Statement of Purpose

Phillips Academy, a residential secondary school, seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic, and geographic backgrounds.

The school’s residential structure enables faculty to support students in their personal, social, and intellectual development. The academic program fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge, and thinking critically, creatively, and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically, and morally, so that they may lead responsible and fulfilling lives.

The Academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class, and sexual orientation. In its programs the school seeks to promote a balance of leadership, cooperation, and service, together with a deeper awareness of the global community and the natural world.

Andover’s 1778 Constitution charges the Academy to prepare “youth from every quarter” to understand that “goodness without knowledge is weak...yet knowledge without goodness is dangerous.” This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Academy’s Statement of Purpose, voted by the faculty in winter 2000, reaffirms the goals set forth in the Constitution of 1778.

Nondiscrimination Policy

Phillips Academy admits students of any gender, race, color, disability status, gender identity or expression, sexual orientation, genetic information, religion, and national and ethnic origin and provides them all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, gender identity, gender expression, race, color, disability status, sexual orientation, religion, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.
# Community Structure

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Clusters</strong></td>
</tr>
<tr>
<td><strong>House Counselors (for boarding students)</strong></td>
</tr>
<tr>
<td><strong>Advisors (for day students)</strong></td>
</tr>
<tr>
<td><strong>Advisors (for boarding students)</strong></td>
</tr>
<tr>
<td><strong>Cluster Deans</strong></td>
</tr>
<tr>
<td><strong>Assistant Dean of Students</strong></td>
</tr>
<tr>
<td><strong>Dean of Students &amp; Residential Life</strong></td>
</tr>
<tr>
<td><strong>Dean of Studies</strong></td>
</tr>
<tr>
<td><strong>Proctors and Prefects</strong></td>
</tr>
<tr>
<td><strong>Cluster Councils &amp; Student Council</strong></td>
</tr>
</tbody>
</table>

## Community Expectations & Policies

### Honesty

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honesty</strong></td>
</tr>
</tbody>
</table>

### Respect for Self

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect for Self</strong></td>
</tr>
</tbody>
</table>

### Tobacco, Alcohol & Other Drugs

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tobacco, Alcohol &amp; Other Drugs</strong></td>
</tr>
<tr>
<td><strong>Alcohol and Drug Testing</strong></td>
</tr>
<tr>
<td><strong>Sanctuary Policy: A Non-Disciplinary Response to Drugs &amp; Alcohol</strong></td>
</tr>
<tr>
<td><strong>Confidentiality &amp; Limited Information Sharing Policy</strong></td>
</tr>
</tbody>
</table>

### Respect for Others

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect for Others</strong></td>
</tr>
<tr>
<td><strong>Healthy Relationships</strong></td>
</tr>
<tr>
<td><strong>Dormitory Room Visiting—General</strong></td>
</tr>
<tr>
<td><strong>Respect &amp; Consent</strong></td>
</tr>
<tr>
<td><strong>Sexual Intimacy</strong></td>
</tr>
<tr>
<td><strong>Dormitory Room Visiting—Specifics by Grade</strong></td>
</tr>
<tr>
<td><strong>Harassment, Discrimination, Hazing, and Bullying and the Community Conduct Council</strong></td>
</tr>
<tr>
<td><strong>Definitions</strong></td>
</tr>
<tr>
<td><strong>Legal Definitions and Academy Policy</strong></td>
</tr>
<tr>
<td><strong>Reporting Complaints</strong></td>
</tr>
<tr>
<td><strong>Investigation Process</strong></td>
</tr>
</tbody>
</table>

### Massachusetts Anti-Hazing Law

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Massachusetts Anti-Hazing Law</strong></td>
</tr>
</tbody>
</table>

### Leaves of Absence

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leaves of Absence</strong></td>
</tr>
<tr>
<td><strong>Voluntary Leaves</strong></td>
</tr>
<tr>
<td><strong>Required Leaves</strong></td>
</tr>
<tr>
<td><strong>Return from Leaves</strong></td>
</tr>
<tr>
<td><strong>Essential Elements of Student Life</strong></td>
</tr>
</tbody>
</table>

### Community Life & Expectations

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Life &amp; Expectations</strong></td>
</tr>
<tr>
<td><strong>Respect for the Environment: Global Challenges, Local Actions</strong></td>
</tr>
<tr>
<td><strong>Sustainability Leadership</strong></td>
</tr>
<tr>
<td><strong>Student Engagement &amp; Sustainability</strong></td>
</tr>
<tr>
<td><strong>Waste Management Options</strong></td>
</tr>
<tr>
<td><strong>Recycling Guidelines</strong></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td><strong>Study Hours</strong></td>
</tr>
<tr>
<td><strong>Weekend Sign-In</strong></td>
</tr>
<tr>
<td><strong>Sundays</strong></td>
</tr>
<tr>
<td><strong>End of the Day</strong></td>
</tr>
<tr>
<td><strong>Final Sign-In</strong></td>
</tr>
<tr>
<td><strong>Food Delivery</strong></td>
</tr>
<tr>
<td><strong>Dormitories &amp; Privacy</strong></td>
</tr>
<tr>
<td><strong>Searches</strong></td>
</tr>
<tr>
<td><strong>Dormitory Fire Safety &amp; Room Decorations</strong></td>
</tr>
<tr>
<td><strong>Dormitory Security</strong></td>
</tr>
<tr>
<td><strong>Process for Overnight Guests &amp; Day Visitors</strong></td>
</tr>
<tr>
<td><strong>Weekend Overnight Guests/Guest Passes</strong></td>
</tr>
<tr>
<td><strong>Day Visitors/Guest Passes</strong></td>
</tr>
<tr>
<td><strong>Overnight Excuses</strong></td>
</tr>
<tr>
<td><strong>Day Excuses</strong></td>
</tr>
<tr>
<td><strong>School Vacations/Arrivals &amp; Departures</strong></td>
</tr>
<tr>
<td><strong>Behavioral Expectations While Away from Campus</strong></td>
</tr>
<tr>
<td><strong>Off-Campus &amp; Self-Employment</strong></td>
</tr>
<tr>
<td><strong>Dormitory Housing Lottery</strong></td>
</tr>
</tbody>
</table>
Course Enrollments and Cancellations 54
Six-Course Load Policy 54
Four-Course Load Policy 55
Adding, Dropping, and Changing Courses 55
Auditing Courses 56
Failing Course and Trimester Grades 56

**Actions Faculty May Take to Support Students** 57
Core Team Responses 57
Full Team Responses 57
Student Program Review Committee (SPRC) Responses 57
Full Faculty Responses 58
End of Trimester Review 58
Required Leave of Absence 58
Required to Withdraw 58

**Physical Education & Athletics** 59
The Physical Education Course—Physical Education 200 59
The Swimming Requirement 59
Exercise & Sport Requirement 59
Interscholastic Athletics 60
Intramural Athletics 60
L.I.F.E. (Lifetime, Instructional, and Fitness Education) Activities 60
Outdoor Pursuits 60
Attendance, Grades & Medical Excuses 60
Student Athletic Advisory Board 60
Varsity Athletic Awards 61
 Managers of Varsity & Subvarsity Team Sports 61
Sports Information 61
Athletic Offerings 61

**Required Community Education & Enrichment Programs** 62
All-School Meeting 62
The PACE (Personal and Community Education) Seminar for Lower 62
Wellness Week 62

**Work Duty & Dorm Housekeeping Programs** 63
Work Duty Program 63
Dorm Housekeeping Program 63

**Student Support Services & Resources** 64
Academic Skills Center (ASC) 64
Peer Tutoring 64
Outside Tutors 64
Study, Organizational, and Time Management Skills 64
Student Disability Services 64
Academic Accommodations 65
Standardized Testing Accommodations 65
Addison Gallery of American Art 65
Robert S. Peabody Museum of Archaeology 65
Banking 66
BlueCard 66
Books & School Supplies 67
Brace Center for Gender Studies 67
Community and Multicultural Development (CAMD) 67
Diversity Glossary 68
Dining Services 71
Meal Hours 71
Susie’s/Susie’s Hours 72
George Washington Hall 72
Isham Health Center 72
Medication Policy 73
Privacy and Confidentiality
Is the Doctor In?
Visiting the Isham Health Center
Patient Visit Policy
Language Learning Center (LLC)
LLC Hours
Oliver Wendell Holmes Library
Library Hours
Lost & Found
Mail (U.S. Mail, Package Delivery & E-Mail)
Meeting Facilities
The William Biggs Clift Jr. Music Library
Psychological Counseling
Religious & Spiritual Life
Technology Learning Centers
Telecommunications Services

Extracurricular Opportunities & Student Activities
The Community Service Program
Non Sibi Weekend
Dance
Music
Large Ensembles
Wind Ensembles
Chamber Music Program
Theatre
Student Activities, Clubs & Publications

Boundary Maps
Administration
Department & Division Chairs
Emergency Response Procedures
Emergency Telephone Numbers
Back Cover
Dear Students,

As we begin its 238th year, WELCOME to Phillips Academy! We are thrilled that you are part of this community.

