



# TABOR ACADEMY

Life at Tabor Handbook | 2022-2023



## **Tabor Academy Student Handbook Disclaimer**

Tabor Academy (“Tabor” or the “school”) Student Handbook (“Life at Tabor”) is published and distributed to members of the school community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at Tabor. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of “Life at Tabor”, so that each member of the community knows and understands our community expectations. While policies in “Life at Tabor” will generally apply, Tabor reserves the right to take actions that it determines to be in the best interests of the school, its faculty and its students. “Life at Tabor” does not limit the authority of Tabor to alter, interpret and implement its rules, policies and procedures, before, during and after the school year. “Life at Tabor” is for informational purposes only. It is not intended to create, nor does it create a contract or part of a contract in any way, including, but not limited to, between the school and any parent, guardian or student affiliated with or attending Tabor. Tabor reserves the right, in its sole discretion, to add, revise and/or delete school policies before, during and after the school year.

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# **TABOR ACADEMY CORE VALUES AND MISSION**

**TO INSPIRE A LIFE-LONG LOVE OF LEARNING**

**TO INSTILL A PASSION FOR THE HIGHEST STANDARDS OF ACHIEVEMENT**

**TO ENCOURAGE PERSONAL RESPONSIBILITY**

**TO FOSTER CARE FOR OTHERS AND COMMITTED CITIZENSHIP**

Tabor Academy is a rigorous, coeducational, college preparatory boarding and day school. Students demonstrating academic ability, strong motivation, sound character, emotional stability, and a willingness to participate fully in the school community stand to succeed. The school is founded on the belief that a healthy community finds common ground while embracing differences. Therefore, the community is accepting of a racially, ethnically, religiously, economically, and internationally diverse student body. Tabor students are expected to respect one another and care for their school.

Tabor's academic, artistic, athletic, and community programs provide distinctive opportunities to practice significant skills, to identify and pursue personal goals, and to achieve a genuine understanding of the relationship of self to environment. As "The School by the Sea," Tabor sustains a unique maritime heritage that embodies, in all its programs, the qualities a seagoing life requires: thoughtful preparation for and awareness of the wider world, perseverance, courage, good humor, a sense of direction and humility.

Tabor's faculty members commit themselves to balancing high demands with genuine affection for their students and to fostering relationships founded on the compassion, personal integrity, and trust that anchor Tabor's community.

## STATEMENT OF DIVERSITY AND INCLUSION

In our effort to cultivate a more diverse and inclusive school, the students, parents, faculty and staff at Tabor Academy recognize that our success is embedded in the combination of our community members' genuine understanding of the intricacies of diversity and the core values of our school's mission. That mission is rooted in the values of compassion, respect, trust, honesty, and personal responsibility.

While the term *diversity* is often associated with race, ethnicity and gender, its definition is much more layered. *Diversity* also speaks to one's socio-economic status, religious beliefs, mental and physical abilities, gender expression, sexual orientation, and even one's age. Additional differences include one's family structure, language(s) and geographic place of origin. We realize that the establishment of policies, practices and programs that highlight the interconnectedness of these layers will allow for true dialogue and collaboration within our school and, ultimately, support our endeavors to build stronger connections with local, regional, national, and international communities.

# **ACADEMIC LIFE**

## **GRADUATION REQUIREMENTS**

Each student earning a Tabor Academy diploma will have successfully completed a minimum number of required courses and electives, based on core requirements (below) and individual interests and needs. Full-year courses earn 1.0 academic credits and trimester courses earn 0.33 academic credits.

### **Minimum core requirements for graduation:**

- **English Language & Literature** – 4 credits

Students must be enrolled in an English course during every trimester at Tabor.

- **Mathematics** – 3 credits (4 recommended)

- **Sciences** – 2 credits of lab sciences

Biology required, typically in 9th grade; Chemistry recommended

- **History & Social Sciences** – 2 credits

Modern World History required in 9th grade; United States History required, typically in 10th grade

- **Modern & Classical Languages** – 2 or 3 credits

Minimum of two years of consecutive study at the high school level, through level 3 of a language.

Alternatively, completion of level 2 of two separate languages.

- **Visual, Music, or Theater Arts** – varies according to entry grade level; see arts requirement below.

### **Additional Requirements for Graduation:**

Students in 12<sup>th</sup> grade must successfully pass all full year and trimester length courses in their Spring Term (T3). Any student approved for a senior project must complete their project according to the standards outlined by the senior project committee to be eligible for graduation.

## **ARTS REQUIREMENT**

Tabor's graduation requirement in the visual and performing arts may be fulfilled through a combination of courses during the academic day and certain afternoon/co-curricular programs. Arts credits do not transfer from other institutions; however, the number of trimesters of required arts is prorated for students who enter Tabor after the 9th grade. **For a complete list of opportunities to earn arts units, please see the document entitled "Hon/Adv/AP Qualifications/Arts Units info" on the myTA resource board.**

The total number of Art Units required for graduation is as follows:

- For students who enter in 9th grade: 6 trimesters/units
- For students who enter in 10th grade: 4 trimesters/units
- For students who enter in 11th grade: 2 trimesters/units

## **REQUIREMENTS FOR NAVAL HONOR**

As a United States Navy-designated “Naval Honor School,” Tabor is authorized to award a Naval Honor citation to graduating students who have successfully completed necessary requirements within our Nautical Science curriculum. In the spring of senior year, eligible Naval Honor candidates are required to submit a brief application to the Nautical Science department faculty for final approval, with consideration given to overall experience and competence in Nautical Science, as well as demonstrated leadership and/or academic proficiency.

Naval Honor Certification requirements (5 or more of the following credits with a minimum overall average of 80):

- Service as a TABOR BOY Officer (two seasons minimum) [1 unit]
- Any trimester-length Nautical Science course [1 unit]
- Celestial Navigation [3 units]
- Maritime History [1 unit]
- Tabor sponsored ocean research/environmental education experience [1 unit]

## **SUMMER STUDY**

In general, summer work (unless required by the school), may not be counted towards fulfillment of the graduation requirement; however, in some cases summer work may count for advancement credit. Students should discuss plans with the Dean of Academics and the Department Chair in question. Summer courses and associated grades do not appear on the Tabor Academy transcript, and do not factor into the Tabor GPA, but may be submitted to colleges in addition to a student’s Tabor record.

## **TRANSFER OF CREDITS**

Students who join Tabor Academy after 9<sup>th</sup> grade may apply coursework from previous school(s) toward graduation requirement credit. Credits eligible for transfer will be determined by the Academic Office. Courses taken at other schools are not included on the Tabor Academy transcript and the grade is not factored into the Tabor GPA.

## **STUDY ABROAD CREDITS**

With permission, a student may choose to spend part of or a full year abroad through an accredited program. Credits earned are granted by the receiving institution and grades earned while abroad do not factor in a Tabor GPA. Students who choose to spend a portion of a year abroad or in an external program (The Island School, Alzar School, etc.) are relying on the external program to grant credit. However, when a student returns to Tabor to continue a course started abroad, Tabor may grant carry-over credit for the coursework started abroad, earning a full credit at the end of the year. In these cases, the final average will be the grades earned at Tabor.

## **RESIDENCY REQUIREMENT**

In general, students should plan to spend the entirety of their 12<sup>th</sup> grade year at Tabor. Students who wish to spend a portion of their senior year abroad or in another accredited program must have that plan approved in advance (prior to enrollment in the program) by the Academic Office.

## PROMOTION REQUIREMENTS

A passing grade at Tabor Academy is a 60 or better at the trimester report. However, while 60 is considered passing, in certain highly sequential areas of study (particularly mathematics and languages), the minimum passing grade may not provide sufficient preparation for success at the next level of study. In circumstances where students earn a low passing grade, the Dean of Academics may recommend or require summer work prior to continuation; in some cases, the school may recommend repetition of the course.

## GRADING & REPORTING

### GRADING & GRADE POINT AVERAGE (GPA)

Grades are based on a 100-point grade scale and grade points for the GPA are calculated according to the chart below. Honors and Advanced/Post-AP courses receive a weighted factor of 0.5 GPA points. A student's official GPA is calculated based on the *final average* of a course.

<b>"A" range</b> (superior achievement)	90-92 (A-) 3.67 GPA points	93-97 (A) 4.0 GPA points	98-100 (A+) 4.33 GPA points
<b>"B" range</b> (strong achievement)	80-82 (B-) 2.67 GPA points	83-86 (B) 3.0 GPA points	87-89 (B+) 3.33 GPA points
<b>"C" range</b> (satisfactory achievement)	70-72 (C-) 1.67 GPA points	73-76 (C) 2.0 GPA points	77-79 (C+) 2.33 GPA points
<b>"D" range</b> (minimal achievement)	60-62 (D-) 0.67 GPA points	63-66 (D) 1.0 GPA points	67-69 (D+) 1.33 GPA points
<b>"F" range</b>	59 & below (F) 0 GPA points		

## TERMS & GRADES

Tabor's academic year is divided into three trimester terms. During each trimester, the school publishes for families an interim progress report (at approximately the midpoint) and a trimester grade report (at the end of the term). In addition to the interim progress reports and trimester grade reports, posted individual assignment grades are also viewable to students and their advisors via MyTA at any point during the term. In keeping with our mission to develop self-sufficient, responsible learners and capable self-advocates, individual assignment grades are not viewable to families.

All full-year classes are graded as a full-year term (rather than the final grade being the mathematical average of the three trimester grades), meaning that all grades prior to the final grade are considered "progress grades." Trimester-length courses receive an interim progress grade and a final grade. The official Tabor transcript reflects only the final average and credits earned for any given course. Progress report grades are provided only as a snapshot in time.

## HONOR ROLLS

Tabor does not publish grade averages outside the organization or rank students according to GPA; however, Tabor maintains two lists of academic distinction based on students' final grade point averages:

- **Honor Roll:** a weighted GPA of 3.0 or better, with no grade below an 80

- **High Honor Roll:** a weighted GPA of 3.85 or better, with no grade below an 80

To be eligible for academic honors, a student must be carrying a full course load with no course incomplete at the close of the term. Averages, for academic honors, are reported to the nearest two decimal places. Tabor does not report academic honors to local media.

### **CUM LAUDE**

Founded in 1906, the Cum Laude Society is dedicated to honoring scholastic achievement in secondary schools. Modeled after the Phi Beta Kappa of colleges, the society grants a limited number of memberships to schools of superior academic quality. Tabor Academy was granted membership in 1930, and since that time nearly 1,000 Tabor students have been honored with Cum Laude distinction.

The Cum Laude Society invites new members from the senior class each year. Consideration for Cum Laude requires that students have earned a minimum cumulative GPA of 3.9 or better, over the junior and senior years (calculated at the end of Tri 2 of the senior year), and have taken at least three **honors** or **Advanced Topics/AP** classes in the junior year and a **minimum of three Advanced Topics/AP classes in the senior year**. In addition, candidates' school citizenship and moral character are also considered, and it is expected that each selected student maintains their high-level performance through to the conclusion of their senior year (a noticeable fall in performance in T3 of senior year could lead to Tabor rescinding an invitation). Each new Cum Laude class may not exceed 20% of the graduating senior class. Please note: the school may induct up to but no more than 20% of the senior class per year, and if more than 20% of the class meets the criteria outlined above, strength of schedule and GPA may be considered more strictly than the minimums listed here. Cum Laude Society induction occurs at a Cum Laude Reception prior to Baccalaureate.

### **ACADEMIC DIFFICULTY/ACADEMIC PROBATION**

All Tabor students are expected to maintain good academic standing. The Dean of Academics reviews student progress at the endpoint of each trimester. A student may be placed on Academic Warning with one or more grades below 70 or three or more grades below 75, though any student who demonstrates a concerning pattern of troubling academic behavior may be placed on Academic Warning at any time. A student's advisor, teachers, the Directors of Student Wellness and Affairs, and the Dean of Academics work together to formulate an improvement plan for a student on warning. Students with consecutive terms on Academic Warning or two or more grades below 70 may be placed on Academic Probation.

Removal from Academic Warning or Academic Probation status requires two consecutive trimesters in good academic standing. If a student's results do not sufficiently improve to warrant removal from probation status, that student may be asked not to continue at Tabor Academy.

## COURSE SELECTION & SCHEDULING

### COURSE LOAD

The minimum course load at any time, for all students, is five core academic courses. Students are only permitted to drop below the minimum course load with permission from the Dean of Academics, and typically only under unusual and unique circumstances. In certain circumstances, a student may be recommended for a reduced course load for a trimester.

In general, students in grades 9 and 10 are required to carry six courses each trimester and may carry five courses only with permission from the Dean of Academics. Of these, typically five should come from the disciplines of English, math, science, history, and language. Students in grades 11 and 12 may choose to carry five courses and forego a sixth elective course.

Any student who wishes to take seven courses must obtain permission from the Dean of Academics.

### COURSE SELECTION

Current students and advisors work together in April to determine a suitably challenging but balanced course load for each student for the following year. Honors, Advanced Topics, AP, and Post AP classes have certain qualifying requirements that must be met for entry. For a guide to placement criteria, please see the document entitled “Hon/Adv Topics/AP Qualifications” posted on the MyTA resource board.

Scheduling of courses occurs in the early summer. All students (new and returning) receive a confirmed list of scheduled courses in early August. **Please note that every effort is made to place students in their top chosen courses, though in some situations, choices must be made when two or more preferred courses conflict in the schedule.**

### HONORS, ADVANCED TOPICS, & AP COURSES

Tabor offers several Honors and Advanced Topics options across all departments. Honors courses typically move at a faster pace than their standard level counterparts, with an increased expectation for independent work and greater workload outside of class. Advanced Topics courses provide students with a highly rigorous, college-level experience in the subject area. AT courses do not explicitly follow the AP curriculum. However, students can prepare to take an associated AP exam by complementing their course work with individual study.

Students who choose to sit for AP exams in May are responsible for the additional fees (approximately \$95 per exam), which is payable in advance and billed through the Business Office.

It is important to note that Honors and Advanced level courses at Tabor are not “tracked,” and students have an opportunity each year to qualify for courses at the next level based on several factors, most notably their performance in their current courses. Departments make honors and



advanced recommendations for returning students in the spring of the previous year. Students new to Tabor are recommended for honors level courses based on multiple factors including previous coursework, teacher recommendations, and test scores, when available.

### **PLACEMENT FOR STUDENTS NEW TO TABOR ACADEMY**

Academic department members read through each student's admission file to determine course recommendations. Most incoming grade 9 students are placed in a common set of core classes: Biology, Algebra 1 or Geometry, Modern World History, English 1, and Level 1 Language. These foundational courses are intentionally unleveled and, as in all of our courses, teachers are committed to differentiating instruction within the classroom to ensure that the learning needs of each student are identified, supported, and fulfilled.

For new students above grade 9, placement in Honors and Advanced courses is based on performance in courses prior to Tabor, teacher recommendations, demonstrated aptitude and interest, and standardized testing, when available. **Please note that new students may not always be recommended for the same line-up of courses at Tabor as they were slated to take at their previous schools. In some cases, additional material (such as samples of graded work) may be requested.**

### **PLACEMENT FOR INTEGRATED MATH STUDENTS**

Students coming to Tabor from an international or integrated math curriculum will be placed in math courses according to the best information available but may be asked to take a placement test upon arrival to confirm the best fitting class.

### **ADD/DROP PERIOD**

The period for adding a new course extends for the first 7 days of a new trimester. After that period, students may not add a new course. During the Add/Drop period, if students wish to make changes to their schedules, they should first discuss the change with their teachers and advisor before requesting a change with the Registrar. Opportunity to enter a preferred course after the master schedule has been completed may be limited by space or enrollment. Students must continue to attend all their scheduled courses until any schedule change is finalized.

### **LEVEL CHANGES**

Changes of level (for example, from honors to regular), may continue as needed, with the approval of the Dean of Academics, through to the "level change deadline" (mid Trimester 1) without the original course appearing on the transcript. The Academic Office may deny a request for level change if representatives of the school (including teacher, advisor, Dean of Academics) determine that the original placement is correct. After the first month of school, any level changes will be marked as a "withdraw" from the original course.

## **WITHDRAWALS**

Any withdrawal from a course after the Add/Drop period must be approved by the Dean of Academics. With rare exception, requests to withdraw will not be granted if it means a student will drop below the minimum course load. An approved withdrawal from a full-year course may occur without it appearing on the transcript until the “level change deadline” (mid Trimester 1). All course withdrawals approved after the progress report will appear on the transcript as “WP” (withdrawn passing) or “WF” (withdrawn failing).

## **SENIOR PROJECTS**

The Senior Project is an opportunity for interested seniors to take a reduced course load in trimester 3 to pursue an 8- week independent project of their own design. With rare exception, a student who wishes to undertake a senior project is also expected to complete their Advanced Topics or AP courses. Initial senior project applications are due in late fall/early winter and are subject to a rigorous and iterative review and approval process. For those students undertaking a senior project, successful completion becomes a requirement for graduation. For more information, please see the senior projects section of **MyTA**.

## **INDEPENDENT STUDIES**

Independent Studies provide an avenue for students to pursue specialized topics not offered within the regular curriculum, under the guidance of a Tabor faculty member. Interested students in good academic standing may plan an independent study with a faculty member and submit a proposal for approval to the Dean of Academics. All independent studies must have the direct academic supervision of a Tabor faculty member. Students are limited to one independent study per trimester, and with permission, the independent study may replace a sixth course. Independent studies are graded on a Pass/Fail (P/F) basis according to the criteria agreed upon between the student and their faculty supervisor.

# **ACADEMIC PROCEDURES & POLICIES**

## **STANDARDIZED TESTING**

Tabor is an SAT/ACT testing site. Additionally, Tabor requires all 10<sup>th</sup> and 11<sup>th</sup> graders to take the PSAT/NMSQT.

Registration and fees for these tests are covered by the school. Testing occurs on a school day or scheduled Saturday testing day. Scores from these tests serve as individual and aggregate data for the school on student skills and progress and do not have specific bearing on student grades, course placement, or the college process.

## ATTENDANCE

Tabor Academy places a great deal of value on the academic experience, and regular attendance in class is an important part of the experience. While an occasional absence is normal, and significant absences are sometimes unavoidable, chronic absence from class undermines the learning process and disrupts the classroom community. Therefore, all students and families must make classroom attendance top priority. **Long-term or accrued chronic absence from class, whether “excused” or “unexcused,” may jeopardize a student’s ability to earn credit.**

Anticipated absences should be reported by a custodial parent to the Student Life Office via Maureen Barrett in advance of the absence to be considered “excused.” Students anticipating an absence from school will be asked to complete an anticipated absence form. Please note that major school dates are published a year in advance and early departures prior to vacations or at the end of the year are not permitted.

Health-related absences, including medical appointments, must be reported by a custodial parent to the Tabor Health Center (508-291-8306) by 8:15 a.m. This notification should be made each day of a prolonged absence, unless a member of the Health Center staff instructs otherwise.

## ACADEMIC WORK & ABSENCE FROM SCHOOL

Any student who misses work or instruction because of illness or other excused reasons is responsible for seeing that the work is made up. Students who expect to be out of school/classes for more than one day, or boarders who are sent home to recover from illness, are responsible for communicating with individual teachers via email and/or keeping up with daily assignments as posted on **MyTA** as their condition permits. In cases of an extended leave of absence from school, Tabor may not be able to provide course credit to students whose time away from school exceeds 3 - 5 weeks. Cases will be handled individually.

