HILL GRADUATE IS

CREATIVE

artistic, talented,
collaborative, unique

CURIOUS

self-aware, independent, intelligent,
critically-thinking

PASSIONATE

dedicated, determined, confident,
motivated, inspired, courageous

RESILIENT

driven, disciplined, hard-working,
ambitious, motivated, strong,
prepared, adaptable

OPEN-MINDED

globally-aware, empathetic, kind,
well-rounded, community-minded, diverse

WALNUT HILL STATEMENT OF DIVERSITY AND INCLUSION

Walnut Hill seeks to cultivate a spirit of inclusivity and multiculturalism by weaving diverse curriculum, programming, and practices into the academic, artistic, and social fabric of the school. We believe it is critical to educate members of our community to be responsible global citizens. In order to navigate the tensions and challenges of our world, it is imperative to understand where we each came from, where we are, and where we are going.

We promote a sense of worth and belonging in everyone. We ask that all members of the school community consider those who are marginalized. We ask all members to attend thoughtfully to instances of difference including but not limited to opinion, age, ability, class, gender identity, sexual orientation, national origin, ethnicity, race, and religion. We expect community members to both form and express their own viewpoints, consider and understand divergent perspectives, and confront differences with maturity, civility, and respect.

WALNUT HILL

ANTI-RACISM STATEMENT

Walnut Hill School for the Arts explicitly affirms our identity as an anti-racist educational institution. We condemn racism, discrimination, and bigotry in all forms. As Rev. Dr. Martin Luther King, Jr. said, “Injustice anywhere is a threat to justice everywhere.” Through education in academics and the arts, our goal is to counteract racism, promote the dismantling of systems of oppression, and empower our students towards these goals. We recognize that racism is systemic and self-perpetuating. Therefore the work of consistently identifying, describing, and dismantling it requires a sustained systemic approach to examining organizational structures, policy, practice, attitudes, and outcomes. All members of the Walnut Hill community - students, staff, faculty, administration, trustees, alumni, and families - will continue to build the tools and skills needed to actively engage in conversations about privilege, racism, and bigotry in the hopes of empowering community members to enact change that will cultivate equitable outcomes for all.

Walnut Hill is actively engaged in this work through initiatives that drive change such as faculty, staff, alumni, and student Affinity Groups; assemblies; ongoing community conversations; events; professional development, including mandated SEED (Seeking Educational Equity and Diversity Project on Inclusive Curriculum); and individual curricular work and engagement with students.

While we have made strides to eliminate racism, we commit to:

- Identifying and deconstructing areas in our school culture, curriculum, programming, and communications that have contributed to systemic racism within our organization.
- Improving and expanding support structures, as well as creating new initiatives and programs that empower historically oppressed and marginalized peoples.
- Building awareness, education, and self-interrogation in an environment of grace and humility as a critical step in dismantling systemic inequities.
- Examining and developing equity at a systemic level including school operations; policies; programs; employment practices; and admission, financial aid, and tuition structures.
- Diversifying the racial and socioeconomic composition of the Board of Trustees and all school leadership. The Board of Trustees additionally commits to ongoing training in justice, equity, diversity, inclusion, and anti-racism work.
- Developing a specific plan to provide expanded equitable access to a high quality arts education.
- Supporting community members so that everyone can participate fully in all aspects of Walnut Hill.
- Creating a safe space for students to process and respond to experiences of racism and inequity in our programs and the greater community.
- Developing opportunities for alumni to engage in anti-racism conversations and work.
- Establishing comprehensive anti-racism strategies and procedures, including faculty and staff training, to help prevent and respond to issues of racism and discrimination in the community.
- Working with our current and future partner organizations to create a cohesive educational experience rooted in equity and justice.
- Creating a racial equity communications strategy that includes community-wide messages to respond to racial and social inequities.
- Requiring all Walnut Hill employees to set annual equity-focused professional goals and review them yearly with their supervisors and school administration.

These commitments will directly impact the Walnut Hill community experience institutional culture, curriculum, and programs. In order to hold ourselves accountable, we will undergo periodic formal evaluations and climate assessments by an external professional organization.

While we have much work ahead of us in the areas of anti-racism and promotion of equity, diversity, inclusion, and social justice, Walnut Hill understands and embraces our responsibility as a privileged community in dismantling systems of oppression. Please join us in actively combating racial inequities and advancing anti-racism work to create a world in which we truly live out our values of Non Nobis Solum (“not for ourselves alone”).

ACADEMIC PROGRAM

This section contains information about diploma requirements, grades, and academic requirements and expectations.

DIPLOMA REQUIREMENTS

A minimum of 16 academic credits is required for graduation from Walnut Hill, with a minimum of 4 academic credits to be completed each year at the School.

Academic requirements are as follows:

English	4 credits one in each of four years
Mathematics	3 credits and completion through Math 2 or equivalent
History	2 credits one of which must be in United States History
Science	2 credits in laboratory science
World Language	3 credits in the same world language or equivalent (details below)

A Walnut Hill diploma is awarded to students in good standing upon completion of a four-year high school program with at least the senior year being completed at Walnut Hill. Because of the unique nature of the arts programs, enrolled students are not permitted to take semesters or years abroad or participate in other alternative programs during the academic year. A senior may not be permitted to graduate if they fail a course in their final semester or if they do not complete a minimum of four academic credits in their senior year.

Students must meet all the requirements of their arts concentration every year they are enrolled, including senior year. Arts requirements are found in this handbook under the appropriate arts major.

A minimum of four academic credits is required each year in order for a student to be eligible to advance to the next grade level. Each semester-length academic course yields one academic credit. Each year-long math course yields one academic credit.

WORLD LANGUAGE REQUIREMENT

Walnut Hill welcomes students from all over the world and from many different school backgrounds. This means that students come to us with many variations in their language learning and language credits. Our graduation requirements reflect this variation and our desire to support all of our students. Incoming students with previous experience in French or Spanish are placed in language classes based on their previous grades and credits as well as written and oral placement tests.

REQUIREMENTS FOR INCOMING STUDENTS IN GRADES 9 AND 10:

complete 3 consecutive credits in the same world language
complete through French or Spanish III

REQUIREMENTS FOR INCOMING STUDENTS IN GRADE 11:

Students with no credits in French or Spanish must complete
2 consecutive credits in French or Spanish.
Students with one credit in French or Spanish must complete
1 additional credit in French or Spanish.
Students with two or more language credits in any language may take
French or Spanish as elective but are not required to do so.

REQUIREMENTS FOR INCOMING STUDENTS IN GRADES 12 OR PG:

Students with one credit in French or Spanish must complete
1 additional credit in French or Spanish.
Students with two or more language credits in any language
may take French or Spanish as elective but are not required to do so.
Students with no language credits or one credit in a language other
than French or Spanish may apply to the
Director of Academic Studies for special consideration.

Incoming students who are native or heritage speakers of a language other than English are not required to take French or Spanish.

Music History and Music Theory confer one academic credit each upon completion. Music Theory classes may be repeated on the recommendation of the Music faculty. Repeated Music Theory classes do fulfill the Music Curriculum requirement but do not receive any additional academic credit.

Students entering Walnut Hill from other secondary schools may have their prior credits applied toward Walnut Hill diploma requirements upon admission to the School, pending approval of the Director of Academic Studies and the appropriate department. After they have begun at Walnut Hill, students must complete their diploma requirements with courses taken at or through the School.

POST-GRADUATES

As with all students at Walnut Hill, post-graduate students must complete a minimum of four academic credits including English in order to receive a diploma. PG Music students may count Music History and/ or Music Theory toward fulfillment of this requirement, though they must still carry at least one academic course during the academic day. If an appropriate English/ writing elective is available, PG students may apply it toward their English requirement.

GRADES AND HONORS

At Walnut Hill, grades are issued on a semester basis (December/January and June) for all courses except math. Math will open interim grades in December/January and final grades in June.

The grading system is as follows:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	below 60

HONOR SOCIETIES FOR THE CLASSES OF 2022 AND 2023

The definitions of the Bigelow, Conant, and Cum Laude Societies below, and the definition of graduation with honors, will remain through the graduation of the class of 2022. Updated protocols and definitions will be in place beginning with the graduating class of 2023.

The Bigelow and Conant Societies Named in honor of Walnut Hill's founders, Florence Bigelow and Charlotte Conant, the Bigelow and Conant Societies recognize students at the end of each year for consistent artistic and academic excellence. Students with at least one B or B+ but no final grade lower than B become members of the Bigelow Society. Students whose final grades for all courses are As or A-s become members of the Conant Society. Withdrawal from a course resulting in a WD without an approved medical accommodation disqualifies a student from the Bigelow and Conant Societies.

GRADUATING WITH HONORS

Graduating seniors who are qualified members of the Bigelow Society for the last two years of school will graduate with Honors. Graduating seniors who are qualified members of the Conant Society for the last two years of school will graduate with High Honors.

CUM LAUDE SOCIETY

The Cum Laude Society, a society founded in 1907 and modeled on Phi Beta Kappa, encourages and recognizes learning and sound scholarship in secondary schools. Member schools may elect as members students from the top 10% of the junior class and 20% of the senior class based on outstanding academic achievement and maintenance of an honors record throughout their high school career. Consistent with this mission and the policies of the Cum Laude Society, election to Cum Laude at Walnut Hill is based on academic grade point average, course of study, and record of citizenship in the community.

TRANSFER CREDITS

High school credits completed prior to a student's arrival at Walnut Hill will be applied toward Walnut Hill's graduation requirements as follows:

- Credits must be complete, appear on official transcripts sent from the awarding school, and be received by the Office of the Registrar by July 1.
- Credits must be in a discipline we teach: English, history or social studies, mathematics, science, or language.
- Credits must be full — we cannot accept partial credits.
- Credits must be from high school level courses. We do not accept middle school credits.
- Students wishing to receive credit for a high school level course taken in grade 8 must request that credentials from the granting school be communicated to the Registrar for consideration.
- In no cases will credits be recognized from grades 7 or below.
- We cannot accept middle school language credits for languages other than French or Spanish.

TRANSCRIPTS

Consistent with the dual mission of the School, the Walnut Hill transcript lists all courses and grades taken at the School, both artistic and academic. Transcripts include two separate unweighted GPAs, one for academic classes and one for arts classes. Coursework completed through other schools and institutions does not appear on students' Walnut Hill transcript, even if credits have been accepted toward completion of graduation requirements. The sole exception to this are courses taken through Global Online Academy which will appear on transcripts labeled as GOA courses. These courses will not be used in calculating student GPAs.

Students may not take an academic class more than once unless they receive a failing grade in a class necessary for graduation. If, having failed a class, a student retakes that class, both classes and both grades will appear on the student's transcript, and both will be used in calculating that student's GPA.

ACADEMIC COURSE SEQUENCES

The academic program at Walnut Hill is designed for the student-artist. In addition to teaching skills and content specific to the disciplines of Math, Science, History, English, and World Languages, academic classes also teach foundational skills in observation, expression, and problem solving.

In addition to the courses and credits required for graduation, students are expected to complete the standard course sequences in each department or transfer equivalent credits via transcript from their prior schools. Students may take elective courses only if they have finished the graduation requirements and standard sequence in that department.

The courses in the standard sequences cannot be skipped, taken through our partnership with Global Online Academy (GOA), or taken for credit outside of Walnut Hill. Exceptions to these standard sequences require specific permission from the Director of Academic Studies.

REQUIRED FOR GRADUATION

	CREDITS REQUIRED	STANDARD SEQUENCE	ELECTIVES
ENGLISH	4 CREDITS 1 PER YEAR	ENGLISH 9 ENGLISH 10 ENGLISH 11 ENGLISH 12	After completing the standard sequences in each department students may request to take an elective.
HISTORY	2 CREDITS 1 MUST BE U.S. HISTORY	MEDIEVAL WORLD THE MODERN U.S. HISTORY ELECTIVES	See the directory for English, History, & Science electives
SCIENCE	2 CREDITS OF LAB SCIENCE	BIOLOGY CHEMISTRY PHYSICS	See the directory for English, History, & Science electives
MATH	3 CREDITS INCL. MATH I & 2 OR EQUIVALENT	MATH I MATH 2	Math 3 Precalculus Calculus Statistics Math Applications
WORLD LANGUAGE	3 CREDITS SEMESTER-LENGTH. REQUIREMENTS VARY BY GRADE. SEE ABOVE INFO.	FRENCH OR SPANISH I FRENCH OR SPANISH 2 FRENCH OR SPANISH 3	French 4 or 5 Spanish 4 or 5 See GOA page for options & policies

ELECTIVE COURSES

Once a student has completed their distribution requirements and the standard sequence in each discipline, they may opt to take elective courses. Electives are any courses above the minimum graduation requirements and standard sequence in that discipline. There are two types of electives.

ELECTIVES AT WALNUT HILL

Walnut Hill offers in-person elective courses in creative writing, history, science, math, French, and Spanish. These electives carry a full credit each and are scheduled as part of a student's overall academic schedule.



ELECTIVES THROUGH GLOBAL ONLINE ACADEMY (GOA)

Walnut Hill is a member of the Global Online Academy, a consortium of leading independent schools dedicated to offering high quality online, flexible learning options to their students.

Walnut Hill offers GOA courses to extend and enrich the offerings of the academic program. As such, they are available to students as follows:

- Students must have completed the standard sequences outlined above or equivalent if students came to Walnut Hill after grade 9.
- GOA courses are open to seniors and by permission to sophomores and juniors.
- Students must have demonstrated a consistent record of attendance and work completion to qualify for GOA courses.
- Students on attendance probation or with records of missing work will not be permitted to enroll in GOA courses.

GOA courses count toward the requirement that students take a minimum of four academic courses in a year.

Students may take no more than five courses at Walnut Hill each year. A GOA course may be taken in addition to these five, making six the maximum number of academic courses a student can take in a year.

GOA courses and course grades will appear on Walnut Hill's official transcript, identified as GOA courses. GOA course grades will not be included in calculating student academic GPAs.

GOA courses are entirely asynchronous, offering students flexible learning schedules. Students considering GOA courses should prepare to manage this flexibility and the requirements of a GOA course on their own.

Consistent with Walnut Hill's withdrawal policy, withdrawal from GOA courses after Walnut Hill's withdrawal deadlines (not those of GOA) will result in the course appearing on transcripts as "withdrawn." Refunds will not be available if students withdraw from GOA courses while in session.

Students may take one GOA course in their time at Walnut Hill without additional cost. Any GOA courses taken after the first will accrue GOA's per-course fee of \$600.

Students should expect to spend between 5 and 7 hours per week over the 15 weeks of a GOA semester-length course with year-long courses requiring about half of that time each week over two semesters. Because all GOA courses are asynchronous, students must schedule this work so as not to conflict with their obligations at Walnut Hill.

The full listing of GOA courses as well as information and GOA policies are available at globalonlineacademy.org.

Summer study, whether with GOA or otherwise, requires advance permission.

A complete guide to study outside of the main year-long program is found in Learning Off the Hill.

Seniors may not make changes to their program after October 31.

This policy also extends to GOA courses.

In building a student's program for the year, approved GOA courses must be scheduled along with courses at Walnut Hill. Should conflicts arise when scheduling GOA courses, the course at Walnut Hill receives preference.

Enrollment and progress in Global Online Academy is managed by a designated Walnut Hill employee: Benjamin Gregg, bgregg@walnuthillarts.org.

COURSEWORK OUTSIDE OF WALNUT HILL

Walnut Hill cannot accept for credit any coursework, online or otherwise, pursued outside of our program during the school year with the exception of approved courses taken through Global Online Academy. Because Walnut Hill's program tends to be very full, the School strongly recommends that students not pursue any additional programming during the school year, even if students are not seeking credit.

In special circumstances, some students may want to pursue summer study and have it recognized by the School. For example, students with specific discrepancies or deficiencies in their transcripts may look to summer study to allow them to advance in a course sequence. In addition, students may need summer study to fill in gaps in their graduation requirements due to having failed or dropped a required class. Students whose coursework is consistent with the common patterns of the School's program should not expect to be given permission to pursue summer work.

Any summer work must meet the following guidelines in order to be recognized: Specific courses of study must be approved prior to registration. This approval must be granted by the Director of Academic Studies and is dependent on a student having a compelling specific need and a demonstrated capacity for summer work. Students who wish to advance in the math or language course sequences must have received permission for summer study prior to enrolling in a summer class, submit a transcript, and score 80% or above on a placement test to confirm new placement.

It is the responsibility of students and families to research program options and to manage relationships with institutions outside of Walnut Hill.

Global Online Academy offers an array of summer courses which we recommend students consider first before looking elsewhere. However, unlike GOA courses taken during the school year, Walnut Hill does not manage, supervise, or pay for GOA summer courses.

Summer study, whether with GOA or otherwise, requires advance permission. A complete guide to study outside of the main year-long program can be found in Learning Off the Hill.

COURSE REQUESTS AND SCHEDULING PRIORITIES

Each spring, students meet with their advisors to discuss an academic course of study for the coming year. Their families review and discuss the proposed schedules before being returned to the Registrar. In filling academic course requests, the School's priority is to provide each student with one course each year in each of the five academic disciplines of math, science, history, English, and language.

Before requesting elective courses, students must complete required courses in a discipline as well as the standard sequence of courses or transfer equivalent credits from their previous schools. Priority in elective courses is given to seniors. GOA courses are considered electives.

The complexities of scheduling do not allow the School to entertain requests for specific blocks, times, semesters, or teachers.

ADDING AND DROPPING COURSES

Students may request to add courses during the first two weeks of each semester and to drop courses during the first four weeks of each semester. This applies to year-long Math courses in the fall as well as all semester-length courses at the start of each semester. Any class dropped after four weeks will be listed on a student's transcript with a grade notation of WD for withdrawn. Courses cannot be dropped after 3/4 of the term as passed. After this point grades will stand. Seniors may not make program changes after the first four weeks of the fall semester.

PLACEMENT

Placement in all courses depends in large part on what credits students have from their former school. However, because students come to us from a wide range of programs, placement in ESL, math, music theory, and language may also consider past grades and include placement tests prior to the start of classes. These tests will be sent to students or administered in the days before classes begin. The goal with placement is always to place students in classes where they will be appropriately challenged and where they can be successful. Because our expectations are high, some students find themselves placed lower than they expect.

ENGLISH LANGUAGE LEARNING

For students whose English language proficiency is still developing, Walnut Hill offers two levels of courses in English as a second language: Intermediate ELL and Advanced ELL. The ELL program provides up to 3 credits in a year, and these credits count as a student's English credits for that year. As with all students, placement in ELL courses is dependent on previous credits, grades, and appropriate placement tests.

Students placed in ELL Intermediate cannot have a grade placement higher than grade 10, as they must spend a majority of their academic time studying English in order to prepare for other coursework in the program.

ENGLISH IN THE CLASSROOM

English is the language of instruction in our classrooms and studios (with the obvious exception of Spanish and French classes). This being the case, we should ask and expect that all students use English in our classroom discussions and activities. A common language maximizes connection and minimizes feelings of separateness or exclusion when some students can't understand what other students are saying.

ARTS PROGRAMS

Welcome from your Director of Artistic Studies!

We are thrilled that you will be joining us, ready to give generously of your time and talent to develop your voice as an artist and to be an inspirational member of our community. Our incredible faculty will guide and support you throughout your time here. You will learn to lead by example, kindness, and professionalism. We want you to be prepared and inspired when you audition for colleges and conservatories, ready to make your mark in the world. A positive attitude, the willingness to say “yes” to all that is being offered to you, is key for your success at Walnut Hill.

Seek opportunities for learning in everything you do, from performances and arts events, to clubs, to community service initiatives or other ways to assist someone who needs help. Learning to be proactive and positive will make you a tremendous asset in the professional world. No amount of talent will make up for lack of professionalism, poor attitude, and questionable judgment. As a Walnut Hill student, you are expected to represent the School to the best of your ability on campus and off. We want everyone who connects with us to have a wonderful experience. Lead by example!

Below you will find answers to frequently asked questions about your life as an artist at Walnut Hill. The separate arts handbooks for each area –Theater, Music, Dance, Visual Art, or Writing, Film & Media Arts will go into many other topics in more depth.

CURRICULUM

You will be exposed to a rich and varied curriculum at Walnut Hill as well as master classes, field trips, and community events. Seniors and juniors work closely with the Office of College Counseling to prepare applications, and many colleges and universities visit campus to introduce their schools.

Here is an overview of classes, divided by majors:

DANCE

Dance Boston Ballet School's Professional Division at Walnut Hill is a one-of-a-kind education and dance training program that offers world-renowned dance instruction with a best-in-class college preparatory program to provide students with a holistic educational experience. The program trains and educates students for a future with Boston Ballet, the professional dance world and beyond, including the world's best conservatories, universities, and colleges. Designed to reflect Boston Ballet's repertory, a carefully crafted curriculum trains well-rounded, versatile dancers to prepare students for the demands of today's dance world—from Petipa, to Balanchine, to Kylián. As a dance student here, students will benefit from the collective expertise of renowned Boston Ballet and Walnut Hill School faculty.

Curriculum

Ballet Technique, Pointe, Men's Class, Pas de Deux, Variations and Repertoire, Modern, Character, Music Theory, Student Choreographic Project, Conditioning, and Workshops, such as Forsythe Technique. Electives include Jazz, TRX, additional Modern, and ART360.

Partnerships

Students benefit from Boston Ballet's large network and partnerships with the Prix de Lausanne International Ballet Competition and international exchange programs with Canada's National Ballet School, and the Paris Opera Ballet School, among others.

Research and Support

The Dance Department is a research center for dancer health, collaborating with Dr. Michelli's practice at Boston's Children's Hospital. Physical Therapy is provided on campus.

Performances

- Students may audition for Boston Ballet's The Nutcracker at the Citizens Bank Opera House.
- Seniors will be featured in a Fall Senior Showcase performance.
- Students may apply to choreograph and participate in one of two annual Student Choreographic Projects.
- Students will perform in Boston Ballet's annual Next Generation performance on the Keiter stage and at the Citizens Bank Opera House. This performance features all students of the professional division, along with members of Boston Ballet II.

VISUAL ART

The Visual Art Department believes in the value of personal growth through training in the visual arts. By practicing and acquiring skill, knowledge, and experience in a range of mediums in the studio, students derive benefits that represent the core of the art-making process itself: personal expression, self-discipline, resourcefulness, and the role of visual art in the world and culture at large.

Visual Art Classes

Visual art students take three or four studio art courses per semester depending on their schedule: Painting, Drawing, Sculpture, Digital Media, Printmaking, Senior Studio, Books as Art, Photography, Apparel, and more.

Students are required to take studio classes in a broad range of mediums each year toward building a well-balanced portfolio. Over their time at Walnut Hill, students may repeat studio classes as they develop their technique and individual artistic interests.

WRITING, FILM & MEDIA ARTS (WFMA)

Writing, Film & Media Arts is home to storytelling on the page, the stage, and the screen. We believe that process is equal to product and that a multidisciplinary arts experience prepares students to be versatile creators. In an environment that supports collaboration and growth, our students generate original ideas and explore a variety of practices in order to develop distinct voices and innovative work.

Core Classes

Screenwriting, Playwriting, Poetry, Fiction, Nonfiction, Modern Media, Film Production, Documentary Filmmaking, Darkroom Photography, Digital Photography, Senior Studio, and Collaboration Laboratory.

Open Studio

Open Studio is a structured time to work independently on assignments and projects. Special Projects: Script to Screen Filmmaking Intensives, Special Projects with Visiting Artists, Collaborations with other departments and organizations.

MUSIC

The Walnut Hill Music Department educates dedicated young musicians in a creative community that believes in the power of music as a force for good in the world. Our unique partnership with the New England Conservatory engages our students in a comprehensive music curriculum delivered at both schools. We value artistic excellence and prepare our graduates to thrive in a conservatory, university, or college setting.

Majors

Orchestral instruments, Piano, Voice, Composition, and Jazz

Instrumental Program Requirements

Private Lessons*, Chamber Music, Large Ensemble*, Music Department Master Class, January Project, Music Theory I & 2, Music Literacy, Form & Analysis, Ear Training, Solfège, Music History, Piano Seminar* (Pianists only), String Orchestra

Voice Program Requirements

Private Voice Lessons, Private Coachings (with piano), Youth Chorale*, Music Department Master Class, Voice Master Class, Voice Repertoire, Voice Skills, January Project, Diction for Singers, Piano Lessons, Music Theory I & 2, Form & Analysis, Music Literacy, Ear Training, Solfège, Music History

Composition Program Requirements

Private Composition Lessons, Composition Seminar, Music Literacy, Piano Seminar* (Pianists only)

Jazz Program Requirements

Private Lessons*, Jazz Ensemble, Jazz Theory*, Jazz Styles*, Jazz History*, Jazz Combo*, Music Department Master Class, January Project, Music Theory I, Ear Training, Solfège, Music History

*Designates courses taught at New England Conservatory;
all others are on campus at Walnut Hill.

January Project

The January Project is a three-week special project that engages the entire Music Department, often guided by a guest artist. The project is presented at a School Assembly.

Support

Walnut Hill actively supports the prescreening and audition process for each senior. Recording opportunities are scheduled on campus in the spring and fall. Students need to take an active approach with their college application process and be aware of application deadlines.

The Director of Music works with every incoming student to assign a studio teacher early in the fall. Students also audition for orchestra at NEC, where multiple factors such as technical ability, maturity, and repertory come into play. All music students attend NEC classes on Saturdays.

THEATER

To engage talented, passionate, intellectually curious, and adventurous young actors who have potential and a seriousness of purpose. Our objective is to develop skilled and disciplined students of theater who possess a high standard of excellence and an appreciation of artistic integrity. We strive to challenge students both artistically and intellectually so that they may become critical and creative thinkers while developing professional skills and attitudes.