Please consider this Blue Book an essential resource as you navigate your way at Andover. In the pages ahead, we highlight our community’s shared expectations and values. More specifically, we outline our commitment to respect, inclusivity, honesty, integrity, and service in our everyday behaviors and choices.

We, the faculty and staff at PA, do our best to create an environment in which you can grow and learn. We prioritize your health, well-being, and safety. We seek opportunities to support, guide, and celebrate your progress. We have terrific faith in you, and we do all that we can to help you live, learn, work, and play with integrity. We encourage you to lead with moral courage, to care for each other and our community with compassion and generosity, and to persevere with grit and optimism.

We expect that you will use this resource to inform your daily decisions, and we hope it will provide both the guiding principles and practical details you will need to thrive at Phillips Academy. If you have any questions or concerns, please do not hesitate to contact your cluster dean or me.

This is YOUR school. This is OUR home. This is OUR shared experience. We have an obligation to each other to make this community a place where every person feels respected and valued. Please be in touch with me or any of the deans should you have questions or concerns about this book, its contents, or any part of your experience while at Phillips Academy.

Here’s to a fantastic year!

Best,

[Signature]

Jennifer Karlen Elliott
Dean of Students and Residential Life
Community Structure

Our school has more than 1,100 students, and thus we have several different levels of structure and governance. This section provides an overview of the basic organization of Phillips Academy.

The Clusters

Each student, day or boarding, is assigned to one of the five clusters (named for a “cluster” of dormitories in the same neighborhood): Abbot, Flagstaff, Pine Knoll, West Quad North, or West Quad South. In each cluster, there are about 220 students (including day and boarding students) as well as a group of faculty, many of whom are house counselors and advisors for students in the cluster. For boarding students, the dorm and cluster provide a home and community within the larger school. Day students are encouraged to participate in all cluster activities, including running for student leadership positions within the cluster. Each cluster has its own student government, including a Cluster Council and a Cluster Discipline Committee.

House Counselors (for boarding students)

We consider the house counselors to be the primary adults responsible for the students living in their dormitories. Resident house counselors live within the dormitory buildings, while complementary house counselors are assigned to be on duty in dorms on certain nights and weekends, but do not actually live in the buildings. House counselors are the primary liaison with parents and work with advisors (see below) to help and support the students in their dorms. The house counselors also are charged with maintaining safe conditions, order, and a good study climate, and ensuring observance of school rules. The house counselors grant Day Excuses and room visiting permission, and they approve, with the cluster dean, all Overnight Excuses. House counselors are assisted by older students who serve as resident proctors, or, in junior (ninth-grade) dorms, prefects.

Advisors (for day students)

For a day student, the advisor is the primary adult on campus responsible for working with the student and communicating with parents. Each day student is assigned an advisor who helps an advisee to make the best possible use of the learning opportunities the Academy provides. To this end, the advisor develops a personal knowledge of and relationship with the student, knowing the student’s academic, extracurricular, and personal situation, strengths and weaknesses, interests and aspirations. As one means of establishing and maintaining such a relationship, each advisee meets with the advisor at least once every two weeks, individually or in a group setting. Most day students will have a continuing relationship with the same advisor over their years at the school.
Advisors (for boarding students)

Although the house counselor is the primary adult working with a boarding student, the advisor helps plan and coordinate the student’s overall academic and extracurricular program. And because students sometimes choose to change dormitories from year to year and thus have different house counselors, most advisors remain with the students from grade 10 through graduation. For ninth-graders, it is usually one of the house counselors or complementary house counselors who serves as the advisor. As one means of establishing and maintaining the advisor/advisee relationship, each advisee meets with the advisor at least once every two weeks, individually or in a group setting. After the ninth grade, most boarding students will have a continuing relationship with the same advisor over their remaining years at the school.

Cluster Deans

Each cluster dean gets to know all students in the cluster and works with students and faculty to make the cluster a safe, healthy, and enjoyable environment in which to work and, for students, to live. The cluster deans’ responsibilities include working with house counselors, day student advisors, cluster-elected officers, proctors, and prefects, as well as being an available resource for all students in the cluster. Deans grant special permissions, coordinate and chair Discipline Committee meetings, and write letters explaining faculty responses to disciplinary or academic difficulties. The dean also helps to organize cluster elections, proctor and prefect selection, social events, and the housing selection process.

Assistant Dean of Students

The assistant dean of students is primarily responsible for assisting the dean of students and the cluster deans.

Dean of Students and Residential Life

The dean of students is primarily responsible for leading, coordinating, supporting, and evaluating the cluster deans and the assistant dean, as well as overseeing many aspects of student life on campus.

Dean of Studies

The dean of studies is primarily responsible for leading and coordinating the academic departments, divisions, and advisors and for monitoring all aspects of the academic program.

Proctors and Prefects

Proctors (in upperclass dorms) and prefects (in junior dorms) are selected each spring to serve as student dormitory leaders for the following year. Both uppers and seniors are eligible to apply for either position. Responsibilities include being a liaison between students and house counselors, confidante for students, supervisor for dorm housekeeping, coordinator for dorm social activities, and friend and mentor, especially for new and younger students. Specific job requirements differ somewhat between proctors and prefects, but all
are expected to serve as rule-abiding role models, to attend all training sessions and to work closely with house counselors to ensure that dorms are welcoming and safe places to live.

**Cluster Councils & Student Council**

Students in each cluster elect cluster copresidents, and the entire student body elects school copresidents. The five Cluster Councils, each led by the cluster copresidents and cluster dean and composed of elected dormitory and day student representatives, work to address cluster and community-based issues. The Student Council, consisting of elected representatives from each cluster and grade, works with the five Cluster Councils, as well as with other student and faculty groups and committees, to address schoolwide issues and proposals. The cluster copresidents and leaders of the student council meet weekly with the five cluster deans, the assistant dean of students, the dean of students, and the director of student activities.
Community Expectations & Policies

Please note: The Isham Health Center and the Graham House Counseling Center will be replaced by the new Rebecca M. Sykes Wellness Center, slated to open in late 2015.

We hope that by being clear about expectations and policies we will inspire positive participation in all areas of the school, promote learning, and encourage the realization that respect for self and for others is at the heart of our community. The sections below are included to clarify the community’s expectations of all students, regardless of age and including those who have turned 18. Later in the book, there is a more specific list of offenses and consequences.

The rules and procedures outlined in this book apply under normal circumstances. However, from time to time there are situations that require immediate, nonstandard responses. Therefore, the Academy reserves the right to deal with instances of other inappropriate behavior in a timely and efficient manner, taking actions deemed to be in the best interests of the Academy, its faculty, and its students. This document as written does not limit the authority of the Academy to alter its rules and procedures to suit any unusual or changed circumstances.

Honesty

Honesty is the basic value on which this community rests. We expect honest behavior in all areas of school life, formal and informal, curricular and extracurricular. Honest and tactful communication among peers, students, parents, faculty, and staff is essential to the healthy functioning of our institution. Please refer to page 48 for specific expectations regarding academic honesty.

Respect for Self

Respect grows from honesty. Self-respect depends on a willingness to accept intellectual challenge, to care sensibly for the health of one’s own body, and to be honest about one’s feelings and identity. High school is a time of great discovery, and students will inevitably spend valuable time processing the multifaceted nature of their own racial, gender, sexual, and socioeconomic identities and those of others.

Tobacco, Alcohol, Powdered Alcohol & Other Drugs

As a community concerned about health and safety, we strive to educate students about the potential dangers of tobacco, alcohol, powdered alcohol, and other drugs. Persistent use of alcohol, powdered alcohol, or drugs commonly results in physical and psychological problems, some of which are lasting and have debilitating effects on motivation and achievement. These effects include memory loss and personality change, and they sometimes expose the user and/or those nearby to the risk of physical harm.