## INCOMPLETES

A student with permission to have incomplete coursework at the end of the term due to illness, emergency or other circumstances will have a finite period to submit the late work. This deadline will be determined by the Dean of Academics. Students with incomplete major coursework at the end of the term will receive a grade of “INC” and no credit for the course in question. A senior with incomplete work in any course required for graduation may not receive their diploma until the work is complete. This policy extends to senior projects, where applicable.

## TEST LOAD

In general, students are not expected to sit for more than two tests in each school day. If a student is scheduled for more than two tests in a single day, that student may request of a teacher an opportunity to take their test at a rescheduled time. **Any request for a changed test date should be made at least 24 hours in advance of the scheduled test.** Any rescheduled test should occur within 24-48 hours of the original test date, so as not to hold up the return of graded work to the rest of the class.

## **HOMEWORK**

The time required to complete homework can vary significantly student to student, so it is challenging to approximate an accurate timeline for all. On average, students may expect to receive up to 40 - 50 minutes of homework each night in each of their core academic courses (up to 50 – 60 minutes for honors and advanced courses). Successful Tabor students plan ahead; they utilize their open blocks during the school day and their free time on weekends as well as evening study hall periods to manage their schoolwork demands. We encourage students who feel overwhelmed or concerned by their homework to discuss with their advisors.

Homework assignments are made available to students through **MyTA**. Teachers are asked to have assignments posted about a cycle in advance, but recognizing that some assignments may shift and change according to what is accomplished in class, teachers are required to have assignments finalized on **MyTA** *no later than 3:30pm the class day before they are due*. Students who have concerns about teachers use of **MyTA** should speak with their advisors.

## **OUTSIDE TUTORING POLICY**

While we strongly encourage students to utilize their teachers' extra help, the ASSIST Center, and our evening EAST appointments before pursuing outside tutoring, in rare cases, families may decide to employ the services of outside tutors to provide supplemental instruction to a student with specific academic challenges. For the outside tutor to meet with the student on campus, the student and family **must** work through the Director of Academic Support, as there is a formal approval process to follow. Payment arrangements are the responsibility of the student's family. Failure to work through the Director of Academic Support may result in Tabor denying support of a tutorial arrangement.

## **REMOTE TUTORING VIA VIDEO CONFERENCE**

Students who employ the services of off-site tutors or consultants via Zoom, FaceTime, WhatsApp or other communication services should be scheduling those virtual meetings during their free time. Virtual tutoring sessions **cannot** be scheduled during the Academic Day or during evening study hall. Additionally, the sessions may not conflict with other school obligations, such as co-curricular activities, TX sessions, or required school programming.

## **ACADEMIC SUPPORT**

### **A.S.S.I.S.T CENTER**

The ASSIST Center is temporarily located in the Stroud Academic Center. Managed by the Director of Academic Support, the ASSIST Center functions to provide academic success strategies and coaching to both students and faculty. Services provided by the ASSIST Center range from general organization and time management skills to specific help with note-taking and paper-writing, the creation of study guides, the strengthening of study skills and the

development of effective test-taking strategies. Any student is welcome and encouraged to use the ASSIST Center on a drop-in basis or may set up standing appointments.

### **TEACHER EXTRA HELP**

The faculty at Tabor Academy are dedicated to helping students achieve to their fullest potential. Students are asked to grapple with challenging assignments and make a good faith effort towards completing them. Students are encouraged to self-advocate with teachers when in need of additional help. Teachers work with students to schedule extra help sessions before school, during the academic day, and in the evening. Tabor also offers students evening academic support sessions (EAST appointments) in math and writing and research.

### **APPROVED CLASSROOM ACCOMMODATIONS**

Tabor provides access to a variety of classroom accommodations to students with documented learning differences, including but not limited to 50% extended time on tests and exams. To be eligible for consideration, students/families must submit a current (within the last 3 years) neuro-psychological evaluation to the Director of Academic Support. The Director of Academic Support will create a Formal Written Plan for students with testing on file, documenting any approved accommodations and other classroom recommendations. Formal Written Plans are shared with teachers and advisors before the start of the school year; however, it is the student's responsibility to have a conversation with teachers about the accommodations the student would like to utilize. Advisors and the ASSIST center can help support that process. For more information on academic accommodations, please contact the Director of Academic Support.

### **TEMPORARY ACADEMIC ACCOMMODATIONS RELATED TO CONCUSSION**

A concussion is a serious brain injury that can have significant consequences for academic achievement. Students suspected of a concussion will be closely monitored by the athletic training staff and the health center staff. In some cases, students will be granted temporary academic accommodations during their recovery. Making up missed work after a concussion can be challenging and time consuming. Once cleared, a student should work with their advisor and teachers to develop a make-up timeline that is reasonable but expedient.

### **THE DAILY SCHEDULE**

Tabor's academic year is organized into three trimesters. The fall trimester runs from the opening of school through the start of Thanksgiving break. The winter trimester runs from the return from Thanksgiving break to the start of spring break, and the spring trimester runs from the return from spring break through the close of the year.

Each week, community time follows a 5-day schedule. The class meeting times built into the schedule are filled by a 7-day rotating academic schedule with 7 possible class blocks. Four classes meet each day for 75- minutes each. On Wednesdays, the four classes meet for 60 minutes.

## THE COMMUNITY TIME SCHEDULE

	MONDAY		TUESDAY		WEDNESDAY	THURSDAY		FRIDAY	
	Class Block #1 8:30-9:45 (75)		Class Block #1 8:30-9:45 (75)		Class Block #1 8:30-9:30 (60)	Class Block #1 8:30-9:45 (75)		Class Block #1 8:30-9:45 (75)	
	Chapel 9:45-10:30 (45)		Advisory/Class 9:45-10:30 (45)		Class Block #2 9:30-10:30 (60)	ASM 9:45-10:30 (45)		Dept. (Open) 9:45-10:30 (45)	
	Class Block #2 10:30-11:45 (75)		Class Block #2 10:30-11:45 (75)		Class Block #3 10:30-11:30 (60)	Class Block #2 10:30-11:45 (75)		Class Block #2 10:30-11:45 (75)	
	Blk #3 11:45-	lunch1 (30)	Blk #3 11:45-	lunch1 (30)	Class Block #4 11:30-12:30 (60)	Blk #3 11:45-	lunch1 (30)	Blk #3 11:45-	lunch1 (30)
	1:00	Blk #3 12:15-	1:00	Blk #3 12:15-		1:00	Blk #3 12:15-	1:00	Blk #3 12:15-
	lunch 2 (30)	1:30	lunch 2 (30)	1:30		lunch 2 (30)	1:30	lunch 2 (30)	1:30
	Common (30) 1:30-2:00		Common (30) 1:30-2:00			Common (30) 1:30-2:00		Fac Meeting (30) 1:30-2:00	
	Class Block #4 2:00-3:15 (75)		Class Block #4 2:00-3:15 (75)			Class Block #4 2:00-3:15 (75)		Class Block #4 2:00-3:15 (75)	
Week:	A	B	A	B		A	B	A	B
Activity:	CHAPEL		ADV	CLASS	[n/a]	ASM		DEPT	
								Clubs/Open	

### 7-DAY CLASS BLOCK ROTATION

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
A	E	B	F	C	G	D
B	F	C	G	D	A	E
C	G	D	A	E	B	F
D	A	E	B	F	C	G



## **ACADEMIC HONESTY POLICY**

The core values of Tabor Academy's mission statement guide the intellectual life of the school. Tabor encourages all students to explore their interests and develop their passions, to stretch their capabilities and hone their skills. Tabor wants its students to learn to be capable self-advocates, skillful communicators, collaborative team members, and discerning critical thinkers. The Tabor community values intellectual curiosity, open-minded debate, the spirit of inquiry, and integrity in *all* areas of our school lives, but especially our academic pursuits.

### **ACADEMIC HONESTY & TESTING**

- Students are expected to prepare for and complete all exams, tests, quizzes and assessments without providing or receiving unauthorized assistance.
- Students should refrain from sharing information about an assessment after the fact with students who have yet to complete it.
- The use of a phone or other portable electronic devices during a test, quiz, or exam (for any purpose) may automatically be considered a violation of this academic honesty policy.

### **ACADEMIC HONESTY & WRITING**

- Plagiarism is using another's words and/or ideas without giving the source credit. "Patch-writing," wherein a student's own words are interspersed with ideas from another source, may also be considered plagiarism when the original sources are not cited.
- If acknowledgement of source material (whether published or unpublished) is not made according to the instructions of the teacher, then the student may be in violation of this academic honesty policy.
- Failure to cite information taken from unpublished or open format and internet sources also constitutes a form of plagiarism because it amounts to falsely claiming that the material presented is self-generated.
- When in doubt about what is permissible, students should speak directly to the teacher. As a general rule, it is always best for a student to "over-cite" than "under-cite."

### **ACADEMIC HONESTY & ASYNCHRONOUS WORK**

- The opportunity to practice skills introduced and explored in the classroom is an integral part of the learning process. Asynchronous practice also provides students with an excellent opportunity to discuss classwork with a peer or classmate; however, working together to complete a graded assignment may only occur with the explicit permission of the teacher.
- Copying a peer's work is unacceptable, with or without the consent of the other student. A student who has copied work or willingly provided work to be copied will be considered in violation of the standards of academic honesty.

- In language courses, the use of translation software or electronic translating devices is not permitted, unless expressly permitted by the instructor for a specific assignment.

## **ACADEMIC HONESTY & LAB WORK**

- When completing lab assignments, students must collect their own data for each experiment unless working with an assigned partner or unless specific permission has been given to use data from another source.
- When using another's data, proper credit must be given.
- The written sections of all lab reports must be in the student's own words, and each student must submit their own work for a grade, unless the parameters of the assignment specifically require collaborative work.

## **PROCEDURE FOR HANDLING VIOLATIONS OF ACADEMIC HONESTY EXPECTATIONS**

Incidences of academic dishonesty are reported to the Dean of Academics, and most are handled by the school's Community Life Committee.

## **CONSEQUENCES OF ACADEMIC HONOR VIOLATIONS**

Academic integrity violations are an opportunity for learning, and the Community Life Committee's first intent is to help the student understand the impact of their decisions, understand the consequences, and empower them to make better choices going forward. Consequences of academic integrity violations typically include the following:

- A letter to the student, copied to their family and the advisor, detailing the violation, the circumstances, and the school's response.
- In general, the minimum penalty for academic dishonesty includes the requirement that the student redo the work for a reduced grade of **one full mark**. In other words, if the redo assignment earns an 87, the grade will be reported as a 77 in the gradebook.
- A student may be placed on disciplinary status, such as Dean's Warning or Probation, and may be asked to serve an in-school suspension. Further disciplinary incidents, academic or otherwise, may result in more stringent consequences, up to and including separation or dismissal from school.
- A student leader (proctors, class officers, team captains, etc.) may lose their position depending on the level of the offense. Similarly, a student's eligibility to run for or assume a new leadership position within one calendar year may be forfeited.
- Violations of academic integrity may jeopardize a student's eligibility for academic honors and awards, including membership in the Cum Laude Society.

# **STUDENT LIFE**

## **ATTENDANCE**

Students are expected to be present at academic and non-academic commitments, *including Chapel, All-School Meeting, Class Meeting, CLP sessions, etc.* A failure to meet a commitment will be reported to the Student Life Office. A student missing a commitment is responsible for providing the Student Life Office with a prompt, acceptable excuse; otherwise, the absence is classified as unexcused. Immediate notification of the unexcused absence is emailed to the student and the student will have 48 hours to clear up the absence in the event an error has been made. If not cleared, the missed appointment will be officially recorded as an unexcused absence.

If a day student cannot attend school due to illness, their parents/guardians should call the [Health Center](#) before 8:15 a.m. that day. Once at school, students becoming ill must be evaluated by Health Center personnel before being permitted to go home.

Unless prior approval has been obtained, all other absences must be reported to [Ms. Barrett](#) by 8:15 am. The Director of Student Life has the prerogative to declare any absence as unexcused.

See also ATTENDANCE. (p.18)

## **ANNOUNCEMENTS**

Information relevant to the school community is posted on the school's website under the Resources tab, News tab and via "Sammy Emails". All students are expected to review this information, as well as their student email accounts, on a daily basis. Important announcements are also made during Advisor, Class, and All-School meetings. The Compass, a weekly e-newsletter, provides another source of information for families.

Finally, the Director of College Counseling posts notices regarding college applications, College Board information, dates of visits to the campus by college admission officers, and other information dealing with colleges on the monitor located outside the College Counseling Office.

## **BICYCLES, SKATEBOARDS AND ROLLERBLADES**

Tabor encourages proper safety and security equipment for all bicycles. There are bicycle racks for student use. Bikes are not permitted inside dormitories unless a specific area has been designated for storage. Students are expressly prohibited from riding bicycles, roller blades and skateboards after dark either on or off-campus. Students owning e-bikes or e-skateboards are responsible for their safe and proper operation. Hoverboards and similar devices are prohibited at all times.

## **OFFICE FOR GLOBAL EDUCATION CENTER FOR INTERNATIONAL STUDENTS AND PROGRAMS**

This year Tabor welcomes 129 International Students from 18 countries. In return, Tabor sends students overseas on a range of global trips annually to promote language and culture exchange, team training, the performing arts, and environmental research and exploration. In addition, our on-campus programs promote and create an openness in our academic, co-curricular, and community life that promotes a spirit of adventure and exploration. We aim to promote intercultural competence as a central mission of the school, and Tabor's unique global spirit gives both domestic and international students some of their most meaningful experiences and memories at Tabor. We aim for each Tabor student and faculty member to open their minds and lives to the greater world, and to connect and learn meaningfully from its people, cultures, and natural environment.

### **GLOBAL EDUCATION**

The Director of Global Education is privileged to work with students, faculty, and staff to consider the ways we can learn with, from, and in the world through curriculum and programming. In collaboration with the Center for International Students and Diversity, Equity & Inclusion office, we seek to build and support an inclusive and globally minded community. Through academic connections and other virtual or in-person experiences—such as homestays, exchanges, and cultural immersion—we hope to provide all students with ample opportunities to make lasting and impactful global connections.

We are also deeply committed to exploring our relationship with the South Coast of Massachusetts, a region of exceptional cultural richness and environmental significance. Through mutually beneficial partnerships, we strive to better understand the histories and cultures of the robust communities representing the Atlantic Islands, the Caribbean, Central America, and beyond. By better understanding our locality, we can further appreciate its historical and present global identity. At Tabor Academy, we believe in the power of place and are committed to celebrating and stewarding the South Coast's people, culture, and natural resources.

Students, faculty, and staff are invited to co-create programs and experiences that will promote personal discovery, shared understanding, and positive social impact. For more information on past and future global experiences, visit the Tabor Academy website or Global Education and International Center myTA tile.

## **CENTER FOR INTERNATIONAL STUDENTS AND PROGRAMS**

The Center for International Students and Programs actively promotes the goal of cultural inclusion and a global perspective throughout the school. Tabor's International Student tradition began with the arrival of a student from Tokyo, Japan in 1890, grew to encompass international exchanges with European schools in the 1920s, and expanded in the following century to bring increasing numbers of students from around the world and to build community outreach to the world through travel, exchange, and academic programs. The International Center stands at the center of our Academic building and includes

office and student spaces to promote active engagement and support for International Students and the entire school community. Whether you are an international or a domestic student, we invite you to help build Tabor's international and global presence and spirit.

#### International Students:

- Build your friendships and ties with your same-country classmates and alumni.
- Open your school experience to classmates from other cultures and backgrounds. Look for opportunities to do this in class, on a team or activity, or in the Dining Hall.
- Try a new activity where you might succeed or fail, a new sport, club, or elective class.
- Initiate an attempt – run for class office, start a club, suggest a change to your advisor.
- Invite an American friend to the International Center, or to join you in a weekend activity.
- Support international programs and activities that reach the entire school – Global Partners, International Dinners, International Week, Trading Places, or overseas programs and trips.

#### Domestic students:

- Make international friends – this may be the best chance in your life to do this.
- Join an international activity or program – sign up as a Global Partner.
- Participate in Tabor's virtual exchanges with UGEN or Breaking Bread.
- Travel on an exchange or community partnership program
- Host a new International Student for the host family dinner in early October.
- Host an exchange student from one of our international partners schools
- "Trading Places" is a program for all new 9<sup>th</sup> and 10<sup>th</sup> grade students that embodies Tabor's international spirit.

We look forward to getting to know you and connecting you with Tabor's international and global spirit.

## CO-CURRICULAR PROGRAM

Tabor believes that regular physical activity is a valid and necessary part of every student's health, wellness and education. Our goal is to offer each student a variety of afternoon activities as a means of developing physical and mental fitness, sparking a competitive spirit, fostering sportsmanship, developing leadership skills, and learning the value of a team experience. We feel strongly that these values can be gained on fields and courts as well as on stages and in studios. Hence, our afternoon co-curricular program includes activities in the areas of athletics, the arts and on the Tabor Boy.

Tabor *requires* students to participate in the co-curricular program all three seasons. Students must participate in at least two Tabor Team offerings each year. In a third term the student may choose another Tabor Team offering or participate in a Tabor Individual offering.

Students may change their choices prior to the start of the co-curricular season by contacting the Athletic Office, but after two weeks students may not change their afternoon program commitment without permission from the Director of Co-Curriculars and Athletics.

The co-curricular program is an essential commitment to school life. In this regard, the afternoon program takes precedence over all activities outside of Tabor. Elite, national or international events should be discussed with the Director of Co-Curriculars and Athletics, the Dean of Academics and any necessary coaches for consideration well in advance. *If a student spends more than half of the academic day in the Health Center, the student cannot participate in co-curriculars and must remain in the Health Center until the co-curricular is completed.*

The conduct and attitude of an individual both on and off campus can affect the performance of an entire team. Because a team's morale is affected by individual actions, team members must exhibit commitment, positivity, support for one another, and good citizenship.

Should a student wish to pursue an Independent Program, something that the school does not offer, the student must submit a proposal in writing. Because participating in independent activities takes the student out of the life at Tabor, permission to do so is reserved for those few students with extraordinary interests. Such permissions are rare and are generally only granted to seniors.

## **COMMUNITY SERVICE**

Service to one's community provides Tabor students with learning opportunities, while encouraging personal responsibility and fostering both care for others and committed citizenship. *Students are encouraged to participate in at least five hours of voluntary community service over the course of the school year.*

A student may participate in a Tabor-organized event during the afternoon program, some nights, and most weekends, or in their home community. Twice a year Tabor holds school-wide service opportunities, allowing students to work in collaboration with community groups both on and off campus. We also encourage students to pursue personal passions by organizing volunteer events based on their own ideas, inspiring their peers to participate by modeling impassioned work. Another important component of the community service program is the Student Board of Directors, a group that meets regularly to provide insight and direction to the Director of Community Service. The leadership shown by those students allows us to engage with the community in new and meaningful ways, while strengthening our existing partnerships for each generation of Tabor students.