Core Classes

Acting, Movement for the Actor, Musical Theater (3 years), Design and Production (2 years), rehearsals as scheduled

Additional Requirements

Successfully complete assignments on two production crews each semester. Crew assignments are made after casting and include production work in lighting, costume, scenery, rigging, props, running crew, and front-of-house operations. Failure to successfully complete production requirements will jeopardize a student's standing as a theater major.

Electives

Music Theory, Fundamentals of Music, Choir, Piano, and Directing Electives in theater need approval and need not conflict with scheduling of theater curriculum.

CLASS PLACEMENTS

All arts placements occur during the opening of the semester a student starts in. Placement choices are made thoughtfully to ensure the appropriate opportunity for growth for all students. It is important that you trust your faculty during this process, as they may see areas that need improving that you may not be aware of. Remember that you have chosen to leave your artistic community at home to work with a selected group of talented artists from all over the world.

Dance technique classes are of mixed grade levels designed to meet our students' needs in terms of developing core strength, flexibility, and alignment. This helps us ensure a safe training environment that minimizes the risk of injury.

Theater classes are generally organized by grade, with some exceptions granted by the Director of Theater on a case-by-case basis. Students are re-auditioned every fall.

Visual Art students are in mixed grade levels, depending on the classes they choose to take each semester. The Director of Visual Art works with each student individually to create the schedule.

WFMA Students take a set of core classes divided into freshman/sophomore and junior/senior cohorts. Classes are intentionally small and mixed-level, incorporating elements of collaborative learning.

The Director of Music works with every incoming student to assign a studio teacher early in the fall. Students also audition for orchestra at NEC, where multiple factors such as technical ability, maturity, and repertory come into play. All music students attend NEC classes on Saturdays.

A WORD ON CASTING

Casting in productions and performances is based on students' ongoing effort, professionalism, and audition. We recognize that working in the arts is competitive, and as a school, we strive to prepare students to be able to succeed in the professional world. Walnut Hill offers many performance opportunities and every student is invited to audition; however, casting is not guaranteed.

ARTISTS IN THE COMMUNITY

We are proud of our rich offering of arts and events throughout the year. As part of our community support program, all students are required to attend at least two events of another major per semester. There are also frequent field trips to attend a performance, visit a museum, or see a film. The schedule for these arts-specific events will be communicated directly through your department and in our newsletter, In a Nutshell.

Any questions may be addressed to faculty, Department Heads, or the Director of Artistic Studies.

ACADEMIC/ARTISTIC SUPPORT AND ADVISING

This section outlines the services in place that will help students who are struggling academically. It also includes information about advising and college counseling services.

All teachers are routinely available outside of class to assist students who would like to review key concepts or material in greater depth. Appointments with teachers should be made directly by the student. Meeting with their teachers during office hour periods is usually the first and best way for students to get support.

THE SKILLS CENTER

All students are able to enhance their academic skills through the use of the Skills Center Online. The Skills Center allows for a quiet space for study in the ATC. The services provided by the Director of Academic Support include support with scheduling organization, referrals to tutoring, assistance with time management, executive functioning issues, memory retention, essay writing, work completion, and other academic concerns that may create barriers to learning. Students can access these services during office hours and by making an appointment with the Director of Academic Support.

FEE-FOR SERVICE TUTORING

The Director of Academic Support coordinates professional, fee-for-service tutoring for students who require additional support in meeting course requirements. Tutoring can occur in either a one-on-one or group setting during an appointed meeting as determined by the Academic Tutors. Professional tutors are available to support academic coursework as well as to strengthen general reading, writing, and study skills. Fee-for-service tutoring supports the existing school curriculum. It cannot be used to substitute for existing school courses, nor is it possible to receive academic credit for being tutored.

ADVISING PROGRAM

All adults at Walnut Hill serve as important sources of support for students, and although the School believes that students may effectively find guidance from any of them, the role of the advisor is of primary importance for students and families. An advisor is the person who has the best understanding of the student's entire Walnut Hill experience—academically, artistically, and socially. The advisor meets regularly with the advisee group (both as a full group and individually) and communicates regularly with students and families about how things are going at school.

Advisors will receive copies of all progress reports, give support during any participation in the restorative or disciplinary processes, provide insight for other faculty and staff members when appropriate, and serve as a resource for any questions or concerns from students and parents as appropriate. They also help students plan their academic schedules, discuss upcoming assignments and time-management strategies, and review grades and comments with students at the end of each semester. Another goal of the advisors is to provide a small group of peers with a common thread as additional peer support for students. Advisors work together in grade-level teams to support one another and their advisees, and to help students navigate the specific ins and outs of the year. Grade-level teams are coordinated by the Class Deans.

STUDENT RESOURCE COMMITTEE

The Student Resource Committee (SRC) is an early intervention committee that evaluates, recommends, and oversees support needed by students. This committee consists of the Dean of Students, Director of Academic Studies, Director of Artistic Studies, Director of Health Services, School Counselor, International Support Coordinator, Director of Academic Support, and Director of Community Programs.

The SRC reaches out to various adults who work with students to make sure they have the best understanding of a situation. Additionally, support and next steps instituted by the SRC are typically communicated with the student, parents, advisor, dorm parents and art department director and the teachers the student is working with.

COLLEGE COUNSELING

Many students at Walnut Hill School for the Arts gain admission to the most prestigious and selective colleges and conservatories in the world. At Walnut Hill, we view the college counseling process as one that is rich in opportunities for students to learn about themselves, develop critical life skills, and discover environments in which they will thrive academically, artistically, and personally. We encourage students to shift their focus from finding the “best college” to uncovering the “best college for me.”

Students are assigned a College Counselor in December of their junior year. Individual meetings are scheduled about four times in the junior spring and every three weeks in the senior fall. The College Counseling Office is committed to maintaining open lines of communication, and we encourage students and parents to be in touch with any questions.

The College Counseling Office, in conjunction with the Skills Center, advises students about preparation for SAT, ACT, and TOEFL exams. Students whose first language is not English must take the TOEFL or IELTS in order to meet minimums that colleges establish. Some colleges are also now accepting Duolingo scores. At this time we do not administer the SAT, ACT, TOEFL, or IELTS on campus.

Regarding curricular choices, the College Counseling Office suggests that students undertake the most demanding curriculum that they can handle, beginning in grade 9. Colleges often have stringent curricular requirements, so students should talk with their advisors about academic planning. A general guideline is for students to take one course every year in each of the five core disciplines (English, math, history, science, and a language) throughout their high school career.

In the spring of grade 11, the college process gears up, and students complete tasks gradually during the junior and senior years. Students should research colleges and conservatories, visit campuses, attend college fairs, and discuss their educational goals with their counselor and parents. Students also participate in essay writing workshops in the spring of the junior year, and are expected to work on filling out applications, finalizing essays, developing their college lists, and studying for standardized tests throughout the summer.

As part of the application process, colleges ask applicants and counselors to disclose major disciplinary or academic dishonesty issues that occur from grades 9 through 12. Students are expected to respond truthfully if they have been asked to spend time away from the community following participation in the restorative process. The College Counseling Office will disclose such violations of community expectations to colleges if requested. Students who have committed community violations at a previous high school must also report such cases when asked. Additionally, the School reserves the right to inform colleges about such cases that occur after applications have been submitted in the senior year. Students should remember that infractions can impact admissions decisions, both initially and retroactively.

Walnut Hill is a member in good standing of the National Association of College Admissions Counseling and the Boston Independent School College Counseling Association.

COLLEGE OR UNIVERSITY TRAVEL

As part of the college and conservatory process, Walnut Hill is very understanding of the fact that the majority of our students will travel off campus for auditions, interviews, portfolio reviews, and college visits throughout their senior year. Due to the pandemic, a majority of colleges and conservatories will be holding these remotely this year and extensive travel for an extended period of time will not be needed. For those programs that may continue to hold on campus events, we expect that students will arrange their trips to minimize the number of classes or days of school missed, and we encourage families and students to make use of school holidays, vacations, and weekends whenever possible. To ensure academic and artistic success, the School asks that families keep absences due to this process to the necessary minimum.

Beginning in the fall, seniors will complete the College/Audition Form (CAF) and inform their arts and academic teachers if they will be missing classes. Students must seek approval from the College Counseling Office first before booking any travel plans. Written proof of the college visit from each institution will be required. Students should plan ahead and turn in any work prior to leaving campus.

Specific instructions on completing the College/Audition Form, and the necessary communication and permissions, will be given to seniors and families in the fall. The Office of College Counseling does not excuse students in grades 9, 10, or 11 to miss school for any college-related activities.

If you have any questions about the college process, please feel free to contact the Office of College Counseling.

RESIDENTIAL LIFE

BOARDING STUDENTS

This section has information about residential life at Walnut Hill.

All boarding students are expected to carefully review the Residential and Campus Safety Policies. We want all boarding students to be considerate of one another and of their Dorm Parents. There are many items that are not allowed in dorm rooms and some fire hazards that can lead to automatic expulsion if the student has them in the room. There are also important safety hazards to consider when decorating a room. The Residential and Campus Safety Policies at the end of this handbook can help students plan and safely decorate.

DORM ROOMS

In dorm rooms, each student has a bed, desk, chair, closet/armoire, bureau/drawer unit, shelving unit. We recommend that students wait to purchase the majority of room décor items until they arrive and see their space and meet their roommate(s), as each room is unique. There will be many opportunities to visit our on-campus Swap Shop for gently used items as well as take shopping trips to local stores.

It can be difficult for some students to keep everything organized, and students are encouraged to talk to their Dorm Parents and advisors about how to keep their rooms presentable and organized. Any time a student is in their own room, it should be unlocked. Any time a student is not in the room, it should be locked.

LAUNDRY

Laundry is available free of charge in every dorm. Laundry is a personal responsibility of all residents, and we expect that students will treat the shared machines carefully. Only High Efficiency detergent may be used and no “pods” are allowed. Students should run full (not overfull) loads to avoid wasting water and electricity. Each dorm has its own “laundry system” that must be followed by the residents.

ROOMMATES

Most students will be living with one or more roommates. Some upperclassmen will be able to apply for single rooms, but there are no guarantees that students will get one during their time here. There are times when it can be difficult to adjust to living with a roommate. Dorm Presidents and Residential Life Staff are available to help students work through roommate difficulties. To handle roommate issues, students work with adults on campus and have mediated meetings, utilize roommate contracts/agreements, and take other steps that assist with problem solving. If the adults on campus agree that students cannot live together successfully, a room switch may be considered. Please see the official Residential Policies regarding room changes for more info on this topic. There are no room switches for the first six weeks of school.

ROOM INSPECTIONS

Students are expected to follow all school rules regarding what is allowed/not allowed in rooms and are also expected to keep their rooms clean and tidy. Room inspections will be done at least weekly for a variety of reasons and may occur at any time, with or without notice, at the School’s discretion.

KEYS

All boarding students have a key to their dorm rooms. All dorm rooms should be locked when students are not present. Keys should not be given to other students. If lost, please report this to Campus Safety immediately.

STORAGE

Because the campus is fully utilized during the summer, space is not available on campus for students to store their belongings. A local packing company, available on campus during the last week of school for Walnut Hill students, will provide cartons, packing services, storage, pickup, and delivery for a fee. Students are encouraged to coordinate arrangements in advance with their parents.

PUBLIC DECORATING

Guidelines for decorating public spaces on campus (the 5 feet/10% rule) can be found in our list of Campus Safety/Fire Safety Policies. It is very important that all students follow these rules when decorating around campus.

DORM SCHEDULES & CURFEWS

Weeknight Schedule

Sunday through Thursday

5:15pm–6:45pm
6:45pm–7:45pm

7:45pm
8:00pm–9:30pm
10:00pm
9:30pm–11:00pm

11:00pm

Dinner time

Student's choice: On-campus time; academic work; artistic work; student meetings; fitness pursuits; social time; personal time (showers, laundry); rehearsals

Dorm check-in (7:00pm Sundays)

Study Hall in room, door open

Dorm check-in for those on E-list

Showers/bathroom, in-dormitory social time, dorm meetings, get ready for bed, quiet down/settle down

Everyone in their own room

Weekend Schedule

Friday and Saturday

11:00pm

12:00am

In-dormitory curfew/Check-in (seniors can be later only after Senior Privileges are granted)

Quiet in the dormitory

Sunday of a 3-Day Weekend

10:00pm
11:00pm

In-dormitory curfew

Quiet in the dormitory

On Monday nights of 3-day weekends, and second Travel Days, students must return to campus by 6:45pm.

On weekends, if Boston permissions have been granted, the following return times apply:

- Students in grade 9 must return to campus on or before 7:00pm
- Students in grades 10 and 11 must return to campus on or before 9:00pm
- Seniors must return to campus on or before 11:00pm (this is only after Senior Privileges are granted)

These return times apply to any form of transportation to and from Boston.

E-LIST

Students with evening programmatic responsibilities (rehearsals, classes, college meetings, study needs) can be placed on the Evening School List (E-list) by the adult they are working with or may request to be placed on the list by a teacher, the Director of Academic Studies, the Student Life Office, a College Counselor, etc.

Students on the E-list must return to the dormitories by 10:00pm or as soon as their responsibilities are completed; students not using E-list time for programmatic responsibilities must check in by 7:45pm. There is no E-list on Sunday evenings.

DORM VISITATION

Only the residents and affiliates of the dorms can be inside the dorms when the Dorm Parents are not on duty.

When Dorm Parents are on duty, any enrolled Walnut Hill student may visit the dorm and must follow the dorm rules accordingly:

GRADES 9 AND 10:

Before Thanksgiving Break

Mandatory check-in with Dorm Parent
Common Room visitation only with all students

After Thanksgiving Break

Mandatory check-in with Dorm Parent
Students can request in-room visitation with other students in grades 9-10
Students can have Common Room visitation only with students in grades 11-PG

GRADES 11, 12 AND PG:

Before October 1

Mandatory check-in with Dorm Parent
Common Room visitation only with all students

After October 1

Mandatory check-in with Dorm Parent
Students can request in-room visitation with other students in grades 11-PG
Students can have Common Room visitation only with students in grades 9-10

All visitors must check in and out with the Dorm Parent
All visitation is granted at the discretion of the Dorm Parent.

SLEEPOVERS

During the year, students are allowed to ask for inter-dorm sleepovers. This is at the discretion of the Dorm Parents and must follow the visitation policy.

Students wishing to host a non-Walnut Hill student overnight must request special permission from the Student Life Office in advance. Not all requests will be approved, so please think ahead and plan carefully. The approval process includes Dorm Parent permission, roommate permission, and host parent permission, as well as permission from the Student Life Office. Any guest must come prepared with proper bedding/accessories. See Visitation Policy for daily visitation information.

SENIOR PRIVILEGES

On October 1, the senior class is granted the following list of special privileges. These are to be taken seriously. Students not following expectations will participate in the restorative process with consequences including loss of future senior privileges.

- Seniors may close their doors during Study Hall.
- Seniors can self-approve weekend non-overnight leaves but must sign in/out properly.
- Seniors can self-approve weekday leave to walk downtown or to Tilly's but must sign in/out properly.
- Seniors may take the 10:40pm train when returning from Boston on Friday and Saturday nights.
- Senior-only events will be planned in the evenings to allow more class bonding time and extended curfew.

DAY STUDENTS

This section has information about day students at Walnut Hill.

FACILITIES

All day students are expected to review the official School policies. Day students can plan to eat all meals on campus and utilize any and all facilities for study/practice time during the school day. They may not use the practice rooms during E-list or on weekends unless it is assigned to them.

Amenities

Day students will have both a locker and are expected to keep the lockers clean. There may be locker checks, and students may be asked to clean out lockers if necessary. Students must provide their own lock.

AFFILIATION

While day students are welcome to visit their boarding friends in any dormitory (as long as they are following the specified rules), day students will be affiliated with a specific dormitory in order to be more connected to the boarding experience on the Hill and to have a quieter place to relax during their downtime. Students will be given card access to the dormitory at certain hours and will be considered a member of the dormitory for activities, dorm meetings, etc. The Student Life Office coordinates this process.

OVERNIGHTS

Occasionally, a day student may need to stay overnight with a boarding student on campus for reasons such as a late rehearsal, performance, late return from a school trip, or snow. Please see the Residential Policies for information about Day Student Overnight guidelines and affiliation.

CAMPUS SAFETY

Campus Safety personnel provide 24-hour security under the direction of the Director of Facilities. All members of the community may contact Campus Safety at any time by calling 508.397.5759. The outside doors of all dormitories and academic buildings are locked, and students gain access via their ID cards.

If anyone sees any suspicious persons on campus, Campus Safety should be notified immediately. The Campus Safety officers will respond and notify other adults and local authorities as necessary. In the event of an emergency, students should call 911 (the local Natick number to call from cell phones is 508.655.5241) and then Campus Safety.

Unannounced room inspections may be made by the Director of Facilities or other administrators to ensure that rooms are in compliance with regulations. Entrances to rooms must be clear of obstructions, and access must be free to doors and windows. All dormitories are equipped with automatic sprinkler systems.

Students do not have access to the facilities/practice rooms during times when school is not in session unless they receive special permission.

IDENTIFICATION CARDS

Each student receives an identification card. It is very important that all students wear their ID cards at all times on campus. ID cards are used to identify students, to open buildings, and to print materials. Sharing an ID with another student could result in a restorative process. If lost, please contact Campus Safety immediately to order a new one.

FIRE AND EMERGENCY DRILLS

Fire drills will be held a minimum of four times a year in dormitories and two times a year in other campus buildings. These drills ensure the efficient and safe use of the exit facilities available in the case of an emergency. Proper drills ensure orderly exit under supervision and prevent panic if a real fire or emergency occurs.

Everyone must vacate a building when a fire drill occurs. Specific instructions will be reviewed at dormitory meetings.

In addition to fire drills, there will be several other emergency drills that students will practice during the year.

PERMISSIONS AND REACH

This section contains information for all students about travel, weekend permissions, and our REACH Boarding Permission Program.

Students must depart from Stowe Circle. Seat belts are to be worn in vehicles at all times to ensure student safety.

Transportation Coordinated by Walnut Hill School

- Lessons: music majors only
- Medical or counseling appointments
- Concerts required by major
- School-sponsored field trips
- Major break airport departure shuttles
- Major break Logan Express returns
- Major break train departures
- Major break bus stations
- Mall and Target weekend shuttles
- Student activity-sponsored event trips
- Programmatic rehearsals at NEC (music majors)
- SAT/ACT/TOEFL tests

Personal Travel not Coordinated or Booked by Walnut Hill School

- Additional lessons beyond one per week
- Airport trips not during major breaks
- Non-programmatic concerts
- Non-programmatic trips
- Dining off campus
- Social engagements
- Personal travel to the mall, to Target, etc.
- Summer program audition trips
- Off-campus tutoring

PERMISSIONS TO LEAVE CAMPUS

During online registration, parents sign a variety of permission forms for their children. A student cannot obtain permission to leave campus until the parental permissions form is completed and shared.

Students need to be given permission from parents on the forms to do the following things:

- Ride with Anyone—Student can ride with anyone: Walnut Hill students, faculty, and staff, but it also includes anyone outside of the School. This is the most liberal type of permission.
- Ride with Dorm Parents/Staff—Student can ride with Dorm Parents/faculty/staff in school vehicle.
- Ride with Students—Student can ride with any Walnut Hill student.
- Ride with Walnut Hill Parents—Student can ride with any Walnut Hill parent.
- Ride with a Specific List of People—Student can ride with only specific people based on a list the parent provides.
- Go to Boston—Student can travel to Metro Boston (included but not limited to Allston, Brighton, Roslindale, South Boston, Dorchester).
- Take a Taxi/Uber—Student can take a taxi/Uber.
- Take Public Transportation —Student can take public transportation (subways, buses, and commuter rail) to all areas accessible by such transportation.

Parents that grant the permissions assume all risks associated with them.

Students do not have school permission for overnight stays in a hotel without an adult present. Parents cannot grant this permission. Overnight permissions must be hosted by an adult. The school considers an adult 25 years or older.

Permissions are considered a privilege and can be rescinded for academic, arts, dormitory, attendance obligations, or failure to meet community expectations.

If a student (including a day student) is required to leave campus for an appointment during the week, permission must be obtained in advance from the Student Life Office, School Nurse, or School Counselor.

Students are not permitted to go into Boston during the weekdays.

REACH BOARDING

All students are provided with a REACH account to record departure from and return to campus. Any time a student leaves campus, that student must complete the information online, indicating that student's destination and length of time away from campus. Students may not leave until requests are approved and they have signed out.

LOCATION CHANGES

Boarding Students

During weekends and after 7:45pm on weeknights, all boarding students need to indicate any changes of location to let staff know where they are.

Day Students

During the school week, day students should be signed in to classes. Day students need to sign out to go home every day.

Location changes include:

- Classes
- Campus Center
- E-List Locations (all buildings)
- Outside Exercising
- Residence Halls
- School Field Trip
- Day Student Home
- Sick List Dorm
- Sick List Home
- Dining Hall
- School Event on Campus

REACH LEAVE REQUESTS

Here are the steps to follow if you would like to leave campus:

1. Submit the online leave request.
2. Ask an adult for permission in-person.
3. The request is then approved online by the adult. If your request is rejected, you may not leave campus.
4. Sign out with an adult or at the kiosk.
5. When you are back on campus, sign back to classes with an adult (or at the kiosk if it's during the weekday only).

Leave Types	Leave Approvers
Weekday Leave (Monday–Friday, 8:00am –7:45pm)	Student Life Staff, Director of Community Programs, or Assistant Head of School
Medical Appointment (weekday during office hours)	Health Center Staff
Appointment through School Counselor	School Counselor
NEC Saturday	Music Office Assistant
Off-Campus Music Lesson	Music Office Assistant
Performance (music majors only)	Music Office Assistant
Weekday Leave Overnight	Dorm Parents
Weekend Leave Overnight	Dorm Parents
(24-hour notice required)	Weekend Leave Non-Overnight (for
Requests to leave as of Friday 7:45pm)	Dorm Parents
College Leave Overnight	College Counselors (one-week notice required)
College Leave Non-overnight	College Counselors
Senior Weekday Walking Leave	Self-approving process granted after Senior Privileges are in effect
Senior Weekend Non-Overnight Leave	Self-approving process granted after Senior Privileges are in effect
WFMA Off-Campus	Head of WFMA
Break Travel Leave	There will be specific leave requests required for each break that will need to be approved by Dorm Parents.

For Overnight Permissions, REACH Boarding must be filled out clearly and completely, with destination information, and the leave approved before a student leaves campus. All overnight leaves must be submitted through REACH 24 hours in advance. Information required for permissions: dates and time of travel, mode of transportation, contact name, and phone number. The host must be 25 years or older. Students may not change an already submitted REACH request without the approval of the Dorm Parent on duty. A student wishing to change destination plans during the weekend must notify the Dorm Parent on duty. Students MUST sign out and back in when returning to campus. Please review the full REACH Policy for all guidelines.

For weekend overnights, students may leave campus on Friday after their last class. Students must return to campus by 6:45pm on Sunday (or Monday on a 3-day weekend) to complete dorm check-in. Permissions not received 24 hours in advance must go through the Student Life Office and are approved only for emergencies. Permissions will not be approved if a student has on-campus responsibilities to complete.

When Dorm Parents Are On Duty

6:00pm–7:00am weekdays and 6:00pm Friday to 7:00am Monday on weekends

Students must ask permission in person and sign out through REACH when leaving campus. Specific information must be supplied about where the student is going. Students need to sign back in (IN PERSON) when they return.

When Dorm Parents Are Off Duty

7:00am–6:00pm weekdays

Students must ask an adult on staff, in person—Student Life Staff, the Dean of Students, or the Assistant Head of School—if they would like to leave campus during the day. The student must sign out when leaving campus and be signed in immediately upon returning to campus. Students may only sign in and out on behalf of themselves (no student may access another student's REACH leave).

DEPARTING FOR MAJOR BREAKS

Students may not be excused from classes before or after break for travel purposes. Walnut Hill School provides Airport Transportation Shuttles to Boston Logan International Airport for the major school breaks only. Please schedule flights accordingly if you would like to use this service. Cost for this service is \$20 per student and will be billed to the student account. Departure service will be provided at the times listed below.

RETURNING FROM BREAKS

Walnut Hill offers a free shuttle from the Framingham Logan Express Bus Station on both return travel dates for each break. It runs continually from 9:00am to 7:00pm, and students should sign up through REACH when they complete the travel request. They receive email instructions to take the Logan Express Bus from Logan Airport to the Framingham station, and a Walnut Hill van will be there picking up students.

If a student is returning late from break due to illness, the School will require a doctor's note.

CAMPUSING ON TRAVEL DAYS

Students are campused starting the last day of classes, until they depart for break. They will also be campused upon returning to school until classes begin. Check-in will be 7:45pm on all travel days.

HEALTH SERVICES

This section contains important information for all students about student health requirements, medical insurance, illness/absence protocol, physical therapy, counseling, and intervention procedures.

PHYSICAL EXAMINATION

A physical examination by a medical provider is required every year a student is at Walnut Hill.

IMMUNIZATIONS

Students must arrive at school with the following immunizations:

Vaccine	Number of doses required
DPT (Diphtheria, Pertussis, and Tetanus)	4
Tdap	1
Polio	4
MMR (Measles, Mumps, and Rubella)	2
Varicella (Chicken Pox)	2 *Or history of disease documented
Meningitis	1
Tuberculin skin test	1 within the last 6 months (for international students only)

HEALTH INSURANCE

Students are required to have current, adequate medical insurance when enrolling at Walnut Hill. We require international students to purchase the school insurance policy, domestic students can elect the school insurance if they desire to or their current policy doesn't cover services while the student is at school. All services must be accessible within a reasonable distance from the School, so no state-limiting plan is adequate unless it is based in Massachusetts. Insurance companies must be based in the United States. Travel policies are not acceptable. Reimbursement policies are also not adequate. Payment must come directly from the insurance company.