The school has an obligation to abide by and to respect the broader society’s laws. Therefore, the school cannot accept even sporadic or experimental use of alcohol or illegal drugs, or misuse of prescription or over-the-counter products. A student who obtains, sells, trades, donates, or makes available to others alcoholic beverages, powdered alcohol, or
illegal or prescription drugs (including those prescribed to treat ADD and ADHD) can be dismissed regardless of the student’s previous disciplinary record. Similarly, a student who consumes drugs, including alcohol or powdered alcohol, may be dismissed after a single offense, upon the recommendation of the Discipline Committee and at the discretion of the dean of students, based upon the particular facts and circumstances of the situation. Such circumstances may include but are not limited to egregious alcohol or drug use that has resulted in harm or a risk of harm to self or others. A student who is found to have used drugs, alcohol, or powdered alcohol will meet with a member of the medical and/or psychological health team and will likely have their room or vehicle searched in order to ensure that no other contraband is accessible.

Recognizing that smoking and smokeless tobacco also are dangerous to health, the school forbids the use of tobacco, including e-cigarettes, by students. Students who persist in using tobacco may be required to participate in a smoke-enders’ program. After repeated instances, a student may be required to take a leave of absence or may be dismissed.

**Alcohol and Drug Testing Policy and Procedures**

**Policy**

In cases where faculty determine that a student’s behavior, presentation, or circumstance is indicative of recent alcohol consumption or drug use or both and the student denies such usage, Phillips Academy will administer an alcohol or drug test or both in order to ascertain the truth and to safeguard the student’s health and welfare.

**Procedures**

1. **Initial Determination.** If a faculty member determines that a student’s behavior, presentation, or circumstance is indicative of recent alcohol consumption or drug use or both, that faculty member will discuss the concern with the student in order to ascertain the truth of the situation and also will notify the appropriate cluster dean or the dean of students.

   If the student denies the use of alcohol, powdered alcohol, or drugs contrary to the initial determination of the involved adult, the dean of students (or a designee) will require an alcohol or drug test or both. Alternatively, a student denying alcohol or drug use may request an alcohol or drug test.

2. **Alcohol Testing.** An health care provider or the dean of students (or a designee) will administer a breathalyzer test in the Isham Health Center to any student who chooses or is required to undergo alcohol testing under this policy. The test administrator will provide the test results to the school physician (or a designee), who will then share the results with the dean of students if the dean was not the test administrator.

3. **Drug Testing.** A health care provider will collect a specimen from a student who chooses or is required to undergo drug testing under this policy. Specimen collection will occur at the Isham Health Center and will be conducted in accordance with the Isham Health Center policies. Samples will then be sent to an outside laboratory for processing. The outside laboratory will provide the test results to the medical director (or a designee), who will then share the results with the dean of students.
4. Results of Tests. After receiving the test results, the dean of students will notify the cluster dean, who will contact the student and the student's parents or legal guardians. Parents or legal guardians may at their election provide physician's prescription(s) or documentation that the student was taking prescribed drugs that might have affected the outcome of the alcohol or drug test and may explain the positive result. Such materials must be provided within three business days of notice being received.

5. Discipline. An unexplained positive test result will be interpreted as evidence of a violation of a major school rule, and the student will be subject to discipline. The Academy will not distinguish in its disciplinary responses between on- or off-campus alcohol or drug use.

6. Failure to Cooperate. Failure to consent to testing, evidence of attempted adulteration, or refusal to cooperate with the testing procedures in any way will be handled as if the test result were positive.

7. Privacy. Subject to the legitimate interests of the Academy and its students, efforts will be made to maintain the privacy of students required to undergo drug or alcohol testing under this policy.

Sanctuary Policy: A Non-Disciplinary Response to Drugs & Alcohol

The Sanctuary Policy provides students with a means of accessing support in situations where alcohol or drugs are involved WITHOUT disciplinary consequences.

Because the use of drugs, alcohol, or powdered alcohol can lead to situations in which students become ill or impaired to the point of needing medical attention or other support, and because fear of disciplinary responses might lead students to not avail themselves of the support they need, the school provides this non-disciplinary response.

The Sanctuary Policy applies only to alcohol and drugs. The identity of those who request Sanctuary for others will be kept private.

How Does Sanctuary Work?

Students may invoke sanctuary for themselves or for another student simply by telling any PA adult that she or he is asking for Sanctuary. This may be in a situation a) where there is acute need for medical attention because of a very recent ingestion of alcohol or use of drugs, b) where the chronic use of alcohol, powdered alcohol, or drugs is a concern, or c) when a past event leads to concern for the safety and welfare of the student(s) involved.

If, after sanctuary is called on a student, that student’s behavior, presentation, or circumstance is indicative of recent alcohol consumption or drug use or both, that student will likely have their room or vehicle searched. The medical director also may require a drug or alcohol test or both.

A student cannot invoke Sanctuary in situations where an adult is already in any stage of investigating the involvement with drugs or alcohol. Only students may invoke Sanctuary.

While Sanctuary means that there will be no disciplinary response, the following actions will always occur.
1. The student will be seen by both the school’s medical director and a Graham House counselor, after which expectations for follow-up counseling will be determined, possibly including off-campus drug/alcohol evaluation, if warranted.

2. The student’s parent, guardian, house counselor(s) or day student advisor, and cluster dean will be notified. The cluster dean may notify other adults, if appropriate.

If a student chooses to reveal to a medical or counseling professional personal involvement or the involvement of other students with alcohol or drugs, this information remains private, but parents may be contacted if appropriate. However, if the student wants protection from a potential disciplinary response, the student must ask for Sanctuary. This means that the respective parents, house counselor(s) or day student advisor, and cluster dean will be informed. (Please see the following section for more information about confidentiality.)

*It takes true courage to ask for help. We do not want fear of disciplinary responses to stand in the way of helping a friend or helping yourself when alcohol or drugs are involved. If you have any questions about the Sanctuary Policy, please contact your cluster dean, any member of the Graham House team, the assistant dean of students, the school’s medical director, or the dean of students.*

**Confidentiality & Limited Information Sharing Policy**

Phillips Academy (the “Academy”) believes that the relationship among students, parents, and its health care providers is strengthened by a mutual understanding of the basic rights and responsibilities of each of the parties. The Academy strongly encourages students to develop relationships of trust with their health care providers and counselors and to be candid about their health histories and risk behaviors. We also encourage students to communicate with parents on such matters. In this effort to promote candor and trust, the Academy asks that parents respect the privacy of students who may not wish to share certain information.

While it is the obligation of every employee and agent of the Academy to maintain the privacy and confidentiality of patient medical information, the Academy must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. Thus, the Academy requires, as a condition of enrollment, that parents and students sign consent forms to permit the medical director of the Isham Health Center (“Isham”) or designees and the counselors from Graham House to disclose to authorized employees and agents of the Academy, who have a need to know, the minimum amount of medical and/or psychological information necessary to protect the health, safety, or welfare of the student and/or the community.

Students and parents who have questions with regard to confidentiality and its limits should direct those questions to the Medical Director or administrative staff at Isham or to the counselors at Graham House. In the event of a disclosure to authorities required by law, every effort will be made to notify the student and/or parents.

While we encourage students to inform their parents of their decision to see a counselor, we do not automatically contact parents. Some students may initially be hesitant to speak to their parents about their concerns. It is our experience that most students do inform their parents. If it is determined that a student might have a significant emotional problem or present a safety risk, parents are always contacted.
Community Expectations & Policies

Respect for Others

Whether you are a day student or boarder, you are a member of our residential community, and with that membership come rare opportunities for cooperation, collaboration, and lasting friendships with peers, faculty, and staff. Although we are a diverse school comprised of people with a huge range of interests and traditions, respect for others is paramount to the integrity and fabric of our lives here. We ask, for example, that you be polite and appropriate in all verbal and electronic communications and that you consider carefully how your words, dress, and actions influence others and, in certain instances, have the potential to offend if they are not chosen thoughtfully. By listening when someone else is speaking in class or the chapel, being considerate of all those dining and working in Paresky Commons or in the library, helping to maintain a safe and clean environment in the dorm and on campus grounds, following directions given by an adult in the community, using public spaces appropriately, and considering how behavior and communications affect or influence others, we are showing respect for all members of the Andover community.

We expect that students will intervene, as appropriate, when they witness behavior that negatively affects others.

Healthy Relationships

At Andover, we strive to help students develop close connections to a diverse group of acquaintances, classmates, teammates, and friends. We expect all relationships, including those that could become sexual, to be healthy. We seek to create a community of kindness and respect, acknowledging that an intentionally diverse community can present opportunities and challenges involving race, class, gender, religion, sexuality, differing abilities, or any other core issue of identity. We address these challenges in many contexts, including All-School Meeting, CAMD functions, cluster and dorm meetings, informal conversations with teachers and advisors, and more.