## **EQUITY AND INCLUSION**

Tabor is committed to nurturing an inclusive community where all members will find and use their voice to help build a diverse and respectful learning and living environment in which both the individual and the collective thrive and feel a sense of belonging. It is one of our goals that all students learn how to listen, discuss, and disagree thoughtfully and empathetically. We believe it is in knowing the thoughts and ideas of others that our world views expand, new friendships are built, and our empathy grows. The office sponsors a variety of programs on campus and supports students seeking opportunities to attend learning opportunities off campus.

## **EVENINGS ON CAMPUS**

### ***WEEKNIGHT STUDY HALL PERIOD***

Between the hours of 8 p.m. and 10 p.m., the atmosphere around campus and in all buildings is conducive to study. The expectation is that this time allows students to take a pro-active responsibility for their own learning.

- 7:50 p.m.: Students check-in at their dorm
- Students are expected to be in their appropriate study locations and ready to begin studying at 8:00 p.m.
- Students are generally expected to remain in the same place of study from 8:00 p.m. to 10:00 p.m., unless a reasonable exception is required (e.g., a required evening film, extra help session with a teacher, etc.).
- Final check-in for all boarding students is 10:00 p.m. on evenings before classes. Students are not permitted to leave the dorm afterward.
- Students must remain in their dorm until 6:00 a.m. unless an athletic obligation requires an earlier departure.

**Depending on the grade level, students have several options during evening study hall, as explained below:**

#### ***9<sup>th</sup> GRADE STUDENTS***

Boarding students will spend study hall in the dorms, *unless signed up for an E.A.S.T. appointment*. In the instance where day students find themselves on campus during study hall, they should report to Lyndon North in the academic center, where a similar study environment will be provided. If a student is strictly waiting for a ride, they may sit in the front lobby of the Academic Center. *All ninth-grade day students must depart campus by 10:00 p.m. on nights when study hall occurs.*

#### ***10<sup>th</sup> GRADE STUDENTS***

The primary location for study is a student's own dormitory room. On occasion, students may sign-out to the Academic Center, as long as a teacher has provided the student with a note explaining the purpose for the visit. The student should present the note to a dorm parent between 7:50 p.m. and 7:55 p.m. (dorm check-in), so that they can arrive at the Academic Center by 8:00 p.m. The student should bring enough materials to remain in the Academic Center until it closes at 9:55 p.m. With few exceptions (e.g., E.A.S.T. appointment, students meeting a teacher for extra help or collaborating with a group at exam time), 9<sup>th</sup> and 10<sup>th</sup> graders should not generally expect to be out of their dorm/study hall. In the instance where day students find themselves on campus (e.g., waiting for a ride) they should be in the Academic Center. *All tenth-grade day students must depart campus by 10:00 p.m. on nights when study hall occurs.*



### **11th GRADE STUDENTS**

Juniors may sign out to the Academic Center without a teacher's note. They also have the option of remaining in their own rooms. When signing out, juniors should arrive at their study destination by 8:00 p.m. and expect to stay for the entire study hall. At the Academic Center, the evening duty person will check them in and monitor their productivity throughout the evening. *All eleventh-grade day students must depart campus by 10:00 p.m. on nights when study hall occurs.* The Academic Center is not accessible on Sunday evenings.

### **12th GRADE STUDENTS**

Aside from remaining in their dorms during study hall, seniors may go to the Academic Center or the Beebe, *where there is a faculty member on-duty.* By design, the atmosphere in the Beebe is more relaxed than other areas. The Beebe remains staffed for food sales until 8:30p.m. *All twelfth-grade day students must depart campus by 10 p.m. on nights when study hall occurs.*

## **EXPECTATIONS FOR DRESS**

Tabor's dress expectations aim to foster an environment where students prepare themselves to dress appropriately in a variety of settings while feeling comfortable, confident, presentable, poised, and manifesting a sense of belonging. There are three distinct categories of dress expectations: Formal, School-Day, and Casual. While respect for students' individuality does exist, the school does trust that everyone will respect the community spirit of these expectations.

### **GENERAL DRESS EXPECTATIONS:**

- At all times student dress should be neat, clean, and in good repair.
- Clothing should support a positive, focused learning environment.
- Clothing should promote a safe, inclusive community.
- Clothing must be sensible, respectful, and appropriate to the environment, without off-color humor, offensive messages, or references to drugs, tobacco, vaping or alcohol.
- Clothing should align with all other community standards and rules.
- Headgear (hats, caps, athletic bands, bandanas, etc.) may only be worn outdoors, in the dormitory, and inside athletic facilities. Students may wear a head covering, anywhere, if it's part of their own recognized, traditional religious or cultural attire.
- Garments must not expose any part of the buttocks.
- Clothing that needs to be adjusted to meet the expectations for dress (pulled up or down) is not considered in the dress code.

### **FORMAL DRESS:**

Formal dress prepares students to dress confidently--and with a sense of belonging--for college and job interviews, corporate settings, and other formal events experienced after graduation. Formal dress occasions at Tabor include Chapel days and other announced, special occasions. Students are expected to maintain formal dress during the entirety of the academic

day, regardless of their own free period, in these buildings: Hoyt, MANS, Stroud Academic Center, Braitmayer, and Johnson Dining Hall.

**FORMAL DRESS OPTIONS:**

- Dress: or
- Skirt with shirt (options listed below); or
- Blazer/Sport Jacket/Suit coat and tie; WITH  
Pants (Slacks, suit pants, khakis, chinos, corduroys) AND  
Shirt (options listed below).

For the remainder of the formal outfit, students have the following options:

- Footwear--Dress shoes, sandals, boat shoes, loafers, boots and sneakers not intended for athletic purposes;
- Shirt--turtleneck, button down shirt, dress shirt, blouse.

**NOTES:**

- Formal dress does not include graphic letters or imaging.
- Sweaters may be worn in conjunction with any of the choices listed above.
- Ties are welcome, but not required, with a dress or skirt.
- In inclement weather, other shoes not listed above may be worn for practicality and safety

**STANDARD DRESS (previously known as “School Day” Dress):**

Standard Dress prepares students to dress appropriately for more relaxed workplace environments and outings. Standard dress is worn during the entirety of the academic day, regardless of a student’s free period, in these buildings: Hoyt, MANS, Stroud Academic Center, Braitmayer, and Johnson Dining Hall

Students should wear clothing items that include both a shirt with pants or skirt (or an equivalent such as a dress), and shoes.

For shirts, acceptable attire includes dress shirts, polo shirts, ¼ zip shirts, knit sweaters, turtlenecks, crewneck sweatshirts, or blouses.

For pants, acceptable attire includes slacks, khaki Bermuda-length shorts, non-blue jeans, and skirts

If a student wears a head covering of any kind, as stated above, it should be reflective of their religious or cultural background.

Students may wear dress shoes, sandals, boat shoes, loafers, boots, and sneakers not intended for athletic purposes. In inclement weather, other shoes not listed above may be worn for practicality and safety.

These clothing articles are not permitted during the Formal and Standard academic days: T-shirts, athletic shoes, athletic shorts, hooded sweatshirts, blue denim, sweatpants, pajamas, leggings (unless worn with skirt or dress) and joggers. A note about footwear: Acceptable footwear should have both an indoor and outdoor purpose. Flip-flops are not sandals, and slippers are not shoes.

### **CASUAL DRESS:**

Tabor's casual dress expectation prepares students for relaxed settings, where greater opportunity exists for expressing their own sense of style and individuality. Of course, all elements of both Formal and School-Day dress are welcome during casual events. In addition, students may wear the following:

- Appropriate T-shirts, sweatshirts, fleece pullovers, etc.
- Appropriate Athletic shorts, sweatpants/joggers, leggings;
- Blue Jeans;
- Appropriate Athletic shoes.

### **DRESS CODE SUPPORT:**

The dress expectations will be consistently enforced through peer-to-peer interaction and influence, as well as through the discretion of faculty. Faculty members, guided by our dress expectations and rooting our values in dignity and belonging, may determine what constitutes appropriate dress. A student should expect and anticipate that faculty members will address the student's choice of dress if the faculty member believes that the student's clothing may not be consistent with the expectations listed. The dress expectations are meant to encourage students to consider how and why they choose to dress as they do. Therefore, interactions between students and faculty regarding student dress should always be framed as a constructive and positive conversation.

For example, we suggest adults in our community do their best to address violations in a private setting and use language like the following..." Do you think you are meeting dress expectations?" or "I do not feel like you are meeting our school's dress expectations and I am going to report the infraction." It is important to note, any student not meeting dress expectation may have a dress code violation reported to the Office of Student Life. As always, students receiving conduct points may discuss the matter directly with a class dean within 48 hours of the violation. Violations will not be removed unless all parties (teacher, student, and class dean) are in agreement.

### **EXTRACURRICULAR ORGANIZATIONS**

Tabor is appreciative of the fact that there exists a wide range of interests and expertise in activities which fall outside of the academic and athletic program. The Student Life Office organizes and fosters interest in such activities.

During the first month of school, students will have the opportunity to sign up for a number of clubs and organizations. The number of activities may increase during the year, depending on student interest and faculty leadership.

## JOHNSON DINING ROOM

Mealtime is a focal point for community gathering. All members of the community are expected to be helpful in maintaining the cleanliness of the dining room and observant in this matter. Removal of ANY dining hall dishes or silverware is not permitted. Meals must be eaten in the dining hall.

### ~School Days~

#### **Breakfast**

7:30am – 8:30am

#### **Lunch**

Monday, Tuesday, Thursday, Friday

11 am - 11:30 am Light lunch—pizza and deli

pm 11 am - 1:30 pm

Wednesday & Saturday School Days, 11am – 12:45pm

**Dinner** Weekdays and Saturday School Days, 5 – 6:30p

### ~Non-School Days~

#### **Brunch**

Saturday, 10am – noon

Sunday, 10am - noon

#### **Dinner**

Saturday and Sunday, 5 pm – 6:30

Full fare

## LAUNDRY SERVICES

There are several laundry rooms on campus for students to use free of charge. In addition, families have the option of signing up with [E&R Laundry Service](#) which provides weekly pick-up and delivery.

## PROXIMITY CARDS

Each student is issued a proximity card. Students will utilize this card to enter all campus buildings. These cards also serve as student ID cards and allow print jobs to be released from the Xerox copiers on campus. Proximity cards also need to be presented when borrowing laptops and reserve items. There is a \$20 replacement fee for each lost card. See the IT Department for replacement. Students may not loan or lend their card. Doing so is a violation of school rules and could result in a disciplinary consequence.

## TABORBUCKS

TaborBucks is a convenient way for students to manage campus financial transactions. Student Proximity Cards also have the option of being a debit card for campus purchases at the Beebe Grill – Uncle Jon’s, Tabor Shop, and campus student activities.

**Funding TaborBucks** – Parents, Guardians or Students can easily fund the TaborBucks card at any time by using the *Quick Add Value* feature, which can be found by going to the TaborBucks website at <https://taborbucks.campuscardcenter.com/ch/login.html> and registering a preferred credit card. Please note: you will need to know your TaborBucks ID which can be found on your card or on your contact card in MyTA. TaborBucks cash deposits may be made through the Finance and Accounting office.

**Withdrawing Money from TaborBucks** – Students are limited to withdrawals of \$50 dollars per day (\$250 per week). Any student wishing to withdraw more money will need parental permission to be passed along to their advisor. Cash withdrawals can be done at the Tabor Shop.

**TaborBucks Card Administration** – Using the TaborBucks card: Parents, guardians, and students can use the ID number, a sixteen-digit number, and security code found on the face of the Prox Card to establish a web account. You will be prompted to establish a Username and Password (please do not share). The web account allows you to track expenses and balances online.

**TaborBucks Service Center** – You may contact the TaborBucks Service Center - our vendor provided help desk – by calling 1.888.952.4803 from 8 a.m. to 6 p.m. EST or using their email support at [taborbucks@taboracademy.org](mailto:taborbucks@taboracademy.org) and the website referenced above, each branded as TaborBucks.

## **TABORTX**

The TaborTX program brings together students and faculty in small groups formed around common interests and values. The goal is to have fun, learn, and build community through shared experiences. Each group will meet on eight designated TX dates (usually weekends) over the course of the academic year. Group selection occurs during the previous spring and summer. Students will remain with the same cohort for each session. Attendance expectations are the same as those of classes or co-curriculars.

## **COMMUNITY EXPECTATIONS FOR THE USE OF TECHNOLOGY**

The school's philosophy of the use of technology is the teaching of "responsible use over limitation", the hope being that students can learn to take charge of their technology use in the ways that are most productive and healthy for themselves and for others. In keeping with this, it is expected that:

- Students will sincerely and responsibly assess the environments they are in and determine (even in the absence of guidance) the appropriateness of their technology use given the circumstances and the potential impact to self and others.
- Students will pursue a minimum of 30 minutes of screen-free time before sleep, with phones silenced and appropriately separated from the sleeping area.
- Students will pursue 90 minutes of screen-free time, beyond specific and academic and co-curricular periods.
- Students will avoid sustained use of technology while walking or moving about the campus.
- Students will consider the communications ramifications given the convenience of portable technologies especially and avoid behaviors that detract either from their own learning or the experience of themselves or others in the community.

The school recognizes the learning and social opportunities presented by all technologies and especially portable ones, but also sets the cultural norms to alleviate the challenges posed by the ubiquity of these technologies. In setting these norms the school is focused on:

- The Health, Wellness and Safety Aspects of Technology Use and Exposure (education, self-advocacy)
- Relief from the Expectation of Immediate Communication and/or Pervasive Connectedness (permission)
- The Simple Self-Discipline of Time Apart from Technologies (practice)
- The Higher Level Pursuit of Time Apart from the Distracting Elements of Technologies, in the Development of Self-Reflection and the Habits of Mindfulness (growth)

In addition to the personal responsibility expected of students, community norms require:

- Unless otherwise directed, personal devices should be powered down or placed in airplane mode during chapel and school meeting. At chapel, this is to be done immediately upon entering the building. In school meeting, this is to be done before the meeting starts.

Surveillance cameras, hidden or otherwise, are strictly prohibited from student use at Tabor Academy. In addition, the use of any remote/unmanned device with capturing (audio/video) capabilities is prohibited by any student, parent, or guest while on Tabor property. The only exception to this being devices used as part of the Marine Science program and these shall only be operated while under adult supervision.

## **VOICEMAIL**

The Tabor Academy Switchboard (508-748-2000) operates Monday through Friday from 8:00 a.m.

to 4:00 p.m. After business hours, the Dean's Office has an evening and weekend emergency extension which can be reached through the voicemail system (508-748-2000) by dialing "1".

- Between the hours of 4:00 pm (Friday) and 8:00 am (Monday), you may contact the Weekend Contact directly on this mobile number: 508-353-1307.
- If you want to leave a general message for the school during hours when the switchboard is closed, press 0.
- For a directory by department, press 7.
- For a directory by last name, press 9.

## **WATERFRONT**

All students who wish to participate in Tabor waterfront programs must pass a swim test conducted either on a summer Tabor Boy voyage or in the fall of their first year at Tabor. Students must be approved by Waterfront personnel to use sailboats, kayaks, and other school waterfront equipment during supervised waterfront hours. Students may not bring personal boats, including kayaks, paddleboats, etc., to use and store at Tabor without authorization from the Waterfront Director (or his/her/their designee) first. This policy applies to any student under the school's jurisdiction. All students must follow these established procedures and guidelines:

### ***GENERAL GUIDELINES – Waterfront***

- Common sense must be used on the docks at all times.
- When the waterfront is open for the season, students may only be on the docks from 0600 to sundown, unless they are part of an organized, chaperoned activity.
- No bikes, skateboards, etc. should ever be on the docks.
- All students must properly sign out before going onto the docks and when they leave the docks.

## ***BOATING***

- Approved personal flotation devices must be worn at all times when using a Tabor vessel
- Students must sign in and out on the Float Plan under supervision of their coaches or the Sunday waterfront supervisor.
- They should not leave the harbor without permission from their coach or the Sunday waterfront supervisor.
- Waterfront activities are not allowed except during designated times as listed here:



- Mon.- Sat.: During supervised Tabor Waterfront Sports Program
- Sun: Open Waterfront (1:00 pm to 4:00 p.m.) in the fall and spring

### ***SWIMMING***

The Waterfront Director (or his/her/their designee) will determine when the waterfront is open for swimming. Students who wish to swim do so at their own risk and **MUST** follow these rules:

- Swimming may happen from the crew dock only.
- Daylight hours only.
- The “buddy” system must be used at all times.

In all cases common sense should be used when students are on, in, and around the water.

## **WICKENDEN CHAPEL MEETINGS**

### ***CHAPEL PROGRAM***

The Tabor community gathers weekly for Chapel. These meetings provide each of us a kind of respite—an opportunity to listen, to think, or to worship in our own ways. In Chapel, faculty, students, and guests offer short talks that are informative, inspirational, and/or thought-provoking.

A non-denominational school, Tabor Academy does not require students to perform any religious rituals. The school does require, however, that no one interfere with another person's religious practice. If individual speakers suggest that certain moments of bowing, prayer or other such outward signs are about to take place, Tabor expects that all community members behave respectfully. The Chapel program presents a broad spectrum of ideas, beliefs, and experiences. The Tabor community accepts legitimate differences; it does not accept destructive, extremist, or anti-democratic rhetoric.

### ***STUDENT CHAPEL SPEAKERS***

As they write their Chapel talks, student speakers work closely with a faculty advisor. With the advisor’s guidance, the speaker must distinguish between stimulating or provocative commentary and rude or offensive statements. Obscenities, racial or religious slurs, personal insults, and bigotry—among other things—are unacceptable. As they compose their talks, student Chapel speakers should keep in mind the values embedded in the School’s mission: compassion, respect, trust, honesty, and personal responsibility

## **RESIDENTIAL LIFE**

The residential program at Tabor Academy openly promotes social interaction, while providing a structured academic regimen. Boarding students are expected to participate fully in the school community, learning and living together. Dormitories are arranged to house multiple grade levels. A central tenet of this vertical housing concept is that students are given the opportunity to develop friendships with students in other classes. A healthy school community depends on the recognition of common ground and requires students to respect their school, their peers, and themselves.

The [Director of Residential Life](#) is in charge of the residential program. Individual dormitories are under the supervision of Heads of House, houseparents and student proctors. Tabor's boarding faculty commit themselves to the growth and development of their students by maintaining a high level of accessibility in the dormitories and by capitalizing on the 'teachable moment.' Houseparents endeavor to establish important relationships with the residents of their dorm in which they both demonstrate care and practice the values of personal integrity, personal responsibility, and trust. Life in the residence halls demonstrates the appropriate balance between social pursuit and study.

### **COMMUNITY WEEKENDS**

Tabor Academy encourages all students, both day and boarding, to take full advantage of the School's weekend programs. Weekends at Tabor are a fundamental part of school life. Strong participation results in robust activities. While boarding students are welcome to stay every weekend, they should plan to spend a minimum of ten weekends on campus for the benefit of the program. For sake of clarity, each of these 10 weekends are occasions when boarders may not submit an overnight leave request. Four of these weekends have specific dates attached to them, as designated below. Students and parents are responsible for planning two other weekends each trimester when overnight leaves will not be submitted.