Adequate medical insurance must include:

- Primary care services
- Emergencies/ambulatory services
- Surgical services
- Hospitalization benefits
- Specialist services
- Mental health services
- Prescription drug coverage

HEALTH CENTER

The School Nurses are available at the Health Center.

Hours of Operation

Monday through Thursday	7:30am to 7:00pm
Friday	7:30am to 6:00pm
Saturday and Sunday	10:00am to 2:00pm

After 7:00pm and on weekends, students can go to their Dorm Parents for health-related issues.

A nurse is on-call at all hours when the Health Center is closed. Dorm Parents and the Administrator-on-Call may contact the nurse as needed for medical guidance.

MEDICATION & HEALTH PROVIDER APPOINTMENTS

No student should have any sort of over-the-counter or prescription medication in their room unless it is approved by the Health Center. All over-the-counter medications dispensed to students are recorded by and reported to the Health Center.

The School uses Andrews Pharmacy for prescription refills. Walnut Hill School for the Arts will provide insurance information to Andrews at the start of the year; any changes in insurance must be communicated directly by parents by calling the pharmacy at 781.235.1001.

Parents should never send medications directly to the student. Please coordinate with the school nurses.

The Health Center should be made aware of all medical appointments.

ILLNESS ABSENCES

Boarding students must report to the School Nurse before their first class in order to be excused from classes.

All students who become ill must go directly to the School Nurse. Students will not be excused after the fact; they must speak to the nurse before they miss a class. The nurse may excuse students for the day or for portions of the day. Day students must see the School Nurse prior to calling their parents, who will decide whether they may be excused. Parents of boarding students may not call in to excuse their child for illness.

Boarding students excused during the school day because of illness must be resting in their rooms or the Health Center—no Common Room, no downtown permissions, and no Campus Center. Students may pick up food in the Dining Hall for meals, unless otherwise instructed.

Students may not attend classes or rehearsals unless approved by the Health Center if they have been excused from earlier obligations. This requirement applies to both boarding and day students. Students should not be missing one part of the program for illness and still attending the other parts. If a student is ill, that student should rest and get well before returning to school.

If a boarding student falls ill during the night, they should see the Dorm Parent on duty to arrange for medical attention. A boarding student who is too ill to get to the Health Center in the morning should see the Dorm Parent on duty, or call the Health Center at 508.650.5030.

Day students unable to come to school on a given day must have their parents call the Attendance Line at 508.652.7821 on that day. After the third consecutive day of absences due to illness, consultation with the Student Life Office regarding necessary medical documentation is required. Day students should check in with the Health Center upon return to school.

PHYSICAL THERAPY (PT) AND OTHER SERVICES

Physical Therapy (PT) is available on campus throughout the school year. This service is charged home, \$100 for an initial visit and \$40 per visit thereafter. The School does not process insurance for this service, but those with flexible spending accounts (FSAs) can get reimbursement if funds are available.

The Health Center has a large network of providers, including a School Pediatrician located very close to campus as well as local specialists in orthopedic/dance medicine, podiatry, cardiology, neurology, optometry, oral care, and many other fields. Parents are notified when a student is referred to one of these providers. Other local services include homeopathic treatments, such as massage therapy, chiropractic care, and acupuncture, that can be arranged through the Health Center as needed. These health professionals work with students in maintaining their levels of performance and educate them about injury prevention. Use of these services incurs additional costs, including transportation, deductibles, and co-pays (if applicable). Health insurance information that you have provided to the School is sent with the students to these appointments.

COUNSELING

The School Counselor provides individual personal support and counseling services and also serves as the liaison for outside professional counseling for students. The School Counselor's office is located on the second floor of the Health Center, with hours posted at the beginning of the year. The School Counselor works closely with students and their parents; standard rules of professional confidentiality apply in the counselor's conversations with students. The School Counselor maintains a referral list of mental health providers and will arrange care as needed or requested. Use of these providers incurs additional cost.

MEDICAL LEAVE PROCESS

1. Medical leaves are for a maximum of two weeks and must be approved through the Health Team. Medical leaves require a student to be in treatment that prevents them from attending classes. In rare instances, leaves can be extended for an additional two weeks in consultation with other senior leadership team members. Students and families are informed of the length of leave possible, our makeup work policies, and the possibility of withdrawal being mandated if the leave is longer than approved.
2. When a student goes on medical leave, the Director of Academic Support will request any academic and arts work that is appropriate for the student to do if/when they can.
3. When the hospital or treatment facility schedules a discharge date and alerts Walnut Hill, the School will set up an intake/reentry for the day after discharge or as soon as possible there-after. Students may not return to classes or the dormitory prior to their reentry meeting. The intake meeting will include the Dean of Students, student, parents, advisor, Director of Academic Support, School Counselor and/or School Nurse depending upon the reason for the leave. All necessary teachers, Dorm Parents, and support staff will be alerted to the date of return.
4. After meeting with the student, the Director of Academic Support will send a follow-up email to the student, parent, and advisor indicating the makeup work and support plan.

Information about work adjusted during leaves can be found [here](#).

INTERVENTIONS

Interventions are an opportunity for students to come forward with concerns around risky or unhealthy behaviors (their own or someone else's) including, for example:

- drug, alcohol, tobacco or other substance use
- sexual misconduct including sexual violence, harassment, relationship abuse or exploitation
- disordered eating or eating disorders
- self-injurious behavior or threats of self-harm
- mental health issues

Students with concerns around risky or unhealthy behaviors are encouraged to come forward to any adult on campus who will then work with the Dean of Students on the intervention process. The intervention may involve required counseling, evaluation, or investigation with referral to a restorative or disciplinary process in appropriate cases.

It is important to note that students who come forward in good faith with concerns around risky or unhealthy behaviors will not themselves be subject to discipline, even if the conduct they report may involve some violation of community expectations. For example:

- a student who comes forward to seek assistance with substance abuse will not be disciplined for violating the school's expectations about the possession or use of controlled substances
- a student who comes forward to report sexual exploitation or relationship abuse will not be disciplined for engaging in sexual activity

Maintaining the confidentiality of the reporting student will be maintained to the extent possible under the circumstances. An intervention may also be put in place as a result of a restorative process.

SUICIDE ATTEMPTS

Walnut Hill staff wants to ensure the safety and well-being of all students, including socially-emotionally. Any student who attempts suicide will be administratively withdrawn for a minimum of one semester to ensure they can receive mental health support needed to heal and be safe. Return to school will be contingent upon appropriate psychiatric care being completed and will be at the discretion of the Dean of Students with the guidance of the Health Team.

ATTENDANCE

ATTENDANCE POLICY

The shared work students do with peers and teachers is fundamental to learning and to the core values of Growth, Community, Excellence, Creativity, and Respect. Regular and prompt attendance in school is an important and major factor in academic and artistic success. When a student misses any class or community obligation, they are not fully participating in Walnut Hill's program. What happens in classrooms and studios cannot be replicated after the fact. Being present and fully engaged is of primary importance for the individual student and the class or studio group as a whole.

Missing obligations often has organic consequences such as missing necessary instruction to fully understand lessons or missing opportunities to present and critique work. Additionally, while missed assignments may be able to be "made up" or completed on a student's own time, their ability to understand the material or to show their understanding in assessments is impacted when classes are missed.

Our attendance policy has four categories:

1. Present: A student is in the classroom or studio, on time and ready to participate fully.

2. Excused Absence: A student has permission for reasons such as illness, programmatic obligation, or a senior college/conservatory/program visit to be absent from an obligation.

- Students are expected to attend all obligations unless excused by the Health Center, College Counseling, their Arts Department or Student Life. When a student knows in advance that they will be absent, they must communicate with teachers as soon as possible.
- Students can be excused from an obligation in the following ways:
 - Health: Boarding students must be excused through the Health Center, prior to missing obligations. Boarding students cannot be excused by their parents. Day students must be excused by their parents or guardians—who must email attendance@walnuthillarts.org—prior to missing obligations.
 - College/Conservatory/Program Visits: Seniors may be excused, in advance, by the College Counseling Office. Underclass Students are not excused for college or conservatory visits.
 - Student Life: Students may be excused through the Student Life Office for other obligations or emergencies. Email studentlife@walnuthillarts.org to seek permission.
- Students are required to attend all classes and program-related activities, arriving on time and prepared. Attendance will be taken each class period by faculty and recorded in Veracross. Students are responsible for tracking their attendance and reaching out to the attendance officer, (located in the health center) or by email at attendance@walnuthillarts.org, to make corrections when any potential error occurs.
- When attendance issues arise, parental notification will be given. Parents are highly encouraged to track their student's grades and attendance through the Walnut Hill Parent Portal throughout the year. Excessive or chronic absences or tardiness (excused and unexcused) may result in a loss of privileges (weekend leaves, e-list, etc.), re-enrollment contract holds, or required withdrawal from school.
- While excused absences will not lead to immediate loss of credit, substantial absences, even excused absences, inevitably have an impact on the learning experience and the comprehension of class material, and in turn, may be reflected in the student's final grade. Any impact will be determined by the faculty based on factors given in the grading rubric.

3. *Unexcused Absence: A student misses an obligation without permission for reasons such as sleeping through, traveling on non-travel days, or being more than 15 minutes late to a class.*

- When a student misses an obligation due to an unexcused absence, the faculty member will have talk with the student to determine what happened and to explore how to avoid this in the future.
- Unexcused absences may result in a student receiving zero credit for assignments due that day or assigned in class, or a requirement to meet with an instructor for additional support.
- Teachers are not obligated to meet with students who have missed material for unexcused absences.
- Three or more unexcused absences in a class is very serious and may result in an academic standing meeting with the student, family, advisor, teacher and department head.
- Students will not earn credit for any academic course after they have accumulated ten unexcused absences in a class (the proportional equivalent for classes that meet three times per week is six unexcused absences, for classes that meet twice per week is four unexcused absences, and for classes that meet once per week is three unexcused absences). The student will receive a W for withdrawal on their transcript for that course. The student will have to make up the lost credit the following semester or over the summer.
- Students who are withdrawn from a class will have their re-enrollment contract for the following year automatically placed on hold

4. *Tardy: A student is tardy to class if they arrive between 1 and 15 minutes after the class has started.*

- When a student receives a tardy, the faculty member will talk with the student to determine what happened, and to explore how to avoid this in the future.
- Tardies may result in a student receiving zero credit if an assessment is missed.

EXCUSED ABSENCE MAKE-UP POLICY

When a student returns from an excused illness-related absence, they will have a grace period to make up their work. The time frame is the number of days missed (including weekend days) plus one additional day. For example, after a two-day excused absence, a student has three school days to make up their work, beginning on the first day the student returns.

This policy DOES NOT apply to excused absences for family events, college/conservatory events, competitions, etc. In those cases students must complete work as dictated by the class syllabus.

Additionally, this policy DOES NOT apply to unexcused absences. Students who miss work due to unexcused absences may not be allowed to make that work up and may receive “zero” for the missed work.

- If a student misses only part of a day (signing in or out), work from classes missed is still due that day (extension policies do not apply) and may be considered late.
- If a student returns from an excused absence to a test or major assignment that falls within the given grace period, they have until the end of their grace period to make it up.
- For instance, if a student returns from an audition trip having been away for five days (including a day(s) during a weekend), they have six school days in which to make up missed work. They have those same six school days to take a test that is given on the day of return.
- When extenuating circumstances prevent compliance with the policy, the student must approach their teacher(s) or advisor in advance for assistance with the situation.
- Students are responsible for tracking and making up their missed assignments by the specified deadline. Students must initiate appointments with their teachers to establish timelines and deadlines.
- Students are expected to check their class page on Canvas, call their classmates to get homework assignments, or contact their advisor for assistance.
- A student who shows a pattern of excused absences around days of tests or major assignments will be referred to the department head who will consult with the student’s advisor and the Assistant Head of School about appropriate next steps.

RESTORATIVE JUSTICE AND DISCIPLINE

This section contains information about Discipline and the Restorative Justice process. All official School policies that would need to be referenced for disciplinary reasons can be found in the Full Policy List section of this handbook.

PHILOSOPHY

Walnut Hill embraces a restorative justice approach to violations of the community expectations. Every member of the Walnut Hill community is expected to take responsibility for their actions and how they impact the larger community. Additionally, all members of the community are expected to hold themselves and each other accountable to the community expectations set out by Walnut Hill. This approach is centered on relationships and the belief that every member of the community is deserving of dignity and the opportunity to repair and grow when harm occurs. Restorative justice is one part of a larger culture of restoration and successful implementation requires every member of the community to engage in the process.

WHAT IS RESTORATIVE JUSTICE?

Restorative Justice is an approach used to address harm and violations of community expectations that originated in indigenous communities across the planet but specifically in tribes from North America and Africa.

Restorative Justice is centered on relationships and the belief that no member of the community is disposable. This approach rejects the idea that assigning punishment is the sole way to address conflict and violations within a community.

There are multiple elements of restorative justice.

The following elements are embedded into life at Walnut Hill:

Community building circles

Community building circles take place to help build community and foster relationship building. They can be used as a way to start/end class, to conduct discussions and/or to increase classroom engagement.

Restorative conversations

Restorative conversations are strategic and structured conversations which take place between students and adults. They are centered on creating space for open dialogue, problem solving, and empathy building. Staff will use restorative conversations with students when a minor situation occurs, such as being tardy, which warrants a follow-up conversation. These conversations may include action items related to rectifying the situation at hand.

Mediations

Mediations provide a facilitated space for students and/or staff members to dissect conflict that has occurred in order to reach a place of mutual understanding. Mediations are facilitated by trained staff. Mediation follows a process which allows all parties to share their side, own their role in the conflict, and collaboratively develop a plan to address the conflict at hand. Mediations may occur when conflict or tension arises in classrooms, in the residence hall, or elsewhere within the Walnut Hill community.

Harm/Healing Circles

When a more complex or serious situation arises, student life may facilitate a harm circle. Harm circles take many forms and can be used in situations involving multiple stakeholders and/or when repair needs to occur. The goal of a harm circle is to ensure that the community can be made whole again while providing all impacted stakeholders a space in which to speak about how they were impacted. This interactive process allows all participants to have an equal voice and allows students to respond to the harm they have created within their community.

RESTORATIVE PROCESS

Except in the most serious cases addressed below, the restorative process is utilized whenever a violation of community norms or conflict occurs. The degree of conflict and extent of violation will determine which restorative element is appropriate for the situation.

For minor instances of failing to meet a community expectation, restorative questioning and a brief conversation may be all that is required and all members of the community should feel capable and responsible for engaging in these types of conversations.

The next level of restorative practices occurs when there is conflict between two members of the community that needs to be mediated. This is a fairly informal process, facilitated by trained members of the community such as dorm parents, dorm leads, teachers, and advisors.

For more serious violations of the community expectations, events that include more than two people, or moments when harm is committed, the process of holding a restorative circle would be initiated by the Dean of Students office. The Dean's office will gather information about the situation at hand, identify stakeholders, and prepare participants to participate in a circle/conference. Additionally, the Dean's office will ensure that any follow-up actions agreed upon by participants during the circle are completed. Walnut Hill students and staff may be asked to participate in circles as stakeholders impacted by the actions of another person.

It is important to note that an intervention may be recommended following a violation that resulted in participation in the restorative process. For example, a student caught drinking on campus may be referred for an evaluation. Intervention participation may impact reintegration into the Walnut Hill Community.

STUDENT ACCOUNTABILITY

Within a restorative approach, we emphasize student accountability and capacity building. When a violation has occurred and the appropriate restorative element has been used,, an accountable action will be given that is related to the violation at hand. For example, a student who starts a food fight in the dining hall may be tasked with cleaning up the dining hall. Identifying an accountable consequence will help the student to repair any harm that was caused and allow the Walnut Hill community to stay whole while allowing the student to engage in capacity building.

Participation in the restorative process is voluntary. When a student elects not to participate, appropriate consequences will be decided by the administration.

RESPONDING TO INCIDENTS OF BIAS, MICROAGGRESSIONS, OR HARASSMENT

Walnut Hill is committed to providing a safe and healthy learning environment for all students, faculty, and staff. As a community enriched by its diversity, we recognize and celebrate the differences in characteristics of all community members. Any form of discrimination, bias, or harassment based on race, color, gender identity, sexual orientation, religion, national origin disability, body size or any other category protected by state or federal law will not be tolerated. When incidents of possible discrimination, bias, microaggressions, or harassment do occur, we are committed to responding to determine what harm has been done, how it can be addressed, and ways in which it can be prevented from occurring again.

Students, faculty, and staff are strongly encouraged to report incidents of discrimination or any concerning pattern of biased behavior to any Walnut Hill staff member or one of their trusted adults in the community. Reports may also be submitted in written form using this bias reporting form form: www.walnuthillarts.org/diversity-inclusion/biasreporting/form, or submitting to reportbias@walnuthillarts.org.

To the extent possible, Walnut Hill strives to honor requests for anonymity; however, this is not always possible. Anonymous reports are more difficult to investigate and respond to, so whenever possible, we encourage concerned community members to speak directly to a staff member with their concerns, knowing that we are always sensitive to the need for confidentiality of reporters and those who feel they have experienced harm. Retaliation by any community member for a report of discrimination is prohibited.

EXCEPTIONS

While Walnut Hill is committed to engaging in a restorative process whenever that is appropriate, there may be situations that result in a Head's Hearing instead of or in addition to a restorative process. A Head's Hearing generally includes the Head of School, Assistant Head of School, Dean of Students, the involved student, and their advisor. Such hearings generally will be appropriate in situations including, but not limited to, those related to fire safety, drug distribution, sexual or other violence, and when a student refuses to participate in the requested restorative process, and in any other case as the school may determine in its discretion. Consequences arising from a Head's Hearing may include suspension, expulsion, and/or other sanctions as determined in the discretion of school administration.

SUSPENSION

A student who is suspended is separated from the School. Students are required to make up all work missed during a suspension and generally will not receive any additional academic penalty. Students who are suspended receive excused absences for the days that they are required to be away from school. In the event that a student is unable to go home or to a guardian's home during a suspension, the Dean of Students will work with the student's family in arranging a local home stay at the family's expense, which generally will involve a cost of \$85-\$100 a day.

EXPULSION

In the event that a student is expelled, the student must leave the campus as soon as transportation can be arranged and no later than 5:00 pm on the day the expulsion is decided. As with all cases in which a student leaves during the school year, no tuition or fees will be refunded by the School. In the case of an expulsion, any responsibilities or obligations on the part of teachers toward the expelled student terminate at the time of separation.

OTHER CONSEQUENCES

The school in its discretion may impose other disciplinary consequences, including but not limited to removal from a position or the loss of other privileges.

SCHOOL TRADITIONS

This section has information about our School traditions and the dress codes that students must follow for each event.

Walnut Hill School was founded in 1893. With over 100 years of school history and several generations of graduates, many unique traditions have developed and been passed from one graduating class to the next.

The following traditions are listed in the order they occur at the School.

ORIENTATION

Leadership students have traditionally welcomed new students to the campus, and they arrive at school a few days before the beginning of classes to help prepare for the coming school year. Registration and Orientation are run by these students, under the direction of the Dean of Students.

MOUNTAIN DAY

This tradition takes place in October and serves as a community-building event for the senior class. The entire class climbs one of the most hiked mountains in the world, Mount Monadnock. This required event gives the students a sense of accomplishment and class spirit. This day is also a day of service/activity for our underclassmen. In the past, on Mountain Day these students have taken the PSATs, visited museums, and participated in community service off campus.

Dress code: hiking boots or proper footwear—no sandals, flip-flops, or heels.

CLASS NIGHT

During the evening of Mountain Day, students attend a special dinner honoring seniors as they assume responsibility for leading and serving the School. The entire School, seated by class, dines together. The Senior Class President and the Community Council President give speeches stating their goals and expectations for the year, and the junior class gives a gift to the senior class.

Dress code: semi formal attire.

BOAR'S HEAD PROCESSION & HOLIDAY DINNER

In December, Walnut Hill observes several holiday festivities. These culminate in a formal dinner and Holiday Party the night before Winter Break begins. The celebration begins with a medieval ceremony, the Boar's Head Procession, performed by Leadership students. A senior leads the procession and sings the Boar's Head song. Students are seated by dormitory/day students.

Dress code: semi formal attire.

TREE DAY

In the spring, seniors invite faculty and students to participate in the Tree Day ceremony. The class tree is planted along with a penny with the year of the graduating class. The tree itself symbolizes the growth of the seniors within the School and their continued growth, contributions, and achievements after they leave the School.

RING DAY

Toward the end of the semester, the senior and junior classes meet for the Ring Day ceremony. At that time, the seniors pass the leadership of the School to the junior class. The seniors form a circle around the juniors, and one by one the juniors are called to take the place of the seniors, each receiving their school ring or pin.

Dress code: khaki-type or dress pants, button-down shirt, dress skirt or dress slacks, nice top/blouse.

SENIOR TRIP DAY

All seniors in good standing are excused from classes one day in the spring so they can participate in a local group activity. The senior trip allows them to begin the process of separating from Walnut Hill while enjoying their final class trip of the year.

CANDLELIGHT SERVICE

Two days before Graduation, at dusk, the entire School assembles in the orchard by class—dressed in white—for a candlelight ceremony. Seniors are the last to extinguish their candles, as one by one they say farewell to the School and to one another. New Gold Key members are announced. The Community Council President and the Senior Class President speak.

Dress code: all white clothing [or as close as possible]: pants and button-down shirt, dress, skirt, or dress slacks and nice top/blouse; shoes must be worn by all for this outdoor event.

AWARDS CEREMONY

The day before Graduation, the entire School, parents, and guests are invited to attend a recognition of the academic, arts, and character awards. Foremost among these are the Hester Davies Citizenship Cup, the Friendship Award, and the Arnold C. Taylor Award for Academic and Artistic Achievement.

Dress code: khaki-type or dress pants, button-down shirt, dress skirt or dress slacks, nice top/blouse.

GRADUATION DANCE

On the last night of school, the Family Association sponsors an all-School dance to allow an opportunity for community celebration.

GRADUATION

Our graduation ceremony is held on campus and open to families/friends with a ticketing system. The School proceeds together across campus, accompanied by a bagpiper and in full academic regalia.

STUDENT LEADERSHIP

This section includes information about Student Leadership positions and responsibilities.

Walnut Hill offers a variety of activities and organizations in which students may become involved. Student participation in the life of the School is vital. We encourage students to take advantage of these Leadership opportunities, explore ways to take part in and contribute to the community, and ultimately discover possibilities for their own personal growth.

ELECTED STUDENT GOVERNMENT POSITIONS

- Arts Majors Representatives
- Community Council President
- Community Council Vice President
- Disciplinary Committee Representative
- Freshman Class President
- Junior Class President
- Senior Class President
- Sophomore Class President

APPOINTED STUDENT GOVERNMENT POSITIONS

- Day Student Representatives
- Diversity & Inclusivity Representatives
- Dorm Presidents
- International Student Representatives
- Student Activities Board
- Student Organization Executive Board
- Walnut Hill Admission Guide Heads

STUDENT ORGANIZATIONS

Each student organization has an elected/appointed group of officers.
Here is a list of student organizations historically available:

- Anime, Comics, Gaming and Film Club
- Community Service Association
- Environmental Club
- Gender Sexuality Alliance
- Improv Group
- Jewish Student Union
- K-pop Dance Group
- Mental Health Initiative
- Newspaper
- S.W.E.A.T.. (Sweaty Walnuts Enjoying Athletic Things)
- Walnut Hill Book Club
- WOKE - Student Activism Group
- Yearbook

STUDENT GOVERNMENT

The Community Council is the student governing body of the School. A representative body, the CC makes recommendations for further action to the school administration. The group works to create a more purposeful, open, and effective School community. The heads of all student committees and associations are accountable to the council.

COMMUNITY COUNCIL MEMBERS INCLUDE:

- Arts Majors Representatives
- Student Organizations Representatives
- Community Council President (chairperson)
- Community Council Vice President
- Day Student Representatives
- Diversity & Inclusivity Representatives
- Freshman Class President
- International Student Representatives
- Junior Class President
- Senior Class President
- Sophomore Class President

TECHNOLOGY

This section has information about the on-campus technology and some expectations about how it can/should be used.

The School's computer and network resources exist to support educational goals and related activities. All use of computer and network resources must be consistent with these goals and must conform to standards that the School sets for student behavior. Students are expected to check their Walnut Hill email account at least once every day.

It is important that students adhere to our Acceptable Use Technology guidelines. To assess whether they are using computers appropriately, students should be able to ask themselves these two questions and respond affirmatively: Is what I am working on related to a school assignment? Would I be comfortable showing what I am working on to: My parents? My advisor? My Dorm Parents? The school administration?

The technology resources on campus, including internet access, are available to support learning, enhance research and instruction, and support school system business practices. Walnut Hill's technology resources are operated for the mutual benefit of all users. Students unsure of any rules or policies regarding appropriate use of technology should ask a member of the school faculty or administration.

Please refer to the Acceptable Use Policy for a full reference about acceptable use for our on-campus technology.

CAMPUS BUILDINGS AND GROUNDS

This section has information about various campus buildings and amenities, including the Campus Center, School Store, Wellness Center, Reception/Lost and Found, Mailroom, Dining Hall, IT, and job opportunities.

THE CAMPUS CENTER

The Campus Center in Eliot is open from 6:00am to 10:00pm (unless an event keeps it open later). Students can hang out and study here, play pool or ping pong or watch movies.. The Keefe Center for Community Engagement is located in the same building, and all Foundations classes are held in Keefe. Keefe can be used for quiet study when not booked for meetings or classes. The day student lockers are in the campus center.

GENDER INCLUSIVE RESTROOMS ON CAMPUS

Walnut Hill's non-discrimination policy includes gender identity and expression as well as personal appearance. Every single-user locking restroom on campus is labeled as a gender inclusive restroom. Any student is welcome to use these restrooms regardless of gender identity or expression.

SCHOOL STORE AND DINING HALL

The School Store and Dining Hall are also located in the Campus Center, and students can "charge home" snacks and supplies from the store with parental permission and if they are in good financial standing with the Business Office.