Awareness and acceptance of identity—one’s own and others’—is a central developmental stage of adolescence. Sexuality is a particularly important and complicated element of this process. With that in mind, as well as the legal requirements of the Commonwealth of Massachusetts, we have established policies to help students manage matters of sexuality safely and at a pace comfortable for them. Our aim is to prepare them to face the independent choices and consequences they will encounter both in college and throughout their adult lives.

Dormitory Room Visiting—General

While we acknowledge that some of our students do not identify as heterosexual, our current housing structure operates under a binary system of boys’ dorms and girls’ dorms. In order to promote healthy relationships, we have created rules that govern room visits between a student from a girls’ dorm and a student from a boys’ dorm. These rules apply to both day and boarding students.

In an effort to make our room visiting policies as equitable and inclusive as possible with respect to our LGBTQIA+ (see glossary, page 68) students and anyone involved in non-heterosexual relationships, our hope is that students engaged in non-heterosexual intimacy will discuss their relationships privately with their house counselors and, when possible and appropriate, adhere to our room visiting policies.
In the fall, all students take part in seminars emphasizing healthy relationships and reinforcing that sexual relationships be responsible and consensual. Then, starting at various points in the year based on grade, room visits are allowed during specified hours and after both students check in personally with a house counselor who will be present and available in the dormitory during the entire visit. Until January, all doors must be open and lights must be on during a room visit.

From January through June, as a means of building independence for college, seniors are allowed to close the door if both students so choose. The school understands that sexual activity might occur during a closed-door visit.

Ninth-graders are permitted to visit only with other ninth-graders.

In all cases when an older and a younger student are visiting, the rules that apply to the younger student are in effect.

A house counselor has the discretion to deny permission for a visit.

**Respect and Consent**

When students are considering sexual activity, they must agree to guidelines that cultivate mutual respect and establish consent by both parties in every instance.

1. In Massachusetts, a person under 16 years of age cannot give consent. In accordance with Massachusetts law, the dean of students is required to report all instances of sexual abuse or suspected statutory rape to the Department of Children and Families (DCF). Because the age of legal consent in Massachusetts is 16, the dean of students must report even consensual sexual activity involving a student under 16 years of age.

2. Consent cannot be inferred from the absence of a “no”; a clear, verbal “yes” is necessary.

3. Consent to some sexual acts does not imply consent to others, nor does past consent to a given act imply present or future consent.

4. Consent must be ongoing throughout a sexual encounter and can be revoked at any time.

5. Consent cannot be obtained by threat, coercion, or force. Agreement under such circumstances does not constitute consent.

6. Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition.

**Sexual Intimacy**

For high school students the issue of sexual intimacy is a complicated one. While we recognize that healthy romantic relationships may involve a range of physical intimacies, we must be clear that in a boarding school there are some special considerations.

- We are concerned about the physical health of students and wish to protect them from sexual behavior that may lead to sexually transmitted infections and/or to pregnancy.
• We are aware of the emotional implications that accompany early sexual relationships.

• Within our diverse community there is a spectrum of values and moral beliefs around the issues of sexuality and sexual behavior.

• Students living closely in dormitories have a right to privacy that includes the comfort of knowing when visitors will be present in the dormitory and the right to be free from unwanted exposure to the intimate sexual behaviors of others.

As in any situation, the school reserves the right to communicate with parents regarding students’ well-being.

**Dormitory Room Visiting—Specifics by Grade**

Room visiting for students in grades 10, 11, and 12 begins only after dormitory/advisor meetings in the fall, during which students and faculty discuss relationships in general and responsibilities and guidelines for room visiting in particular. Room visiting for ninth-grade students does not begin until January. Ninth-graders are permitted to visit only with other ninth-graders. In all cases when an older and a younger student are visiting, the rules that apply to the younger student are in effect.

What follows are the general guidelines for room visiting by grade. A house counselor must be present in the dormitory building during all room visits, but house counselors have no obligation to be home at any of the indicated times. For a variety of reasons, a house counselor may deny permission for a visit.

**Room Visiting Hours**

These times may be available for room visiting at the house counselor’s discretion.

<table>
<thead>
<tr>
<th></th>
<th>Mon.–Thurs.</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Juniors</strong></td>
<td>No room visits</td>
<td>No room visits</td>
<td>No room visits</td>
<td><strong>Fall:</strong> No room visits</td>
</tr>
<tr>
<td><strong>Lowers</strong></td>
<td>5–8 p.m. Doors open and lights on</td>
<td>8–9:30 p.m. Doors open and lights on</td>
<td>8–11 p.m. Doors open and lights on</td>
<td><strong>After January 1:</strong> 5–8 p.m. Doors open and lights on; Junior-Junior only</td>
</tr>
<tr>
<td><strong>Uppers</strong></td>
<td>5–8 p.m. Doors open and lights on</td>
<td>8–9:30 p.m. Doors open and lights on</td>
<td>8–11 p.m. Doors open and lights on</td>
<td>5–8 p.m. Doors open and lights on</td>
</tr>
<tr>
<td><strong>Seniors</strong></td>
<td>5–8 p.m. Doors open and lights on</td>
<td>8–9:30 p.m. Doors open and lights on</td>
<td>8–11 p.m. Doors open and lights on</td>
<td>5–8 p.m. Doors open and lights on</td>
</tr>
</tbody>
</table>

NOTE: “Doors open” means the doors in the room are open 90 degrees. All room visits require a conversation with a house counselor, and each guest must sign in and sign out on the Room Visiting Sheet in the house counselor’s apartment. No room visits may occur with a person who is not currently affiliated with Phillips Academy. Visits from alumni are not permitted.
Harassment, Discrimination, Hazing, and Bullying and the Community Conduct Council

Harassment, discrimination, hazing, and bullying (including cyber-bullying) are serious offenses, prohibited by federal and/or state law as well as the Academy’s policies. Verbal, physical, or electronic conduct that has the effect of creating an intimidating, hostile, or offensive environment for any member of the community will not be tolerated. This conduct is prohibited on school grounds and at school-sponsored events, activities, functions, and programs. This conduct also is prohibited on school buses and other vehicles owned, leased, or used by the Academy, and through use of technology or an electronic device owned, leased, or used by the Academy. In addition, harassment, discrimination, hazing, and bullying are prohibited at a location, activity, function, or program that is not Academy-related or through the use of technology or an electronic device that is not owned, leased, or used by the Academy, if the bullying: creates a hostile environment at the Academy for a targeted student; infringes on the rights of a targeted student at the Academy; or materially and substantially disrupts the educational process or the orderly operation of the Academy.

Through education and intervention, the Academy makes every effort to achieve an educational environment that is free from harassment, discrimination, hazing, and bullying. The Academy has created a Community Conduct Council (CCC), which has the responsibility of responding to, investigating, and making recommendations intended to remedy such conduct. The current members of the CCC are Clyfe Beckwith, Tasha Hawthorne, Joel Jacob, and Lisa Joel for student-student matters, and Peter Merrill and Carmen Muñoz-Fernández for adult-student matters. The Academy’s risk manager provides support to the CCC.

Definitions

- **Harassment or Discrimination:** Harassment or discrimination is defined as behavior that is pervasive or severe and has the purpose or effect of 1) creating an intimidating, hostile, or offensive environment; 2) interfering unreasonably with an individual’s academic performance; or 3) creating a situation where academic decisions of a student depend on the student’s submitting to and/or not objecting to the behavior. Discrimination and harassment can take many forms. Examples include: 1) limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics; 2) slurs, jokes, statements, remarks, questions, gestures, pictures, e-mails, texts, or cartoons regarding legally protected status that are derogatory or demeaning to an individual’s or group’s characteristics or that promote stereotypes; 3) demands for sexual favors in exchange for favorable treatment, academic rewards, or continued participation in a program or project; 4) offensive or unwelcome sexual flirtation, advances, or touching; 5) obscene, demeaning, or abusive commentary about an individual’s body or other personal characteristics; and 6) responding to refusals to provide sexual favors with verbal, emotional, or physical abuse. Often, unwelcome and/or harassing behavior results from ignorance and flirting or teasing that is unwanted or that becomes excessive. Being sensitive to other peoples’ feelings and communicating clearly are the best ways to prevent harassment and discrimination.

- **Hazing:** Phillips Academy’s definition of hazing includes, but is not limited to, activities that fall within the Massachusetts statutory definition of hazing. Under Academy
policy, hazing is defined as conduct or a method of initiation into any student organization or team that: causes embarrassment, harassment, or ridicule; willfully or recklessly endangers the physical or mental health of any student or other person; or causes emotional harm to a student or other person, regardless of that person’s willingness to participate in the activity.