For the 2022-2023 academic year, these are the dates for Community Weekends:

***September 9 to September 11***

***November 11 to November 13***

***January 6 to January 8***

***March 24 to March 26***

Relative to this policy, a weekend stay on-campus is defined as overnight both Friday and Saturday. Students and families should thoughtfully consider their personal schedules so that

they can meet this commitment. Requesting special permission to be absent during a Community Weekend should be for emergencies only. **See also Tabor TX (p. 34).**

## **PROCTOR SYSTEM**

Tabor utilizes a student Proctor system to help faculty members manage residential and day student life, to assume leadership roles throughout the campus, and to assist students with meeting daily challenges. Proctors undergo an extensive training session before school opens in September and continues training throughout the school year. This training aims to prepare the Proctors to assist other students with all facets of independent school life.

## **DORMITORY ROOMS**

It is incumbent upon students to exhibit personal responsibility regarding the condition of their rooms. Students are expected to make their beds, take out their trash, and to keep their rooms generally neat and organized every day. Students are financially responsible for damage to dormitory rooms or common areas.

Members of the Student Life Office, Tabor's Facilities personnel, and Marion town officials routinely conduct building inspections to search for fire hazards and other unsafe conditions. In order to provide a safe dormitory environment that is supportive of the school's mission regarding the care of others, campus and town fire regulations prohibit the following inside student rooms:

- items hanging from the ceiling, touching overhead fire sprinklers, or touching a radiator
- more than 20% of a room's wall space being covered with posters or other allowable wall hangings
- wall decorations located within five feet of a window or door
- tampering with or altering light fixtures, switches and receptacles
- halogen lamps and any other bulbs in excess of 60 watts
- furniture arrangements impeding access/egress between doorway and far wall.
- disassembling or adjusting bed frames contrary to their standard design

### **THE FOLLOWING ITEMS SHOULD NOT BE IN STUDENT ROOMS:**

- weight-lifting equipment
- irons, toaster ovens, hot plates, immersion heaters, space heaters, fan heaters and unapproved extension cords
- refrigerators (proctors excepted)
- used liquor bottles, beer cans, beer signs, alcohol/tobacco advertisements, posters promoting drug use
- pets, such as lizards, rodents, snakes, cats, birds, etc.

- bicycles
- powerful sound systems (amplifiers, surround sound speakers, etc.)
- any kind of hanging tapestry
- magazine pages and photographs as wall decorations
- decorations lascivious in nature
- nail, tape, and tacks affixed to walls, unless they are used on the molding tack strip
- cash in excess of \$50.
- food, unless kept in sealed containers.
- any type of wireless access point.
- gaming systems (proctors excepted)

**POSSESSION OF THE FOLLOWING ITEMS WILL BE CONSIDERED MAJOR SCHOOL RULE VIOLATIONS AND MAY LEAD TO DISMISSAL FROM TABOR ACADEMY:**

- any materials used to promote racist ideology i.e., Swastikas, Confederate flags, etc.
- candles, incense, lighters, fireworks or matches
- firearms, including air rifles and BB guns. This stipulation includes a “toy” or “replica” firearm that might reasonably be interpreted as a real gun.
- knives of any kind, including sharp objects such as throwing stars
- metallic knuckles or items of any substance which could be put to the same use with the same or similar effect as metallic knuckles
- nunchucks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end
- billy clubs

Discretion should be used to decide what possessions should be brought to school.

Dormitory rooms are the property of the school. The school reserves the right to enter, to inspect, and to search rooms at any time.

**ROOM VISITATION POLICY**

The focus of our visitation policy is to promote healthy relationships in a community that embraces equity. Our hope is that our policy will reflect and instill values and behaviors that are equitable, inclusive, and emotionally and physically safe. This policy will apply to all students regardless of identity, student status (boarding/day), or dorm affiliation.

Our dorms represent the students' home on campus. As such, the residents within a dorm may visit each other at any time during waking hours within their respective dorms. Doors do not need to be open. If the host is no longer present, the visitor must also leave.

The purpose of Dorm Visitation is twofold—

1. We want to allow students to visit friends who live in different dorms in a comfortable setting, analogous to visiting in the living room of a family home.
2. We want to encourage members of a tremendously diverse school to broaden their relationships and friendships, and we recognize the need for them to gather in healthy, fun, and safe ways in places other than the Fish, Dining Hall, and the Academic Center.

Our policies on intimacy still hold true for all dorm interactions (co-ed or same sex) just as they would anywhere on campus.

The Dorm Visitation privilege is extended only to Tabor students. Alumni and students not enrolled at the school are not permitted in the dormitories without permission from the Student Life Office.

*It is important to note that Sexual assault or sexual abuse is engaging in any contact of a sexual nature without the other person's full knowledge and/or voluntary verbal consent. When a student is engaging in sexual activity, consent is about communication, and should happen every time. Giving consent for one activity, one time, does not mean giving consent for increased or recurring sexual contact. Sexual assault or sexual abuse is a violation of Tabor Academy's policies and rules, and of Massachusetts state law. Any such activity will result in required withdrawal and must be reported to law enforcement by the school.*

Phase 1—

Students will begin the year, remaining in their own dorms with no inter-dorm visitation. During this time, the focus of each dorm's parents and residents will be forming a strong internal community. Dorm meetings will occur regularly, and will focus on dorm rules and expectations, as well as on training and conversations about healthy and respectful social, emotional and romantic relationships as well as consent. This initial period will likely end in the early fall, at the discretion of the Student Life Office team after consultation with Heads of House and other relevant adults.

Phase 2— Interdorm Visitation Begins

Starting four (4) weeks from our first Friday of classes, usually around October 1<sup>st</sup> but this year on November 1<sup>st</sup>, 2022, students in 11<sup>th</sup> and 12<sup>th</sup> grade (boarding and day), who do not reside within the dorm may visit peers in other dorms and they must be invited by a resident (host). Visitation may occur...

1. ...on weekdays from 7:00-8:00pm
2. ...on weekends from 7:00p-10:30pm

Due to the size of some of the dorms, some of these visitations will be limited in number to promote a healthy student to faculty ratio.

When hosting a visitor, they should...

1. ...first ask dorm parent on duty for permission via call, text, Team Chat to work out details of visit. Please do not just show up with your guest to ask for permission.
2. ...introduce guest to the dorm parent on duty and then visitor must SISO (Reach) into the dorm.
3. ...follow the protocols and policies in place for the dorm they are visiting.
4. ...go to the host's room or common room space. Doors must be kept open, so the dorm parent on duty knows which rooms have outside visitors (expectation is that students use school provided trash can to prop door).
5. ..., upon departure, check out with the dorm parent on duty and then visitor should SISO out of the dorm.

### Phase 3

If Phase 2 of visitation progresses as it should, 10<sup>th</sup> grade students will be able to host peers starting 4 weeks after the 11<sup>th</sup> and 12<sup>th</sup> graders (usually around November 1<sup>st</sup> but this year will be on November 11<sup>th</sup>, 2022).

All the same rules apply.

9<sup>th</sup> grade students' visitation privileges will begin after the first trimester concludes (normally after Thanksgiving Break).

### Any Of the Following Will Be Considered a Violation of Procedures regarding Visitation.

1. *Allowing someone without proper permission to be in a room during Visitation.*
2. *Visiting a room other than your host's room.*
3. *Closing a door while visiting.*
4. *Failure to sign in or sign out properly and in a timely fashion, in person, with the faculty member on duty.*

### The following expectations for Visitation are for all students anytime Visitation is used:

- *A dorm parent or designated faculty member must be present in the dormitory if Visitation is to take place.*
- *Hosts and their visitor(s) must check in, in person, with the dorm parent on duty and then SISO (Reach) into the dorm. Upon departure, host(s) and visitor(s) must check out, in person, with the dorm parent on duty and then SISO out of the dorm. (Reach)*
- *Visitors may sign in only to the room of their host, though a student can host more than one visitor in their room.*
- *The door to the host's room must be kept ajar by school provided trash can.*
- *Host(s) and visitor(s) should expect dorm parents or other students to drop by at any time.*
- *There are no visitation privileges on any nights of long weekends unless agreed upon by those on duty.*

### Consequences for Violating Visitation Policy:

Unsupervised visitation is prohibited and will be treated as a serious infraction if discovered.

Any unauthorized visitation in a dorm outside of permitted hours, in any area after check-in and before 6:00am will be treated as a violation of a Major School Rule for all students involved which means all students will sit before the Community Life Committee.

Violation of door policy and sign-in/sign-out process while a serious violation, will be treated directly by the Student Life Office and will likely result in loss of visitation privileges and possibly other consequences. A second violation of this nature will result in students having to sit in front of the CLC.

**GUESTS** (*This policy is expected to change with the ease of COVID restrictions in 2022-2023*)

When appropriate, Tabor boarding students are welcome to host friends both on campus and inside their dormitories. If a non-Tabor student is visiting a boarding student on campus during the day, the host student should introduce the visitor to the on-duty houseparent. Guests are subject to the same rules that pertain to Tabor students. Hosts are responsible for each guest's behavior, and if the guest breaks a school rule, the host will be disciplined as if it were his/her own offense.

**FOOD DELIVERY**

Several local establishments deliver food to campus. Students may order food, as long as deliveries do not arrive after 8:00 p.m. on school nights or after 11:00 p.m. on weekends. Violations may result in disciplinary consequence. Students expecting a delivery are responsible for meeting restaurant personnel at the dormitory entrance. Delivery employees are not permitted to enter dormitory hallways.

**BREAKFAST**

Freshman and sophomore boarding students are *required* to check-in at breakfast on all school days, between 7:30 a.m. – 8:15 a.m.

**WEEKNIGHT STUDY HALL PERIOD**

Please refer to page 29, Student Life section "Evenings on Campus."

**WEEKEND REQUIRED CHECK-INS**

*Unless away from campus on approved leaves, boarding students are expected to perform visual check-ins at the times listed below. These check-in times may be altered to correspond with a change in program:*

- *Curfews:* On Friday and Saturday evenings, freshmen and sophomores must check-in at their dorms by 10:30 p.m., while juniors and seniors check in by 11:00 p.m. *Students may not leave the dorm after curfew.*
- *Other check-in times:* 7 p.m. Saturday and again, at 1 p.m. Sunday. Both of these check-ins are conducted by the on-duty houseparent, unless otherwise specified.

## **CAMPUS BOUNDARIES**

Students may be in the *public areas* bounded by Marion Center (Main Street) and Route 6 as long as they follow proper sign-out procedures. NOTE: This policy does not apply to any private residence that exists within this boundary. Visits to residences are covered in the SIGNOUTS section on p. 43.

Verbal permission is required from a houseparent or the Dean's Office for students to go to:

- Any place south of Main Street, including the Silvershell Beach area
- Any area north of route 6 (e.g. Uncle Jon's Coffee Shop, Brew Fish Eatery, Rose and Vicki's Pizza Place).

The following areas are off limits:

- Wooded areas are off-limits after dark.
- The pumping station near Braitmayer Art Studio
- Neighboring private properties
- Town boatyards
- Sippican Harbor (during the winter)

Unless travelling by car, students are not to venture east beyond Rose and Vicki's, west beyond Converse Rd., or past Brew Fish Eatery toward Rt. 195.



## **SIGNOUTS**

Tabor promotes the safety of students at all times. It is the responsibility of the student to learn the correct procedure for signing out via REACH. Students are expected to sign out and sign in accurately and appropriately.

## **DRIVING/RIDING POLICY**

Boarding students wishing to ride in a vehicle with approved drivers must have expressed permission on file in the Student Life Office. They must also receive verbal permission on each occasion from a faculty member. During the course of securing car permission, students must disclose their destination and arrive at an understanding regarding the length of time to be spent away from campus. Trips may have distance and time limits placed on them.

**As stated in THE DISCIPLINE SYSTEM section (p.54), violations of this policy are considered a major school rule violation and could result in an appearance before the Community Life Committee.**

## **MOTOR VEHICLES**

Considerable caution is exercised around both the use and the possession of automobiles. The privilege of possessing a car on campus – for boarding students - is reserved for students who have an extreme need for transportation. Due to the liability issues that surround vehicles on campus, the school encourages students and their parents to explore all possibilities before making a request for car permission.

## **BOATS**

No use of personal boats (Kayaks, SUP, floats, etc.) will be permitted without authorization of the Waterfront Director (or his/her/their designee).

## **REACH**

REACH is an electronic sign-in/sign-out system which allows Tabor students to move on and off of our campus. The areas of campus and beyond are divided into three areas designated Green, Yellow and Red.

**GREEN ZONE** = Within campus boundaries

When boarding students are departing their dorms for any place within campus boundaries they do not need to change their status on REACH.

**YELLOW ZONE** = Locations north of campus but south of Route 6 (Atlantic Bistro, Cumberland Farms, Dunkin' Donuts, Santoro's, etc.) or in downtown Marion (General Store, SeaDips, Serendipity, Kate's Simple Eats, Tabor waterfront and Sippican Harbor). This includes swimming and ANY watersports. When students (both boarding and day) are walking to designated off-campus destinations within the Yellow Zone, they must utilize REACH when they depart and again when they return to the Green Zone.

**RED ZONE** = Locations north of Route 6, south of town, particularly Silvershell Beach.

In order to depart to places in the Red Zone (either by foot, bike, or by car) students must obtain verbal permission from a faculty member, typically the on-duty houseparent. Once permission is received, students must utilize REACH when they depart and again when they return to the Green Zone.

School personnel are obligated to certify the identity of the adult taking the student from campus and the riding permissions of all passengers.

### **VISITS TO DAY STUDENT RESIDENCES**

Boarders are allowed permission to visit day student residences only if they have signed out properly (verbal permission from faculty on duty or Dean and a leave on REACH) and the host parent has communicated an invitation directly to the houseparent, the Student Life Office, or the Weekend Contact. Students may never be present in unchaperoned situations while under the school's jurisdiction.

**OTHER VISITS (e.g., driving tests, outside athletic teams, CCD classes, weddings/graduations, etc.):** These departure requests should be made with [Ms. Barrett](#) in the Student Life Office. College visits are coordinated through the College Office.

### **OVERNIGHT SIGNOUTS**

Students are expected to utilize REACH any time they plan to spend a night away from campus. All sign-out information is expected to be specific, accurate, and honest. Any misrepresentation to the school of a student's whereabouts when away from the school constitutes an illegal sign-out which may result in the loss of weekend departure privileges and/or placement on disciplinary status. The following conditions must be met before a student's weekend departure can be approved:

- REACH leave requests should be completed by NOON on the Thursday just prior to departure.
- All parent permissions, host invitations, and confirmations of plans must be received by Ms. Barrett in the Student Life Office by 8:00 a.m. Friday. This deadline is firm, even if the student is not planning to depart until Saturday evening. ***Hosts must be at least twenty-one years old.***

In submission of weekend plans, students should be aware of the following:

- After submitting a REACH sign-out request by the correct deadline, a student may change weekend plans, without penalty, by contacting [Ms. Barrett](#) before 4:00 p.m. on Friday or the weekend contact (508-353-1307) during weekend hours.
- If a student leaves campus either without submitting a REACH leave request *or without having said request approved*, they would face serious consequences (this may include suspension from school) to be determined by the Student Life Office.

- Students signed out for the weekend are expected to return on Sunday evening by 7:30 p.m. Whenever students return from an overnight away from campus, they are required to *indicate their return to the campus via REACH.*

*Failure to meet these deadlines could result in the denial of future leave requests or, under more serious circumstances, placement on a disciplinary status.*

Each student is responsible for making sure that weekend plans are approved before leaving campus.

Students are not permitted to leave campus for the weekend until all school commitments have been met, including athletic obligations and evening detentions. It should be noted that each student has an after-school commitment every Friday, and most have a Saturday commitment. Weekend plans should be formulated with the assumption that absence from this commitment cannot be excused.

All students are required to leave campus during the Thanksgiving, winter, and spring vacations. Before all vacations, boarders must submit vacation plans via REACH.

*The Student Life Office reserves the right to deny a request for an overnight leave to an unchaperoned situation, regardless of parental permission.*

## **DAY STUDENT LIFE**

Day students are an integral part of the Tabor community. Consistent with our mission, our expectations for day students are aimed at encouraging personal responsibility, fostering care for others and committed citizenship. Tabor encourages day students to engage fully in campus life and in the residential experience. Within our school community, day student status comes with its own unique set of responsibilities and expectations. Whenever questions or concerns arise, day students are encouraged to contact any of the day student proctors, [Mr. Howes](#) (Day Student Coordinator), [Ms. Barrett](#), or the appropriate Class Dean. Generally speaking, day students are expected to follow the same rules and regulations as boarders. In addition, day students should understand that they:

- **must live with their parents or legal guardians during the academic year. Any other living arrangement requires the written permission of the Head of School.**
- are assigned a day student locker and may request a lock from the Student Life Office which cannot be replaced. Day students should be respectful of the locker area, as well as the property of other students located in the area.
- are not to enter the dormitory room of a boarding student without an occupant of that

room present and without that student's permission

- must depart the campus at 10:00 p.m. on school nights and 11:00 p.m. on *weekend* nights
- are not permitted to come to campus after the published curfew times

### **EVENINGS ON CAMPUS**

Day students are welcome to study on campus during evening hours. All students are expected to be productive and not to use study hall time for social opportunities. Day students are expected to abide by the Evening Hours policy. For more information, see Student Life "EVENINGS ON CAMPUS (p. 29)."

### **HOSTING**

As members of the Tabor community, day students are expected to support the school's policies governing boarding students. Therefore, day students are not to host unchaperoned gatherings at any time, nor should boarders be invited for an overnight at their home without a parent present. Additionally, day students may not allow boarders to sign out to their home if said boarder does not intend to spend the night there. For more information, please refer to page 44.

### **MOTOR VEHICLES**

Day students, with written parental permission on file in the Student Life Office, may drive motor vehicles or mopeds onto the campus for the sole purpose of commuting to and from school. For reasons of safety and accountability, these vehicles must remain unused until the driver departs campus for the day. Special circumstances calling for a student to leave campus in a car before departing for the night require permission from the Student Life Office.

Expectations involving day students and motor vehicles include:

- Understanding and complying with all school driving regulations;
- Parking motor vehicles only in the Fish Center and Hoyt Hall lots;
- Being a licensed driver and compliant with Massachusetts driving regulations;
- Registering vehicles driven to school with the Student Life Office;
- Agreeing not to drive other students or ride in another student's car unless permission is granted by a member of the Student Life Office.

### **OVERNIGHTS ON CAMPUS**

Day students may request to spend nights on campus due to extreme circumstances, such as inclement weather, with a boarding student. Approval must be obtained from the houseparent scheduled for duty in the host dorm at least 24 hours in advance. Under certain circumstances a houseparent may deny this request.

## REQUIRED EVENING EVENTS

On occasion there are required evening activities for which day students will be required to attend. The school will endeavor to provide as much advance notification as possible for these events. Please refer to the school calendar and email notifications for the dates of required events.