LOST AND FOUND

The Lost and Found is located at the main reception desk in Stowe Administration Building.

INFORMATION TECHNOLOGY (IT)

IT can be found next to the Media Lab in the Academic and Technology Center (ATC). The staff helps with laptop/phone issues.

FITNESS CENTER

The Fitness Center is located in the ATC and is open to students, faculty, and staff. The hours are posted each semester and updates are provided as needed. The space contains a variety of exercise equipment and an assortment of classes are offered to promote wellness. Additionally, resources are available for individuals to learn specifics of exercise, health, and wellness.

Usage of the Fitness Center should be done so while respecting the physical space, the equipment, the staff, the other patrons, the overall school community, and all of the other rules as dictated by the hand book. Specific guidelines are available for the usage of the Fitness Center and are based on the physical and emotional safety of the patrons.

MAILROOM

The Mailroom is located in the basement of Stowe, and hours are posted there each semester. Students can also send mail from the Mailroom. Stamps are sold in the School Store.

Parents can send mail/packages to:
"Student's Name"
Walnut Hill School for the Arts
12 Highland Street
Natick, MA 01760

ON-CAMPUS JOBS

There are some opportunities for students to obtain jobs on campus. Information for these jobs is available on campus each spring or fall. Students under the age of 18 must obtain a work permit before they can take a job at Walnut Hill.

OFF-CAMPUS JOBS

If students are seeking off-campus jobs, all requests must be approved by the Dean of Students prior to the start of work and may not conflict with school obligations.



WALNUT HILL
SCHOOL FOR THE ARTS

2022-2023

ACADEMIC & ARTISTIC

CAMPUS SAFETY & FIRE SAFETY

RESTORATIVE JUSTICE & DISCIPLINE

ENROLLMENT

GENERAL

HEALTH

LEAVING CAMPUS

RESIDENTIAL

TECHNOLOGY

**SCHOOL POLICIES
IN DETAIL**

FULL POLICY LIST

The School reserves the right to update/change policies throughout the year as necessary.

ACADEMIC & ARTISTIC POLICIES

ACADEMIC DISHONESTY In order to be eligible for credit, all work submitted by students at Walnut Hill must be independent and original, with appropriate and consistent citation when applicable. All instances of academic dishonesty are reported to the Director of Academic Studies or Director of Artistic Studies and may be presented to the Senior Leadership Team for further action, up to and including dismissal from the School. As a member of the broader community of schools and colleges, Walnut Hill is expected to disclose any major instances of academic dishonesty to schools and colleges to which students apply.
Academic/ Artistic

ACADEMIC WARNING & CONTRACT HOLDS The faculty is in regular communication with the Director of Academic Studies and Director of Academic Support regarding concerns of poor academic performance. Consequences for poor academic performance can include mandated scheduled Study Hall or extra help sessions during the academic day and/or loss of Evening School List (E-list) privileges, and may culminate in program probation.

A student whose performance, attendance, or attitude does not consistently meet the expectations of Walnut Hill may, upon recommendation of the faculty, be refused an invitation to return for the following year. The recommendations of the faculty are brought to the Programs Leadership Team for consideration. A student who fails a course for the year may be required to make up that course in subsequent years or during the summer following the school year.

ACADEMIC WORK MISSED DUE TO LEAVE Students who are granted medical leave become eligible for special consideration regarding any academic work missed during their medical leave.

Adjustments to Missed Work in the Academic Program
All student situations are different, and goals and methodologies vary from class to class. However, as a general guideline, students can expect work missed during an official medical leave to be adjusted roughly as follows:

- Approximately one-quarter of work missed will be excused.
- Approximately half of the work missed will be adjusted.
- The information and skills in this material will still need to be learned and assessed, but not necessarily through the same activities or assignments as the rest of the class.
- Approximately one-quarter of work missed will be required in its original form.

Adjustments to Missed Work in the Arts Program

- In the performing arts, a modified re-entry plan will be created in collaboration with the division head and faculty to ensure that the student can integrate into classes safely. This may often require a slow ramp up of conditioning and monitored practice time when recovering from an injury.
- For studio and portfolio projects the faculty will discuss modifications to the submission timeline and redefine the project's scope with the student.
- Performances and rehearsals are greatly affected by a missing member of the cast. Typically, a faculty designated understudy will continue the rehearsal process until a final casting decision is made by the department head.
- The specifics of all accommodations/adjustments are made by teachers in consultation as necessary with Department Heads.

Return to Academic Classes

When a student returns from a medical leave, the Dean of Students will convene a re-entry meeting with the Director of Academic Support, a member of the Health Team and the student's advisor. The purpose of this meeting will be to coordinate a plan and a calendar for the completion of all makeup work resulting from the medical leave, taking into account that there will be new required work for these classes as well.

As a general guideline, students will have a week to complete all makeup work for each week out on medical leave. For example, a student coming back from a two-week medical leave will have two weeks to complete all makeup work.

Students taking a medical leave that is too close to the end of the semester, such that there is not sufficient time to complete makeup work, will be required to withdraw from a course or take an incomplete so that they can complete missed work after the end of the semester.

ATTENDANCE

The shared work students do with peers and teachers is fundamental to learning and to the core values of Growth, Community, Excellence, Creativity, and Respect. Regular and prompt attendance in school is an important and major factor in academic and artistic success. When a student misses any class or community obligation, they are not fully participating in Walnut Hill's program. What happens in classrooms and studios cannot be replicated after the fact. Being present and fully engaged is of primary importance for the individual student and the class or studio group as a whole.

Missing obligations often has organic consequences such as missing necessary instruction to fully understand lessons or missing opportunities to present and critique work. Additionally, while missed assignments may be able to be "made up" or completed on a student's own time, their ability to understand the material or to show their understanding in assessments is impacted when classes are missed.

Our attendance policy has four categories:

1. Present: A student is in the classroom or studio, on time and ready to participate fully.

2. Excused Absence: A student has permission for reasons such as illness, programmatic obligation, or a senior college/conservatory/program visit to be absent from an obligation.

- Students are expected to attend all obligations unless excused by the Health Center, College Counseling, their Arts Department or Student Life. When a student knows in advance that they will be absent, they must communicate with teachers as soon as possible.
- Students can be excused from an obligation in the following ways:
 - Health: Boarding students must be excused through the Health Center, prior to missing obligations. Boarding students cannot be excused by their parents. Day students must be excused by their parents or guardians—who must email attendance@walnuthillarts.org—prior to missing obligations.
 - College/Conservatory/Program Visits: Seniors may be excused, in advance, by the College Counseling Office. Underclass Students are not excused for college or conservatory visits.
 - Student Life: Students may be excused through the Student Life Office for other obligations or emergencies. Email studentlife@walnuthillarts.org to seek permission.

Students are required to attend all classes and program-related activities, arriving on time and prepared. Attendance will be taken each class period by faculty and recorded in Veracross. Students are responsible for tracking their attendance and reaching out to the attendance officer, (located in the health center) or by email at attendance@walnuthillarts.org, to make corrections when any potential error occurs.

When attendance issues arise, parental notification will be given. Parents are highly encouraged to track their student's grades and attendance through the Walnut Hill Parent Portal throughout the year. Excessive or chronic absences or tardiness (excused and unexcused) may result in a loss of privileges (weekend leaves, e-list, etc.), re-enrollment contract holds, or required withdrawal from school.

While excused absences will not lead to immediate loss of credit, substantial absences, even excused absences, inevitably have an impact on the learning experience and the comprehension of class material, and in turn, may be reflected in the student's final grade. Any impact will be determined by the faculty based on factors given in the grading rubric.

3. Unexcused Absence: A student misses an obligation without permission for reasons such as sleeping through, traveling on non-travel days, or being more than 15 minutes late to a class.

- When a student misses an obligation due to an unexcused absence, the faculty member will have talk with the student to determine what happened and to explore how to avoid this in the future.
- Unexcused absences may result in a student receiving zero credit for assignments due that day or assigned in class, or a requirement to meet with an instructor for additional support.
- Teachers are not obligated to meet with students who have missed material for unexcused absences.
- Three or more unexcused absences in a class is very serious and may result in an academic standing meeting with the student, family, advisor, teacher and department head.
- Students will not earn credit for any academic course after they have accumulated ten unexcused absences in a class (the proportional equivalent for classes that meet three times per week is six unexcused absences, for classes that meet twice per week is four unexcused absences, and for classes that meet once per week is three unexcused absences). The student will receive a W for withdrawal on their transcript for that course. The student will have to make up the lost credit the following semester or over the summer.
- Students who are withdrawn from a class will have their re-enrollment contract for the following year automatically placed on hold

4. Tardy: A student is tardy to class if they arrive between 1 and 15 minutes after the class has started.

- When a student receives a tardy, the faculty member will talk with the student to determine what happened, and to explore how to avoid this in the future.
- Tardies may result in a student receiving zero credit if an assessment is missed.

EXCUSED ABSENCE MAKE-UP POLICY

When a student returns from an excused illness-related absence, they will have a grace period to make up their work. The time frame is the number of days missed (including weekend days) plus one additional day. For example, after a two-day excused absence, a student has three school days to make up their work, beginning on the first day the student returns.

This policy DOES NOT apply to excused absences for family events, college/conservatory events, competitions, etc. In those cases students must complete work as dictated by the class syllabus.

Additionally, this policy DOES NOT apply to unexcused absences. Students who miss work due to unexcused absences may not be allowed to make that work up and may receive “zero” for the missed work.

- If a student misses only part of a day (signing in or out), work from classes missed is still due that day (extension policies do not apply) and may be considered late.
- If a student returns from an excused absence to a test or major assignment that falls within the given grace period, they have until the end of their grace period to make it up.
- For instance, if a student returns from an audition trip having been away for five days (including a day(s) during a weekend), they have six school days in which to make up missed work. They have those same six school days to take a test that is given on the day of return.
- When extenuating circumstances prevent compliance with the policy, the student must approach their teacher(s) or advisor in advance for assistance with the situation.
- Students are responsible for tracking and making up their missed assignments by the specified deadline. Students must initiate appointments with their teachers to establish timelines and deadlines.
- Students are expected to check their class page on Canvas, call their classmates to get homework assignments, or contact their advisor for assistance.
- A student who shows a pattern of excused absences around days of tests or major assignments will be referred to the department head who will consult with the student's advisor and the Assistant Head of School about appropriate next steps.

DIPLOMA
COMPLETION

A Walnut Hill diploma is awarded upon completion of a four-year high school program, with at least the senior year being completed at Walnut Hill. Because of the unique nature of the arts programs, enrolled students are not permitted to take semesters or years abroad or participate in other alternative programs during the academic year. A student who fails a course in quarter four of senior year may not be permitted to graduate.

INCOMPLETE
GRADES

Incompletes are rare and reserved exclusively for situations in which unexpected circumstances of health or family emergency prevent a student from completing their coursework at the end of a term. Incompletes are granted at the discretion of the Director of Academic and Director of Artistic Studies in consultation with the teacher and the appropriate Department Head.

Fall-semester incompletes must be resolved by the first Friday after the term ends. Spring-semester incompletes must be resolved within a month of the end of the year. Specific deadlines are established by the Director of Academic Studies.

A student or family requesting an incomplete should speak with the Director of Academic Studies and the Director of Artistic Studies. Requests must be made prior to the end of the semester.

The grade reports and transcripts will show a temporary notation of “I” alongside the course until all outstanding work is completed and graded. At that point, the “I” will be replaced by the grade earned in the course.

Students who do not complete work for incompletes by the deadline specified will receive an “F” for all missing assignments, which are then averaged into the final grade.

Students may also receive permanent incompletes in their arts courses (indicated by the notation “INC”). A permanent incomplete indicates that the student was enrolled in the course but was unable to complete the work during the term. Permanent incompletes are granted at the discretion of the Director of Academic Studies and the Director of Artistic Studies in consultation with the appropriate Department Head.

MAJOR CHANGE POLICY In rare instances, it may be appropriate for a student to change from one art major to another. A student with a significant interest in changing majors should meet with the Assistant Head of School. If the student is serious about requesting a change at the conclusion of the meeting, the student may begin the formal process. In order for a change of major to be approved, the student must audition or present a portfolio and also have the approval of the student's parents, the current and new Arts Heads, the Director of Artistic Studies, and the Assistant Head of School. A change of major is not guaranteed.

While a student may begin the change-of-major process at any point during the school year, the implementation of the change of major may only occur at the beginning of a new semester. A student is only allowed to change majors once during their Walnut Hill career.

NEC PREP ABSENCES The NEC Preparatory School Attendance Policy states: "Students may be placed on probation after three absences in a semester (concert period) at the discretion of the Music Director/Teacher and the Director of the Preparatory School. If placed on probation, the student's certificate eligibility, scholarship, and ensemble assignments will be reconsidered. In some cases, a student may be excluded from the concert." In supporting this collaboration, Walnut Hill School for the Arts may request that students participate in a restorative process. Campus

CAMPUS SAFETY & FIRE SAFETY POLICIES

FIRE AND SAFETY DRILLS Fire drills will be held a minimum of four times a year in dormitories and two times a year in other campus buildings. These drills ensure the efficient and safe use of the exit facilities available in the case of an emergency. Proper drills ensure orderly exit under supervision and prevent panic if a real fire or emergency were to occur.

Everyone must vacate a building when a fire drill occurs. Specific instructions will be reviewed at dormitory meetings. In addition to fire drills, there will be several other emergency drills that students will practice during the year.

FIRE SAFETY INSPECTIONS Unannounced room inspections may be made by the Director of Facilities or other administrators to ensure that rooms are in compliance with regulations. Entrances to rooms must be clear of obstructions, and access must be free to doors and windows.

FIRE SAFETY REGULATIONS Smoking, as well as possession, use, or being in the presence of fire of any kind, such as lit candles, incense, tampering with malicious intent with any of the fire safety devices, or any other material that may constitute a fire hazard in any building, is strictly prohibited and will result in a Head's Disciplinary Hearing. Students may not install their own locks or lock themselves in their rooms at any time. Emergency procedures require immediate access to any room occupied by a student or leading to emergency exits.

FLAMMABLE ITEMS Candles, incense, lava lamps, kerosene lamps, non-LED string lights, electric blankets, halogen lamps, and similar items are not permitted and will be confiscated if they are found in student rooms. Students may be asked participate the restorative process.

THE 5 FEET/ 10% RULE

Due to the increased vigilance of fire safety rules, we must adhere to the following guidelines throughout the year: Loose, unprotected paper is not permitted on walls or doorways of any common space in dormitories. In hallways, Common Rooms, stairwells, and other common spaces, nothing may hang on the wall within 5 feet of a doorway. No more than 10% of the space on a door or the space on a wall can be covered (whether fire-rated or not). Unprotected bulletin boards are not permitted.

The following have received approval:

- Pictures can be hung on a wall, provided they are framed and covered in glass or fire-rated Plexiglas (but still not within 5 feet of a doorway).
- Smaller items (articles, notices, phones, etc.) can be hung if they are laminated on both sides.
- If they are on a wall, they should be more than 5 feet from a doorway.
- They should not cover more than 10% of a door or wall space.
- Name tags, pictures, articles, and other small items can be adhered to a door using clear contact paper that extends an inch and a half beyond the items and is attached securely to the door surface.
- The total area of decoration cannot exceed 10% of the surface area of the door.
- As a general frame of reference: 5 feet is about 6-12 inches LESS than the arm span of an average person; 10% of an average dormitory room door is about the size of TWO 8-1/2 X 11-inch sheets of paper.

BIAS INCIDENT REPORTING & RESTORATIVE JUSTICE (RJ)

Walnut Hill believes that every member of our community should be able to study, work, and live in an environment where they feel safe and respected. In our ongoing commitment to be an anti-racist institution, Walnut Hill has created a system for gathering reports of bias incidents that impact the well-being of members of our community. **If you have observed or experienced any incident of insensitivity, bias, hate, or microaggression, you have multiple reporting options:**

1. You may report an incident in person to the Director of Diversity, Equity, and Inclusion, the Director of Human Resources, the Assistant Head of School, or any trusted adult on campus (e.g. advisor, faculty/staff, dorm parent)
2. You may report the incident using this form.
3. You may submit a narrative report via reportbias@walnuthillarts.org.

Additionally, if you feel comfortable, you are encouraged to address any incidents directly with the individual involved.

Walnut Hill will conduct an investigation of all reports in such a way as to maintain the privacy of the individuals involved to the extent possible. We are always sensitive to the need for the privacy of reporters and those who feel they have experienced harm. Walnut Hill recognizes that knowingly submitting false accusations or exaggerations may have serious effects on innocent persons and will not be tolerated. Retaliation against any individual who submits a complaint, or who cooperates in an investigation, in good faith, is strictly prohibited.

If you or someone you know has been impacted by a bias incident, please report using the online form. Email questions to reportbias@walnuthillarts.org. If an emergency has occurred, please call 911.

RESTORATIVE JUSTICE (RJ)

Walnut Hill will use the Restorative Justice (RJ) framework to respond to reported incidents of insensitivities, bias, and microaggressions, whether intentional or unintentional. An RJ response prioritizes reconciliation, rebuilding, and strengthening individual and community relationships, when possible. The use of RJ as a vehicle for addressing harmful interactions is intentional and meant to respond to and repair harm.

NON COMPLIANCE POLICY

Students are expected to fully and honestly participate in the investigation and restorative process. Refusal to participate will not delay accountability and consequences may still be decided upon by the administration.

SUSPENSION	<p>A student who is suspended is separated from the School for up to 10 consecutive academic days. Students are responsible for making up all work missed during a suspension. However, it is important to note that days out of class may have an impact on the final grade for that class. Students who are suspended receive excused absences for the days that they are required to be away from school. In the event that a student is unable to go home or to a guardian's home during a suspension, the family must arrange a local home stay. In most cases, suspension is the last step before expulsion for continuing unacceptable behaviors.</p> <p>Suspended students are expected to continue their academic work to the best of their ability. Teachers will assign specific work that can be done by the student during a suspension. Any work assigned for credit during a suspension is due the day a student returns to class. Work missed due to suspension will not receive credit. When a student returns to classes, that student will be behind in the coursework. Teachers will assist students in making up missed work only as availability and schedule allow.</p> <p>It is important to note that in-person class time is central to much of the work done in academic courses and cannot be completed without attending class. As a result, work sent home with suspended students will likely not include all of the work missed and students may not be able to make up all of the work missed due to suspension. In most circumstances, therefore, suspension will have a significant impact on a student's academic grades.</p> <p>Suspended students are not allowed to be on campus for any reason.</p>
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ENROLLMENT POLICIES

ADMINISTRATIVE FINANCIAL WITHDRAWAL	<p>The School reserves the right to withdraw a student from School, or place a student on Financial Leave, for failure to meet payment arrangements and until such time that payment has been made. As with all cases when the student leaves School during the year, no tuition will be refunded by the School.</p>
ADMINISTRATIVE WITHDRAWAL	<p>If a student demonstrates a pattern of persistent irresponsible behavior (unexcused absences, repeated restorative conversations, poor performance or a lack of responsibility in academic or arts coursework), that student is in danger of being administratively withdrawn by the School during the academic year.</p> <p>In the case of a withdrawal, any responsibilities or obligations on the part of teachers toward the withdrawn student terminate at the time of separation from the School. In exceptional cases, the School may consider carrying a second-semester senior through the end of the year. Such exceptions are granted by the Head of School, the Assistant Head of School in communication with the Senior Leadership Team.</p>

LEAVES OF
ABSENCE

During the year, a student may need to depart temporarily from school for medical, psychological, personal, or familial reasons. In such circumstances, the School may grant a leave of absence for a maximum of two weeks. Requests for leaves exceeding the two-week limit are approved at the discretion of the Senior Leadership Team. Families may submit documentation in support of their request for an extension. If a request is declined by the School, or a student is unable to safely return to the School, the student must withdraw.

There are three types of leave:

Familial Leave

This leave is used when there is a family emergency or crisis (as determined by the family and the School) and the student must be away from school. Students will be expected to make up their work on a schedule determined upon their return.

Administrative Leave

This leave can be put in place by the School when there are situations involving students not thriving, at risk, and/or committing major community expectation violations or disciplinary infractions. Return from an administrative leave may result in a change in student status, restorative or disciplinary actions, or required medical or mental health initiatives. Students will be expected to make up their work on a schedule determined upon their return.

Medical Leave

Used for both mental and physical health issues, medical leaves may be required by the School or requested by the family, with the School's approval. Medical leaves must entail treatment that is not available to the student while at school. Criteria for a student's return will be determined by the Health Team, at the time of or during the leave. Students will be expected to make up their work on a schedule determined upon their return. Students who are hospitalized generally must return as day students.

When a student takes any kind of leave, the School reserves the right to reevaluate the conditions of the student's return, including, but not limited to, residential status.

Students on leave may not visit campus for the remainder of the school year without prior administrative approval.

MATRICULATING
AT THE END
OF JUNIOR YEAR

If a student wishes to leave at the end of that student's junior year to pursue study at another institution other than transferring to a different high school, the student must discuss these plans with the Assistant Head of School, Director of Artistic Studies, and Director of Academic Studies by the beginning of the spring semester of the junior year. Students will forfeit their ability to earn a Walnut Hill diploma if they matriculate before their senior year.

SCHOOL
RE-ENROLLMENT
CONTRACT:
REVIEW AND
ISSUANCE

For students in good academic, arts and social standing and who begin in the Fall semester, re-enrollment contracts are typically emailed to returning parents/guardians in early February with a two-week response timeline. Any questions regarding a student's re-enrollment contract may be directed to the Director of Enrollment Management.

For students who have consistently struggled academically, artistically or socially, re-enrollment contracts will be reviewed prior to release by the Programs Team with input from arts, academic, and social areas. In some instances, re-enrollment contracts for those students will be held and a letter will be sent to the parents outlining the expectations for a successful completion of the year and a timeline for re-enrollment contract review.

For students beginning in the Spring semester, re-enrollment contracts are reviewed and emailed to parents/guardians in April.

A second review will occur in April of all held contracts and those of students who began in the second semester. Again, the decision to invite students to return will be made by the Programs Team with input from arts, academic, and social areas. A letter will be sent to the parents of any student whose contract is held. This letter will follow up the letter sent in February noting any continued concerns, support offered, and for second-semester students, it will outline the expectations for a successful completion of the year and, if necessary, future contract review.

Final decisions regarding invitations to return rest with the Senior Leadership and Program Leadership Teams. Families will be notified by phone or email the day that final decisions are made.

Please note that no contracts will be released before or between the review dates, unless they are held for a financial obligation (must be cleared through the Business Office).

VOLUNTARY
WITHDRAWAL
FROM THE
SCHOOL

If a student withdraws from Walnut Hill School for the Arts, the student's parents must inform the School by writing to the Dean of Students. When a student either voluntarily or involuntarily leaves the School, that student may reapply for admission in the future. No withdrawn or dismissed student will automatically be re-enrolled.

A formal letter of withdrawal from the parent must be received to finalize withdrawal. Upon receipt of this letter, the Dean of Students will alert the advisor, Dorm Parents, current teachers, Department Head, Senior Leadership Team, Health Services, Business Office, and Registrar. Once the withdrawal is formalized, the Business Office will begin the tuition refund process.

Transcripts and other paperwork (I-20s, etc.) will be processed only after the Business Office has notified the Registrar and the Dean of Students that all financial obligations have been met.

A withdrawn student may not return to campus for any reason without prior administrative approval for the remainder of that year.

GENERAL SCHOOL POLICIES

18TH BIRTHDAYS

Throughout the year, a student might turn 18 years old. While this is an important event and carries with it the different obligations and expectations of adulthood, application of the rules of the School and the communications with parents will continue for the student as long as he/she is enrolled at the Walnut Hill School.

ALCOHOL AND DRUGS

Walnut Hill School promotes a drug-free and alcohol-free environment for all students.

Possession, use, distribution, sale, or transfer of alcohol, illegal drugs, and/ or paraphernalia is strictly prohibited. Being in possession of—or in the presence of—any illegal drug, alcohol, or related paraphernalia (this includes vaporizers and all supplies associated with it) is in itself a major violation of community expectations. Using illegal drugs or alcohol and being in the presence of these substances constitute infractions, which are reviewed through the restorative process.

Any student who is discovered, upon returning to campus, to have been using drugs or alcohol off campus will be considered in violation of community expectations. Please note that marijuana in any form or amount is an illegal drug for purposes of this policy.

As a condition of admission to the School, every student automatically agrees to alcohol and drug testing whenever there is reasonable cause to suspect that a student is under the influence. Urine, blood, or hair tests will be required only when a Dorm Parent or faculty member and administrator concur. A student's refusal to cooperate with the testing will be treated as if a violation has occurred.

CARS AND DRIVING TO CAMPUS POLICY

Boarding students may not have any motorized vehicles either on campus or in the vicinity of the School. A student who brings an automobile or other motorized vehicle on campus, without prior authorization, risks having it towed as well as further action.

Day students may not use cars during the day, for any reason, without administrative approval.

Any day student driving a car to school must register that car with the School. All cars must be parked in either the main school lot or the lot off Bacon Street whenever they are on campus. Students may not park in Stowe Circle, dormitory areas, theater or faculty parking lots, Highland fire-lane, or handicapped spots. Cars that are parked illegally on campus will be ticketed and/or towed. Students with repeated violations will lose the privilege of driving their cars to school.

For the safety of all students, day students are not allowed to drive boarding students in their cars while on or off campus without appropriate driving permission from parents and a Walnut Hill adult.

CELL PHONE REQUIREMENT AND USE

The goal of the Cell Phone Use Policy is to provide an understanding of appropriate etiquette for the use of electronic communication equipment. No cell phone use of any kind is permitted during classes, Assemblies, rehearsals, Study Hall, and other school obligations and responsibilities. This includes no texting or checking email.