Examples of hazing include, but are not limited to: verbal abuse; degrading or humiliating games, skits, or activities; 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—including extended isolation or extended deprivation of sleep or rest—that is likely to adversely affect the physical health or safety of a student or other person or subjects a student or other person to extreme mental stress.

All student activities related to membership in a student group or team (such as new membership and elections) must comply with applicable Academy rules and community standards, as described in The Blue Book. Officers and members in any student organization, team, or group also are responsible for making sure that hazing does not happen. Because it is not always clear to individuals which activities are unacceptable and constitute hazing, student leaders should consult with advisors, coaches, or the director of Student Activities in advance of planned events. A copy of the state law that prohibits hazing follows in the next section.

- **Bullying:** Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: 1) causes physical or emotional harm to the targeted student or damage to the targeted student’s property; 2) places the targeted student in reasonable fear of harm to self or of damage to personal property; 3) creates a hostile environment at school for the targeted student; 4) infringes on the rights of the targeted student at school; or 5) materially and substantially disrupts the educational process or the orderly operation of the school. Bullying can include, but is not limited to, any of the following: 1) hitting, slapping, pushing, and other physical conduct that causes bodily harm; 2) threatening in a manner that puts someone down or is cruel; 3) deliberately excluding someone as a way to humiliate or demean them; 4) sexually harassing conduct; and 5) hazing activities.

- **Cyber-Bullying:** Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, fax machines, and the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, and Internet postings, whether on a Web page, in a blog, or otherwise. Cyber-bullying may include, but is not limited to, any of the following kinds of behaviors: 1) taking a private e-mail, instant message, or text message and forwarding it, or threatening to forward it, to others, sharing or posting it where others can see it to embarrass or intimidate a person; 2) spreading hurtful rumors online about another person; 3) threatening or insulting through aggressive e-mails, instant messages, or text messages; 4) posting, or threatening to post, embarrassing pictures of someone online without that person’s permission; 5) creating a Web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the
author of posted content or messages, if the creation or impersonation causes any of
the conditions listed in the definition of bullying listed above.

- **Hostile Environment**: A hostile environment is one in which discrimination, harass-
ment, hazing, or bullying causes the school environment to be permeated with intimi-
dation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions
of a student’s education.

- **Retaliation**: Retaliation is any form of intimidation, reprisal, or harassment directed
against a student who: reports discrimination, harassment, hazing, or bullying;
provides information during an investigation of such behavior; or witnesses or has
reliable information about such behavior. Retaliation against any individual for report-
ing violations of the policy, whether by the object of the complaint or someone else,
will not be tolerated and will be subject to the same strict discipline as harassment,
discrimination, hazing, or bullying itself. Each retaliatory offense will be investigated
and sanctioned separately. Individuals who themselves are not complainants, but who
participate in an investigation, for example, as witnesses, also will be protected from
retaliation under this policy.

**Legal Definitions and Academy Policy**

It is important to bear in mind that stricter standards of behavior than those provided by
law may apply under Phillips Academy’s policies in order that we may prevent inappropriate
verbal and physical conduct. For example, although the law defines bullying as “repeated use”
of certain expressions, acts, and/or gestures, the Academy reserves the right to apply disci-
plinary measures and other corrective action in a case of a single expression, act, or gesture,
if the Academy determines that it is of sufficient severity to warrant disciplinary measures or
other remedial action. Conduct need not meet the legal definitions of harassment, discrimi-
nation, hazing, or bullying to violate the Academy’s expectations for appropriate behavior.

**Reporting Complaints**

Students who believe they have been hazed, harassed, discriminated against, or bullied, who
have witnessed such an incident, or who otherwise have relevant information about such an
incident, should bring the matter immediately to the attention of a house counselor, advisor,
dean, cluster dean, member of the CCC, or to any other faculty or staff member with whom
they are comfortable speaking. The individual receiving the complaint will ensure that it
reaches the proper channels for investigation. Also, any student who is subject to retaliation
in violation of this policy or who knows of another student who has been subject to retalia-
tion is likewise required to promptly report it.

A parent of a student who is the target of discrimination, harassment, hazing, or bullying, or
of a student who has witnessed or otherwise has relevant information about such behav-
iors is strongly urged to promptly notify the dean of students, a cluster dean, or the CCC.
Furthermore, any parent who has witnessed discrimination, harassment, hazing, or bullying
or has relevant information concerning such an incident is strongly urged to promptly come
forward to the dean of students, a cluster dean, or the CCC. A parent also should promptly
report any incident of retaliation to the dean of students, a cluster dean, or the CCC.
Any member of the faculty or staff of the Academy who witnesses or otherwise becomes aware of discrimination, harassment, hazing, or bullying in violation of this policy or who becomes aware of retaliation against a student who provides information concerning a violation of this policy is required to report it immediately to the dean of students, a cluster dean, or the CCC. Members of the faculty or staff may not make promises of confidentiality to a student or parent who informs them of an allegation of harassment, discrimination, hazing, bullying, or retaliation. Faculty and staff may not make reports under this policy anonymously. Students and parents may make reports anonymously, but generally no disciplinary action will be taken based solely on an anonymous report. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Also, while the Academy cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the Academy releases information concerning complaints of harassment, discrimination, hazing, bullying, and retaliation only on a need-to-know basis, such as to conduct a comprehensive and effective investigation or to ensure that the requirements of this policy and applicable law are met. The Academy, through the dean of students, will report all incidents of unlawful hazing, harassment, or bullying to appropriate law enforcement officials, as required by law.

Investigation Process

Once contacted, either by a student or an adult representing a student, the CCC may pursue an informal or formal process depending on the nature of the complaint. In situations for which an informal process is appropriate, the CCC may provide advice to the student complainant or the adult representing the student complainant as to how to respond to the situation independently. Alternatively, the CCC may obtain support for the student to moderate a conversation, in person or writing, between the student and the person perceived as the aggressor. Such mediation may be conducted by a dean, counselor, or other appropriate individual. In the event that an informal process is unsuccessful or inappropriate, the CCC will initiate a formal investigation of the complaint. Such an investigation may include but is not limited to interviews of those individuals directly involved in the incident and any potential witnesses, and collecting documents and any other evidence bearing on the incident. The CCC will at all times during the process maintain confidentiality to the extent, in its judgment, the situation permits. All members of the Academy community are expected to cooperate fully with any investigation under this policy. Upon completion of its investigation, the CCC will submit a written report recording the facts it has developed and summarizing its findings and recommendations to the dean of students. The dean of students, in consultation with the cluster deans, will determine what, if any, remedial action or disciplinary measures should be initiated. Upon the implementation of appropriate remedial measures, the dean of students or designee, working with the CCC as appropriate, will inform individuals directly involved of the outcome of the investigation and whether action has or will be taken. In addition, the dean of students or designee, in conjunction with the CCC, will provide documentation as appropriate for inclusion in the student record of persons found to have engaged in discriminatory, harassing, hazing, bullying, or retaliatory behavior.
Although the Academy’s goals are to support and educate members of the community in order to prevent harassment, discrimination, hazing, and bullying, it is both a principled goal and the legal duty of the Academy to ensure a learning environment free of such behavior. The Academy and the CCC thus reserve the right to act promptly, and if necessary, unilaterally, to end harassment, discrimination, hazing, and bullying where such intervention is deemed to be warranted. Individuals who have been found to have engaged in harassment, discrimination, hazing, or bullying will, in accordance with the procedures outlined above, be subject to remedial action or discipline as appropriate, from counseling to dismissal from school, as determined by the discipline process. In addition, the dean of students, in consultation with the cluster deans, may take further action, up to and including a Discipline Committee, for any individual’s failure to comply with the terms of any remedial action or discipline imposed.

**False Complaints/Abuses of Process**

Because allegations of discrimination, harassment, hazing, or bullying are serious and can be damaging to accused persons’ reputations, any person who knowingly, maliciously, or recklessly makes a false complaint will be subject to severe discipline. In addition, because candor and honesty are essential to the investigation and remediation process, they are required of all participants, including third-party witnesses.

The withholding of material information in an investigation by complainants, witnesses, and/or the accused party is prohibited. Students are expected to cooperate fully in an investigation conducted by the Academy; failure to demonstrate such cooperation will lead to disciplinary action. Abuse of the process, including falsifying information, will result in discipline being imposed, up to and including dismissal from school.

**Massachusetts Anti-Hazing Law**

**269:17 HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED**

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, 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.
269:18 FAILURE TO REPORT HAZING
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.

269:19 COPY OF SECS. 17–19; ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS; REPORT
Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections 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 member, 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.