# **HEALTH AND WELLNESS SERVICES**

## COUNSELING SERVICE

### *Tabor Academy Counseling Service (T.A.C.S.)*

Tabor Academy provides daily and evening counseling for any student who wishes to discuss a problem or issue confidentially. In addition, we offer a variety of other therapeutic and/or support services including crisis intervention/assessment, support groups, and more. **The primary procedure for accessing support is to schedule a routine intake appointment via email at [counseling@taboracademy.org](mailto:counseling@taboracademy.org)** so that you may be seen within a week. Steps include:

EMAIL: [counseling@taboracademy.org](mailto:counseling@taboracademy.org)

- Identify your free blocks throughout the desired school day.
- Specify the desired counselor by name if you have a preference.
- If you feel that your appointment needs are more urgent and would prefer to be seen within 72 hours, please access the counseling Appointment Booking Webpage found with the Health Center icon under the Resource Board section to establish an appointment time. The Appointment Booking Webpage is also accessible through the Health & Wellness group listed on the student's myTA.
- Students may also access support through the Health Center 24 hours a day, 7 days a week in a psychiatric emergency by calling 508-291-8306 or as a walk-in. Additionally, student may enlist the help of any adult in the community to make an appointment. On campus counseling is confidential. A guardian consents for their student to have access to this service during the student enrollment process. It is also free of charge unless it becomes necessary to make an off-campus referral.

## HEALTH CENTER

The Tabor Academy Health Center is open 24 hours per day 7 days a week during the academic year. The Health Center will operate on the same schedule as the Tabor Academy academic calendar.

The Health Center is staffed with qualified registered nurses 24 hours per day. The Director of Health Services, a nurse practitioner, can provide evaluation, diagnosis, treatment, and follow-up

of acute health concerns. Chronic conditions should be followed and treated by the student's primary care provider or specialist. The Health Center does, however, follow doctor's orders and can provide ongoing assessment to those students with chronic medical conditions. In addition to the Director of Health Services, the Medical Director is available for consultation and appointments.

Students may access the Health Center on a walk-in as needed basis at any time. It may be necessary to make an appointment to see the NP if unavailable during the student's walk-in visit.

Students with a health concern are encouraged to report to the Health Center before the start of the academic day or during a free block. While there may be times that a student must come to the Health Center during an academic class for an acute illness, students are encouraged to not miss class if they can help it.

Any emergency should be reported to the Health Center immediately.

## **HEALTH CENTER CONTACT INFO**

**Main Office: 508-291-8306**

**Director: 508-291-8307**

**Fax: 508-291-8368**

## **ANNUAL PHYSICAL, MEDICAL INSURANCE AND REQUIRED FORMS**

A yearly physical, that includes written proof of up-to-date immunizations, as per Massachusetts state guidelines, is required of all students. Appropriate forms must be completed and on file at the Health Center before registration. A student will not be able to attend classes or participate in the afternoon athletic program until such documentation is received. Students are required to have medical insurance coverage when they arrive at school. This medical insurance must include coverage in the State of Massachusetts for ongoing treatment and care. For this reason, travelers' insurance is not accepted. Please refer to the Guidelines for Acceptable Insurance section of the student's health enrollment forms for further information. Parents are responsible for any health care costs incurred for services outside of Tabor's Health Center.

## **HEALTH RELATED ABSENCES**

As often as possible, appointments for medical, dental, and orthodontic treatment should be scheduled well in advance so as not to conflict with the school's schedule. There are times, however, when this cannot be accomplished. Whenever a student needs to miss academic or athletic obligations for an outside medical appointment, the parent should contact the [Health Center](tel:508-291-8306) (508-291-8306) with this request at least 24 hours prior to the departure. The student should put a medical appointment request in using their REACH app on the phone. The medical request will then go to parents or guardians for approval. Once it is approved by a parent or guardian, the health center will review and approve, if appropriate, the medical appointment. If this absence is deemed to be excused, it will be approved by the Health Center and the Student Life Office will be aware of the excused absence. The student is responsible for communicating with teachers

regarding missed work. If on campus and leaving for a medical appointment, the student must sign out through the Health Center and back into the Health Center upon return. In most cases, a doctor's note will need to be brought to the Health Center when the student returns to campus.

Any student, day or boarder, who goes home due to illness must check out and check back in upon return through the Health Center in order to be properly excused and accounted for.

### **APPOINTMENTS AND TRANSPORTATION**

There are times when ongoing care and appointments may be necessary while the student is boarding at Tabor. In these instances, the student will be transported by a medical chaperone to their appointment if arrangements cannot be made with the family. There is no fee charged for local appointments in Marion. In acute or emergency situations, the Health Center will arrange transportation to local hospitals or other diagnostic treatment centers. Parents will be notified about this transportation. Follow-up appointments and arrangements for transportation will also be made by the Health Center.

### **CHRONIC HEALTH CONDITIONS**

The Health Center staff, in conjunction with the student's physician, will formulate an individual plan of care for the student. It is imperative that the Health Center staff and the student's physician have an on-going working relationship in order to best care for the student during their time at Tabor Academy. Failure to follow a plan of care may result in the student being separated from Tabor Academy.

### **CONCUSSIONS**

Tabor's Athletic Trainers and the Health Center staff work closely with students suffering concussions and determine varying degrees to which students should be able to be academically productive within the school environment. The Director of Health Services, in consultation with the Head Athletic Trainer, may also place a student on Extended Leave, if the effects of a concussion render a student completely incapable of functioning in any academic capacity. A student suffering from a concussion must be cleared by Tabor's Medical Director prior to a return to play Tabor athletics, even if the student is receiving treatment by an outside provider.

### **DISCLOSURE OF STUDENT HEALTH INFORMATION**

The Health Center staff believes it is imperative that we respect the student's right to both privacy and confidentiality. However, it is our philosophy that confidentiality must yield to safety when danger to the student or community arises. Information such as medical and mental health diagnoses will only be disclosed with direct permission from the student and his/her family. If a student should require special considerations (anaphylactic allergies, diagnosis of diabetes, an injury impacting performance such as concussion), faculty will be informed on a need to know basis.

## **ILLNESS / INJURY**

Students who are excused from classes or afternoon commitments will remain at the Health Center. Students are not allowed to rest or stay in the dormitory during school hours. If a student is too ill to attend classes, he/she will be unable to participate in any extra-curricular activities, including athletic events and practices, for at least that day. The Health Center staff determines when a student may return to classes, to the dorm, and/or extra-curricular activities.

## **INFECTIOUS DISEASE POLICY**

In the complex world of emerging viruses and other diseases, Tabor Academy relies on the recommendation of the Centers for Disease Control and Prevention in Atlanta, the Massachusetts Department of Public Health, and the National Association of Independent Schools in crafting its policies. The school will communicate policies for specific diseases by mail and will post updates on the website.

## **MEDICATIONS**

All medications must be checked in at and administered by the Health Center. The only medications allowed in dorm rooms are oral contraceptives, topical lotions and creams, inhalers, EpiPens, and diabetes medications. These medications must be checked in at the Health Center and labeled prior to being in dorm rooms. Any time there is a medication change of any kind, a new medication order must be submitted to the Health Center at the time of the change. Students found to be keeping either prescription medications or over-the-counter medicines in their rooms may expect disciplinary action.

## **MEDICATION DISPENSING**

For those students on daily or as needed medication, the Health Center dispenses medication from two locations: the Health Center and the Lillard living room off of the dining hall (one hour before classes, Monday – Friday).

## **PATIENT PRIVACY PRACTICE**

Tabor recognizes and strives to conduct itself in full accordance with all laws regarding patient health privacy as outlined in the Health Insurance and Portability and Accountability Act of 1996 (HIPAA). Consistent with the operation and special demands of a resident school setting however, certain types of health information regarding student safety may require strong consideration for the sharing of that information beyond what is typically permitted.



## **CONFIDENTIAL HEALTHCARE SERVICES**

Generally, under Massachusetts law, minors are allowed to receive certain health care services without the consent of their parent or legal guardian. These services may include: contraception/birth control methods; pregnancy testing; prenatal and obstetrical care; evaluation and treatment for sexually transmitted diseases; and evaluation and treatment for alcohol and/or other drug addiction problems. Tabor Academy respects the privacy of our students and makes every effort to help them maintain confidentiality when they obtain medical services. In the event that a student requests assistance in seeking treatment for such a medical problem from Tabor, we will encourage that student to communicate openly with their parent or legal guardian.

## **SELF-DESTRUCTIVE BEHAVIOR**

In cases of “Self Harm” (e.g., self-inflicted wounds such as cutting, burning, torture tactics, and any other self-harming behaviors), the student will undergo an initial assessment by Tabor’s counseling staff. Following assessment, treatment options will be determined at the discretion of the Counseling or Health Services staff ranging from in-house support to more intensive off-campus treatment options (e.g., E.R. evaluation, inpatient or outpatient support, etc.).

Students who engage in any kind of physically or emotionally self-destructive behavior including suicide gestures or attempts, or other serious self-harming behaviors need in-depth psychological or psychiatric treatment. It has been Tabor’s experience that students under these circumstances cannot undergo the needed treatment while also engaging in an active school life. Therefore, following such an incident which occurs during a student’s year, students may not be allowed to return to Tabor for the balance of the academic year. After that school year is concluded, an assessment will be made about the possibility of the student’s return to school the succeeding year.

In the event that a student becomes so emotionally distraught during their attendance at Tabor that their behavior clearly indicates a requirement for inpatient hospitalization, Tabor may place the student on Extended Leave for the balance of the school year. It has been the school’s experience that such emotional upheaval and inpatient hospitalization usually precludes a normal school experience both for the student involved and for his, her, or their classmates. The school will do all within its power to continue a student’s academic experience but their ongoing physical presence on our campus may be precluded.

Tabor recognizes that some students, prior to attending Tabor, may have experienced psychological and emotional difficulties. The range of issues faced by young people these days is often daunting and parents are wise to consult proper mental health care professionals. However, once parents and students feel certain issues are resolved they often elect not to mention such consultations, treatments or prior medications to the Health Center or the Dean of Student Life’s Office. Sometimes, as students begin to experience the occasional turmoil of adolescence, past issues may reappear, or related issues may begin. It is imperative, in our boarding community, that either the Health Center or the Student Life Office be aware of any issues involving significant psychological disturbance, suicidality, drug or alcohol dependency or other issues in a student’s medical history. Failure by parents to disclose such issues may place students at risk. Failure to disclose such history, either on the school health form or in a

direct, private conversation with a member of the school's Health Center or with the Student Life Office PRIOR TO THE MANIFESTATION OF SUCH ISSUE could result in the student's placement on extended leave from Tabor for the balance of the year or dismissal from school.

### **MEDICAL LEAVE OF ABSENCE**

A medical leave of absence enables a student to focus on their medical and/or psychological well-being off-campus while officially remaining enrolled at Tabor. Under a medical leave of absence, a student leaves campus for a period of time for medical reasons.

A small group of school leaders, including the Director of Health Services and the Director of Counseling, decide when a medical leave of absence is appropriate. A medical leave is considered when the school is not able to offer the proper treatment or when it is not appropriate for a student to receive medical treatment while being a full-time student. The school may at any time require a student to be placed on medical leave. A return from medical leave and the criteria surrounding a return to Tabor is decided upon by the Health Admin Team comprised of Director of Health Services, Counseling Department, Associate Head of School, Dean of Academics, and Dean of Student Life.

Tabor recognizes that there are certain medical and psychological conditions and behaviors whose treatment can be complicated by participation in our rigorous environment. In some situations, the condition or behavior may create undue disruption in the dormitory or classroom. Should such a situation arise, Tabor reserves the right to give the family advice to consider withdrawing from school. A student on medical leave may not be on campus unless given permission by the Dean of Student Life and accompanied by a parent.

### **SPORTS MEDICINE SERVICES**

Tabor Academy's Athletic Training Room, located in the basement of the Fish Center, is staffed by two full-time, licensed and certified athletic trainers. Athletic trainers are readily available and present at on-campus athletic contests and practices.

Athletic trainers are available to assess and treat injuries, assist students in injury rehabilitation and prevention, and evaluate concussions. Appointments are encouraged for rehabilitation and can be made at [calendly.com/taborsportsmedicine](https://calendly.com/taborsportsmedicine). Emergent injuries do not require an appointment. New injury evaluations are strongly encouraged to make an appointment prior to 3:15pm as care will be prioritized after school to students preparing for afternoon co-curriculars, rehabilitating injuries, and emergent situations.

In the event a student or coach suspects an athlete has sustained a possible head injury during practice or a game, they should seek a member of the Sports Medicine staff during the hours of operation posted. In the event Sports Medicine staff is unavailable, they should check in with the Health Center staff in the Fish Center.

Students may email [sportsmedicine@taboracademy.org](mailto:sportsmedicine@taboracademy.org) with any questions.

## SPORTS MEDICINE HOURS OF OPERATION

FALL/SPRING HOURS						
	MONDAY	TUE	WED	THU	FRI	SAT
1:00 - 2:30 PM	EVAL/REHAB/ IN FC		HOURS BASED ON CONTEST SCHEDULE	EVAL/REHAB/ IN FC		HOURS BASED ON CONTEST SCHEDULE
2:30 - 3:15 PM	EVAL/REHAB/PREP IN ATR			EVAL/REHAB/PREP IN ATR		
3:15 - 4:30PM	PRACTICE PREP / REHAB			PRACTICE PREP / REHAB		
4:30 - 5:15 PM	REHAB / PRACTICE COVERAGE			REHAB / PRACTICE COVERAGE		
5:15 - 6:15PM	POST PRACTICE CARE			POST PRACTICE CARE		
WINTER HOURS						
	MONDAY	TUE	WED	THU	FRI	SAT
1:00 - 2:30 PM	EVAL/REHAB/ IN FC		HOURS BASED ON CONTEST SCHEDULE	EVAL/REHAB/ IN FC		HOURS BASED ON CONTEST SCHEDULE
2:30 - 3:15 PM	EVAL/REHAB/PREP IN ATR			EVAL/REHAB/PREP IN ATR		
3:15 - 9:30PM*	REHAB / PRACTICE COVERAGE / POST PRACTICE CARE			REHAB / PRACTICE COVERAGE / POST PRACTICE CARE		
* TIMES MAY CHANGE BASED ON PRACTICE AND GAME SCHEDULE						

# **THE DISCIPLINE SYSTEM**

The primary goal of the discipline system is education. When student behavior is contrary to our expectations, the school takes disciplinary action of varying responses. All of these responses are rooted in the belief that good judgement comes from experience and often times experience comes from bad judgement. At its best the discipline system helps students to claim responsibility for their actions and allows them opportunity to chart a new course.

Tabor students are expected to be good school ambassadors at all times. Students whose actions discredit Tabor's reputation –whether under the school's jurisdiction at the time or not – may be held accountable by the school's disciplinary system.

## **MINOR INFRACTIONS**

Tabor Academy employs a point system to help students correct minor transgressions of the school's expectations. For each unexcused absence students are assigned 5 points. An unexcused absence is defined as arriving 15 minutes or later (or not at all) to any commitment. *Points vary for other offenses.*

Please note the following consequences for minor infractions:

**Detention:** Students who accrue 5 points will be assigned to a weekend detention to be served within the next 10 days. Detention is held from 7:00-9:00 pm on the weekend. Students may use their laptops to complete academic work. Cell phones are not permitted, and students may not sleep during the detention period. Detentions will continue to be earned in 5-point increments. An unexcused absence from detention results in a 5-point response.

**Campus Bound:** Students who accrue 10 points will be restricted to campus for the following weekend. This restriction includes leaving campus for any reason other than playing in one's own Tabor athletic game. The campus bound consequence will re-occur for every multiple of ten points accrued.

**Reprimand:** Students who consistently fall short of meeting expectations will receive a Reprimand. Students who are reprimanded are officially notified, with a letter home, that their behavior has been unacceptable. Students are typically reprimanded when reaching 15 disciplinary points or if making a mistake of concern that does not quite reach the level of major discipline.

## **MAJOR SCHOOL RULES**

The following are considered major school rules, violations of which will typically be referred to the Community Life Committee. See further sections for elucidation of some of these rules, and for expanded explanations regarding levels of seriousness and context.

Students may not:

- Use hate speech, slurs, or any behavior that promotes racist or bigoted ideology;
- Lie, cheat, plagiarize, steal, vandalize or be disrespectful, disobedient, or dishonest in any way;
- Bully, haze, harass, in any medium (digital, for example);
- Exhibit behaviors perceived as discrimination, hazing, sexual assault, sexual harassment, retaliation or are considered injurious to others;
- Use or possess drugs, alcohol or other controlled substances intended to be mind- altering. The possession of paraphernalia, vapes or any electronic smoking devices including nicotine vapes or any electronic smoking devices, including nicotine delivery systems such as a JUUL. The use of aerosols or chemicals as inhalants. The misuse of prescription drugs. The distribution of drugs, alcohol or other controlled substances. Operating or being a passenger in a motor vehicle while under the influence of drugs or alcohol;
- Possess false identification;
- Violate the school's Digital Citizenship Policy. Please refer to page 76;
- Violate visitation or parietal rules, especially unauthorized presence of a student of the opposite sex in a dormitory room;
- Tamper with fire- or life-safety equipment, especially fire extinguishers, smoke/fire detectors, or AEDs;
- Use an open flame inside a school building;
- Engage in sexual contact or be found in a situation that strongly implies sexual contact;
- Possess or use fire-arms, fireworks, or other inherently dangerous paraphernalia or weapons;
- Gambling (unless sanctioned as part of a school activity)
- Engage in unauthorized or improper use of a motor vehicle, or violate the rules regarding driving and riding in automobiles;
- Engage in unauthorized use of boats;
- Be in the presence of a major school rule violation;
- Repeatedly violate policies of a lesser nature – such as excess attendance violations, or other infractions for which a student has been Reprimanded or Deans Warning.

Students should also understand that acts of academic dishonesty are considered disciplinary in nature. Depending on the level of seriousness of an academic honor violation, a student may be placed on a disciplinary status. Further explanations regarding academic dishonesty are found in the Academic Honesty Policy section of this document.

## **BEING IN THE PRESENCE OF A MAJOR VIOLATION**

Each student bears some responsibility for what happens in their presence and, at a minimum, is expected to take steps to avoid the scene of any activity that is against school rules. Ideally,

students should openly discourage such activity, for the sake of those putting themselves in disciplinary jeopardy. Students who are willingly and knowingly in the presence of serious rule violations can expect to be disciplined equally to those perpetrating the act.

## **MOTOR VEHICLES**

Tabor promotes safety for students at all times. Even under the most controlled situation, missteps involving cars can have tragic consequences. At all times, Tabor students are expected to exercise caution and good judgment with regard to their involvement with a motor vehicle.

Violations of policies listed below will result in a student's placement on Dean's Warning:

- Boarding students with an extreme need may be permitted to have a car on campus, but they may not bring cars back for campus stay without receiving verbal permission from the Dean. (Permission will not be granted less than 72 hours before a student's return from his/her weekend. Messages or emails do not qualify as receiving verbal permission.)
- Boarding students may not garage, park, or use automobiles in Marion or in neighboring towns, unless that student's parent is in residence and in control of the vehicle.
- Students are expected to acquire permission before leaving campus in a motor vehicle. Further explanation of Driving/Riding policy can be found on page 45 and page 48. Students are expected to know and abide by both school policy and state laws regarding their own car use. Blatant disregard for the Driving/Riding Policy will result disciplinary consequences for both the passenger and the driver.