All students are required to have a cell phone, with both voicemail and texting ability, and provide the Student Services Office with the number and update the office if the number changes. Students must confirm that they have enough available minutes on their phone at all times.

No talking on cell phones is allowed in the Dining Hall, Computer Lab, or Theater, or at other community gatherings. Students should excuse themselves to take these calls in a more appropriate space or at a more appropriate time.

COMMUNICATION

All students are required to check their cell phone voice mails, answer the phone when a faculty/staff member calls (except during class), and be accessible by phone. Students are also required to check email every day and respond to faculty and staff requests for work or meetings.

CONDUCT OFF CAMPUS

As representatives of the School, all students are expected to act responsibly whether on or off campus. The School reserves the right to address unacceptable behavior that occurs off campus before, during, and after school hours and during school vacation breaks, including initiating the restorative process or disciplinary consequences.

DRESS AND APPEARANCE

It is the policy of the Walnut Hill School for the Arts that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

In relation to student dress, Walnut Hill believes:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Universal Dress Code states that students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear in buildings.

Additional student attire requirements may be assigned in certain academic, artistic or residential settings.

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material.

Attire worn in observance of a student's religion are not subject to this policy.

Enforcement

Staff will use reasonable efforts to address dress code violations with a student without drawing undue attention from others.

Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be referred to as "a distraction" due to their appearance or attire.

Violations of the dress code may result in the directive to cover, change, or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes. Continued violations will result in a restorative process.

FACILITIES

Students may not use any facilities over breaks without permissions. Day students may not use practice rooms over the weekends without special permission.

Each person at Walnut Hill School has the right to participate fully in the life of the School without harassment. Any school response to the situation may be made in consultation with the person making the complaint.

If you feel harassed, you should follow these steps:

1. Let the offending person or persons know you want the behavior to stop. Say no firmly! Look directly at them with a serious expression to give a clear message about how you feel. Do not apologize.
2. Keep a record of when, where, and how you have been mistreated. Include witnesses, direct quotations, actions, evidence, and any written/online communication.
3. If you do not feel comfortable confronting the person or persons alone, take a friend along or write a letter.
4. Promptly contact an adult at school about the situation—an advisor, faculty member, administrator, campus safety officer, Dorm Parent, or Health Services staff member.

Community life at Walnut Hill depends on a successful understanding and administration of the common trust. The School can only achieve its collective goals if all of its members respect one another; while each individual strives to reach personal goals, they must keep in mind the goals of the community. Walnut Hill is enriched by the diversity of its members.

The School recognizes and respects individual differences in background in regard to culture, race, ethnic origin, gender, gender identity, sexual orientation, military status, religion, and any other characteristic protected by law. In order to maintain common trust and to provide an environment of mutual respect, tolerance, and sensitivity, it is important that every member of the community recognize certain guidelines of appropriate behavior. Honest communication, courteous and respectful interactions with all members of the community, and responsible actions are behaviors valued at Walnut Hill.

Inappropriate behavior, either verbal or physical, that disregards the self-esteem of others is unacceptable. This includes unwelcome physical advances, unwarranted verbal remarks, and derogatory statements or discriminatory comments by a single person, between any two individuals, or among groups of individuals.

Inappropriate behavior may include:

- Uninvited pressure for sexual activity, whether explicit or implicit
- Obscene or suggestive remarks, jokes, verbal or online abuse, insults
- Uninvited pressure to participate in illicit activity such as the use of alcohol or other drugs
- Display of explicit, offensive, or demeaning materials
- Hazing or threats (see Hazing, next section)
- Verbal or online comments that are demeaning with respect to race, sexual orientation, religion, ethnic origin, gender identity, gender, or any other characteristic protected by law

Introduction

The School prohibits all forms of sexual misconduct, including but not limited to:

- Any sexual conduct involving an adult and a student.
- Sexual harassment.
- Sexual assault.
- Sexual exploitation.
- Relationship violence.
- Stalking.

The foregoing categories of sexual misconduct are further described below.

Any violation of this policy may result in discipline up to and including separation from the School.

Reporting sexual misconduct

Every student has an affirmative obligation to report any sexual misconduct of which they become aware to a responsible School official. Students are encouraged to identify themselves when reporting, but may report anonymously.

Every employee of the School has an affirmative obligation to report any sexual misconduct of which they become aware and any sexual misconduct involving child abuse or neglect that they have reason to even suspect to the Head of School or his/her designee. Employees may not report anonymously.

The failure to report sexual misconduct in accordance with this policy may result in disciplinary action up to and including separation from the School.

Conduct involving adults and students

All sexual conduct between adults and students is strictly prohibited, regardless of where it occurs, whether the student consents to the conduct, or whether the student has encouraged or initiated the conduct.

Consent

Some but not all forms of sexual misconduct are defined in relation to whether the conduct at issue was consensual. For purposes of this policy, consent requires an affirmative communication by words or actions that the conduct is truly welcome and agreed to.

Consent cannot be assumed. It is the responsibility of each person wishing to engage in sexual activity to affirmatively communicate their own consent and to ensure they have a clear communication of consent by the other person(s) involved. The fact that a person does not say “no” is not enough the person must communicate an affirmative “yes” by specific words or conduct.

Consent to one form of sexual contact does not constitute or imply consent to any other form of sexual contact. Consent to a form of sexual contact at one time does not constitute or imply consent to sexual contact at any other time. Consent once given may be withdrawn at any time.

Effective consent cannot be obtained by force, coercion, or other improper means.

Effective consent cannot be given by someone who is incapacitated as a result of not being fully awake and conscious, or as a result of the voluntary or involuntary consumption of alcohol, drugs, or other substances.

Effective consent cannot be given to certain sexual acts by virtue of the age of the person involved. Currently in Massachusetts, the legal age of consent to sexual intercourse (any sexual act involving penetration vaginal, oral, or anal) is 16, while the age of consent for sexual activity not involving penetration is 14. Engaging in sexual activity with a person under the age of consent not only is a violation of School policy, but also is a crime. Note that Massachusetts does not have any so-called “Romeo and Juliet” law, which would provide an exemption for otherwise consensual sexual activity involving two children under the legal age of consent thus, for example, otherwise consensual intercourse involving two 15 year-olds is a crime on the part of both children.

- continued

Sexual assault

For purposes of this policy, sexual assault means any form of non-consensual sexual touching of another person.

Relationship violence

For purposes of this policy, relationship violence means any form of violence or threatened against a person with whom the perpetrator is or was in a romantic or intimate relationship.

Sexual exploitation

For purposes of this policy, sexual exploitation means sexually taking advantage of another person without their consent for example, by creating or helping someone else to create a photographic, video or audio recording of a person while engaged in sexual activity, or by sharing or allowing someone else to share sexual images or sexual information about a person.

Stalking

For purposes of this policy, stalking means conduct directed toward a person in whom the perpetrator has a sexual or romantic interest where the conduct would cause a reasonable person to fear for their safety or otherwise experience significant emotional distress.

Sexual harassment

For purposes of this policy, sexual harassment means unwelcome conduct of a sexual nature where (1) submission to or rejection of the unwelcome conduct is a condition of receiving a benefit or detriment in relation to the person's education or employment or (2) the conduct creates a hostile environment, which prevents a student or employee from fully participating in their educational or work experience or which otherwise negatively impacts one or more members of the School community, regardless of whether the person engaging in the conduct intended the conduct to have that effect.

Limited amnesty provision

In order to encourage student reporting of sexual misconduct, the School generally will not discipline a student for conduct in violation of a School rule which occurs in the same general context as the reported sexual misconduct. For example, if a student who engages in underage drinking is the victim of a sexual assault, or witnesses a sexual assault, by another member of the School community, the student reporting the assault ordinarily will not be disciplined for the underage drinking on that occasion. This limited amnesty provision never applies to a person who reports their own sexual misconduct.

False reporting

A person who falsely makes a report of sexual misconduct may be subject to discipline up to and including separation from the School. A false report is one made in bad faith, either with knowledge that it is false or in reckless disregard of whether it is false.

Walnut Hill strictly prohibits hazing, regardless of where or when it occurs. Any student who is involved in hazing another person will be subject to accountability through the restorative or disciplinary process which may include dismissal. Hazing also is a crime under Massachusetts law.

The Massachusetts anti-hazing statute, which is reproduced below, broadly defines hazing to include “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.”

Examples of conduct that can constitute hazing include:

- Whipping or beating
- Forced calisthenics or other physical activity
- Exposure to the weather
- Forced consumption of any food, beverage, drug, or other substance •
- Extended isolation
- Extended deprivation of sleep or rest

The consent of a participant in hazing is no defense to criminal prosecution or disciplinary action by the School. Any employee of the School who knows or has reason to suspect that hazing has occurred must immediately report it to the Head of School. In addition, under Massachusetts law, a person who is at the scene of hazing and knows that hazing has occurred is required to report it to an appropriate law enforcement official as soon as practicable; the failure to make such a report is a crime punishable by a fine of not more than one thousand dollars.

The School will include this Anti-Hazing Policy in its Student Handbook or otherwise distribute the policy annually to every student who is enrolled at the School. In addition, as required by Massachusetts law, the School will require every student to acknowledge in writing that the student has received and will abide by this Policy and the Massachusetts Anti-Hazing Law.

Commonwealth of Massachusetts: Anti-Hazing Law

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 eighteen and nine teen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18

Whoever knows that another person is the victim of hazing as defined in section seventeen 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.

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 seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen 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 seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the Student Handbook or similar means of communicating the institution's policies to its students.

The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

LEADERSHIP POSITIONS	All student government officers are expected to act as role models in our community. As such, violations of school expectations may result in the loss of Leadership positions. Failure to follow through with accountability measures recommended by the restorative process may result in loss of leadership positions.
LEGAL DRINKING AGE	Please note that the legal age to consume or purchase alcohol in Massachusetts is 21. It is considered breaking a major school rule for Walnut Hill students of any age to consume, possess, or distribute alcohol, or be in the presence of others who are doing so, and will result in a restorative process. Students may not bring alcohol on campus even as a gift to adults.
LOSS OF ID	All students get an Identification Card (ID) and must keep it with them at all times to get in and out of all buildings on campus. Loss of ID should be reported to Facilities right away, and a replacement one will be made at a charge of \$15 each.
NON- DISCRIMINATION STATEMENT	Walnut Hill School for the Arts adheres to a long-standing policy of admitting students of any race, color, religious belief, sex, sexual orientation, or gender identity or expression, nationality, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. Walnut Hill does not discriminate on the basis of race, color, religious belief, sex, sexual orientation, or gender identity or expression, nationality, or ethnic origin in the administration of its educational policies, admission policies, scholarship programs, and other school programs.
SOCIAL HOST LIABILITY	Walnut Hill School for the Arts expects all families who are hosting students to follow all Massachusetts state laws regarding the legal drinking age. Hosts can be held accountable for providing alcohol to guests as well as actions the guests undertake under the influence of this alcohol, including driving while intoxicated.

At Walnut Hill School for the Arts, we expect that all members of our School community will treat one another with civility and respect. It is the policy of the School to provide and maintain a learning environment that is free of bullying and any other verbal or physical misconduct that disrupts the learning environment or makes it unsafe.

This Bullying Prevention and Intervention Plan is published in response to the Massachusetts law against bullying and is part of our efforts to promote learning and to prevent behavior that can impede learning in the academic, artistic, and/or residential realms. It is consistent with the School's broader protections, systems, and policies with respect to discrimination, harassment, hazing, and other infractions that appear in the Student Handbook, the Faculty/Dorm Parent Handbook, and other statements of School policy.

It is imperative that this plan be well understood by all members of the Walnut Hill community. The Head of School, working with the Dean of Students and others, is ultimately responsible for the implementation and administration of the plan. Questions and concerns related to this plan may be referred to the Head of School, the Assistant Head of School, or the Dean of Students.

Walnut Hill will not tolerate any form of bullying or cyberbullying, nor will we tolerate retaliation against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Bullying and cyberbullying are prohibited on school grounds and at school-sponsored events, performances, trips, activities, functions, and programs. Bullying and cyberbullying also are prohibited on any school-owned or school-leased transportation and through the use of technology or electronic devices owned, leased, or used by the School. Bullying and cyberbullying also are prohibited in any other context—regardless of whether it occurs on school property, or in connection with a school event, or whether it involves any technology or electronic device of the School, and so on—if the bullying creates a hostile environment at school for a targeted student; infringes on the rights of a targeted student at school; or materially and substantially disrupts the educational process or the orderly operation of the School.

The following definitions are drawn from the Massachusetts law against bullying. It is important to bear in mind that the School may apply stricter standards of behavior than the Massachusetts law requires in order that we may prevent inappropriate verbal and physical conduct before a student has been subjected to bullying as it is defined under the law. For example, although the law defines bullying as the "repeated use" of certain expressions, acts, and/or gestures, the School reserves the right to apply disciplinary measures and other corrective action in the case of a single expression, act, or gesture that is of a bullying harassing or otherwise inappropriate nature in the eyes of the School.

Bullying

Bullying is 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 target student or damage to the targeted student's property; places the student in a reasonable fear of harm to themselves or of damage to their 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.

Cyberbullying

Cyberbullying is bullying through the use of technology or any electronic communication or device such as telephones, cell phones, computers, fax machines, and the internet. It includes but is not limited to email, instant messages, text messages, and internet postings whether on a webpage, in a blog, or otherwise.

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 a student's education.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It is important to bear in mind that the School may apply stricter standards of behavior than the

Massachusetts law requires in order that we may prevent inappropriate verbal and physical conduct before a student has been subjected to bullying as it is defined under the law. For example, although the law defines bullying as the "repeated use" of certain expressions, acts, and/or gestures, the School reserves the right to apply disciplinary measures and other corrective action in the case of a single expression, act, or gesture that is of a bullying, harassing, or otherwise inappropriate nature in the eyes of the School.

Prevention of bullying and cyberbullying is inherent in the School's efforts to communicate and reinforce its expectations for student behavior. Upon arrival at Walnut Hill, students learn that as members of our community they have a right to be treated with civility and respect. Our educational philosophy emphasizes respect for differences, and adults are clear in their expectations for student behavior.

When necessary, parents are notified and asked to reinforce standards for membership in our community. All students and parents receive a copy of the Student Handbook, either as a hard copy or via walnuthillarts.org. This publication explains our behavioral expectations, disciplinary procedures and protocols, as well as the supports that are available to students and parents.

All students must sign an acknowledgment of understanding of the School's expectations. Additionally, all students must "pass" a handbook quiz that indicates understanding of major school rules and policies. Students meet regularly with an assigned advisor who regularly reviews community expectations. The advisor is a main conduit for communication between the School, students, and parents. As a community we meet twice weekly at Assembly. These meetings are utilized by adults and students to make sure that all members are well-informed about what is expected of them, to reflect on poor behavior and choices, and to reinforce positive conduct. Health and Wellness Seminars often cover topics of emotional and mental health issues. Walnut Hill's expectations for student conduct extend throughout all areas of a student's life while enrolled at the School.

Any student who is the target of bullying or cyberbullying or has witnessed or otherwise has relevant information about bullying or cyberbullying is strongly encouraged to promptly report the matter orally or in writing to the Dean of Students or to any other faculty or staff member with whom the student is comfortable speaking.

Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible. A parent of a student who is the target of bullying or cyberbullying or has witnessed or otherwise has relevant information about bullying or cyberbullying prohibited by this policy is strongly urged to promptly notify the Dean of Students.

Furthermore, any parent who has witnessed bullying or cyberbullying or otherwise has relevant information concerning such an incident is strongly urged to come forward to the Dean of Students or another Walnut Hill staff member. A parent also should report any incident of retaliation in violation of this policy to the Dean of Students.

Any member of the faculty or staff of the School who witnesses or otherwise becomes aware of an incident of bullying, cyberbullying, or retaliation in violation of this policy is required to report it immediately to the Dean of Students, Assistant Head of School, or Head of School. There are no exceptions. Consistent with this mandatory reporting requirement, a member of the faculty or staff may not make promises of confidentiality to a student or parent who informs the faculty of an allegation of bullying, cyberbullying, or retaliation.

Faculty and staff may not make reports under this policy anonymously. The School also urges students and parents not to make reports anonymously. Although there are circumstances in which an anonymous report is better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. In addition, state law prohibits the School from taking any disciplinary action solely on the basis of an anonymous report. Students and parents also are encouraged to bear in mind that Walnut Hill School takes its policy against retaliation seriously.

Also, while we cannot promise complete confidentiality, because some information ordinarily must be shared to conduct an effective investigation, and in fairness to the accused, we will share information concerning complaints of bullying, cyberbullying, and retaliation only on a need-to-know basis, as is our standard protocol.

Responding to a Report of Bullying, Cyberbullying, or Retaliation

Preliminary Considerations

When a complaint of bullying, cyberbullying, or retaliation is made, the Dean of Students or a designee will assess whether any initial steps need to be taken to prevent further acts of wrongdoing, to protect the well-being of students, or to prevent disruption of the learning environment while the investigation is being conducted. As appropriate, strategies such as increased supervision may be implemented to prevent further bullying, cyberbullying, or retaliation during an investigation.

Obligation to Notify Parents

It is the policy of the School to notify the parents of any student who is an alleged target of bullying, cyberbullying, or retaliation and the parents of any student who may have been accused of engaging in such behavior promptly after a complaint has been made.

Investigation

An impartial investigation of the complaint is conducted by the Dean of Students or the Dean of Students's designee. This investigation may include, but may not necessarily be limited to, interviews of the person who made the complaint; the student who was the target of the alleged bullying, cyberbullying, or retaliation; the person or persons against whom the complaint was made; and any students, faculty, staff, or other persons who witnessed or otherwise may have relevant information about the alleged incident.

The Dean of Students or the designee also may consult with other faculty/staff, the advisors of the involved students, and members of the Health Team, and will take such other steps, if any, as the Dean of Students deems appropriate under the circumstances.

Resolution, Notification, and Follow-Up

Following the investigation, the Dean of Students, in consultation with the Head of School, will determine whether and to what extent the allegation of bullying, cyberbullying, or retaliation has been substantiated. If it is determined that the policy has been violated, the Dean of Students will begin the disciplinary process.

In accordance with Massachusetts law, any disciplinary actions shall balance the need for accountability with the need to teach appropriate behavior, and no disciplinary action may be taken against a student solely on the basis of an anonymous report. T

The Dean, in consultation with the Head of School, in consultation with the School Counselor, will refer perpetrators, targeted students, and family members of such students for counseling or other services as appropriate.

The Dean, in consultation with the Head, also will determine what additional steps, if any, should be taken in connection with maintaining or restoring an appropriate educational environment for the targeted student or others, reporting the matter to law enforcement or others, or otherwise. Upon completion of the investigation, the 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 to report the results of the investigation, including any disciplinary outcomes.

The Dean of Students will communicate with the students' parents as well. Follow-up contacts will be made with any student involved in the investigation to ensure that no retaliation has occurred, that no further incidents have taken place, and that all students involved are supported and moving forward positively

REPLACEMENT OF PERSONAL BELONGINGS

Walnut Hill School for the Arts is not responsible for the loss of or damage to any personal belongings for any reason. The School strongly urges that each family purchase a homeowner's or renter's insurance policy that will cover student belongings, including electronic, musical, or technological equipment.

Families must sign a waiver form as part of registration confirming their understanding of this policy.

RESPECT FOR
SCHOOL
PROPERTY

Stealing is a serious violation of community norms and will be addressed using the restorative process.

Vandalism will also be addressed through the restorative process. Willful damage and unreported accidents will be considered vandalism. Accidents do happen. All accidental destruction or damage should be reported immediately. Arrangements will be made for repair, and students may be responsible for all or part of the repair costs.

SEXUAL
ACTIVITY

The age of consent in the Commonwealth of Massachusetts is 16. Walnut Hill employees are mandated reports for anyone engaging in sexual activity under the age of 16, including consensual activity.

Sexual activity -- even consensual activity -- is prohibited on campus. Students found engaging in sexual activity on campus will enter the restorative process.

TECHNOLOGY
VANDALISM

No food or drink may be consumed in the Computer Lab, and no liquid containers of any kind may be placed on working surfaces containing computer workstations or peripherals. The network infrastructure and all cabling and connections are the property of the School. No student, employee, or other constituent may connect any equipment to the Walnut Hill Network without the prior approval of technology personnel.

Students are not allowed to modify or rearrange keyboards, individual key caps, monitors, printers, or any other peripheral equipment. All equipment problems should be reported immediately to the appropriate person in the Information Technology Department. All equipment should remain in its designated workstation.

THEFT

A student should immediately report a case of theft to a Dorm Parent and/ or the Student Life Office. The student will be asked to fill out a detailed theft/loss report and parents are often notified. It is also sometimes necessary to involve the local police.

Theft is not tolerated at Walnut Hill; in some cases, dormitory rooms may be searched.

The School assumes no responsibility for money or property stolen from students. Parents should check to see that they have proper coverage through individual homeowner's insurance policies. Each boarding student is provided with a dresser drawer and each day student with a locker that can be locked. Students must provide their own locks.

VISITORS TO
CAMPUS

For security reasons, all visitors are required to report to the Stowe Reception Area. They must sign in and obtain a visitor badge. Visitors to the campus on weekends should check in with Campus Safety to get a visitor badge.

Students who bring visitors to campus must remain with their visitors at all times. Students will be held responsible for their guests, and guests are expected to follow the rules of the community.

Any visitor violating school rules will be asked to leave.

Family visitors are welcome at any time but must leave the dormitory by check-in.

Parents are not allowed to stay in the dormitory rooms overnight.

Students may be visited by guests who are not members of their family during these hours only:

Monday–Thursday	2:00pm–6:00pm
Friday	2:00pm–10:00pm
Saturday	11:00am–10:00pm
Sunday	11:00am–7:45pm (or 10:00pm on 3-day weekends)

Non-family guests may only visit in the Campus Center, Dining Hall, Stowe Lobby, or outside on campus except with the permission of the Student Life Office or a Dorm Parent.

Students wishing to host a non-Walnut Hill student overnight must request special permission from the Student Life Office in advance. Not all requests will be approved. The approval process includes Dorm Parent permission, roommate permission, and host parent permission as well as permission of the Student Life Office. Any guest must come prepared with proper bed ding/accessories.

**WEAPONS
AND
FIREWORKS**

The General Laws of the Commonwealth of Massachusetts prohibit the possession of the following on campus: any firearm, stiletto, dagger, dirk knife, any knife having a doubled-edge blade, a switch knife or any knife having an automatic spring release, any knife having a blade of over 1-1/2 inches, a slingshot, a blackjack, metallic knuckles or knuckles of any substance with a similar effect as metallic knuckles. Any weapon and all firearms, knives, explosives, or life-threatening objects are forbidden on campus. Possession of fireworks is also forbidden. Violation will result in a Heads Disciplinary Hearing.

HEALTH POLICIES

**COST OF
SERVICE**

Families will be billed for any additional costs relating to counseling, physical therapy, or other additional health services. Parents will be notified when students are referred to specialists, physical therapists, and other health services off campus. When school-provided transportation is used to/from services, the fee will be billed home. Parents and students may opt to use parent- or student- ordered transport if the student has that permission.

**DAILY
PRESCRIPTION
MEDICATION**

If a student is on daily prescription medication, the expectation is that the student will take it as prescribed by the provider.

For boarding students, daily medications are administered by nurses at the Health Center. Nightly medications are prepackaged by the nurses and administered in the dorm.

If a boarding student misses a prescribed daily medication more than once a week, that student will be campused for the following weekend. Parents will be notified if this occurs.

EATING
DISORDERS

If the School, in consultation with the School Doctor, determines that a student suffers from an eating disorder, the student will be required to follow the recommendations of the School or will be asked to withdraw.

Students may not be allowed to fully participate in the school program until medical clearance is received.

If treatment progress is not made, as determined by the School, the student will be administratively withdrawn for at least the remainder of the semester. Return to school will be contingent on appropriate medical and psychiatric care being completed and will be at the discretion of the Dean of Students with the guidance of the Health Team.

Immediate hospitalization and/or withdrawal may be necessary if the School feels it cannot meet the student's health needs.

EXTREME/
HIGHLY
CONTAGIOUS
ILLNESS

In the event that a student is too sick to stay in the dormitory overnight, arrangements will be made by Health Services for the student to receive more closely monitored care. Parents are informed of any arrangements made if such a need arises. Costs, if any, would be the responsibility of the parent and may be billed to the student's health insurance.

ILLNESS

All students who become ill must go directly to the School Nurse. The nurse may excuse students for the day or for portions of the day.

Students may not attend classes or rehearsals unless approved by the Health Center if they have been excused from earlier obligations.

Day Students

Day students must see the School Nurse, prior to calling their parents. Nurses will decide whether they may be excused. If a day student begins to feel sick or is injured during the day, that student must go to see the School Nurses. The student is not excused to go home until the nurse has been able to contact the parent of the student.

Boarding Students

Parents of boarding students may not call in to excuse their child for illness. Boarding students excused during the school day because of illness must be resting in their rooms – no Common Room, no Campus Center, and no downtown permissions. Students may pick up food from the Dining Hall for meals unless otherwise instructed.

After a third consecutive day of absences due to illness, consultation with the Student Life Office regarding necessary medical documentation is required.

INTERVENTION

Interventions are an opportunity for students to come forward with concerns around risky or unhealthy behaviors (their own or someone else's) including, for example:

- drug, alcohol, tobacco or other substance use
- sexual misconduct including sexual violence, harassment, relationship abuse or exploitation
- disordered eating or eating disorders
- self-injurious behavior or threats of self-harm
- mental health issues

Students with concerns around risky or unhealthy behaviors are encouraged to come forward to any adult on campus who will then work with the Dean of Students on the intervention process. The intervention may involve required counseling, evaluation, or investigation with referral to a restorative or disciplinary process in appropriate cases.

It is important to note that students who come forward in good faith with concerns around risky or unhealthy behaviors will not themselves be subject to discipline, even if the conduct they report may involve some violation of community expectations.