Leaves of Absence
Sometimes issues can arise in the course of a student’s career at Phillips Academy that may interfere with the student’s ability to engage constructively in the business of learning. The school’s leave-of-absence policy acknowledges that time away from campus can be important. Therefore, Phillips Academy allows students to remain in good standing while taking the time they need to address important personal issues away from the school and with their families. The Student Response Team (SRT), comprising the medical director, the dean of students, the dean of studies, and the director of the Graham House Counseling Center, will determine the duration of all leaves, usually at least one year, and the conditions necessary for a student’s return.

Voluntary Leaves
A student and parents may request a leave of absence for a variety of reasons. The duration of a leave is usually until the fall of the following academic year. However, as noted above, the SRT makes the final determination regarding the duration of the leave and conditions necessary for a student’s return.
Required Leaves

The decision concerning whether a student needs to be placed on a required leave is determined by the SRT. The SRT also decides on the length of the leave and what conditions must be met in order to return (e.g., educational activities, counseling, relevant assessments). The factors the SRT will consider in making these determinations are the student’s clinical needs, safety, impact on the safety and well-being of the community, and capacity to comply with the essential elements of student and academic life, as well as the community’s ability to provide appropriate care.

1. A leave of absence may be required for medical reasons when, in order to ensure effective management or treatment of a medical problem, a student must be away from the campus for a period of time. A leave may be required for a diagnostic evaluation or treatment, or it may be initiated when a student’s presence on campus might jeopardize their own health or compromise the well-being of others. Such leaves may last from a few days to a year or more, depending on the needs and circumstances.

2. Once a student is admitted to Phillips Academy a leave of absence will be required if it is determined, based upon an individualized assessment by the medical director and/or the director of counseling that, in their professional judgment, a student has exhibited suicidal behavior or behavior considered to be suicidal or otherwise potentially life-threatening, posing a risk of harm to the student and/or others. The leave will last no less than the remainder of the academic year and may, in the professional judgment of the SRT, carry over into the next academic year. It is our experience that a clearly defined and extended period of time permits students to focus, with their families, on the steps to be taken to regain their equilibrium and to thrive.

3. A leave of absence may be required following any situation of egregious or repeated self-injury, including but not limited to drug and alcohol ingestion, a severe eating disorder, or cutting. The leave will last no less than the remainder of the academic year.

4. A leave of absence may be required in cases in which a student is unable to meet school obligations (academic, attendance, or residential) or in cases in which the needs of a student cannot be met by the community and are interfering with the well-being of others. When a student is unable to meet the school’s expectations (including compliance with a previously determined treatment plan), a leave of absence will be required. The leave will last no less than the remainder of the academic year.

Return from Leaves

Readmission of a student after a leave of absence is not automatic, but depends upon the student meeting certain criteria specified by the SRT in writing when the leave is granted. Approval for a return from any leave rests with the SRT. Any conditions or behavioral expectations placed on a student upon return from a leave must be fully met. If they are not, the student will return to leave-of-absence status.
**Essential Elements of Student Life**

In addition to abiding by the school rules in *The Blue Book*, an essential part of student life is the ability of each student to meet the school’s stated responsibilities and expectations as listed below.*

- Function with independence and safety in regard to basic living and self-care tasks (e.g., nutrition, sleep, personal hygiene).
- Live cooperatively and respectfully in a dormitory and school community, sharing the responsibilities inherent in living together, without adversely affecting others.
- Behave responsibly, respectfully, and honestly to all as a member of the Phillips Academy community, whether on or off campus.
- Make use of academic, psychological, and health resources as deemed necessary by adults responsible for students.
- Attend and participate in all required education programs, events, or obligations, some of which may be unique to Phillips Academy (e.g., Wellness Week, Martin Luther King Jr. Day, Non Sibi Weekend, work duty, and required weekend and holiday school events).
- Attend classes. The total of excused and unexcused absences from classes and all other required events cannot exceed 20 percent of the total number of required meetings at any point in a term.
- Be able to return to full participation in required class activities and complete required assignments and assessments following approved extensions of up to a maximum of 20 percent of the term.
- Avoid all self-harming behavior.

*For information on requesting reasonable accommodations to meet these standards, please see page 64.*

These essential elements of student life were updated and approved by Senior Administrative Council on April 27, 2015.

**Community Life & Expectations**

The dormitory buildings are year-round homes to faculty and their families and become home away from home for boarding students while school is in session. In order to ensure that dormitories are welcoming, comfortable, and safe environments in which to live and study, all residents and visitors to dorms are expected to treat all buildings, furnishings, and inhabitants with care and respect. Concern for the safety and well-being of dormitory residents and for the preservation of an academic environment is central in all of the sections below.

Please note: House counselors, in consultation with the cluster dean, may make dorm-specific guidelines.
**Respect for the Environment: Global Challenges, Local Actions**

**Sustainability Leadership**

The Trustees of Phillips Academy approved a new Strategic Plan in fall 2014 that includes the specific institutional directive to create a climate action plan (CAP). The CAP and other environmental stewardship initiatives are managed by the Sustainability Steering Committee (SSC), a diverse group that includes the chief operating and financial officer, dean of students, director and associate director of facilities, and dean of policy and strategic planning. In 2008, the SSC created an Environmental Policy Statement (EPS) that affirms our responsibility to serve and to lead as stewards of the natural world and to promote global thinking and local action.

**Student Engagement and Sustainability**

There are several student groups dedicated to environment and sustainability–related issues. These include the Environmental Coordinating Officers (ECOs), which involves a work-duty activity. The ECOs conduct an annual sustainability awareness event (Green Mash-Up), during which they present findings of campus-wide experiments and make recommendations for future initiatives.

The ECO Action Club provides students with an opportunity to pursue interests such as water conservation, sustainable agriculture, environmental advocacy, carbon sequestration, and preservation of the Cochran Sanctuary. The EAT Club focuses on issues such as nutrition, sustainable agriculture practices, farm shares, farmers’ markets, and food waste.

**Waste Management Operations**

Phillips Academy currently processes approximately 750 tons of solid waste per year. This includes trash sent to an incinerator, paper, and single stream, compost (Paresky Commons and the Andover Inn), metals, wood, and electronics. We also collect reusable items such as clothes/shoes, toys, and books. During move-in and move-out periods, we encourage students and faculty to break down all cardboard boxes. This helps increase our recycling rates. Numerous dumpsters are strategically placed throughout the campus for the collection of these materials:

- **Solid waste is collected** in the following locations:
  - Abbot Gymnasium, Bertha Bailey House, Bishop Hall/Bancroft Hall, Borden Gym
  - Bus Drop-Off, Draper Hall, Draper Cottage, Gelb Science Center, Graves Hall, Isham
  - Health Center and the Cottages (Andover, Eaton, and Pemberton), and Johnson Hall

- **Single Stream Recyclables** are collected in the following locations:
  - Abbot Gymnasium, Bertha Bailey House, Bishop Hall/Bancroft Hall, Borden Gym
  - Bus Drop-Off, Draper Hall, Draper Cottage, Gelb Science Center, Graves Hall, Isham
  - Health Center and the Cottages (Andover, Eaton, and Pemberton), and Johnson Hall

  Single stream recyclables also are collected once per week (Tuesdays) in a 30-yard compactor located at Paresky Commons.

- **Food Waste** is collected in 55-gallon wheeled toters at the Paresky Commons and Andover Inn locations. This waste is then transported to a farm to be made into organic compost.
• Reusable Items are collected in an area located adjacent to the Office of Physical Plant warehouse in four 30-yard dumpsters and are emptied on an as-needed basis.

To learn more about the school’s sustainability efforts, please visit the Office of Sustainability website at www.andover.edu/About/Greener_Blue/.

Recycling Guidelines

Please visit “A Greener Blue” and “Gunga Data” at www.andover.edu to learn more about campus efforts to limit the school’s environmental impact.