**Violation of this policy could place the student(s) before the Community Life Committee with possible outcomes ranging from Deans Warning to suspension. Subsequent violations could result in dismissal from school.**

## **OPEN FLAME, FIRE EXTINGUISHERS, LIFE SAFETY**

Tabor students are expected to exercise good judgment relative to fire and life safety. An open flame is defined as any fire, lighted match, ignited lighter, incendiary device, cigarette, or any smoldering item such as incense. In addition, all fire apparatus is required by law to be placed in all school buildings for the protection of the entire community. Open flames in the dorm often result in dismissal from school.

## **RESTRICTED AREAS**

There are campus areas where student presence is prohibited. There are also particular times when student presence in a specific area is also prohibited. The spirit of this policy relates to student safety and mainly applies to any location or locked area at times when students should not be present without the permission of an adult. Examples of this type of violation include unauthorized presence in faculty offices, administrative offices, dormitory rooms and corridors, Hoyt practice rooms, classrooms, the Braitmayer Art Center, the campus laundry room, any locker room or team room in the Fish Center, or the Wickenden Chapel. These are serious violations and can subject students to dismissal from Tabor Academy. For safety reasons, the docks, any wooded area, and the areas surrounding the MANS Center are off-limits after dark. Restricted area violations will be subject to disciplinary action.

## **THEFT**

The possession or use of others' property without their permission--including unauthorized use of another person's credit, debit or TABORBUCKS card, unauthorized use of another person's keys/proximity cards and unauthorized use of technological devices/digital material belonging to someone else constitutes theft. Theft is among the most damaging behaviors in a community that demands respect for the privacy, belongings and personal space of all community members.

## **UNAUTHORIZED DORMITORY ABSENCE/PRESENCE**

As stated above, departure from the dorm after check-in is prohibited and subjects students to dismissal from Tabor Academy. Likewise, day students are not permitted to come to campus after the published curfew times and subject themselves to dismissal by doing so. Boarding students must remain in the dorm until 6:00 a.m., unless a school athletic practice mandates otherwise. A student will likely be suspended off-campus if they are found propping open a locked dormitory door, especially if said behavior occurs at any time between night-time check-in and 7:00 a.m. the following morning.

## COMMUNITY LIFE COMMITTEE

The Community Life Committee is dedicated to making Tabor a safe and sustaining community for all its members. To promote and maintain the inclusive, trusting, and empathetic environment necessary for learning and personal growth, Tabor students and faculty must place a premium on integrity in all areas of school life. The communal norms we uphold for academic and social engagement are designed to ensure that the safety and development of the entire community is valued above inequitable, unethical personal gain. We understand that community members will misstep, and we believe the most important part of error is how individuals respond. The Community Life Committee is committed to a fair adjudication process aimed at guiding students through the process of acceptance and honest reflection to set the stage for better decision making in the future.

### Membership and General Procedures:

The Community Life Committee is co-chaired by the Dean of Student Life and the Dean of Academics. In addition to the co-chairs, the committee is made up of 4 faculty members and 9 student representatives (4 from grade 12, 3 from grade 11, and 2 from grade 10), nominated by their peers and finalized through application and CLC faculty decision. When a community expectation is violated, whether in the academic, co-curricular, or extra-curricular realms, the Student Life and/or Academic office will investigate the incident to ascertain the facts. At the conclusion of said investigation, administrator(s) involved will decide whether to convene the Community Life Committee to adjudicate the incident.

A meeting with the school's Community Life Committee provides an opportunity for the student to confront and process their actions and their consequences with a body of caring and concerned peers. A Committee meeting is a learning experience for both the student and the school itself and absolute honesty, the acceptance of personal responsibility, and confidentiality are critical expectations. Family members are not permitted to attend their child's Community Life Committee meeting, but the student will be supported by their advisor. After hearing a case, the Committee will weigh the impact to the student and to the community, assess appropriate outcomes, and make a recommendation to the Head of School, who will make a final decision regarding the consequences of the event.

Each matter is considered a unique event and is adjudicated on its own merits, though previous cases may be used as a framework when considering outcomes and final recommendations to the Head of School. Students should expect that their entire disciplinary record is subject for review during a CLC meeting, especially if the adjudicated event fits into a pattern of similar behaviors. In such cases, a Committee meeting may lead to further examination of the student's ability to learn, build productively upon, and eventually grow from the events that brought about the meeting. Generally, the more impactful a violation is to the community, the more serious the outcome. Students should expect to be dismissed if the immediate safety, either physical or emotional, of others is compromised or if the fabric of trust in the community is grievously impacted.



Issues of privacy, the timing or severity of the offense, or other considerations may indicate that a Committee meeting is not in the student's or, in some cases, the school community's best interests. In those cases, a modified meeting may be held at the administrative level. Under these circumstances, the Head of School determines a school response based on the recommendation of the Dean of Student Life and/or Academics.

## **DISCIPLINARY OUTCOMES**

### **DISMISSAL**

From time to time, students are dismissed from Tabor or withdrawn with discipline pending. Any student who has either been dismissed from school or has withdrawn from school with discipline pending, may not return to campus or attend any school-sponsored activities until after the student's class has graduated.

A second violation of the same major school rule even beyond the period of probation will lead to dismissal. A second violation of any major school rule during a student's career will in most circumstances lead to dismissal.

Seniors permanently separated from school in the spring term of their senior year must, in order to receive a final transcript, complete an approved summer school course in English and in any other subjects required for graduation; they may apply for a diploma after satisfactorily completing the required course or one year in college.

[See also "DISCIPLINE REPORTING POLICY", p.61]

### **OFF-CAMPUS SUSPENSION**

The result of a meeting with the Community Life Committee may be an off-campus suspension. The Dean of Students may assign an off-campus suspension without convening the Community Life Committee. A student suspended off-campus must either leave campus with a parent or guardian or be delivered to their custody. Off-campus suspension is an opportunity for the student and their family to re-evaluate their commitment to the school. While away from campus, the student is expected to complete all assigned work. All missed tests, quizzes, and projects are to be submitted immediately upon the student's return for full academic credit, unless the Community Life Committee has deemed otherwise. A suspended student is responsible for maintaining contact with teachers before, during, and after the suspension for the purpose of fulfilling their own academic status. A student suspended off-campus may not return to campus until the suspension period has ended.

### **DEAN'S WARNING**

Students are placed on Dean's Warning for transgressing major standards of behavior. Students may also be placed on Dean's Warning after both being Reprimanded and reaching 25 points. After placement on Dean's Warning, students are more likely to be dismissed should they violate

a major school rule. Dean's Warning status will be reviewed after a period of six academic months. A student whose behavior has been without further incident may apply for removal from Dean's Warning at that time.

## **PROBATION**

A student is placed on Probation for a violation of any major school rule. A student's placement on Probation is automatically linked to a suspension. While on Probation, students will almost certainly be dismissed for further violation of major school rules, even if the violation constitutes major academic dishonesty. It may not be necessary for students already on Probation to appear before the Community Life Committee to address further violation of major school regulations, as in many circumstances the outcome may well be established ahead of time. However, a discipline meeting is a learning experience, and in many cases – even with the outcome well-understood – there could be merit in a hearing before the Community Life Committee. Probationary status is reviewed after a six-month period. A student whose behavior has been without further incident may apply for removal from Probation at that time. Regardless of probationary status, a student violating the same school rule in their career at Tabor will likely be dismissed.

## **CONSEQUENCES TO LEADERSHIP POSITIONS**

Students elected to or holding leadership positions are expected to set the highest example for others, meaning (among other expectations) that they will adhere to the rules of the school. A student placed on Dean's Warning or Probation forfeits the privilege of holding a leadership position and will be removed from their role as class officer, captain, proctor, etc. at the time of the infraction. A student is considered to be holding a leadership position from the time of election or selection. A student may stand for selection or election for a leadership position while on a disciplinary status, provided that the period of Dean's Warning or Probation will elapse before they move into the role.

Seniors may not be permitted to undertake a senior project while on disciplinary status.

## **REMOVAL FROM DISCIPLINE STATUS**

Students remain on Dean's Warning or Probation until notification of removal has been communicated by the Dean of Student Life. In order to be considered for removal, students are required to meet monthly with their advisor and class dean. These meetings serve as a means to monitor progress and performance across the various areas of school life. Students desiring to apply for removal from a disciplinary status are responsible for submitting a letter requesting removal to Ms. Barrett's office by the stated deadline.

## **DISCIPLINE REPORTING POLICY**

It is the school's policy to support students in reporting serious disciplinary consequences to colleges. We will notify colleges if an applicant's enrollment as a student at Tabor changes or if the Head of School believes that a circumstance warrants disclosure. On applications in which a student is specifically asked to disclose disciplinary information to colleges, we counsel the student through the process, informing them that failure to do so would be a violation of our philosophy and core values as a school community. It is our expectation that students answer questions about disciplinary history honestly on college applications. If a disciplinary violation occurs after a student has filed an application with a college, notice should be provided within 10 days of the incident. While disciplinary matters are of a concern to colleges, our experience is that they understand young people make mistakes. Admission committees are typically more concerned with the manner in which students respond to disciplinary sanctions than the actual event leading to the sanctions. A mature and graceful response to a discipline infraction can illustrate a student's growth and development as a young adult. Should a student or family member have any questions about this policy, please do not hesitate to contact the Co-Directors of College Counseling, [Lauren Boucher](#) and [Mary Kate McCain](#).

## **SUBSTANCE POLICY**

Tabor seeks to promote the health and well-being of all students. These explanations are not all-inclusive but serve as guidelines for how a student should expect to be dealt with when involved with substances. A student who is permitted to return to Tabor after a first violation of the Substance Abuse Policy should expect to be dismissed after a second substance offense. This provision remains in effect for the remainder of their Tabor career.

### **DRUGS AND ALCOHOL**

Involvement with drugs and alcohol and the misuse of both prescription and over-the-counter medications are possible threats to psychological or physical health. The school strives to protect both individuals within the community and the community as a whole. Therefore:

- Possession of false identification is illegal and typically results in serious school discipline.
- Possession and/or use of CBD oil is prohibited.
- Students using or possessing drug/alcohol, or their attendant paraphernalia (defined to include but not limited to – marijuana seeds, any marijuana-consuming device such as vaporizers, materials used to replicate a smoking device, grinding devices, shot glasses, used liquor containers, etc.) should expect to be referred to the Community Life Committee. In addition, these students will be required to:

- 1) Have an outside professional drug/alcohol assessment;

2) Meet with a school counselor upon return;

3) Follow any recommendations made from the assessment.

Students found in the presence of drugs/alcohol (either during or after the fact) should expect the same response as a student found using or possessing these substances, including steps 1-3 as outlined above.

- Students may not return to Tabor from an off-campus destination under the influence of drugs or alcohol, nor may they consume drugs or alcohol in transit to and from Tabor during vacation periods.
- Any student who shows symptoms of being under the influence of drugs or alcohol, in the opinion of two adults, and who denies such consumption will be required to undergo a drug and/or alcohol test at that time. A student should not expect an admission of “recent” drug use to serve as a shield from disciplinary response.

It is a violation of Massachusetts state law for a student both to keep prescription medication inside one’s own dormitory room and to use prescription medications in a manner contrary to a doctor’s instructions. Therefore, Tabor’s stipulations regarding possession of illegal substances also pertain to unauthorized possession of medications (both prescription and over-the-counter) inside a student’s dormitory room. Additionally, the school’s stipulations regarding use of illegal substances pertain to misuse of these types of medications.

It is illegal for students to share or otherwise make drugs or alcohol available to any other student. A student puts themselves in the position of being dismissed for doing so. A student can be characterized as sharing, if any one of the following is true:

- The student is in possession of or involved in the procurement of alcohol, drugs, or prohibited medications, any of which are ultimately shared with students under the school's jurisdiction.
- The student (including day students) provides alcohol or drugs, including prescription medications, in a private home to any student under the school's jurisdiction.
- The student uses their car to transport students for the purpose of obtaining any illegal substance ultimately shared with other students.

## **TOBACCO**

Due to the harmful effects of nicotine, Tabor does not allow cigarette smoking, tobacco chewing, “dipping,” or possession/use of any kind of nicotine, matches, or lighters while a student is under the school's jurisdiction. Any violation will likely result in disciplinary measures being taken. Violations also require a mandatory nicotine evaluation. In the case that a student is determined to have a nicotine addiction such student will be required to participate in a mandatory nicotine

cessation program. Possession and /or use of e-cigarettes and paraphernalia may be considered a violation of a major school rule. See page 57. Students found to be in the presence of a tobacco offense should expect to be charged with an offense of the tobacco policy as well.

## **RESOURCES FOR CONCERNS ABOUT THE USE OF ALCOHOL AND OTHER DRUGS**

There are times when students may be concerned about themselves or friends regarding the use/abuse of alcohol or other drugs. These types of concerns may range from nicotine use to other forms of addiction.

There are several options for support available.

When students have concerns about their own use--and are currently not under the influence—they can seek help from any faculty or staff member. When contacted, an adult will direct the student to a dean, the director of student wellness, the Health and Wellness Center, or the Counseling Department. Students may also approach these departments directly.

Depending on the seriousness of the situation, there are different levels of response and follow-up care available. If a student's well-being is at risk, the school official, the Health and Wellness Center staff, and Counseling Department members will engage in non-disciplinary discussions with the student. Such conversations are treated as a matter of health, and the student in question will be offered appropriate support. Possible outcomes include undergoing an evaluation and the coordination of a drug- and alcohol-free agreement undertaken by the student with the school.

### **Drug and Alcohol-Free Agreement:**

When community members have concerns about another student's use/abuse of alcohol or other drugs, they should direct those concerns to the Director of Student Wellness, who will work with the student and the family to arrange an explicit, written drug-free agreement. Depending on the circumstances--as determined by the school--a student may be required to enter a drug-free agreement. The drug-free agreement includes a referral to the Counseling Department, a professional evaluation by an outside counselor, ongoing contact with a counselor (either external or internal), and random drug screening. Drug-free agreements are not intended to be punitive or disciplinary. Rather, they encourage a healthy lifestyle by providing support and a deterrent for continued use.

### **Notes:**

- A. When engaging in a Drug-Free agreement, students are notified that their parents will be involved in the communication. Specifically, parents are included in all conversations leading up to a drug-free agreement.
- B. Violations of a drug-free agreement—missing appointments for counseling or screenings, for example—may prompt discussion regarding required withdrawal from

school. If the student tests positive for drugs after the agreement has begun, this will result in required withdrawal.

There are at least two situations that require immediate action:

First, if a student is ever frightened or alarmed about another student's health—with even the slightest hint that the situation constitutes a medical emergency--the student should get help quickly.

Second, if students encounter another student who has been using alcohol or other drugs and, as a result, is in medical danger of being harmed, harming themselves, or harming anyone else, they should also act immediately.

Steps for acquiring help for others include:

FIRST, calling 911 immediately;  
SECOND, contacting the Health Center at 508-291-8306;  
THIRD, gaining the help an adult immediately.

The decision to seek help is always difficult, but if another student's life is in danger, the choice is clear—a community member must get help for the student. (*See Safe Haven Policy*)

## **SAFE HAVEN POLICY**

Student health and safety is a primary concern for our entire community. Students can declare Safe Haven for themselves or for others without fearing disciplinary action when they—or another person—is in genuine physical or psychological danger, resulting from the use of any substance, including alcohol. Safe Haven does not protect the student from disciplinary consequences if an investigation has already been undertaken by a faculty member or administrator.

The process for invoking Safe Haven is as follows:

A student or students seeking help through Safe Haven should contact (through a face-to-face conversation) a faculty or staff member to request help. The words "SAFE HAVEN" must clearly be stated as the purpose of the contact. The adults contacted must return confirmation that a Safe Haven request has been received and that that they can help you. If this communication fails, students should continue to seek help until an adult agrees to help.

A student confronted about alcohol or substance use cannot claim that they had intended to request Safe Haven or was enroute to the Health Center for this purpose.

Once a Safe Haven has been officially declared, the student will not sit before the CLC, nor will they be subject to discipline or dismissal from school. Helping a fellow student whose health may be at risk due to drug or alcohol should be a lifesaving measure. The concerned student who seeks

Safe Haven (whether for themselves or for others) will remain confidential to the student that received the Safe Haven. However, their identity will be known by the adult with whom the face-to-face request for help occurred.

A student or students claiming Safe Haven should expect the following:

1. Student(s) will not sit before a CLC and will not be dismissed; however, in some cases, students will be expected to spend time with their families off campus following the incident as the school and their parents are assessing the student's needs.
2. The adult approached will immediately contact the nurse on duty, unless it is a medical emergency, in which case 911 will be the first contact. In every instance the faculty member will then notify the administrator on duty and assist the nurse/Health Center as needed.
3. Health and Wellness Center staff will assess immediate health risk and determine whether the student should remain at the Health Center or be transported to the hospital for evaluation. Drug and alcohol testing may be part of that health assessment and not used in a disciplinary context.
4. The Health Center will notify the Director of Student Wellness who will notify the Associate Head of School and the student's parents. Response to Safe Haven will include but is not limited to:
  - A) A notification of the student's parent and/or guardian
  - B) An evaluation by Tabor's counseling office and/or an outside counselor (any cost incurred from this evaluation and/or medical treatment will be at the parents' expense), and
  - C) A letter on file regarding the incident (this is for internal use only)

**NOTE:** The Dean of Students, the Administrator on duty at the time of the incident, and the Associate Head of School, reserve the right to determine whether students are genuinely seeking help or attempting to interfere with the school's discipline system—either for themselves or others. Interference will be handled via Tabor Academy's Discipline System.

Upon returning to school, that student will be placed on a drug free agreement for at least one calendar year at Tabor Academy. It is the expectation that any recommendations by any evaluating counselor will be followed. Otherwise, the student cannot remain enrolled at the Academy.

Any future incidents of substance use—whether discipline-related or a request for Safe Haven--will indicate that the student(s) requires more resources and support than Tabor is able to provide. The student will be medically withdrawn from Tabor at that time.

As stated at the beginning of this document, if you have concerns about yourself or a peer, as related to an ongoing use and risk-taking behavior—and current inebriation is not an issue—this situation is most ideally managed OUTSIDE BOTH the disciplinary and Safe Haven programs,

since the chances for ongoing confidentiality remain the strongest. At any time, such concerns can be brought to the attention of the Health and Wellness Center or a faculty or staff member.

## **POLICIES & EXPECTATIONS FOR** **INTERPERSONAL STUDENT** **RELATIONSHIPS**

### **COMMITMENT TO RESPECTFUL AND HEALTHY RELATIONSHIPS**

Tabor is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to, others. All members of the school community play important roles in maintaining these standards and intervening, as appropriate, when they witness behavior that conflicts with community standards.