For example:

- a student who comes forward to seek assistance with substance abuse will not be disciplined for violating the school's expectations about the possession or use of controlled substances
- a student who comes forward to report sexual exploitation or relationship abuse will not be disciplined for engaging in sexual activity

Except in extraordinary circumstances, the student's parent(s) will be informed of the concern that led to an intervention and will be invited to participate in the intervention process.

Maintaining the confidentiality of the reporting student will be maintained to the extent possible under the circumstances.

An intervention may also be put in place as a result of a restorative process.

MEDICAL APPOINTMENTS

All appointments are billed through the student's health insurance. Billing is completed by the provider's office for insurance costs as well as appropriate co-payments not paid at the time of visits. In the event of a medical emergency, a hospital with a pediatric emergency room is five miles from campus.

MEDICAL CLEARANCE

Any student not allowed to participate in a school activity as a result of an injury, mental health issue, or any other medical reasons may not resume participation in that activity without medical clearance by a physician. No Walnut Hill faculty member or parent may give permission to resume participation until clearance has been given by a physician. Questions regarding this policy should be addressed to the Dean of Students.

MEDICAL INSURANCE

Students are required to have current medical insurance when enrolling at Walnut Hill. Coverage must meet standards set by Massachusetts state law and may not be limited to catastrophic care. International families must purchase medical insurance through the School. The Health Center must be notified of any changes in health insurance coverage, including carrier, policy, claims process, or other related information.

MEDICATION
DISPENSATION

When ill, students must go to Health Services or see their on-duty Dorm Parent rather than use over-the-counter medication in their rooms. The School Nurse is responsible for overseeing the refilling of prescriptions and will make arrangements for students who need their prescriptions refilled. In keeping with Massachusetts state regulations, most medications must be dispensed daily at the Health Center.

MEDICATION
POLICY

Walnut Hill requires that all student medications be kept at Health Services. Students are prohibited from possessing or taking any prescription medication or over-the-counter medication without the direct supervision of the School Nurse. During Registration, please bring all prescription and over the-counter medications to Health Services. The School will provide most over-the-counter medicine, such as Tylenol and Ibuprofen. These medicines should not be brought to school. If a student takes prescription medication, their health care provider will need to complete the Medication Consent Form in the enrollment packet.

SMOKING,
TOBACCO,
& VAPING
POLICIES

For reasons of health and safety, smoking, tobacco use, and vaping are not permitted by Walnut Hill students at any time either on or off campus. Smoking cessation supports are available through Health Services to support any student who wishes to stop smoking.

SUICIDE
ATTEMPTS

Walnut Hill staff wants to ensure the safety and well-being of all students, including socially-emotionally. Any student who attempts suicide will be administratively withdrawn for a minimum of one semester to ensure they can receive mental health support needed to heal and be safe. Return to school will be contingent upon appropriate psychiatric care being completed and will be at the discretion of the Dean of Students with the guidance of the Health Team.

LEAVING CAMPUS POLICIES

PERMISSIONS

During online registration and re-enrollment, parents sign a variety of permission forms for their children. Parents may modify the permission form at any time by emailing the Dorm Parents or the Student Life Office. Students do not have school permission for overnight stays in a hotel without an adult present. Parents cannot grant this permission.

Permissions are considered a privilege and can be rescinded for academic, arts, dormitory, accountability, disciplinary, or attendance obligations. If a student is required to leave campus for an appointment during the week, permission must be obtained in advance from the Student Life Office, School Nurse, or School Counselor.

Grade 9 policy

Students can only leave campus on weekends (Friday after 2:00pm-Sunday at 7:00pm).

Grade 10 policy

- Students can only leave campus on weekends (Friday after 2:00pm-Sunday at 7:00pm)
- After Thanksgiving break students can walk off campus during the week (walking only)

Grade 11 policy

- Students can leave campus during the week, but only walking
- After Thanksgiving break students can walk and take an uber/taxi during the week

Grade 12 policy

- Students can go off campus during the week
- On October 1, students can approve their own walking & weekend leaves

Boston Permissions (weekends only)

If a student has Boston permission from their parents, the following return times apply:

- Students in grade 9 must return to campus on or before 7:00pm
- Students in grades 10 and 11 must return to campus on or before 9:00pm
- Seniors must return to campus on or before 11:00pm (this is only after Senior Privileges are granted)
- Seniors must take the 8:30 train back on Sundays of three day weekends.

As with all permissions if there is a special situation students should speak to the Student Life office in advance to see if the request can be approved.

REACH
POLICY

Students are required to use the REACH system to receive permission to leave campus and must complete the necessary sign-in and sign-out procedure.

Students are only allowed to sign in and out for themselves.

Students may only visit the destinations listed on the approved REACH request. Failure to follow these guidelines will result in disciplinary action.

Day Students must check in to campus each morning and check out each night when leaving. They must also use the REACH system for leaving campus at any time during their academic/arts day here.

If a student is leaving the campus for an overnight stay, permissions must be completed and a Dorm Parent or administrator must approve the leave request before the student leaves campus. All students coming back to campus must sign in immediately upon their return.

Students must seek permission of the Dorm Parent on duty the night before if they intend to be off campus in the morning hours between 6:00 and 8:00. Students who have a regular everyday morning commitment (i.e., religious education classes) do not need to seek nightly permission once this habit has been established.

When Dorm Parents Are On Duty

6:00pm–7:00am weekdays
6:00pm Friday to 7:00am Monday on weekends

Students must ask permission in person and sign out through REACH when leaving campus. Specific information must be supplied about where the student is going. Students need to sign back in when they return.

When Dorm Parents Are Off Duty

7:00am–6:00pm weekdays

Students must ask someone, in person, to leave campus. All Student Life Staff, the Director of Community Programs, or the Assistant Head of School can approve these leaves.

The School reserves the right to not approve leave requests for any reason.

TRAVEL BEFORE
OR AFTER
BREAKS POLICY

Due to the importance of academic and artistic commitments, students are not excused from classes, exams, or rehearsals to accommodate travel arrangements.

UNACCOMPANIED
MINOR POLICY

Please check your airline’s unaccompanied minor policy before booking flights to or from Walnut Hill School for the Arts. If your airline requires unaccompanied minors to be escorted to and/or from the boarding gates, you must contact the Student Life Office to arrange for this service before booking your ticket. These arrangements must be made three weeks in advance of flights. Cost for this service is \$200 each way and will be billed to the student’s account upon receipt of final flight arrangements.

RESIDENTIAL POLICIES

BED CHECKS Dorm Parents may complete random bed checks to ensure the safety and security of all students. If students are found violating any School policy, they will interact with the restorative process.

CEILING DECORATIONS Flammable materials such as paper posters or cloth tapestries may not be used on ceilings. Ropes and other materials should not be hung from the ceiling, as they may obstruct freedom of movement in the room in the event of an emergency.

DAY STUDENT AFFILIATION Being affiliated with a dormitory is a privilege that can be revoked if there are continued violations of community expectations.

Below are the expectations that day students will agree to:

I will only enter the dormitory during approved hours:

Monday–Thursday	7:00am to	7:45pm
Friday	7:00am to	11:00pm
Saturday	12:00 noon to	11:00pm
Sunday	12:00 noon to	7:45pm

I will remain in the common areas of the dormitory unless specifically invited by a resident who is with me at all times.

I will not leave any of my personal belongings in the dormitory common spaces unless I have received permission in advance from the Dorm Parents for special occasions.

I understand that my access to my affiliated dorm is for me only. I may not invite other boarding or day students to accompany me to the dormitory for any reason.

I understand that if I break any of the above expectations or cause disruption within the dormitory, I will lose the privilege of dorm affiliation. All day students will be assigned a dorm affiliation. Requests to change must go through the Dean of Students.

DAY STUDENT OVERNIGHTS The Student Life Office must receive a parental request in advance and must approve the stay. A student requesting to spend the night must inform the Student Life Office who they want to stay with. The boarding student must give their permission, as well as their roommate’s, prior to approval of the stay. Special arrangements must be made with the Dean of Students for any extended stay.

Day students must change their REACH location to the on campus dorm in which they are staying.

No day students may stay on campus the last week of school for any reason.

IN-ROOM HAZARDS Heating appliances such as heating coils, hot pots, space heaters, coffeepots, and popcorn poppers are not to be used in student rooms. Electric hair dryers may be used but must be unplugged when not in use. Heated rollers, hair straighteners, and curling irons must be given to the Dorm Parents upon moving into the dormitory. These will be kept in a locked box and will be available for student use when requested directly from the Dorm Parents. Halogen lamps of any size and electric blankets are not allowed. Tampering with light switches or changing light fixtures is not allowed. No non-LED string/rope lighting (i.e., holiday lights) is allowed.

INTERDORM SLEEPOVERS

Sleepovers are permitted in accordance with the Walnut Hill Visitation Policy. Students who want to have a sleepover in another dorm must be invited by the Dorm Parent on duty of the dorm they wish to sleep in (host dorm) by 10:00pm on the night of the visit. Sleepovers may occur on Friday and Saturday nights, and permission may be granted for Sundays of 3-day weekends at the Dorm Parent's discretion.

This privilege is at the discretion of the Dorm Parents in each building, and the numbers may be limited as they choose. Students who take medications and want to sleep over in another dorm must return to their own dormitory to take their medications at the appropriate time. Students who do not take their medications as prescribed because they are in another dorm will not be allowed to have sleepovers for the next weekend.

ITEMS NOT ALLOWED IN STUDENT ROOMS

Medication of any kind (including over-the-counter), halogen lamps of any size, electric blankets, power strips without surge protection and circuit breaker, televisions, microwaves, any type of cooking or heating appliance (such as heating coils, hot pots, space heaters, coffeepots, and popcorn poppers), irons, incense, candles, lighters, pets of any kind (including fish), empty alcohol beverage containers, lava lamps, non-LED holiday or other stringed lights. Heated rollers, hair straighteners, heating pads, and curling irons must be given to the Dorm Parents upon moving into the dormitory. Electric hair dryers may be used but must be unplugged when not in use. If a student requires a small refrigerator for medical reasons, that student must have permission from the School Nurse before arriving on campus.

LATE CHECK-IN POLICY

If a student is late for check-in without previous permission, the School reserves the right to suspend off-campus permissions and assign additional consequences.

NOISE

Students living in close quarters in a dormitory need to show common courtesy and cooperation in keeping the level of noise low: other students may be sleeping or studying in the dormitory at any time. Stereos/computer games or movies must be played so they do not disrupt or disturb others inside or outside the dormitory. Persistent disruptions may result in confiscation of equipment.

NON-WALNUT HILL OVERNIGHT GUESTS

Required Steps for Overnight Guests

1. The student host must notify the Student Life Office at least two weeks in advance to ask permission and get the Overnight Visitor Form.
2. The student host should speak directly with the Dorm Heads and the Dorm Parents who will be on duty that weekend, asking their permission to host a non-Walnut guest and getting their signature on the form.
3. The host's roommate(s) must show that this is okay with them by signing the form.
4. The Student Life Office will communicate with the Dorm Heads and Dorm Parents regarding each request.
5. The guest's parents must complete and sign all necessary areas on the form.
6. All guests must be under 21 years of age.
7. Return the form, within the noted time frame, to the Student Life Administrative Assistant.

ONE PERSON PER BED	To provide a healthy atmosphere for students to get an appropriate amount of sleep, only one student may sleep in a bed. All overnight guests must sleep on the floor or on an air mattress that they provide.
PRACTICING IN ROOMS	Students are allowed to practice non-amplified, muted musical instruments in their rooms during the day from 1:00pm to 7:00pm, Monday through Friday. Percussion is not permitted.
ROOM CHANGES	Students interested in making a room change must first see their Dorm Head, who will communicate with the Dean of Students. Room changes are extremely rare and never take place during the first six weeks of school so that the students will make an effort to work things out with their initial roommates. After the six-week period, students must still show that they have made every effort to work things out before a switch will be considered.
ROOM INSPECTIONS	<p>Students are expected to maintain their own rooms and keep them clean and tidy. To ensure that rooms are kept in a healthy and sanitary manner, a regular room inspection will be conducted by the Dorm Parent on duty. Students are present, if possible, during the inspections and are notified if their rooms do not pass inspection. Repeated failure to pass room inspection will result in a restorative conversation.</p> <p>Dorm Parents, the Housekeeping staff, and the Dean of Students may inspect rooms during vacation periods. These room inspections allow the School to ensure that windows are secured, doors are locked, and lights and other electrical equipment are turned off.</p>
ROOM/ LOCKER/ CAR SEARCH	<p>Walnut Hill School reserves the right to conduct a room/locker/car search (including a student's cell phone and computers) upon reasonable belief that a student is in possession of any materials that are in violation of school rules. It is preferred by all involved that the student is informed and present at the time of the search, and every effort will be made to do so. However, there may be occasions when the School must act quickly and the pressure of time does not allow for the student to be present.</p> <p>All contraband found is subject to immediate disposal.</p>
ROOM KEYS/ DOOR LOCKING	For safety and security, all student rooms are fitted with individual locks. Rooms must be unlocked whenever the student is present in the room. Rooms should be kept locked whenever the student is out of the room to prevent and possible theft or improper use by others. The student is responsible for whatever occurs in the room, even if that student is absent. If a student loses a key, a new one can be requested through the Facilities Office. A \$55 fee is required for replacement of each key.

ROOM/
PROPERTY
DAMAGE

At the beginning and end of each year, a checklist is used to evaluate the condition of student rooms. The room condition checklist is also used whenever a student moves to a different room during the school year. The checklist is completed by Dorm Parents and signed by the student.

Students are required to check in and out with a Dorm Parent when they are moving into or out of their room. Rooms must be in the same condition on moving out as they were when students arrived or parents will be billed for cleaning and repair.

Dorm Room Damage Price List

Bed	\$100 - \$220
Mattress	\$175
Bookcase	\$100 - \$450
Bureau	\$125 - \$425
Ceiling	\$100 - \$350
Closets	\$50
Desk	\$75 - \$450
Chair	\$50 - \$125
Door/Lock	\$125 - \$250
Electric Light Shade	\$50
Smoke Detectors	\$50
Walls (patch/paint)	\$150 - \$500 (including due to LED light strip adhesive)
Window	\$100 - \$300
Screens	\$25 - \$75
Shades	\$35
Cleaning	\$100

Please note: These are estimated amounts. Room condition will be assessed at the start of the year and your student will sign off on the condition of the room upon moving in. Rooms will be reassessed at the end of the year and your student will again sign off on the condition and potential charges that you will be billed for damages.

VISITATION
POLICY

Only the residents and affiliates of the dorms can be inside the dorms when the Dorm Parents are not on duty.

When Dorm Parents are on duty, any enrolled Walnut Hill student can come visit the dorm and must follow the dorm rules accordingly:

Grades 9 & 10

Before Thanksgiving Break

- Mandatory check-in with Dorm Parent
- Common Room visitation only with all students

After Thanksgiving break

- Mandatory check-in with Dorm Parent
- Students can request in-room visitation with other students in grades 9 and 10
- Students can have Common Room visitation only with other students in grades, 11, 12, or PG

Grades II, I2, & PG

Before October 1

- Mandatory check-in with Dorm Parent
- Common Room visitation only with all students

After October 1

- Mandatory check-in with Dorm Parent
- Students can request in-room visitation with other students in grades II, I2, and PG
- Students can have Common Room visitation only with students in grades 9 and IO

All visitors must check in and out with the Dorm Parent. All visitation is granted at the discretion of the Dorm Parent.

In-room visitation requires keeping the door open and a light on.

TECHNOLOGY POLICIES

ACCEPTABLE USE OF TECHNOLOGY

Use of network resources and computers, whether school-owned or student owned, is monitored by the School's faculty and staff. Student email accounts, hard drives, network storage, internet activity, and system logs may be searched if there is suspicion of violation of this agreement or other School policies. Students can have a reasonable expectation of privacy, but the School reserves the right to open or delete items as necessary.

The only software items to be used on school computers or the school network are those products that the School may legally use. Modifying any copyrighted software or borrowing software is not permitted. Only designated technology support staff are allowed to install software and hardware.

Masquerading as another person, concealing your true identity, or sending anonymous messages violates the School's expectation of honest and open communication. Students may not take steps to hide or misrepresent their identity when using school accounts, computers, networks, or servers. Passwords for computer and network resources are private to each individual; they uniquely identify a person as well as identify a person to others. Students are responsible for all use made of their Walnut Hill accounts, network storage, or internet access. Students may not allow anyone to use their passwords to access any computer or network resource and must diligently guard passwords. Using another person's password, or attempting to discover it, may be regarded as theft. Should a student discover someone's password accidentally, that student must notify the person immediately so that it can be changed.

The School reserves the right to look at, listen to, or use anything on its systems and to bypass any pass code. To ensure that the use of the technology resources is consistent with the School's mission, authorized representatives of the School may monitor the use of its systems in its sole discretion, at any time, with or without notice, and notwithstanding any pass code.

All information stored on or transmitted through Walnut Hill's technology resources is considered to be the property of the School.

The School may remove any material from any individual or network account for any of the following reasons:

- The presence of the information in the account involves illegality.
- The information in some way endangers the computing resources (e.g., a computer worm, virus, or other destructive program).
- The information is inappropriate, because it is unrelated to or is inconsistent with the mission of the School; involves the use of obscene, bigoted, or abusive material on School resources; or is otherwise not in compliance with legal and ethical usage responsibilities.

Students may not use computer or network resources to send harassing, offensive, obscene, or spam messages/postings, or chain letters. Students are responsible for the effect that messages may have on another person. Students must maintain the same standards of respect for others in online interactions as they would in person. Information communicated via Walnut Hill's web servers, network, or other electronic mediums should not be distributed outside of the School community.

Students may not access inappropriate materials on the internet—for example, pornography, internet gambling—or any illegal activity. If a student mistakenly enters an inappropriate site, that student should exit out immediately and tell a member of the staff/faculty/administration. Doing so will protect the student against unintentionally violating School Policy. This policy includes, but is not limited to, all school-owned computers, peripherals, and related equipment and software; voice communications infrastructure, peripherals, and related equipment and software; data communications infrastructure, peripherals, and related equipment and software; and all other associated tools, instruments, and facilities. Included in this definition are classroom technologies; computing and electronic communication devices and services, including modems; electronic mail; phones; voice mail; fax machines; and multimedia and hypermedia equipment and related supporting devices or technologies, including digital cameras, LCD projectors, scanners, and printers. The components may be individually controlled (e.g., assigned to an employee) or shared single-user or multiuser, and they may be stand-alone or networked.

The School or Technology Office may restrict or terminate any user's access, without prior notice, if such action is deemed necessary to maintain computing availability and security for other users of the systems.

The guidelines incorporated herein apply to both school-owned and private computers when used anywhere on school property, including dormitories.

2021-2023



WALNUT HILL
SCHOOL FOR THE ARTS

**DANCE
DEPARTMENT**

STUDENT
HANDBOOK

BOSTON BALLET SCHOOL

PROFESSIONAL DIVISION AT

WALNUT HILL

Boston Ballet School's Professional Division at Walnut Hill is a one-of-a-kind education and dance training program that offers world-renowned dance instruction with a best-in-class college preparatory program to provide students with a holistic educational experience. The joint program educates and trains students for a future with Boston Ballet, the professional dance world and beyond, including the world's best conservatories, universities, and colleges.

All faculty and staff are committed to nurturing the whole student. We partner with health care providers from Boston Children's Hospital to educate and develop healthy habits in students. Our team of wellness consultants provide on-site physical therapy, doctor consultations, nutrition education, and injury prevention. Wellness partners have been carefully chosen because of their specialized skills in working with young developing dance students.

Classroom training is enhanced by various performance opportunities for students throughout the school year. Each school year ends with the annual Next Generation performance featuring Professional Division students with Boston Ballet II and a live orchestra at Boston Ballet's home stage, Citizens Bank Opera House. Past repertoire includes works by George Balanchine, Marius Petipa, August Bournonville, Christopher Wheeldon, and world premieres by Jill Johnson and Lia Cirio. Students may also be selected to participate in annual performances of Mikko Nissinen's *The Nutcracker* and other Boston Ballet company performances.

In addition to community performance opportunities, students may participate in the Student Choreographic Project which aims to cultivate and identify future choreographers for the field of dance. Our goal is to inspire a student's unexplored creativity by providing a choreographic experience through a structured process to enhance their education.

Our students are evaluated for acceptance into Boston Ballet School's Post Graduate Program, Boston Ballet's second company, and progress to some of the world's leading companies, conservatories, and colleges. Our career preparation process provides individualized mentoring to help students in the next steps of their professional careers.

ABOUT BOSTON BALLET SCHOOL

Through the vision of Artistic Director Mikko Nissinen, and under the leadership of Interim Director Miranda Weese, it is Boston Ballet School's goal to inspire, develop, and sustain a love of dance through education. The breadth and depth of the dance education the School provides, coupled with the expertise of its faculty and connection to a world-class company, makes Boston Ballet School (BBS) a unique model among dance schools.

Boston Ballet Founder E. Virginia Williams opened a ballet school in 1953 with the vision of establishing the highest quality dance education facility in the region. Since then, it has grown from a small, regional dance studio into the largest ballet school in North America.

Now the official School of Boston Ballet, BBS operates out of three state-of-the-art dance facilities: at Boston Ballet's headquarters in the South End of Boston; in the Metro West town of Newton; and on the campus of Walnut Hill School for the Arts in Natick. With five core programs, designed with a progressive, age-appropriate curriculum for toddlers to senior citizens, the School provides unparalleled dance education and ballet training:

Children's Program	Adult Dance Program
Classical Ballet Program	Professional Division at Walnut Hill
Adaptive Dance Program	

Boston Ballet School's connection to a world-class company enriches its students experience by providing many special benefits including performance opportunities with Boston Ballet, such as the annual production of *The Nutcracker*, in which more than 200 BBS students perform each year.

School faculty members are experienced arts professionals, carefully selected for their expertise in the dance and education fields, as well as their ability to motivate and nurture students. The collective wisdom and experience of the entire staff encourages the exploration of innovative and effective teaching methods that help students learn in a professionally nurturing environment.

CURRICULUM OVERVIEW

Designed to reflect Boston Ballet's repertory, a carefully crafted curriculum trains well-rounded, versatile dancers to prepare them for the demands of today's dance world. Curriculum requirements include Technique, Pointe, Men's Class, Pas de Deux, Variations and Repertoire, Modern, Character, Pilates, Men's Conditioning, and workshops, such as Forsythe technique. Students will have opportunities to take a variety of masterclasses from artists of Boston Ballet and the professional dance field.

Additional enrichment courses have been designed to expand the education of students as young artists. Curriculum will include a Collaborative Choreography course, Artists as Activists course, pedagogy, music theory, and wellness lectures. Access to on-site physical therapy is available as well as visits from Sports Medicine fellows of Boston Children's Hospital.

FACULTY LIST

Miranda Weese

Interim Director of Dance

Denise Lewis

Associate Director of Dance

Peter Stark

Associate Director of Boston Ballet II
Head of Men's Program

Alexander Brady

Ballet Faculty

Naoko Brown

Faculty: Modern

Mark Grothman

Ballet Faculty

Pavel Gurevich

Ballet Faculty

Andrea Long-Naidu

Ballet Faculty

Alla Nikitina

Character Faculty

Garen Scribner

Ballet Faculty

ACCOMPANISTS

Maya Syanova

Boston Ballet School Music Department Head

Olga Bezvitney

Henry Buck

Ilana Cady

Delgir Chunaeva

Yoko Igarashi

Wen-Ting Ong

STUDENT EVALUATION

Conferences are held twice each year between the student, their primary teacher, and the Director. Students are evaluated on overall progress, effort, and attitude in the studio. The faculty recommends improvements in various areas such as approach to work, technique and execution, and artistry. Goal setting is an important portion of the conference and challenges students to take ownership of their progress by setting their own goals.

With the understanding that students will grow and develop at their own rate and time, our faculty members thoughtfully prepare each evaluation and placement to ensure each student maximizes their individual potential.

Grading Rubric

Attendance

40% of the overall dance grade

Engagement

30%

Technique, Execution, and Enrichment

30%

Enrichment is conditioning, modern, and character classes.

COMMUNITY EXPECTATIONS

All students are expected to respect all facilities on campus, both buildings and grounds. It is expected that all students will respect each other in a caring and supportive manner. It is expected that all dancers will attend all classes, electives, and rehearsals that are required of them. They are expected to be on time and prepared to participate promptly at the beginning of the activity.

DRUG AND ALCOHOL POLICY

The following applies to students who participate in the Professional Division in addition to the Walnut Hill drug and alcohol policy and consequences found in the student handbook.

During the period of rehearsal and performance of a Dance Department production, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, alcohol; marijuana; or any controlled substance.

The consequence for a violation is as follows:

The student may be suspended from rehearsals, crew assignments and performances at the time of the offense at the discretion of the Director of Dance in consultation with the Dean of Students. If the Dean of Students office confirms, following an opportunity for the student to be heard, that a disciplinary violation occurred, the student shall be dismissed from the production.

PHYSICAL CONTACT

Boston Ballet acknowledges and adheres to strict principles and guidelines regarding physical contact with students. Activities such as dance are physical by definition. The safety of students is paramount, and in many instances, dance education is made safer through appropriate physical contact.

Appropriate physical contact includes:

Spotting a student so that he or she will not be injured by a fall or piece of equipment; positioning a student's body so that he or she more quickly acquires an athletic skill, gets a better sense of where his or her body is in space, or improves balance and coordination; making students aware that he or she may be in harm's way due to other practicing students, or equipment use; releasing muscle cramps; celebratory gestures such as high-fives; or consolation gestures such as hugging in a public place.

DIVERSITY, EQUITY, AND INCLUSION

At Boston Ballet, we believe that as a world-class dance, education, and cultural institution, we are stronger when we foster a diverse and inclusive community in our staff and leadership, on our stage, in our studios, and in our audiences. Toward this goal, we engage and value people of all ages, abilities, races, ethnicities, religions, sexual orientations, gender identities, socio-economic levels, and language. Doing so ensures the longevity of our organization and the vitality of our art form.