<table>
<thead>
<tr>
<th>Material</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single-Stream Recycling</td>
<td></td>
</tr>
<tr>
<td>✓ Paper</td>
<td>✓ Paperboard</td>
</tr>
<tr>
<td>Electronics</td>
<td>Bring to the green shipping container located near the Sumner Smith Maintenance Garage</td>
</tr>
<tr>
<td>Print Cartridges</td>
<td>Printer cartridges may be brought to the student mailroom for recycling, but must be in their original box and include the return shipping label.</td>
</tr>
<tr>
<td>Books, Clothing, and Shoes</td>
<td>Bring to the green shipping container located near the Sumner Smith Maintenance Garage and place in properly labeled hamper.</td>
</tr>
<tr>
<td>Batteries and Other Hazardous Materials</td>
<td>Drop-off locations for small batteries and light bulbs will be made available in Paresky Commons and George Washington Hall. For large batteries, call the OPP Help Desk (ext. 4320).</td>
</tr>
<tr>
<td>Appliances and Furniture</td>
<td>Call OPP Help Desk (ext. 4320) to schedule an appointment for pick-up.</td>
</tr>
</tbody>
</table>
Technology

Computers, mobile phones, digital cameras, and other technologies are now widely available, and Phillips Academy supports their appropriate use. In the context of a school, however, students must use these devices cautiously so as not to affect negatively the educational mission of the school, a student’s academic development, or the rights of other members of the community. The detailed Technology Acceptable Use Policy, found in another section of The Blue Book, should be read carefully.

By way of preface, we ask that you also keep a few basic guidelines in mind. 1) Mobile phones should always be off during classes, concerts, and lectures, as well as in the library, LLC, computer center, chapel, or any venue where a ringing phone may cause disruption. A student who uses an electronic device during All-School Meeting will be required to surrender that device for a period of two days. Students using phones (of all types) in the dormitory should take care not to disturb other students’ quiet study. 2) Limiting time on the Internet, including on social networking sites, has become an essential skill for academic success. Internet access is primarily for academic purposes, and excessive abuse of this not only violates the school’s Acceptable Use Policy, but also can interfere with academic work, healthy sleep patterns, and one’s ability to meet certain expectations of respectful interaction with other community members. Even with academic work, there is reason for caution on the Internet; plagiarism and other inappropriate behavior (including getting too much research and editing help from family members and friends) can happen more easily electronically. Make sure you have clearly documented all outside sources and helpers on all academic work. 3) The Academy reserves the right to require students to remove from their rooms or from dormitory commons areas any technology that the house counselor or cluster dean feels detracts from the academic or social atmosphere of the dormitory. Each student is allowed, at most, one computer monitor (not to exceed 30 inches). 4) Finally, make sure to secure proper consent for all subjects of photographs or videos. Texts, voice-mails, photos, and videos can become public, and thus you should always be fully prepared to take full responsibility for their content.

Study Hours

A dormitory and areas around classroom buildings should be quiet enough to allow for effective study. Faculty and students are asked to be especially aware of the requirement for quiet during study hours (beginning at 8 p.m.) and at all times of day and evening during Extended Period Week. Although different people study at all different times during the day, the time after 8 p.m. on nights preceding classes is reserved exclusively for academic work.

After 8 p.m., technology use should be limited to academic pursuits (e.g., spending time on social networking Internet sites, watching television or movies, video gaming, etc., are not considered academic pursuits). Music should be kept to a low volume or headphones should be employed so as not to disturb others.

To encourage a campus-wide study environment, we require all junior, lower, and upper boarders to sign into their dorms by 8 p.m. If they leave their dormitories after 8 p.m., they must sign out to a place of study (library, study halls, computer center, art studio, Polk-Lillard Center, Graves Hall). Signing out to a specific place of study and then going
to another location is considered dishonest. Seniors are the only students permitted to be downtown, in Susie’s, or watching films or television after 8 p.m. on school nights.

All students must sign into their dorms by the final sign-in times: 9:30 p.m. on Sundays and Thursdays and 10 p.m. on other nights before classes. Between final sign-in time and 6 a.m., the Academy requires students to remain in their dormitories unless permission to leave has been given by the house counselor or the cluster dean.

Non-senior day students who are on campus after 8 p.m. on nights before classes must be in a designated study area. Juniors, as well as lower and upper day students, may not visit in dormitories during study hours without special permission from the house counselor. All day students are required to leave the campus each night by the final dormitory sign-in time.

**Weekend Sign-In**

On Friday evenings, the sign-in time is 10 p.m. for juniors, lowers, and uppers and 11 p.m. for seniors. On Saturday evenings, the sign-in time for all students is 11:30 p.m. Between final sign-in time and 6 a.m., the Academy requires students to remain in their dormitories unless permission to leave has been given by the house counselor or the cluster dean.

Boarders who have been outside the town of Andover on a Day Excuse or Overnight Excuse are required to sign in at their dormitories immediately on their return to campus.

**Sundays**

In order to preserve one evening of the week with no formal commitments for students and faculty, from 6 to 8 p.m. on Sundays has been reserved for personal reflection, study, relaxation, and religious services. There are no meetings of any kind permitted after 6 p.m. on Sundays except for dormitory meetings at the house counselor’s discretion. Study hours begin as usual at 8 p.m., and final dormitory sign-in is at 9:30 p.m. On long weekends when there are no classes on Monday, sign-in on Sunday evening is extended until 10 p.m. Final sign-in on the Sunday before the required Martin Luther King Jr. Day programming is at 9:30 p.m.; normal study hours begin at 8 p.m.

**End of the Day**

To ensure that students get an adequate amount of sleep and develop healthy sleep habits, juniors are required to be in their own rooms with the lights out by 11 p.m. on nights before classes. Lowers (all year) and uppers (in the fall term only) are expected to be in their own rooms by 11 p.m. We encourage all students to get to bed no later than midnight on nights before classes.

**Final Sign-In**

Between final sign-in time and 6 a.m., the Academy requires students to remain in their dormitories unless permission to leave has been given by the house counselor or the cluster dean. Being out of the dorm between final sign-in and 6 a.m. is a major rule violation.
Community Expectations & Policies

Food Delivery
All students may order food to be delivered to their dorm during study hours, but delivery must be completed by 9:30 p.m. on all nights before classes, 11 p.m. on Friday nights, and 11:30 p.m. on Saturday nights.

Dormitories & Privacy
All members of the community should respect the privacy and property of others and share in the creation of an environment that protects the physical and emotional well-being of each resident of the dormitory. Because the house counselor is responsible for the dormitory and its residents, the house counselor and cluster dean must have immediate access to any room upon knocking and may confiscate any items not permitted in a dormitory. When necessary, they may use a key to enter a room whether a student is present or not. Dorm rooms should not be locked when residents (or other students) are in the room.

Searches
On the rare occasion when a search is necessary, cluster dean(s) will conduct it formally, in the presence of the student, an elected cluster representative, and the house counselor. In extremely rare instances, for reasons of health or safety, the cluster dean may conduct the search with just the student or in the absence of the student. If the student is not present, two adults will conduct the search. When a student has been found under the influence of drugs or alcohol, a search will be conducted.

Dormitory Fire Safety & Room Decorations
To ensure safety for all dorm residents, we expect students to honor the following guidelines for fire safety. Fire inspectors and house counselors will inspect dormitories weekly and will confiscate banned items. A house counselor will provide the inspector access to a student’s room if the student is not present at the time of the inspection. Cluster deans will be notified of all fire safety violations, with some form of discipline likely to result.

- FIRE DRILLS: Regular fire drills will be conducted in all dorms, and students should be aware of all emergency exits.
- DORM INSPECTIONS: Weekly, fire inspectors go through dorms to inspect students’ rooms in an effort to note unsafe conditions, including excessive clutter. Students who consistently fail should expect a disciplinary response. It is the students’ responsibility to make sure their room is inspected at least once a month.
- FLAMES: The school prohibits any open flames or flammable materials in dormitories, including possession, storage, or use of matches, lighters, incense, candles, cigarettes, cigars, pipes, fireworks, or dangerous chemicals, including art supplies.
- APPLIANCES: Students may NOT have TVs, water coolers, air conditioners, humidifiers, microwaves, irons, space heaters, halogen lamps, toasters, stoves, coffee makers, grills, hot pots, rice cookers, popcorn poppers, hot plates, or any similar appliances in their rooms. Small fans and hair dryers are permitted but must be unplugged when not in use. The only students permitted to have small refrigerators in their own rooms are proctors and prefects (unless permission is granted by the medical director for medical
reasons or by the Chaplaincy for religious reasons). A TV, VCR/DVD-player, microwave, refrigerator, iron, and ironing board are provided in the common areas of each dorm.

• TECHNOLOGY: Phillips Academy is dedicated to providing the school community with the kind of effective support and services that allow students to achieve their educational goals. Every student is provided with an e-mail account. Wireless access is available in all dorms and in most common spaces and conference areas on campus. It is expected that students will use the provided technology appropriately, legally, and ethically. The use of technology on campus includes the Academy’s network and equipment, as well as the use of personally owned devices accessing the Academy’s network. All students are required to be aware of and abide by the Academy’s Acceptable Use Policy, which can be found on page 32. Video/audio projectors are not allowed in student rooms.