Awareness and acceptance of individual identity are central tenets of the school. Tabor expects all members of the school community to treat others with civility, respect and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications – whether through words, appearances, actions or otherwise – may negatively impact others. All students, including day and boarding, are valued members of Tabor’s residential community, which presents unique opportunities to develop lasting partnerships with peers, faculty and staff. Tabor strives to help students develop such close connections. However, the school expects these relationships to be appropriate and healthy. Tabor endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the Commonwealth of Massachusetts, Tabor has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Head of School, Dean of Student Life, dorm parents, advisors and/or the school’s Health Center staff with any questions or concerns regarding these policies. Tabor believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

### **SEXUAL INTIMACY AND CONSENT**

Tabor recognizes that sexuality is a normal part of human nature, and its discovery is often a part of adolescence. However, any level of sexual intimacy can bring with it physical, psychological, and emotional challenges that can be overwhelming to students. Moreover, in a residential community such as Tabor’s, there are special considerations that students must respect: the campus is shared space, and all members of the community have the right to be free of unwanted



exposure to the intimate, sexual behaviors of others. Therefore, Tabor does not endorse or condone sexually intimate activity among students and advocates postponing sexual intimacy until students are past adolescence.

Students who would like to talk about the meaning of sexual intimacy in a relationship, or who engage in sexually intimate activity and then want to report or discuss the situation, are encouraged to reach out to a trusted adult or the school's Health Center staff so that appropriate support may be provided. Under certain circumstances, Tabor may be obligated to report to government authorities (including the Department of Children and Families ("DCF") and the local police).

If students are found to have engaged in sexually intimate activity, or in a situation that suggests they have been sexually intimate, the school will generally first respond to the situation as a health issue. This may include notification to parents/guardians and, as appropriate, referral to the school's Health Center. It is imperative that students understand and appreciate that certain sexual activity may violate the law and, therefore, is prohibited by Tabor.

Following Massachusetts law, Tabor prohibits students from engaging in nonconsensual sexual activity, considering it to be egregious misconduct and a major disciplinary violation. Consent must be the basis for every sexually intimate encounter. Consent means the voluntary, positive agreement to engage in specific sexual activity. However, certain circumstances may make it impossible for a person to legally give consent.

- By law in Massachusetts, there can be no consent to sexual intercourse, oral sex or any penetrative act if the individual is under the age of 16.
- By law in Massachusetts, there can be no consent to intentionally touching the buttocks, breasts or genitals of an individual under the age of 14.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to drugs, alcohol or some other condition).
- Consent cannot be obtained by threat, coercion or force. In other words, if threat, coercion or force is used, any agreement does not constitute consent.
- Consent is ongoing and may be withdrawn at any stage during an encounter.
- Consenting to one behavior does not obligate a person to consent to any other behavior.
- Consenting on one occasion does not obligate a person to consent on any other occasion.

Communicating consent means:

- The person is legally capable of giving consent.
- An ongoing verbal interaction, taken one step at a time, to an expressed and honest "yes."
- Asking permission to engage in specific activity and to progress to new, different or more intimate activity – regardless of who initiated the contact.
- Being clear about desires and expectations.
- A clear "yes." The absence of "no" should not be understood to mean that there is consent.
- Remaining open to and respecting another's expression of disagreement to engage in a particular activity. "No" means "no" in any sexual encounter.

The school may consider students under the age of 16 who engage in sexual contact to be in violation of school rules. The school may also consider it a dismissible offense for a student age 16 or over to engage in sexual intercourse with an individual under the age of 16.

Sexual activity, of any and all kinds, is prohibited between any student, current or prospective, and any school employee.

## **BULLYING, HARASSMENT, DISCRIMINATION, HAZING, SEXUAL ASSAULT AND SEXUAL HARASSMENT**

Tabor does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault and sexual harassment. The school is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the school community.

Bullying, harassment, discrimination, hazing, sexual harassment and sexual assault are prohibited on the Tabor campus and the property immediately adjacent to school grounds, in school vehicles and at school-sponsored events, activities, athletic contests and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten or bully another student. In addition, bullying, harassment, discrimination, hazing, sexual harassment and sexual assault are prohibited at a location, activity, function, or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at the school, or (c) substantially disrupts the educational process or the school's orderly operations.

## **DEFINITIONS**

### ***AGGRESSOR***

A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment or retaliation towards another person.

### ***BULLYING***

Bullying is defined as the use of a written, verbal or electronic expression or a physical act or gesture, or any combination thereof, by one or more students or members of the faculty/staff directed at a target that: (a) causes physical or emotional harm to the student or damage to the student's property; (b) places the student in reasonable fear of harm to the student's self or damage to the student's property; (c) creates a hostile environment at school for the student; (d) infringes on the rights of the student at school; or (e) materially and substantially disrupts the educational process or the orderly operations of the school.

Tabor recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

### ***CYBER-BULLYING***

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes, but is not limited to the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.

### ***FACULTY/STAFF***

Faculty/staff members include, but are not limited to, educators, administrators, counselors, school nurses, athletic coaches, advisors to extracurricular activities, support staff and paraprofessionals.

### ***HARASSMENT OR DISCRIMINATION***

Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, e-mails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

### ***HAZING***

Hazing means subjecting another student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group. Please see Appendix 1 for a more detailed review of Massachusetts law defining and prohibiting hazing.

### ***HOSTILE ENVIRONMENT***

A hostile environment refers to a situation in which certain misconduct causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive so as 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 misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct.

### ***SEXUAL ASSAULT***

Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, touching or fondling, either directly or through the clothing, of another's intimate areas or any contact, intrusion or penetration of another's sex organs, anus or mouth.

### ***SEXUAL HARASSMENT***

Sexual harassment is a type of harassment (as defined above). Sexual harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the school or being present at school-sponsored activities.

Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered verbally or in writing; (c) derogatory or pornographic posters, cartoons or drawings; (d) pressure for sexual activity (such as hazing or threats as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, etc.).

### ***TARGET***

Any student against whom bullying, harassment, discrimination, hazing, sexual assault or sexual harassment has been perpetrated.

## **LEGAL DEFINITIONS AND SCHOOL POLICIES**

In accordance with Tabor's mission, values and standards of conduct, the school has supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the school's standards may be stricter than the law and the school may impose discipline accordingly. For example, although the law defines "bullying" as the "repeated use" of certain expressions, acts and/or gestures, under Tabor's policies, a "single instance" may be sufficient to rise to the level of bullying and, therefore, warrant disciplinary action or other corrective measures. The school's efforts to enhance its protection of students in no way expand an individual's rights under the law and other applicable laws may supersede this policy. Further, the school may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

## **REPORTING COMPLAINTS**

A student who is the target of bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the school, is strongly encouraged to report the matter promptly (either orally or in writing) to the Head of School, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult or a classmate to help. Oral reports made to a member of the faculty/staff will generally be memorialized in writing.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to a member of the Health Center staff or to an external resource. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of bullying, harassment, discrimination, hazing, sexual assault or sexual harassment, or of a student who has witnessed or otherwise has relevant information about such conduct, are urged to immediately notify the Head of School or the Dean of Student Life. Furthermore, any parent/guardian who has witnessed bullying, discrimination, hazing, sexual assault or sexual harassment, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

Tabor urges students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made in anonymity and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

Tabor cannot promise absolute confidentiality to those reporting bullying, harassment, discrimination, hazing, sexual assault or sexual harassment, as there may be a need to share information during an investigation or otherwise; however, the school will disclose such information with discretion, on a need-to-know basis.

## **FALSE COMPLAINTS**

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the school expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment or retaliation may be subject to disciplinary action.

## **RESPONDING TO COMPLAINTS**

The goals of an investigation, and any disciplinary or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School or the Head of School's

designee, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors) and to prevent disruption of the learning environment while the investigation is undertaken. The school may use strategies, such as increased supervision, stay-away mandates and personal safety plans, as may be appropriate to prevent bullying, witness interference and/or retaliation during the course of and after the investigation.

The Head of School or the Head of School's designee will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s) and any other witnesses or parties who have information relevant to the alleged incident. The school may consult with faculty, Health Center staff, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint.

Tabor neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The school will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School (or the Head of School's designee) will generally make the following determinations:

- Whether and to what extent the allegation of bullying, harassment, discrimination, hazing, sexual assault or sexual harassment has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

At the discretion of the Head of School, the Community Life Committee may be convened to investigate and make recommendations. The Head of School (or the Head of School's designee) will consider any recommendations from the Community Life Committee if it convenes, but the Head of School (or the Head of School's designee) will determine any appropriate disciplinary action for a student who is found to have committed an incident of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment or retaliation. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in loss of privileges, probation, mandatory counseling, suspension, dismissal and/or any disciplinary action deemed appropriate by the school.

Information about consequences or other corrective action will be shared with the school community as deemed appropriate by the Head of School. Such announcement may be made in person, by electronic communication or otherwise. Resources such as counseling or referral to appropriate services are available to all students – including the alleged aggressor(s) and the

alleged target(s) – during and after an investigation.

### **NOTIFICATION TO PARENTS/GUARDIANS**

Tabor will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of bullying, harassment, discrimination, hazing, sexual assault, sexual harassment or retaliation.

In all situations, the amount of information shared by the school may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations and/or concerns regarding the integrity of the investigatory processes.

### **NOTIFICATION TO GOVERNMENT AUTHORITIES**

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under M.G.L. c. 119, § 51A, law enforcement or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including but not limited to bullying, harassment, discrimination, hazing, sexual assault or sexual harassment, Tabor may notify local law enforcement or other government agencies. If the school receives a complaint involving students from another school, Tabor may notify the appropriate administrator of the other school so that both may take appropriate action.

### **SAFE HAVEN POLICY APPLICABLE TO SEXUAL ASSAULT**

Student health and safety are more important than discipline. Therefore, a student should not refrain from seeking help for fear of discipline by the school. If a student is violating a school rule when the student needs to call for help due to a sexual assault, the student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student perpetrated the sexual assault). We reiterate that we strongly encourage students to promptly report to a school employee any incident where the health or safety of a student may be at risk.

### **UNFAIR TREATMENT**

According to the school's mission, students are expected to foster genuine care for others. The school uses the term "Unfair Treatment" to address a myriad of more subtle behaviors that do not rise to the level of categories outlines above, all of which are considered "Interpersonal Misconduct". Therefore, students should understand the expectation that they treat others fairly at all times. Failing to do so also invites varying degrees of disciplinary response, ranging from mild consequences to summary dismissal. If a student feels they are a victim of unfair treatment, as defined above, the behavior should not be ignored. Students have two options:

- 1) The informal approach can be used whenever the sole objective is to have the behavior stopped but not necessarily through formal action. The informal approach does not involve written complaints and can be undertaken with the objective of resolving the matter privately. Also, the informal approach can be used for anonymous reports, utilized either by the recipient of the unfair treatment or by concerned bystanders. Suggestions for those utilizing the informal approach include:



- Saying "NO" very clearly, firmly and seriously to the person displaying the behavior;
  - Telling someone about the incident;
  - Advisor;
  - Dean of Student Life, Class Dean, or other administrator;
  - Advisor or Houseparent of the person accused;
  - A counselor;
  - A friend;
  - Writing a letter to the person, asking for the behavior to stop;
  - Keeping a log of incidents with dates and details of the unfair treatment.
- 2) The formal approach can be used when the informal approach doesn't work or when the unfair treatment is grievous enough that the target of the behavior deems it necessary. Essentially, students employing this approach submit a written report for the record, activating an investigation. Using the formal procedure may mean that school discipline will be invoked against the perpetrator of the unfair treatment. It is also possible for a faculty witness of egregiously unfair treatment to activate the formal approach, even if the target of the behavior originally intended to utilize the informal approach. In such cases, a student's written statement is not a requirement for opening an investigation.

## **CHILD ABUSE AND NEGLECT REPORTING**

Tabor is committed to the highest standards of care for its students, which includes protecting students from inappropriate or hurtful actions by adults responsible for their care.

In accordance with Massachusetts law, the school's employees (including, but not limited to, its faculty, staff, school administrators, counselors, etc.) are required to report to the Department of Children and Families (DCF) suspected abuse or neglect of children under the age of eighteen (18). This duty is triggered when there is reasonable cause to believe that a child is suffering from abuse or neglect. The responsibility to report rests both on the school and on school employees.

The following procedure is established to ensure that reports are made in a timely and effective manner, and that information about students and their families is treated respectfully. We ask that families understand that the school and its employees are sometimes required to make a report to DCF, and we ask that families support our decisions to do so.

If a school employee learns of a situation of possible abuse or neglect, the employee is expected to consult with the Head of School (or the Head of School's designee) about the situation, so that appropriate action can be taken to protect the student and timely reports can be made to DCF. The Head of School (or the Head of School's designee) will review the situation and, in the Head of School's discretion, may consult with the school's healthcare providers, the student's family, legal counsel and/or a consultant specializing in the care and protection of children, as may be appropriate. If the abuse or neglect is suspected to come from the student's family, the school will identify an approach to help protect the student. In all instances, the school will protect the

confidentiality of the student and the student's family to the extent appropriate.

If the School determines that a report should be made to DCF, the Head of School (or the Head of School's designee) will generally make the first report to DCF by telephone call. As required by law, a written report will follow within forty-eight (48) hours after making the oral report.

However, anyone who has a reasonable belief that a student is being abused or neglected may (and should) make a report to DCF at any time. In addition, in the event that it is not clear whether conduct reaches a level of reportable abuse or neglect or there is a disagreement about the decision to report, any school employee who believes that the incident rises to the threshold for making a report is expected to make the report to DCF. Once again, the responsibility to report suspicions of abuse or neglect rests both on school employees *and* the school.

# **DIGITAL CITIZENSHIP POLICY**

## **INTRODUCTION**

Tabor Academy recognizes the value of computer, electronic, and other internet enabled resources to improve student learning and enhance the administration and operation of the School. Tabor's intent is to provide a ubiquitous and safe digital platform, founded on healthy digital citizenship, available to all students. To this end, Tabor Academy encourages the responsible use of computers; computer networks, including the Internet; and other web enabled and electronic resources in support of the mission and goals of Tabor Academy.

The School recognizes the internet is an unregulated, worldwide platform for communication and information, available to faculty, staff, and students and cannot be controlled, but the use of it can be managed. Therefore, Tabor Academy adopts this policy governing the voluntary use of

electronic and web enabled resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on Tabor Academy owned equipment and services.

## **PURPOSE**

This policy defines and describes Tabor Academy's commitment to ensure for a ubiquitous and safe digital community, and to make certain the legal, ethical and appropriate use of technology resources at the School including, but not limited to: computer, web-enabled, and electronic equipment, software, networks, third party internet storage platforms, and voice systems.

*Digital Citizenship* is an all-inclusive and positive approach to helping students learn how to be good digital citizens – safe, secure, ethical, as well as knowledgeable and effective participants in the Tabor Digital Community and the larger digital world; providing a digital environment to help students understand their rights and responsibilities, recognize the benefits and risks; and realize the personal and ethical implications of their actions. Tabor's Digital Citizenship Policy, which applies to all curricular disciplines and co-curricular activities, focuses on three key areas:

- Safety & Security – Understanding the risks that we face from others as well as from our own conduct, and the dangers posed by applications like viruses and phishing
- Digital Literacy – Learning how to find, sort, manage, evaluate and create information in digital forms
- Ethics & Community – Becoming aware of and practicing appropriate and ethical behaviors in a variety of digital environments. This area includes shaping your digital reputation and being a responsible citizen of the communities in which you participate, from social networks, to games, to neighborhood civic forums

The technology resources at the School are provided to support educational and business operations. Tabor Academy's technology resources are the property of the School; use of these resources is a privilege and not protected by actual or presumed legal rights. Individuals who are provided access to Tabor Academy's technology resources assume responsibility for their appropriate use; the School expects individuals to be careful, honest, responsible, and civil, and at all times be in compliance with all of Tabor Academy's policies, as well as state, and federal law.

## **SCOPE**

This policy defines and describes Tabor Academy's commitment to ensure for a ubiquitous and safe digital community, and the legal, ethical and appropriate use of technology resources at the School including, but not limited to: computer; web-enabled; and electronic equipment; software; networks; and voice systems.

## **AUTHORIZED USE**

- An authorized user is any person who has been granted authority by the School to access its computing, network and voice systems. Unauthorized use is strictly prohibited.
- By accessing the School's network using School owned or personally owned equipment, you have consented to the School's exercise of its authority and rights as set out in this policy with respect to any such equipment, as well as with respect to any information or communication stored or transmitted over such equipment.
- When a user ceases being a member of the School, this authorization terminates immediately. If a user is assigned a new position and/or responsibilities, authorization to use technology resources not necessary for his or her new position will also terminate.
- Incidental use for personal, non-business purposes is acceptable, but must not negatively impact system performance, classes, reputation or business and operations of Tabor Academy.
- Student owned wireless card usage must comply with the Digital Citizenship Policy and be used in accordance with Tabor internet access times (6:00 AM to 11:00 PM).

## **USING TABOR'S DIGITAL COMMUNITY**

- Individuals who are assigned data and voice network accounts are solely responsible for how they are used. Individuals may not share or borrow accounts and passwords with any other people, organizations, systems.
- Use Tabor's Digital Community to:
  - Support curricular endeavors and research;
  - Support co-curricular activities (community service, social innovation and entrepreneurship);
  - Communicate with Tabor's digital community – students, faculty, and staff.
- Users may not access the personal or confidential accounts and files of others without permission. Users are prohibited from acting in ways that are unethical, illegal, invade the privacy of others, intimidating, or threatening and contrary to the School's expected standards of conduct.
- Users must maintain the confidentiality of the School's sensitive information and comply with School's information security and privacy policies and federal and state laws.
- Any communication, internal and external, must clearly identify the sender. Individuals may not send any type of message or represent him or herself anonymously or under another name or identity. Altering electronic or web-enabled communications to hide your identity or impersonate another person is prohibited.

- Users are responsible for both the content and possible effects of their messages on the network. Prohibited activities include, but are not limited to creating or propagating viruses, materials in any form (text, audio, images, video) that reflect negatively on the School, chain letters, inappropriate messages (including discriminatory, harassing, bullying, threatening, or intimidating material) and billable services.
- Users must abide by all copyright and other laws governing intellectual property use. Users are prohibited from using School networks or equipment for the acquisition, storage or distribution of any digital content which they do not have legal right to use including, but not limited to copying and sharing software, images, music, games, video, and movies.
- Users must adhere to all software license and software as a service provisions. No software will be installed, copied or used on School computer, network, or web-enabled equipment except as permitted by law and approved and installed by Tabor Academy IT.
- Users are required to have updated virus protection software on their individually owned computers or web-enabled devices when connecting to the School's network. Users should use caution when opening email attachments or other internet files which may contain malicious software. Any computer found to be infected with viruses or malware to the extent that it may negatively affect School resources will have access to network services revoked until such viruses and/or malware have been removed and updated antivirus software has been installed. If a user knows or suspects that their computer or web-enabled device has contracted a virus, user shall notify [Tabor IT](#) immediately.