GENDER IDENTITY POLICY

Boston Ballet School welcomes students to participate in our programs consistent with their gender identity. We are committed to ensuring all students are welcomed in our space and our inclusion efforts continue to be active and ongoing. Therefore, for purposes of dance participation and education, we defer to the determination of the student and/or their parent/guardian regarding gender identification. After joining the school students will purchase dress code based on their gender identity.

DRESS CODE

The students at Boston Ballet Professional Division at Walnut Hill School for the Arts adhere to a specific dress code, as detailed in registration materials. Please find the 2021-2022 dress code which lists Bloch as the recommended ballet slipper, and Wear Moi as the required leotard and official dress code for Boston Ballet School.

The primary stores in the area that sell to our students are [Dance this Way](#), [Dancer's Image](#), and [On Your Toes](#). They are all informed and have placed their orders.

Families are welcome to purchase the dress code online at wearmoi.com. They can use the discount code BBS2021 to save 10% on orders.

All students are expected to maintain a neat appearance. Long hair must be worn in a bun and short hair must be pulled back off the face. For the safety of the students, only simple stud earrings are permissible. Leg warmers or other warm-up gear are not permitted in class.

LADIES' DRESS CODE

TECHNIQUE AND POINTE CLASSES

Leotard: Monday through Friday

Wear Moi leotard in black.

Wear Moi runs small. Size up.

All ladies must own the Galate style (required)

Additional approved styles: Cabuki, Candide, Milo and Ulena

Leotard: Saturday

Any color or style leotard maybe worn during classes and rehearsals on Saturdays only.

A simple black skirt may be worn in select classes designated by your instructor.

Tights

Students should choose the color which is closest to their ballet/pointhe shoe color

Ballet slipper recommendations

Bloch brand

Performa Stretch Canvas SO284G/L, Pump Canvas SO277L, or Pro Elastic SO62IL

Pointhe shoes

Pointhe shoes should match student's selected tight color.

LADIES' DRESS CODE

CHARACTER CLASSES

Leotard

Wear Moi Dress Code Leotard

Tights

Students should choose the color which is closest to their ballet/pointe shoe color.

Weir Moi Skirt

Fado style, in black

Character shoes

Bloch brand:
Ladies Diva Black Character Shoes

LADIES' DRESS CODE

MODERN CLASSES

Leotard

Wear Moi Dress Code Leotard

Modern tights

Bloch black footless tights

ADDITIONAL EQUIPMENT NEEDED FOR LADIES' CONDITIONING CLASSES

Cross-training sneakers

Yoga mat

Resistance loops

MEN'S DRESS CODE

TECHNIQUE AND VARIATIONS CLASSES

Men's leotard

Wear Moi, in white

All men must own the Oberon style

Additional approved style:

men's cap sleeve white fitted t-shirt

Tights

Wear Moi

All men must own the Alban style in grey

Socks

Students may wear any plain, thin, white mid-calf socks

Ballet slipper recommendation

Bloch brand, white

Performa Stretch Canvas SO284M

or Pump Canvas SO277M

Thong style dance belt

MEN'S DRESS CODE

CHARACTER CLASSES

Dress code leotard or t-shirt

Grey tights

Black jazz shoes

ADDITIONAL EQUIPMENT NEEDED FOR MEN'S CONDITIONING CLASSES

Cross-training sneakers

Yoga mat

Push-up handles for floor

Ab-roller wheel

10 lb. set of free weights

Resistance loops

ATTENDANCE POLICY

The shared work students do with peers and teachers is fundamental to learning and to the Core Values of Growth, Community, Excellence, Creativity, and Respect. When a student skips any class, they are not engaging in Walnut Hill's mission.

Dance Attendance is taken per class each day. To be marked present for an in-person class, a student must be in the studio or Zoom meeting and ready to work.

Excused Absences are classes missed with permission for reasons such as illness, programmatic obligation, or senior college visits. When a student knows in advance that they will be absent, they should communicate with teachers in advance.

Unexcused Absences are classes missed without permission for reasons such as sleeping through, traveling on non-travel days, or being more than 10 minutes late to a class.

Tardies are instances of being late to class by 10 minutes or less. A concerning pattern of tardies may lead to other attendance consequences.

Observing Requests are granted for students with injuries and minor illness. They will be marked present. Students must communicate with Ms. Lewis and Ms. Weese regarding an observing request. This request will be in conjunction with support from the Physical Therapist and the Health Center. Unsupported accrued observances may result in an unexcused absence. Students observing a class need to have their camera on and have their entire face showing in the frame. If a student needs their camera off due to extenuating circumstances, they are expected to make the request in advance of class.

Leaving Class Early students dismissed early from class for medical reasons must go directly to the health center to check-in with an adult for further care and support.

DANCE ATTENDANCE COMMUNICATIONS

FIRST	Unexcused absence will result in a check-in email to the student
SECOND	Unexcused absence will result in a progress report to the student, parents, and advisor
THIRD	Unexcused absence will result in a drop in their dance grade

ABSENCE THRESHOLD POLICY

Students occasionally need to miss class for illness, medical appointments, and other family obligations (i.e., funerals) as approved by Student Life. However, our program is built with participation as an essential element. The absence threshold is 5 absences in the same academic course in one quarter, and 10% of any one arts class. This is a total number of absences, both excused and unexcused.

ILLNESS

Boarding students must check in with the health center before dance classes for their absence to be excused.

PERFORMANCES

Students must take technique class in its entirety to be allowed to safely rehearse for department productions. If a student is injured for a lengthy period of time, their performing privileges may be reduced or revoked.

CONTACT LIST FOR EXCUSED ABSENCES

Day Student Parents must leave a message at 508.652.7821 (the Attendance Line) the morning their student is ill and unable to attend classes, or email **attendance@walnuthillarts.org**

1. Health Services/School Nurse 508.650.5030
2. Student Services Office (family obligations, travel delays). Planned events must be approved ahead of time by reaching out to the Dean of Students (**mcassel@walnuthillarts.org**) Students are not excused for family obligations outside of the travel day calendar.
3. College Counselors (Senior college visits and auditions) Nadine Abigaña, Interim Director of College Counseling, **nabigana@walnuthillarts.org**. Students must follow the college visit/audition protocol and complete all necessary paperwork prior to any absence.

THE AT-HOME STUDIO

TECHNOLOGY NEEDS AND SUGGESTIONS

ZOOM SOFTWARE

All live programming will take place on Zoom. In advance of the program, students should install the Zoom app on all devices that they may use this year (laptops, desktops, mobile devices, etc.). During the program, students will log into Zoom using their Walnut Hill email addresses.

In order to gain access to programming, students **MUST** be logged into Zoom with their Walnut Hill accounts. In the interest of security, only users with Walnut Hill email addresses will be admitted to any classes or meetings.

SCREEN / DISPLAY

For dance classes, it is suggested that students use the device with the largest screen so that they have the best possible view of the faculty member leading class. As faculty will be doing full-body demonstrations during classes, it will be important that students are able to see.

VIDEO

Just as it is important for students to see the teacher, it will be equally important for our faculty to see each student. Faculty will only be able to offer individualized correction and feedback if they can clearly see a student's full body –especially their feet! Students should make sure that their cameras are positioned in a way that can capture their full body from a distance.

Students should also make sure that the lighting in their at-home studio is conducive to being seen well on camera. For example, if a student is positioned between the camera and a bright window, they will be silhouetted and the faculty will not be able to properly view their technique. For the best results, light sources should be positioned in front of a student, rather than behind.

AUDIO

Because devices may be a good distance away from the student in order for the camera to capture the student's full body, students should make sure they are able to clearly hear the instructor and the accompanist. If students have headphones or Bluetooth speakers that can be connected to their devices, it is suggested that students use them for all Zoom classes.

Students should also make sure that their device has a microphone. This will allow the student to communicate quickly and effectively during classes. This ability will be especially important during a program's academic classes.

INTERNET

If possible, connecting with an Ethernet cable instead of Wi-Fi is recommended. Zoom's quality and reliability can be improved by plugging your device directly into your internet router, as an Ethernet cable sends video and audio signals faster and more efficiently. The less delay you have in seeing and hearing, the more in sync you will feel with the class.

STUDIO SUGGESTIONS

When setting up an at-home studio, the top priority is student safety. This should be the main consideration whether a student is purchasing materials or using what is already readily available to them at home. See the next page for additional details and suggestions.

BARRES

Students do not need to purchase or make their own ballet barres. A tall, sturdy chair will work just fine so long as it is safe and comfortable for the student. Ballet barres are typically between 34 and 44 inches.

If you would like to purchase a barre or build one on your own, see below for some options we have put together:

[Portable barres to purchase](#)

[DIY metal barre](#)

[DIY PVC barre](#)

SPACE, FLOORING, AND TAPE

Students do not need a large amount of space. Faculty will be able to modify combinations so that students can fully participate even with limited space, and a 4' by 6' area will suffice.

Students should incorporate some sort of softer flooring into their home set-ups. A list of options can be seen on the next page. Even with added flooring, students should be very conscious of what type of surface they are dancing on or laying their flooring on. If dancing on carpet, students should put something more solid (plywood, etc.) down and then lay their marley on top of this.

PRODUCT	DESCRIPTION	NOTES	PRICE
Harlequin Dance Mat	A 60" x 72" roll of marley	Two options for floor type Cascade: Boston Ballet uses this in its studios, over sprung floor Studio: Thicker, softer flooring used by Boston Ballet for shows on the go, when a sprung floor is not possible	\$75
Rose Brand Adagio Floor	A roll of dance flooring with a width of 63" and a customizable length	Best if the Harlequin Dance Mat's length of 72" will not fit in your space.	\$22.50 per foot (length)
Rosco Reversible Dance Floor	A roll of dance flooring with a width of 63" and a customizable length	Best if the Harlequin Dance Mat's length of 72" will not fit in your space. Both the top and bottom sides are viable flooring options. Options are black/white or black/gray.	\$15.10 per foot (length)
Harlequin Practice Mat	A 40" x 40" square of Cascade marley; includes carrying case	Smallest option. Best for portability. The same marley Boston Ballet uses in its studios, over sprung floor.	\$99
Shower Pan Liner	A 72" x 120" roll of PVC membrane	An example of a more outside-the-box, budget-sensitive solution to creating a space.	\$54

PLACE THIS BELOW MARLEY FOR ADDED THICKNESS AND SAFETY

Foam Gymnast Mat	24 square feet per product	A great product to put under your marley instead of plywood or a sprung floor. Many other options for a similar product exist online.	\$20
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Any of the above options will work on carpet if a hard surface (a sheet of plywood, the foam gymnast mat, etc.) can be placed beneath the marley.

The below options, however, include hard flooring in addition to marley.

Harlequin Enthusiast Home Studio Kit	A 75" x 78" roll of marley with a roll of bamboo flooring	Better for use with carpet (because of the bamboo floor)	\$279
Harlequin Professional Home Studio Kit	A 72" x 72" roll of marley with sprung floor panels	Optimal for use with carpet (because of the sprung floor)	\$875

If your flooring solution needs to be taped down to whatever surface it is on, a vinyl tape will typically be best suited for taping on top of hardwood floors.

BE SURE TO TEST ANY TAPE BEFORE APPLYING IT TO HIGHLY VISIBLE PARTS OF YOUR FLOORS.

BENEFITS OF BEING A PART OF BOSTON BALLET

ATTENDING BOSTON BALLET PERFORMANCES

Attending ballet performances is an integral part of a dance education and helps to foster a deeper understanding of the artistry and skills involved in ballet. Students will receive complimentary tickets to select Boston Ballet productions throughout the year.

PARTNERSHIPS AND EXCHANGES

Select students are invited to participate in one of our exchange programs with other prestigious ballet schools including Palucca University of Dance in Dresden, Germany, Canada's National Ballet School, the Royal Danish Ballet in Copenhagen, and the Paris Opera Ballet School.

Boston Ballet School's Professional Division at Walnut Hill is an official partner school of the prestigious Prix de Lausanne international competition. We are also participants of the Assemblée Internationale, an unparalleled global ballet event, established by Canada's National Ballet School. Assemblée Internationale is an Olympic-caliber gathering of the world's top pre-professional dancers and artistic directors from leading ballet schools that takes place in Toronto every 4 years.

MENTORSHIP PROGRAMS

COLOR OUR FUTURE

In its pilot year, Color Our Future offers students the opportunity to build relationships with Boston Ballet company dancers in an effort to create a more inclusive environment for the future of ballet. Mentors and students will partake in events such as master classes, discussions surrounding racial equity in ballet, and more. Events occur on a bi-monthly basis and in addition mentorship is available to students outside of these scheduled events. A brief application process is required to participate.

YOUNG PARTNER MENTORING PROGRAM

Now in its third year, the Young Partner Mentoring Program is an opportunity for Professional Division students to cultivate relationships with the Young Partners of Boston Ballet. Students are invited to connect with mentors at small group gatherings during the year to gain experiences from a young professional resource. In the past, this group has enjoyed activities such as speed mentoring, a city tour (led by mentors), job-hunting workshops, and a cooking class. A brief application process is required to participate and students must be between the ages of 16-18 to apply.

2022-2023



WALNUT HILL
SCHOOL FOR THE ARTS

**MUSIC
DEPARTMENT**

STUDENT
HANDBOOK

DEPARTMENT MISSION

The Walnut Hill Music Department educates dedicated young musicians in a creative community that believes in the power of music as a force for good in the world. Our unique partnership with the New England Conservatory engages our students in a comprehensive music curriculum delivered at both schools. We value artistic excellence and prepare our graduates to thrive in a conservatory, university, or college setting.

Faculty List

Jennifer Elowitch, Director of Music
Laura Thielke, Director of Chamber Music
Teresa Winner Blume, Head of Voice
Whitman Brown, Head of Theory and Composition
William Cooper, Music Theory, Music History, and Composition Teacher
Elaine Smith-Purcell, Vocal Coach, Diction Teacher, and Music Director
Matthew Anderson, Voice Teacher
Jung-A Bang, Pianist and Chamber Music Coach
Gina Beck, Voice Teacher
Beth Canterbury, Voice Teacher
Lisa Caliri, Secondary Piano Teacher
Hannah Shields, Secondary Piano Teacher
Doina Simovici, Secondary Piano Teacher
Ryan Yure, Chamber Music Coach
David Zoffer, Jazz Ensemble Director and Jazz Arranging/Composition Teacher

CURRICULUM

The Music Department curriculum is designed to meet the individual needs of each student. As such, entering students are placed in leveled Music Theory and Solfege according to initial assessments.

All students receive weekly private lessons in their major instrument, either through New England Conservatory or at Walnut Hill (in the case of voice and composition majors). All students participate in a Large Ensemble, Piano Seminar, or Jazz Band at the New England Conservatory.

CHAMBER MUSIC

Chamber music is the foundation of our on-campus instrumental performance program.

Repertoire

Each semester, students are placed into a chamber ensemble of Walnut Hill music majors that participates in performances throughout the term. New pianists usually do not participate in chamber music until Spring Semester. Repertoire is wide-ranging, and our goal is for each student to participate in ensembles of different styles and genres during his or her time at Walnut Hill.

Instrumentalists may also elect to participate in an additional ensemble through the New England Conservatory (NEC). There is an extra fee required to participate in NEC chamber music.

Rehearsals and Coaching

Weekly coaching sessions help to develop important technical, musical and interpersonal concepts. Coaching sessions are similar to classes, and nothing else should be scheduled during assigned coaching times.

Ensembles are expected to rehearse without a teacher present at least 2 hours per week, in addition to the weekly coaching sessions. This significant aspect of our program helps to inculcate good listening and organizational skills so that students grow in their ability to evaluate their own playing and to learn how to courteously communicate ideas.

Chamber Music Juries

At the discretion of the Director of Chamber Music, all chamber groups will periodically be asked to perform a short examination/audition. This enables the faculty to provide the groups with valuable feedback from multiple perspectives before concerts. These juries are evaluations of students' progress and development.

VOICE PROGRAM

Like being a professional athlete, being a professional classical singer requires many years of training to build and refine skill, strength, stamina, and artistry. It takes time, patience, physical maturation, diligent practice and thoughtful guidance. Some of the necessary skills you will acquire during your study at Walnut Hill include:

- Discipline
- Routine practice habits
- Good vocal health and hygiene
- Vocal Repertoire coaching, collaborating with a pianist
- Diction in classical voice languages (English, Italian, French and German)
- Exposure to standard art song and classical vocal repertoire
- Basic stage comportment, acting and movement
- Recital planning and performance
- Accurate musicianship
- Expressive artistry
- Master Classes from a wide range of professional musicians and musical artists.
- Choral music
- Ensemble singing
- Being a good and supportive colleague, and the kind of person that others want to work with

Recommended Supplies

Singers should maintain two three-ring binders dedicated solely to vocal music. They should be identical in content, so that at lessons or rehearsals you can provide one to your teacher/coach/accompanist and still have one for yourself. A good binder has clean, flat, double-sided piano-vocal music pages that turn easily, with no parts missing (including bottom staff of piano accompaniment), and all cuts clearly marked. Each song should have a clearly labeled tab so that it is easy to find.

Voice Lessons

Singers receive 14 50-minute lessons per semester, or 13 lessons plus a jury. There are approximately 16 weeks in a semester. Expect to begin lessons the second week of classes. **Students must share their complete schedule with their voice teacher as soon as it is available in order to schedule a weekly lesson.** Please see the “Missed Lesson” policy explained in the Secondary Lesson section below. Students should keep track of their attendance with their teacher to ensure all lessons are counted. Students must schedule any owed makeup lessons in a timely manner before the end of the semester.

During your lesson, you will work on vocalizations and exercises to develop vocal coordination and improve skill. You will also work to apply your vocal technique with artistry to the repertoire you are learning, and to plan the various repertoire you need to acquire for performances throughout the year. All repertoire should be approved by your teacher and worked on in your lesson before presenting in public master classes, juries, auditions, etc.

New students may express their preference of teacher via the Google Form “Teacher Preference Survey.” Most singers should expect to study with the same teacher for their entire time at Walnut Hill. In the rare event you feel that you need to change teachers, consult directly with the Head of Voice.

VOICE PERFORMANCES

You will have many performance opportunities at Walnut Hill. Plan ahead for the repertoire needed for these performances. You should not present any piece that has not been worked on in your voice lessons and coaching sessions. Your vocal health is of prime importance, so pace yourself, plan, practice, and trust the guidance of your teachers.

Voice Juries

Juries occur toward the end of each semester. This is effectively a “final exam” in the form of an audition presented to the entire voice faculty (not open to the public). Written comments will follow. Your performance should be a reflection of your semester’s progress and should show you at your best. Fall Juries will double as casting auditions for the Spring Classical Voice/Opera Showcase.

Jury repertoire needs to be approved by your Voice Teacher. Repertoire requirements, at discretion of teacher:

- Freshmen: 3 pieces (at least one in English, at least one other language)
- Sophomores: 4 pieces (at least one in English, at least one Italian and one other language)
- Juniors: 5 pieces (at least one English, one Italian, one German and one French)
- Seniors: 6 pieces (same as above)

Voice Recitals

Seniors will perform a senior recital as demonstration of their growth over the course of their training. Other students may choose to present solo recitals (often in groups), pending the approval of their voice teacher and the Head of Voice.

Accompaniment (Voice Program)

An accompanist will be provided during the following performances:

- Voice Department Auditions
- Departmental Recitals
- Juries
- Senior Recitals (includes one dress rehearsal and one recital performance)

Please note: Students should never pay a faculty or staff member directly for rehearsals or performances at Walnut Hill. If a student needs accompaniment that falls outside these required performances, any charge must be approved by the Head of Voice. In this case, accompanists’ hourly rate will be charged home.

VOICE AUDITIONS AND ENSEMBLES

Two auditions take place at the start of the semester: New Music student auditions and NEC Youth Chorale auditions. NEC Ensembles will help you gain valuable choral singing experience under excellent leadership. You must follow the attendance rules set forth by Youth Chorale. An audition will be held in December (Date TBA) to select student vocal soloists for the January Project.

Vocal Program Expectations

Singers are expected to be kind, considerate, punctual, responsible and disciplined. Please show up to all rehearsals and classes early, ready to learn. Practice daily, be prepared, and be kind to your peers.

Any behavior that is disrespectful to peers or faculty members, directly or indirectly, will simply not be tolerated and will result of engaging in the restorative process. In order to command respect in the professional world, it is very important that you practice giving respect now as a student. The professional singing world is a very small one. Make a habit of treating others as you wish to be treated. This is one of the most important skills you can develop to ensure success.

COMPOSITION PROGRAM

The composition program is designed to motivate and inspire composition students to acquire the technical means for personal expression. Composition students have their work performed three times a year on our New Music by Walnut Hill Composers series and also in February as part of New England Conservatory's Contemporary Music Festival. Students are expected to have at least one piece in each concert. Weekly private lessons culminate in the performance of recently-composed music by Walnut Hill instrumentalists, vocalists, and often by the composers themselves.

It is the responsibility of the composition student to find performers for each concert, in consultation with the student's teacher. In the Composition Seminar, which meets twice a week, composition students are exposed to some of the major influences in contemporary music through detailed analysis of representative scores, study various instruments and how to write for them, and compose quickly-written pieces that are read in class. Composition majors either sing in Youth Chorale at NEC or may choose instead to participate in Piano Seminar.

JAZZ PROGRAM

In addition to a comprehensive jazz program delivered on Saturdays at the New England Conservatory Preparatory School (see below), Jazz Majors are members of a Walnut Hill Jazz Ensemble and take a Jazz class on campus every semester. Jazz students also participate in our on-campus Music Theory Curriculum at least through Theory I. Optional courses for Jazz include Music History (seniors only) and Composition for Non-majors.

NEW ENGLAND CONSERVATORY

All Walnut Hill, music students are also students at the New England Conservatory Preparatory School, with varying requirements based on major. Most activity at NEC Prep takes place on Saturdays, and Walnut Hill provides bus transportation to and from the school. There are sometimes required concerts and special events on other days. In this case, transportation will be arranged by the school.

Classical instrumental and jazz students study their instruments with private teachers from NEC on Saturdays or on other days of the week. Private lessons for voice majors and composers take place on the Walnut Hill campus.

NEC activities for Walnut Hill students in addition to private lessons:

- Classical pianists are required to take Piano Seminar each semester
- Jazz students follow a Saturday curriculum developed by the NEC Prep Jazz Department, including jazz combo and classes.
- Voice majors are required to sing in Youth Chorale (Thursday evening rehearsals)
- Other instrumentalists and composers are required to participate in an NEC large ensemble
- All Walnut Hill students may choose to take additional classes at NEC with the recommendation of the Director of Music. Some additional activities require an extra fee.

DAILY ARTS SCHEDULE

The Arts Day schedule in the Music Department is highly individualized according to the principles outlined above. Therefore, there is significant variety in schedules among all of our students.

CLASSWORK AND PRACTICING EXPECTATIONS

The Music Department expects each student to practice daily according to the expectations of his/her individual private teacher. The amount of daily practice varies for different instruments/voice.

Though we expect committed and conscientious practice from each student, we are mindful of the need for regular practice breaks and time for relaxation. We recommend that each hour of practice include a break of at least ten minutes. Please report any music-related pain to the Director of Music so she can assist you in getting any medical help you may need.

We expect our students to complete all assigned classwork and homework on time.

PRIVATE TEACHER ASSIGNMENTS

Assignments to private teachers must always be handled through the Director of Music, who works with the Department Chairs at NEC Prep School to make these assignments. If you are awaiting a teacher assignment or are interested in changing teachers, please remember to speak with the Director of Music rather than contacting a teacher directly.

OFF-CAMPUS LESSONS

Though our instrumentalists study privately with teachers through the New England Conservatory Preparatory School, not all lessons can be held on the traditional Saturday NEC Prep School day. Private lessons should be held at New England Conservatory or at Walnut Hill. Exceptions to this policy may only be made by the Director of Music. When necessary, the Music Department covers the cost of transportation to one off-campus lesson per week in the student's major instrument.

Students who have permission to travel off-campus for lessons should see the Music Department Assistant to fill out the transportation request form by noon of the day prior to the lesson. Students should not expect to have department transportation if they fail to fill out the request form in the appropriate time frame. Students with extenuating circumstances will be considered on a case-by-case basis and should rely on their dorm parents and the AOC after work hours. Students must also follow all REACH request rules.

Students will have other programmatic opportunities off-campus, including auditions, competitions, master classes, rehearsals, performances, instrument repair, etc. Students should follow the same protocol for these activities and fill out the request form with the Music Department Assistant by noon of the previous day. The Music Department does not cover these costs and charges will be billed home.

Students should always confirm their transportation on the day of travel, as the time requested does not guarantee departure time.

COMMUNITY EXPECTATIONS

Attendance

- Attendance is required at all classes, rehearsals, and performances.
- If you are at school and feel sick, you may be excused from a class only with a note from the school nurse.
- New England Conservatory lessons and classes are also required, and attendance is monitored. NEC requires two weeks notice via email for any anticipated absence other than illness.
- Unexcused absences from required on-campus or NEC classes will result in detention.

Evening Concerts Off-campus

We encourage students to take advantage of the wonderful concerts offered in many venues in and around Boston if you have parental permission to do so. If you would like to attend a weekday off-campus concert, you must first obtain permission from the Director of Music. Weekend concerts do not require permission from the Director of Music, but you must always follow REACH protocols and obtain any necessary off-campus permissions.

On-campus Concerts

Our Music Department strives to create an atmosphere of support among all musicians. Music majors should attend all major department events including the following: chamber music, opera, voice department recitals, composition concerts, jazz ensemble, and other major events. Music majors are also encouraged to attend the solo recitals of their peers.

The Music Department also supports the work of the other departments on campus. We therefore hope that the Music majors will be good colleagues in attending the events of the Theater, Dance, Visual Art, and Writing, Film, & Media Arts Departments.

CALENDAR OF EVENTS AND IMPORTANT DATES

Please see the Walnut Hill school calendar and performance calendar online and the event calendars posted on the bulletin boards in the Music Department.

CONTRACT HOLDS IN THE ARTS

The Director of Music may request a Contract Hold in the Arts for any student who does not meet artistic or behavioral expectations in the Music Department. Students whose contracts are held may only re-enroll for the following school year if the contract hold is released by the Walnut Hill administration.

CELL PHONE POLICY

Cell phones may not be used in any Music Department class or during concerts and rehearsals.

MUSIC DEPARTMENT REPRESENTATIVES

Music Representative responsibilities:

- Take attendance at weekly Masterclass and department meetings
- Communicate Music Department activities to the student body through email and announcements
- Represent the Music Department in Community Council meetings and attend leadership events including the opening retreat
- Attend Department Representative meetings
- Communicate student concerns to the music faculty
- Assist music faculty as needed
- Present a positive attitude and encourage positive relationships among music students, music students and the faculty; music majors and other majors; and the Music Department and the rest of the Walnut Hill community.

An ideal candidate is a student who is respected by their fellow musicians, treats others kindly and fairly, and maintains a level-headed, efficient, and organized way of getting things done. They should care about Walnut Hill and the Music Department and be willing to contribute positively to our community.

Music Representative Selection Process

Students are nominated in the spring term, either by their peers or by self-nomination. If the nominee accepts the nomination, they must prepare a 1-2 minute speech to present at the weekly Department Meeting. All non-senior music majors are eligible to vote and the winner must be approved by the faculty in order to become a representative for the following school year.

BUS CAPTAINS

Responsibilities:

- Take attendance on Saturday bus trips (mornings and evenings) as assigned
- Help encourage and ensure safe and respectful behavior on buses
- Communicate with students, dorm parents, and the AOC as necessary
- Follow established emergency procedures if necessary
- Attend meetings with the Music Department Program Manager
- Safeguard the Bus Captain sheet and make sure it is returned to the Music Department Assistant

Selection process

Students may fill out the Bus Captain Application form in the spring term. A vote of the faculty decides the bus captains for the following year. **Students must have a Social Security Number in order to be a bus captain.**

PRACTICING

Access and Practice Areas

Music (majors and secondary) and Theater students have access to the Highland basement practice rooms with their student ID cards. All other students must apply to the Music Department to arrange this access.

Highland Hall practice rooms and teaching studios

Monday through Thursday	7:00am to	10:00pm
Friday and Saturday	7:00am to	11:00pm
Sunday	7:00am to	7:45pm

Amelia Hall

Monday through Friday	9:00am to	7:45pm
Saturday and Sunday	10:00am to	7:45pm

Eliot Hall teaching studios and Boswell Hall

Monday through Friday	9:00am to	7:45pm
Saturday and Sunday	10:00am to	7:45pm

ATC Rooms (requires special permission)

Monday through Thursday	7:45pm to	10:00pm
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Dorm Rooms (muted, non-amplified instruments)

Monday through Friday	1:00pm to	7:00pm
Weekends	Ask dorm parents	

Practice Room Guidelines

Students may reserve a practice room(s) for a total of up to two hours per day using the sign-up sheets posted daily in the basement of Highland and in the Eliot Music Office.

Beyond the two-hour sign-up limit, students may still use open practice rooms but may not make a reservation.

Before signing out a practice room right at the same moment you want to use it, please check to see if someone is already practicing in the room. **If someone is already using the room, you may not suddenly sign up for that room and ask the person to leave.**

Pianists have priority for practice rooms with pianos.

Practice room windows must remain uncovered and lights must remain on.

No eating or drinking in the practice rooms. Water in a closed container is allowed.

Practice rooms must be used for practicing and are not spaces for socializing.

No personal belongings should be left in the practice rooms, and rooms may not be “claimed.”

No garbage may be left in the practice rooms.

If you leave a room for more than 15 minutes, you have forfeited the room.

Students should report any problems with pianos or practice rooms to the Music Department Program Manager and fill out a repair request form available in the music office.

E-LIST (EVENING PRACTICE LIST)

Weekly Recurring E-List

In the beginning of each semester, students may apply for weekly E-list through the online E-list Request Form. Students will be granted 1-4 nights of E-list based on their grade level. Students should aim to find practice time during the day, since space is limited. Those with extenuating circumstances should meet with the Director of Music.

Daily E-List

Daily E-list will be granted on a first-come, first-served basis to students that request it (in person or through email) to the Music Department Assistant. These requests may only be for that same evening. Students can request for other students in their chamber group if using the time for a rehearsal.

PIANOS

Walnut Hill has invested considerable resources to provide the best pianos for our students. Please take care of them! Students should never put anything on top of the pianos and should not eat or drink in practice rooms (except water in a closed container). If there is a problem with a piano, please email the Program Manager right away to describe the location and specific problem.

HUMIDIFIERS

Walnut Hill has both room humidifiers and “Dampchasers” (humidifiers attached to pianos) in several rooms during heating season. Please be sure to use the following guidelines:

- Never unplug a humidifier
- If you need to temporarily quiet room humidifiers (Boswell, Amelia, Highland Hall basement hallway), you may bring it down to the whisper setting “FI” by pressing the top “Speed” button. Please be sure to turn humidifiers back on before leaving the rehearsal.
- If you find a room humidifier is off, please turn it back on by pressing the red button.

LOCKERS

Music Majors are assigned lockers by the Music Department Assistant at the beginning of the year.

RECORDINGS

The Music Department has several options for those students making recordings for auditions and competitions, as follows:

Pre-screening Recording Sessions for Seniors

The Music Department Program Manager will coordinate with a professional recording engineer to set up required college audition pre-screening recordings in Boswell Hall.

Seniors may sign-up on a first-come, first-served basis. The cost of required pre-screening recordings (using our designated accompanist and recording engineer) will be covered by the Department of Music.

2022-2023



WALNUT HILL
SCHOOL FOR THE ARTS

**VISUAL ART
DEPARTMENT**

STUDENT
HANDBOOK

MISSION AND CURRICULUM OVERVIEW

We believe in the value of personal growth through training in visual art. By practicing and acquiring skill, knowledge, and experience in a range of mediums in the studio, students derive benefits that represent the core of the art-making process itself: personal expression, self-discipline, resourcefulness, and the role of visual art in the world and culture at large.

A collaborative studio environment, which includes intensive training and high expectations, helps each young artist develop their own individual vision and artistic voice. As students develop and grow through the language of art, they gain a sense of themselves, a pride in their own motivations, and satisfaction in a sense of purpose.

Our curriculum requires that each student explore and gain technical skills in a diverse range of studio practices. Developing as well-rounded young visual artists, they build a balanced portfolio and gain a broad understanding of the art-making process through their experiences in the studio. Most students will take four studio classes per semester. It is important that all students work in 2-D and 3-D mediums throughout the school year, as well as other components of the curriculum, such as darkroom photography and computer-based art processes. The goal is to experiment, try different mediums, gain new skills, and take full advantage of the curriculum available at Walnut Hill.

In each studio class, students will be evaluated and graded on the quality of the artwork they produce, the growth they have shown throughout the semester, and the effort and attitude that they have consistently demonstrated in the class.

DEPARTMENTAL CITIZENSHIP AND PERSONAL RESPONSIBILITY

The Visual Art Department studios are busy shared spaces; they can get messy and crowded quickly. This is a very lively and dynamic environment, and it requires that all students do their part to help it run successfully for everyone. Cleaning, putting supplies away, carefully respecting the artwork and supplies of others are all critical components of the “trust” that goes into making a shared studio a successful and welcoming environment. In other words, we are all in this together. We have to work together to make it thrive.

HEALTH AND SAFETY

Contemporary safety practices are adhered to in all studios and only the most up-to-code materials are used in class. Students are instructed as to the proper dos & don'ts when learning to use various artistic supplies and tools. Moreover, in our studios we only use materials that can be properly handled, ventilated, and disposed of. All faculty keep current with these processes and regulations. The safety of our students and young artists is always our top priority.

Working in an art studio and learning to safely handle the materials used (oil paint, photo darkroom chemistry, ceramics, sculpture tools, etc.) is an important part of the training and learning process for any aspiring young artist. All students in the Visual Art Department participate in this effort, both individually and as part of a group working in a shared space. At Walnut Hill School for the Arts we (faculty and students) take this responsibility very seriously.

RESPECT, KINDNESS, AND PERSONAL CONDUCT

Artists learn from other artists. A crucial part of growing as a young artist (and a young person) is developing a sense of humility about yourself and your artwork, while also developing a curiosity and interest in the work of your peers. You have a lot to learn from one another. For this dynamic and healthy exchange of knowledge to take place, all students need to feel welcome and supported while they learn and grow as young artists.

Working closely in the studio with friends and peers is an exciting, fun, and very important part of the artistic process, but it can also be stressful and tough at times. It is absolutely critical and REQUIRED that all students treat others with kindness, and with respect: for their artwork, for their supplies and materials, and of course for their persons.

The Visual Art Department strives to be a safe and supportive work environment, and it takes the effort and participation of all its members, faculty, and students, to make this a reality.

STUDENT SIGNATURE

I have read and fully understand the statements and policies communicated in the WFMA Student Handbook. My signature below confirms my understanding and acceptance of this information.

Signature

Date



2022-2023



WALNUT HILL
SCHOOL FOR THE ARTS

**WRITING, FILM
& MEDIA ARTS
DEPARTMENT**

STUDENT
HANDBOOK

WRITING, FILM & MEDIA ARTS MISSION

Writing, Film & Media Arts is home to storytelling on the page, the stage, and the screen. We believe that process is equal to product and that a multi-disciplinary arts experience prepares students to be versatile creators. In an environment that supports collaboration and growth, our students generate original ideas and explore a variety of practices in order to develop distinct voices and innovative work

Our program strives to embody the school's core values of creativity, community, respect, excellence, and growth. The purpose of this Handbook is to make clear the expectations and policies we ask our students to uphold as members of the program. This is a living document. Any updates or changes will be communicated to students, parents, and administrators.

WFMA FACULTY

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Matthew Seifert, Film & Media
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CURRICULUM

Semester Requirements

WFMA students take five classes per semester. One of these classes is an Open Studio: a time to work independently or in a group on WFMA projects and assignments. The department expectation is that students will use Open Studio time to do programmatic work in a public space on campus, and not work at home or in their dormitory room.

Core Classes

Screenwriting, Playwriting, Poetry, Fiction, Nonfiction, Modern Media, Film Production, Documentary Filmmaking, Darkroom Photography, Digital Photography, Senior Studio, Songwriting and ColLaboratory (Collaborative Practices)

Special Projects & Performances

Rough Cuts/New Ink, Script to Screen Filmmaking Intensive, Black on White: Readings and Screening, Special Projects with Visiting Artists, Collaborations with other departments and organizations.

Class Placement

Each year, students will be placed in WFMA classes that allow them to experience each discipline the department offers. They are grouped into classes designed for grades 9 and 10 and classes designed for grades 11 and 12. Sometimes they are grouped into classes designed for new students or returning students. This model supports their development and progression through a curricular sequence. Any deviations from standard class placements are at the discretion of the Director.

Schedule

WFMA classes take place Monday through Friday between 1pm and 6pm. Students should expect to have programmatic commitments during the week until 6pm. There are a few occasions, throughout the year, where a WFMA student may need to be available in the evening and or on a weekend for a field trip, rehearsal, production shoot, or performance. For anything that is required, students will be notified well in advance of the date.

Evening Lists (E-List)

Weeknight E-list is a privilege and at the discretion of the instructor and Director of the program. It will be granted to students who have fully taken advantage of their program and studio time and are in good academic and community standing. It will be revoked if a student engages in rule-breaking behavior or is not using the time for programmatic work. Senior Studio and Senior Research/Directed Study Project Seniors in good standing will be placed in Senior Studio, where they will design semester-long individual projects that are both challenging and realizable under the guidance of an assigned faculty member. Seniors are to pursue this project in addition to producing acceptable or better work in their other WFMA and academic classes. They are expected to work independently and prodigiously outside of class, and evidence of not doing so will result in termination of the project.

Class Evaluations

Students will have the opportunity to evaluate their instructors and classroom experience at the end of each semester. This is a standardized practice across the department, with each evaluation being structured in the same way. The instructors are asked to reflect upon and utilize this feedback when planning future classes.

Assessment

All WFMA classes follow these parameters when determining a student's final grade:

60%	Assignments/Projects
30%	Participation
10%	Final Portfolio

60% of a student's final grade is based on effort and successful completion of course assignments and projects. This means demonstrating commitment and focus, with evidence that necessary time and care were taken during the process, and that all work was submitted in accordance with the individual teacher's deadline policy. Classes do not have a set rubric for artistic merit or achievement; a student's creative and artistic growth is tracked and measured individually.

30% of a student's final grade is based on student engagement and participation. Whether collaborating with peers or exploring a process individually, a WFMA student engages with and willingly embraces their work with a positive, open attitude. Additionally, they commit to remaining creatively energetic and flexible within the classroom environment. Participation is not quantitative (based on frequency) or measured by a student's outgoingness. There are many ways to engage authentically, such as asking questions that support an exploratory approach to the class or connecting with the teachers about the work outside the classroom. Any method of engagement that communicates support of and investment in the work will be recognized as positive. Students are not graded on how well they artistically achieve outcomes and results, though there is often a correlation between commitment, participation, and artistic excellence.

10% will be the successful submission (complete and on time) of an end-of-semester portfolio or project. This finished product should reflect any necessary revisions or edits to work created earlier in the semester. Late portfolio/project submissions will not receive full credit, but should be submitted so the instructor can comment on the student's artistic growth.

Late Work

Policies and consequences for late work vary from class to class, depending on medium and genre. Students are responsible for knowing and adhering to a teacher's specific deadlines and requirements for turning in work, and accepting the class penalty when work is late or missing.

Graduation Requirement

In order to graduate from Walnut Hill, a student must receive a passing Arts Curriculum Credit for each year they are enrolled as a student. This credit is based on the average of the grades they received in arts classes throughout a school year.

Attendance

WFMA classes meet only once or twice a week; consistent attendance is critical to success in the program. Attendance should be viewed separately from artistic ability or achievement, as there are tangible and intangible consequences of missing essential in-class parts of program. An unexcused absence (intentional skipping) in a specific class results in one point taken off a student's final grade for that class. Two or more excused absences (for health, family, college reasons) in a single class will begin to affect a student's engagement with their peers and the class material.

Six absences (excused or unexcused) in a once-a-week class or twelve absences in a twice-a-week class, will result in failure of that class. When students know they are going to be absent, they should reach out to their instructors in advance to arrange turning in work ahead of class and to find out what they will miss. If a student is unexpectedly absent, they need to be proactive in contacting their instructor as soon as able to make a plan for catching up and submitting work. Work turned in more than a week late may receive less than full credit.

The program will also track a student's cumulative absences across the curriculum. Ten programmatic absences overall will enact an attendance meeting that will set clear expectations and organic consequences for not meeting attendance expectations. Consequences for continual absences could be: loss of Senior Studio, restrictions or limitations on artistic projects or modified participation in readings, screenings, and performances. Twenty programmatic absences across the curriculum will result in a conversation with the Director of WFMA and the Director of Artistic Studies about whether the student is an appropriate fit for the program.

Students may not participate in outside projects that conflict with WFMA classes, film shoots, events, and performances. If students are heavily invested in outside projects that take priority over or affect their ability to achieve success in the program, this will signal a meeting with the Director of WFMA and the Director of Artistic Studies.

CELL PHONE/DEVICE POLICY

When a student is connected to the world of their phone they are not fully connected to the work at hand. The use of cell/smart phones and other personal electronic devices in WFMA classrooms, production shoots, and field trips is prohibited unless specifically permitted by the instructor, supervisor, or chaperone. A student's cell phone should be powered down and stored in a designated spot in the classroom. All social media, other forms of instant laptop communication, and recreational games must be turned off during class. If a student has a pattern of engaging in non-programmatic work in class, it will signal a conversation with the Director about engagement in the program.

ARTISTIC CONTENT

As a department, we believe in self-expression and creative exploration. Students are encouraged to dialogue with teachers as they consider and develop content in their work. We want our students to tell the stories they need to tell, and we ask that they tell them in artistic and age-appropriate ways. In that spirit, we do not allow the following to be directly depicted in writing or in images in any project shared with a student, teacher, or audience:

- graphic violence toward a human or animal
- nudity and graphic sexual content
- weapons
- smoking, alcohol consumption, drug use
- gratuitous profanity
- self-harm
- vandalism to property
- anything that might be construed as intentionally insensitive, personal, or confidential to a peer

SHARING ARTISTIC CONTENT, SOCIAL MEDIA, AND SCHOOL LOGO

Walnut Hill reserves the right to share student work on its website and other official School channels. In WFMA, this includes films, photographs, and works of writing.

Students may not post work from the program on their personal social media sites without permission of the Director. This includes creative exercises, classroom and production photos, in progress art-making, and finished products. Sites include, but are not limited to, Vimeo, YouTube, TikTok, Facebook, Twitter, Instagram, and Snapchat. Students should always ask permission before filming or photographing another person for a project and let those persons know that their image or performance may appear in screenings, shows, or online platforms.

The Walnut Hill logo cannot be used on any project or personal social media site without permission from the Walnut Hill Creative Department.

FILMING ON CAMPUS

On-campus shoots are at the discretion of the instructor, and any use of facilities other than the WFMA space needs to be approved beforehand by the Director of Production and Events and the instructor. Students are expected to maintain a professional atmosphere on all film shoots, going above and beyond in terms of respect toward their production crew, actors, and location.

EQUIPMENT USE AND CARE

WFMA uses specific types of laptops and video cameras for assignments. Students do not need to supply their own equipment. The department will provide each WFMA student with a new MacBook Pro for the duration of the school year, as well as access to necessary software, video cameras, and lighting equipment as needed for assignments.

We ask students to use the school-issued laptop for programmatic work, as it will contain the specific software needed for their classes. If they choose to bring their own personal laptop or camera, they will be responsible for matching the specific brand/model and required software, as the school's software licenses will not extend to personal devices.

Students are expected to demonstrate proper care and maintenance of the equipment at all times. Students need to submit a WFMA Production Form and receive the approval from the instructor before being granted permission to check out gear.

It is in the student's best interest to be entirely familiar with the gear they are checking out and to be attentive when using it in public spaces both on and off-campus. Students will provide proof of permission to shoot in any off campus location. Shooting in public shopping areas or on public transportation without proper permission is forbidden as it could result in the confiscation of the department's gear. Students should know they are liable for the equipment being checked out in their name. They should not allow another student to use or store equipment for them.

Any equipment returned late or damaged will result in a strike on the student's individual equipment record. After 3 strikes students will not be allowed to check out equipment and its use will be limited to class hours.

All students will review the department's Standards for Proper Laptop and Film Equipment Care and sign an Equipment Agreement that assumes responsibility and charges for the equipment and laptops in the case of negligence, damage, or loss.

ADDITIONAL MATERIALS

Some WFMA classes may require additional materials. Individual teachers will provide specifics for each class. All students are required to own and maintain an external hard drive for exporting and storing their work throughout their time in the program. Students will be notified of any other required supplies by or on the first day of class.

STUDENT SIGNATURE

In order to be a member of the Writing, Film & Media Arts Department, you understand and agree to uphold the expectations and policies communicated in the WFMA Student Handbook. Poor attendance, disrespect to peers and faculty, resistance to learning and growth, and/or reckless treatment of equipment will lead to conversations with the Director of Artistic Studies, exclusion from events and performances, referral for participation in the restorative process and/or disciplinary actions up to and consequences up to and including a contract hold or dismissal from the program.

I have read and fully understand the statements and policies communicated in the WFMA Student Handbook. My signature below confirms my understanding and acceptance of this information.

Signature

Date



2022-2023



WALNUT HILL
SCHOOL FOR THE ARTS

**THEATER
DEPARTMENT**

STUDENT
HANDBOOK

CURRICULUM

Weekly class schedules consist of acting, musical theater, design and production, movement (includes jazz, tap, and musical theater dance styles), individual vocal technique and individual musical theater repertory coaching. Each year the department produces two plays, two musicals, a touring children's theater production and a student-directed series of plays. Sophomores, juniors and seniors present final scene and song projects at the end of each year.

Audition and placement demonstrations are conducted at the beginning of each school year. Acting class placement is based on the student's grade level, freshman through senior year. Musical theater and movement class placements for new students are based on the student's skill and execution levels during the placement audition. Class advancement for returning students requires that the student completed the previous year's coursework with a B- grade average or higher and a successful placement demonstration evaluation by the faculty. A student not meeting both of these criteria will not advance. All musical theater and movement classes may be repeated for full credit.

The Design and Production curriculum is constructed to develop an understanding and appreciation for the work of designers and the art of collaboration, thereby facilitating each student's growth as complete theater artists. Skills in all aspects of technical theater – including scenic design, lighting design, costume design, and makeup application – are developed in class and through practical application in assigned work on productions.

REQUIREMENTS

All theater majors take Acting, Musical Theater, and Movement class each year and two years of Design and Production. In addition, theater students may take individual lessons in Musical Theater Repertoire with theatre faculty and individual voice lessons with voice faculty in the Music Department. Students are required to wear black clothing that allows them to move freely for all Acting and Musical Theater classes.

Theater majors, including those cast, must successfully complete assignments on production crews, or practicum, each semester. Crew assignments are made after casting and include production work in stage management, lighting, costume, scenery, rigging, props, running crew, and front-of-house operations. We strive to expose students to a variety of responsibilities, so that they gain a better understanding of the collaborative process and the many tasks necessary to mount a production. All assignments as well as casting are graded on a Pass/Fail basis. Failure to successfully complete these requirements will jeopardize a student's standing as a theater major.

ASSESSMENT

Assessment and evaluation in all theater classes is based on the individual growth and development of each individual student, rather than by comparison of one student to another. A thoughtful review of the individual learning process as well as the student's performance skills—the end product of their work—is the criteria for assessment. Process includes an ongoing evaluation of effort, progress, achievement, cooperation, preparation, and risk taking. Product evaluation focuses on the development and application of specific skills and techniques to presentation and performance. Strong acting requires skill and hard work. We do not grade solely on the basis of talent.

MIDYEAR AND END-OF-YEAR REVIEW

A meeting time between each student and the entire faculty is scheduled at the end of each semester. These meetings are intended to provide students and faculty an opportunity for reflection, feedback, and setting of future goals. The dialogue that ensues is prompted as much by the student as it is by the faculty, and furthers our continued desire to know each student as an individual.

AUDITIONS AND CASTING

Auditioning and casting occurs five times during the course of the year. All theater majors are required to audition for all productions and accept any and all casting or crew assignments. The Director of the production, in consultation with the Director of the Theater Department, makes all casting decisions. The actor best suited to the needs of the role and the play/musical regardless of the actor's grade level will be cast.

We cast actors on the basis of the quality of their audition, the attitude and work ethic of the student and the actor's emotional and physical compatibility for the role. The department chooses plays and musicals each year with the intention of using as many majors as possible. We attempt to provide students with opportunities to grow and develop as performers, and required auditioning furthers this goal. However, theater is a competitive, demanding art form and its inherent competition is part of the teaching and learning. It's integral to any serious theater casting process, and our program is no exception. In the audition situation, the only aspect an actor has control over is their preparation beforehand and execution in the moment. Casting is based on the artistic vision of the director and designed to communicate the story and the world of the play.

The complexities of casting do not allow us to guarantee roles for any student, but it is rare that a student leaves the program without being cast. Upperclassmen typically have the most experience and greatest need, with regard to casting. However, all casting is based primarily on successful, positive and healthy competitive auditioning, and a student's placement or year in the program is given secondary consideration.

The department believes and emphasizes that any measurement of success must go beyond casting. Because of the reasons cited above, casting is an inaccurate and misleading measure of the skills a student is acquiring and executing in the studio. The faculty supports the view that the true measurement of success needs to be a student working to their personal best.

When a young actor is not cast in a particular production, they she/he learn strategies for coping with disappointment and developing resilience. And while we recognize that the emotional stakes are high for adolescents, the ability to persevere in the face of disappointment is a life skill needed by everyone, not just by young actors. It's important to remember that not being cast in a particular production in no way inhibits the possibility of future success.

Casting is a process we use to place our students in the most appropriate roles for them. It is important to understand that we cannot remove its inherent and important role in the art form. Seniors are given casting priority.

Competition plays a role in our program and is manifested primarily in casting. This is a central point of discussion for our students and parents, and our goal is to be as transparent as possible. It is important to understand that we cannot remove its inherent and important role in the art form. As a faculty, we support positive and healthy competition in our program. It encourages and motivates students to strive harder for excellence than they would have without it. Healthy competition propels one beyond what the individual thought possible to realize that the competition is about pushing yourself to your limits and beyond. This artistic grit requires courage, taking risks, and doing one's best at something one cares about.

Being a theater major at Walnut Hill requires making a strong commitment to training and participating fully in all departmental scheduled classes, rehearsals, and performance opportunities. At times, this commitment may come into direct conflict with outside opportunities, and it's important that our program and its delivery always take priority.

OUTSIDE PERFORMANCES AND PERMISSIONS

Students interested in participating in an activity not sponsored by the Theater Department must have approval from the Director of Theater. A letter outlining the requirements of the activity must be presented to the Director IN ADVANCE of a commitment to the outside activity. Each request will be considered individually.

Students may not participate in an outside activity whose rehearsal or performance obligations conflict in any way with Theater Department scheduled classes, rehearsals or performances. Attempts made in the past to accommodate such conflicts were unsuccessful and are no longer permitted. Permission may be granted for a student to visit a college, attend a workshop or attend a summer program audition, but this decision must be made in consultation with the Director.