## **PROHIBITED ACTIVITIES**

- Attempts to exploit, test or probe for security holes or weaknesses on School computers, web-enabled devices, electronic equipment or networks;
- Attempts to monitor, analyze or tamper with network data packets that are not explicitly addressed to your computer;
- Using a network address other than the one assigned by Tabor Academy;
- Disclosing confidential or proprietary information related to or making public remarks that defame or disparage the School, its personnel, its students, or its interests (including but not limited to e-mail, voice mail, text messaging, social networking sites, Web sites), or that recklessly disregards or distorts the truth of the matters commented on, is prohibited;
- Execution or compilation of programs that have the potential to break or interfere with system security;
- Connecting any physical network including but not limited to modems, bridges, routers, wireless access points or other network devices to the School's network without prior authorization from Tabor IT and Dean of Student Life;
- Use that is inconsistent with the Tabor Academy's non-profit status: Tabor Academy is a non-profit, tax-exempt organization and is subject to specific federal, state and local laws regarding sources of income, political activities, use of property and similar matters;
- Using School technology in any way that suggests Tabor Academy endorsement of any political candidate or ballot initiative;

- Physical theft, rearrangement or damage to any and all School technology equipment, facilities or property;
- Undisclosed and unauthorized recording or streaming or taking still photographs of other individuals within the Tabor Academy community: Individuals are not permitted to make or attempt to make an audio or video recording or take photos of private, nonpublic conversations and/or meetings on the premises, without the knowledge and consent of all participants subject to such recordings, and, in the case of students, without the consent of the Dean of Student Life. The use of undisclosed hidden recording devices, which includes the use of drone's which are not visually apparent, is prohibited, as is the transmission and/or distribution of any such recordings or images;
- Accessing the School's network or equipment to create, access, download, edit, view, store, send or print materials that are illegal, harassing, intimidating, threatening, bullying, discriminatory, pornographic or otherwise inconsistent with the School's stated rules and policies as defined in *Life at Tabor Student Handbook*, and the *Faculty and Staff Handbooks*;
- Use of the School's technology resources for any type of illegal, illicit, harassing, bullying, intimidating, or threatening activity or activity contrary to the Tabor's student code of conduct;
- Posting of self-harm or other self-destructive messages on social media.

## SECURITY

- Each user is responsible for the security and integrity of information stored on his or her computer, voice mail system, Tabor network, or third party internet storage platform (e.g., iCloud, Dropbox, Instagram). Computer accounts, passwords, security codes and other types of authorization are assigned to individual users and must not be shared with or used by other student or staff; or shared with any organization or service. The School reserves the right to bypass such passwords and to access, view or monitor its systems and all content. By accessing the School's systems, you have consented to Tabor Academy's right to monitor system use and content.
- Users may not attempt to circumvent or subvert the security provisions of any system.

## PRIVACY EXPECTATIONS

- The School's network, voice and computing, web-enabled, and electronic resources are the property of Tabor Academy. The School will, to the extent possible, respect the privacy of all account holders on the network. However, the School reserves the right to access, view or monitor any information or communication stored on or transmitted over the network, or on or over equipment that has been used to access the School's network and it may be required by law to allow third parties to do so. Electronic data may become evidence in legal proceedings. Tabor IT will participate as required in any investigation as directed by the Dean of Student Life, Associate Heads of School, Head of School and Human Resources. The School places a high value on privacy and recognizes its critical importance in an academic setting. There are nonetheless circumstances in which, following carefully prescribed processes, the School may determine that certain broad concerns outweigh the value of an individual's expectation of privacy and warrant Tabor Academy access to relevant technology systems without the consent of the individual; which may include but not limited to illegal or illicit activity and academic dishonesty; the School also ensures that

any such access will be done with procedural safeguards established to ensure access is gained only when appropriate.

- The School reserves the right to protect systems, software, individuals and contents of the network from potential or actual harm.
- Users should exercise caution when storing, processing and/or transmitting personal and sensitive data.

## **ENFORCEMENT AND SANCTIONS**

- All members of the community are expected to assist in the enforcement of this policy. Violations of this policy may result in a variety of disciplinary actions which may include the loss of computer, web-enabled device, electronic equipment, telephone or network access privileges or dismissal for employees and requirement to withdraw for students. Some violations may constitute criminal offenses as defined by local, state and federal laws, and the School may initiate or assist in the prosecution of any such violations to the full extent of the law.
- Any suspected violation of this policy should be reported immediately to the [Tabor IT](#) and the Dean of Student Life.

## **SOCIAL MEDIA GUIDELINES**

Social media sites are powerful interactive tools used for strengthening connections for personal, intellectual, professional or social gains. Tabor is active on these sites to enhance student learning, and to share the Tabor experience with our external audiences: parents, alumni, prospective families, and the world. They include popular sites such as Facebook, Instagram, Wordpress, LinkedIn and Twitter, as well as photo sharing sites like Flickr and Smugmug, and academic websites, forums and wikis, etc. We recognize that both students and faculty use these tools to communicate with friends, manage clubs and groups, as well as to communicate the work they are doing here at Tabor.

In using these platforms, we ask students and faculty to recognize the potential reach of these posts and how they might represent the user and Tabor to both internal and external audiences and to post accordingly. We hope these platforms can share affirmative, positive language about our school, protecting our community and its members from harm or embarrassment, and enhancing the Tabor experience for all.

NOTE: Tabor's Digital Citizenship Policy, state and federal laws, and rules and policies outlined in Life at Tabor and the Faculty or Staff Handbook are in full force and effect with regard to all social media use by any student or employee whether on or off the Tabor network.

## **APPENDIX 1—Hazing Laws of the Commonwealth of Massachusetts**

The commonwealth of Massachusetts requires secondary schools to provide students and families enrolled at the School with a copy of state law defining and prohibiting hazing. All members of the School community are reminded that these laws include a requirement to report promptly any alleged incidents of hazing. Students are briefed on this matter during assemblies, advisory meetings and team meetings.

Massachusetts General Laws, Chapter 269 sections 17-19 are provided below.

### **Section 17:**

Whoever is the principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine or 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” 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 acknowledgement 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.

## **APPENDIX 2—Bullying Laws of The Commonwealth of Massachusetts:**

Section 37O. (a) As used in this section the following words shall, unless the context clearly requires otherwise, have the following meaning:-

“Approved private day or residential school”, a school that accepts, through agreement with a school committee, a child requiring special education pursuant to section 10 of chapter 71B.

*[ Definition of “Bullying” of subsection (a) effective until July 1, 2013. For text effective July 1, 2013, see below.]*

“Bullying”, 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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

*[ Definition of “Bullying” of subsection (a) as amended by 2013, 38, Sec. 72 effective July 1, 2013. See 2013, 38, Sec. 219. For text effective until July 1, 2013, see above.]*

“Bullying”, the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or

(v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

“Charter school”, commonwealth charter schools and Horace Mann charter schools established pursuant to section 89 of chapter 71.

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

“Collaborative school”, a school operated by an educational collaborative established pursuant to section 4E of chapter 40.

“Department”, the department of elementary and secondary education.

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

“Plan”, a bullying prevention and intervention plan established pursuant to subsection (d).

*[ Definition of “Perpetrator” of subsection (a) effective until July 1, 2013. For text effective July 1, 2013, see below.]*

“Perpetrator”, a student who engages in bullying or retaliation.

*[ Definition of “Perpetrator” of subsection (a) as amended by 2013, 38, Sec. 73 effective July 1, 2013. See 2013, 38, Sec. 219. For text effective until July 1, 2013, see above.]*

“Perpetrator”, a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

“School district”, the school department of a city or town, a regional school district or a county agricultural school.

“School grounds”, property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

“Victim”, a student against whom bullying or retaliation has been perpetrated.

(b) Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

(c) Each school district, charter school, approved private day or residential school and collaborative school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

*[ First paragraph of subsection (d) effective until July 1, 2013. For text effective July 1, 2013, see below.]*

(d) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

*[ First paragraph of subsection (d) as amended by 2013, 38, Sec. 74 effective July 1, 2013. See 2013, 38, Sec. 219. For text effective until July 1, 2013, see above.]*

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as*

*follows:* **SECTION 1.** Section 370 of chapter 71 of the General Laws is hereby amended by striking out subsection (d), as amended by section 74 of chapter 38 of the acts of 2013, and inserting in place thereof the following subsection:

(d)(1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals. The consultation shall include, but not be limited to, notice and a public comment period; provided, however, that a non-public school shall only be required to give notice to and provide a comment period for families that have a child attending the school. The plan shall be updated at least biennially.

(2) Each plan shall include, but not be limited to: (i) descriptions of and statements prohibiting bullying, cyber-bullying and retaliation, including procedures for collecting, maintaining and reporting bullying incident data required under subsection (k); (ii) clear procedures for students, staff, parents, guardians and others to report bullying or retaliation; (iii) a provision that reports of bullying or retaliation may be made anonymously; provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report; (iv) clear procedures for promptly responding to and investigating reports of bullying or retaliation; (v) the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation; provided, however, that the disciplinary actions shall balance the need for accountability with the need to

teach appropriate behavior; (vi) clear procedures for restoring a sense of safety for a victim and assessing that victim's needs for protection; (vii) strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying or witnesses or has reliable information about an act of bullying; (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator; provided, that the parents or guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation; and provided, further, that the procedures shall provide for immediate notification pursuant to regulations promulgated under this subsection by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator; (ix) a provision that a student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action; and (x) a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students. The plan shall afford all students the same protection regardless of their status under the law.

(3) Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The plan shall include the specific steps that each school district, charter school, non-public school, approved private day or residential school and collaborative school shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include additional categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

(4) The plan for a school district, charter school, approved private day or residential school and collaborative school shall include a provision for ongoing professional development to build the skills of all staff members, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals, to prevent, identify and respond to bullying. The content of such professional development shall include, but not be limited to: (i) developmentally appropriate strategies to prevent bullying incidents; (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among a perpetrator, victim and witnesses to the bullying; (iv) research findings on bullying, including information about students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber-bullying; and (vi) internet safety issues as they relate to cyber-bullying. The department shall identify and offer information on alternative methods for fulfilling the professional development requirements of this section, at least 1 of these alternative methods shall be available at no cost to school

districts, charter schools, approved private day or residential schools and collaborative schools.

(5) The plan shall include provisions for informing parents and guardians about the bullying prevention curriculum of the school district or school and shall include, but not be limited to: (i) how parents and guardians can reinforce the curriculum at home and support the school district or school plan; (ii) the dynamics of bullying; and (iii) online safety and cyber-bullying.

(6) The department shall promulgate rules and regulations on the requirements related to a principal's duties under clause (viii) of the second paragraph of this subsection; provided, however, that school districts, charter schools, approved private day or residential schools and collaborative schools shall be subject to the regulations. A non-public school shall develop procedures for immediate notification by the principal or person who holds a comparable role to the local law enforcement agency when criminal charges may be pursued against the perpetrator.

**SECTION 2.** Said [section 370 of said chapter 71](#) is hereby further amended by striking out, in line 189, as appearing in the 2012 Official Edition, the following word:-

**SECTION 3.** Said [section 370 of said chapter 71](#) is hereby further amended by inserting after the word "retaliation", in line 192, as so appearing, the following words:- ; and (v) inform the parents or guardians of the victim about the department's problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system.

**SECTION 4.** Said [section 370 of said chapter 71](#), as most recently amended by section 74 of [chapter 38 of the acts of 2013](#), is hereby further amended by adding the following 4 subsections:-

(k) Each school district, charter school, approved private day or residential school and collaborative school shall annually report bullying incident data to the department. The data shall include, but not be limited to: (i) the number of reported allegations of bullying or retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other information required by the department. Said incident data shall be reported in the form and manner established by the department, in consultation with the attorney general; provided, that the department shall minimize the costs and resources needed to comply with said reporting requirements; and provided further, that the department may use existing data collection and reporting mechanisms to collect the information from school districts. The department shall analyze the bullying incident data and shall publish an annual report containing aggregate statewide information on the frequency and nature of bullying in schools. The department shall file the annual report with the attorney general and with the clerks of the senate and the house of representatives who shall forward the same to the chairs of the joint committee on education, the joint committee on the judiciary and the house and senate committees on ways and means.

(l) The department shall develop a student survey to assess school climate and the prevalence, nature and severity of bullying in schools. The survey shall be administered by each school district, charter school, approved private day or residential school and collaborative school at least once every 4 years. The survey shall be designed to protect student privacy and allow for anonymous participation by students. The school official identified in the plan as responsible for receiving reports of bullying or retaliation shall verify the completion of the student surveys. All completed surveys shall be forwarded to the department. The department shall use the survey results to help assess the effectiveness of bullying prevention curricula and instruction developed and administered under subsection (c). The department shall collect and analyze the student survey data in order

to: compare the survey results with the bullying incident data reported under subsection (k); identify long-term trends and areas of improvement; and monitor bullying prevention efforts in schools over time. The department shall make its findings available to the school official.

(m) Each school district, charter school, approved private day or residential school or collaborative school may adopt an anti-bullying seal to represent the district or school's commitment to bullying prevention and intervention.

(n) The department may investigate certain alleged incidents of bullying. If, upon completion of investigation by the department, a school district, charter school, approved private day or residential school or collaborative school is found to not have properly implemented its prevention plan as outlined in subsection (d), the department may require that school district, charter school, approved private day or residential school or collaborative school to properly implement the plan or take other actions to address the findings of the investigation.

**SECTION 5.** The department of elementary and secondary education shall develop the student survey required under subsection (l) of section [370 of chapter 71 of the General Laws](#) within 12 months of the effective date of this act for administration in the 2016 academic year.

*Approved,  
April 24, 2014.*

(e)(1) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to students and parents or guardians, in age-appropriate terms and in the languages which are most prevalent among the students, parents or guardians, annual written notice of the relevant student-related sections of the plan.

(2) Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall provide to all school staff annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in a school district or school employee handbook.

(3) The plan shall be posted on the website of each school district, charter school, non-public school, approved private day or residential school and collaborative school.

(f) Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at his school.

(g) A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall

(i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

(h) If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (viii) of the second paragraph of subsection (d).

(i) Nothing in this section shall supersede or replace existing rights or remedies under any other general or special law, nor shall this section create a private right of action.

(j) The department, after consultation with the department of public health, the department of mental health, the attorney general, the Massachusetts District Attorneys Association and experts on bullying shall: (i) publish a model plan for school districts and schools to consider when creating their plans; and (ii) compile a list of bullying prevention and intervention resources, evidence-based curricula, best practices and academic-based research that shall be made available to schools. The model plan shall be consistent with the behavioral health and public schools framework developed by the department in accordance with section 19 of chapter 321 of the acts of 2008. The resources may include, but shall not be limited to, print, audio, video or digital media; subscription based online services; and on-site or technology-enabled professional development and training sessions. The department shall biennially update the model plan and the list of the resources, curricula, best practices and research and shall post them on its website.

### WHOM DO I ASK?

The following persons oversee the designated areas and are available by telephone in most offices from 8am to 4pm Monday – Friday, and at other times by appointment. Do not hesitate to contact them in emergency situations. The school telephone number is 508-748-2000. You may access any extension by entering it followed by the # sign. Messages may be left via the voicemail system.

Absences (illness, dr. appts)	Health Center – x8306
Absences (other reasons)	Ms. Barrett, Asst. to Student Life Office – x8345
Academic Policy	Mrs. Kennedy, Dean of Academics – x8551
Admissions	Mr. Long, Director of Enrollment Management – x8326
Advisors/Advisee System	Mrs. Ham, Director of Student Affairs – x8311
Athletics & Co-Curriculars Program	Mrs. Walker, Director of Co-Curricular & Athletic Programs – x8387
Boarding Policy	Mr. Gibbs, Asst. Dean, Director of Residential Program – x8591
College Counseling	Ms. Boucher, Co-Director of College Counseling – x8375 Mrs. McCain, Co-Director of College Counseling– x8376
Community Service	Mrs. Cunha, Director Community Service -x8369
Counseling Services	Mrs. Laperle, School Counselor – x8567 Ms. Nadeau, School Counselor - x8548
Computer Technology	Mr. Frey, Director of Information Technology – x8399 Mr. Martin, Technology Support Specialist – x8333
Day Student Experience	Mr. Howes, Director of Wellness Program – x8589
Disciplinary Questions	Mr. Houck, Interim Dean of Student Life– x8506
Equity & Inclusion	Dr. Black, Associate Head of School – x8371
Finances	Mr. Sanford, Associate Head of School, Finance and Operations – x8370
Financial Aid	Mr. Long, Director of Enrollment Management – x8326
Global Education	Mr. Sirois, Director of Global Education – x9999
Grades/Academic Concerns	Student advisor or Mrs. Kennedy, Dean of Academics – x8551
Health Center	508-291-8306
Health Issues/Questions	Mrs. Przybyszewski, Director of Health Services – x8307
International Students	Mr. Downes, Director, Center for International Students – x8380 Mr. Wellstead, Assistant Director, Center for International Students – x8379 or x8355
Lost Articles	Ms. Barrett, Asst. to Student Life Office – x8345
Medical Appointments	Health Center – x8306
Registrar	Mrs. Sudduth -x8317
Security	508-326-9600
Student Activities	Student Life Office – email Deansoffice@taboracademy.org
TaborBucks	Mrs. Dion, Accounts Payable – x8529
Tabor Shop	Mrs. White – x8521
Vacation Transportation	Ms. Barrett, Asst. to Student Life Office -x8345
Weekend Contact	508-353-1307
Weekend Permissions	Ms. Barrett, Asst. to Student Life Office – x8345
<b>After 4pm Friday.....</b>	Weekend Contact – 508-353-1307
EMERGENCIES (School day hours)	Switchboard 508-748-2000 or Security 508-326-9600
EMERGENCIES (After hours)	Security 508-326-9600 Houseparents Mr. Houck, Dean of Student Life 774-678-5457 Mr. Jaccaci, Head of School 508-317-4694



## PROCTORS

<b>Stroud House</b> <i>(Day Student House)</i> Sarah Adams, Charlotte Croy, Ben Jaccaci, Cate Parks	<b>Webster House</b> <i>(Day Student House)</i> Jess Almeida, Madeline Ocampo, Henry Synnestvedt	<b>Wickenden House</b> <i>(Day Student House)</i> Mira Herlihy, Ashley Sink, Robbie Salit	<b>Baxter House</b> Jenny Aikman, Taylor Darby, Ella Fahey
<b>Bushnell House</b> Emma Foss	<b>Cornelia Hall</b> Elizabeth Elkinson, Jojo Goyette, Maddie Koenig	<b>Dexter House</b> Cooper Sharkansky	<b>Foc'sle House</b> Robert Lifson Michael McCartin
<b>Heath House</b> Lizzie Cochran, Ana Quijano, Sadie Styles	<b>Hitchcock House</b> Gunder d'Hondt, Sean Francis, Jack Thompson	<b>Knowlton House</b> Ava McGaffigan, Bradley Weldon	<b>Lillard North</b> Wesley Lai, Sam Nuamah, Drake Reid
<b>Lillard South &amp; East</b> Erika Goji, Kiley Martin, Kayla McGaffigan, Sophia Vital	<b>Makepeace House</b> Connor Phelan, Logan Styles, Richard Ye	<b>Matsumura House</b> Michael Elkinson, Max Murray	<b>Pokoik House</b> Griffin Kirk, Colin O'Brien, Thompson Zhou
<b>Spring Street House</b> Amanda Shiu, Gray Simanson	<b>West House</b> Delano Bowe, Thomas Valderrama	<b>Williams House</b> CJ Cancel, Camila Gutierrez-Diaz, Soairse Molloy, Eldana Zhakypbaeva	