• ELECTRICAL: Students are required to use approved plug strips with independent circuit breakers if they wish to plug more than two items into a single power outlet. There should never be more than one extension cord per outlet, and cords may not run under rugs or mattresses or through walls or partitions. Only sturdy, non-halogen lamps are permitted in dorm rooms; bulbs in lamps should be low-energy-use varieties (compact fluorescent bulbs or LEDs); no strings of lights or paper lanterns.

• FURNITURE: The Massachusetts Fire Code requires that all furniture in dormitories be certified as nonflammable (to be checked by OPP). Therefore, no students are permitted to move upholstered couches or chairs into their dorm rooms without proper manufacturer’s documentation that the furniture is nonflammable. Before purchasing or bringing any upholstered furniture to campus, please consult your cluster dean. No student furniture should crowd a room or block emergency egress. OPP will ask a student to remove any furniture that does not meet code or that crowds a room. School-provided furniture may not be stacked on cinder blocks or other furniture, disassembled, removed, or altered without permission from the cluster dean and OPP.

• SAFETY EQUIPMENT: Fire extinguishers and fire escapes are for fire emergencies only and should not be used at any other time. Fines, as well as discipline, are imposed for any misuse of safety equipment. Also, students may not tamper with, remove batteries from, or alter any fire, smoke, or heat detectors or alarms for any purpose.

• TIDINESS: All room floors, halls, and common areas must be kept free of clutter, boxes, trash, clothes, shoes, etc. Trash and recycling removal must be frequent to prevent any buildup in rooms or halls. Windowsills and floors opening to fire escapes must be clear at all times. No bikes should be stored in student rooms, halls, or stairways. No pets are allowed in dorms (except for fish in a small fishbowl that must be cared for properly).

• DECORATIONS: Do not place any paper decorations or tapestries on either side of any door, on ceilings, or on hallway walls. Posters and tapestries in rooms must be hung completely flush against a wall using wall putty (no nails, screws, glue, or tape) and must not cover more than 50 percent of a given wall or be placed over electrical outlets. Bulletin boards cannot be attached to walls or doors. No electrical signs, paper lanterns, or strings of lights are permitted in or on dorms, and no flags or permanent
fixtures should be attached on the exterior of any building. A house counselor or cluster dean will require students to remove any wall coverings or room decorations that are offensive or inappropriate in a high school dormitory environment (e.g., sexual in nature/drug or alcohol related).

- **WEAPONS:** Students may not possess, display, use, or carry weapons of any kind, including facsimile firearms of any type, air guns, explosives, ammunition, knives, or any other weaponry.

### Dormitory Security

- **LOCKS:** All exterior dormitory doors must be locked at all times. No exterior doors should be propped open, and no one should be permitted unauthorized entry into a dorm.

- **KEYS/CARDS:** In order to maintain security within dormitories, students should not lend their keys or BlueCard to others, leave their keys outside their dorms for communal entry, or prop open dorm doors.

- **OVERNIGHT GUESTS:** Because a house counselor must know exactly who is in the dormitory in case of emergency, PA students may spend the night in another dormitory only with the house counselor's permission, granted well in advance (before 7 p.m. on the night of the sleepover) and not on nights preceding classes. Day students are permitted to spend the night with friends in dormitories when there are no classes the following day but must request permission from the house counselor in advance. House counselors hosting day students must have communication from the day students’ parents before 7 p.m. on the day of the visit.

Overnight guests who are not students at Phillips Academy must have permission to be in the dorm from the host’s house counselor and cluster dean. Guests are the responsibility of their hosts and must abide by all school rules. Please see “Process for Overnight Guests & Day Visitors” (below) for more detailed information.

- **OUTSIDE VENDORS:** In accordance with school procedures for volunteers and visitors to campus, tutors, vendors, and service providers hired by students and their families may not have dorm access.

- **PERSONAL PROPERTY:** Students and parents are cautioned that the school assumes no responsibility for the security of personal possessions. Parents should make sure that all belongings a student brings to campus are properly insured against physical loss, damage, or theft. Families should enable electronic possessions with locating software.

### Process for Overnight Guests & Day Visitors

Both overnight guests and day visitors must abide by all rules and regulations of Phillips Academy. The PA host is held responsible for the behavior of the non-PA guest.

### Weekend Overnight Guests/Guest Passes

All requests for an overnight guest must be approved by the house counselor by 8 p.m. on the Thursday before a guest’s visit. A phone call from the guest’s parents/guardian must be made to the house counselor who will be on duty on the night(s) of the guest’s visit, and
must include emergency contact information. The PA host needs to see the cluster dean to complete a Guest Pass by 8 p.m. on Thursday as well. Copies of the Guest Pass are distributed to the Dean-on-Duty, the host’s cluster dean, and the host’s house counselor, and a copy is given to the student to serve as the guest’s ID for entrance into weekend events. (Please note: some weekend events are open only to current students.) Overnight guests are generally not permitted on nights preceding classes. The Academy does not permit adult (over 20 years of age) overnight guests in dormitories.

**Day Visitors/Guest Passes**

PA students who would like to host a non-PA student and attend evening on-campus events together (without an overnight stay) must seek permission from their cluster dean and complete a Guest Pass. Guest Pass copies are distributed as outlined above, where applicable. No phone permission is necessary and no permission from the cluster dean is necessary for daytime-only visits.

Before 8 p.m., family members of current dormitory residents or other adults currently affiliated with Phillips Academy are welcome in the dormitory, accompanied by the student. All other visitors (must be 20 years and younger) may only visit with the student in approved areas of the dormitory with permission from the house counselor. After 8 p.m., non-PA students and adults are not permitted in any part of the dormitory without special permission of the house counselor.

**Overnight Excuses**

Boarding students may request permission to leave campus for an Overnight Excuse after their last appointment of the week and are expected to return by 8 p.m. on Sunday. All excuses require the approval of parents, the house counselor, and the cluster dean, and specific details of the excusing procedure are published in each cluster by the cluster dean. Overnight Excuses are granted only when a parent or other adult host (25 years of age or older) has confirmed that they will be present during the student’s visit. Exceptions to these requirements will be made for 1) seniors who are required to visit colleges to which they intend to apply in the fall or to which they’ve been admitted in the spring and 2) students who wish to visit a sibling at college. In each of these last two cases, an Overnight Excuse will be granted only after receipt of written parental permission, a conversation between the cluster dean or college counselor and the parents, and final approval by the cluster dean. The cluster deans may refuse to grant Overnight Excuses for large groups or mixed-gender groups. A student is expected to notify the house counselor and cluster dean of any change in plans from those specified on the Overnight Excuse form, including any return trips to campus during the dates/times indicated on the Overnight Excuse form. Students must sign out in the dormitory sign-in book upon their departure and back in upon their return.

**Day Excuses**

A student may request permission from the house counselor or cluster dean to leave the town of Andover on a Day Excuse. Juniors and lowers must return by 8 p.m. from all Day Excuses on nights before classes and on weekends. They may stay out past 8 p.m. on weekends if accompanied by a parent, in which case they should ask the house counselor prior to departure and return to campus by final sign-in. Uppers and seniors may remain off campus
Community Expectations & Policies

School Vacations/Arrivals & Departures
It is very important for students and parents to pay close attention to the arrival and departure dates specified on the official School Calendar (sent in the summer mailing and posted online). Because the dormitories officially close for the designated school vacations in November, December, March, and summer, students are not permitted to be in the dorms during these times and are required to leave by noon the day following their last assessment at the end of each term. However, if no assessments are given after noon on the final day of Extended Period Week, students are expected to leave that same day. Prior to departing, students are required to fill out Vacation Data Forms indicating specific travel information, as well as departure and arrival times. They also are required to have their rooms inspected by a house counselor for cleanliness before they are permitted to leave for vacation. During school vacations, students are not permitted to return to a dormitory (even just to stop in to pick up belongings) prior to 8 a.m. on the scheduled return date without prior approval from the cluster dean and house counselor. The school expects that students will be supervised by an adult (25 years of age or older) during school vacations. Exceptions require written parental/legal guardian permission. Students returning early to the dorm in September or after any break will be charged $200 per night and face discipline for being in the dorm without proper permission.

Behavioral Expectations While Away from Campus
All students, boarding and day, are expected to behave in a manner that does not compromise the good name of Phillips Academy and to follow school rules while on or off campus. When on school-sponsored trips and representing Phillips Academy, students are expected to be on their best behavior. If a student breaks any school rule while on a school-sponsored trip, the student should expect a disciplinary response. A student recently graduated from Phillips Academy and traveling on a summer, school-sponsored trip who breaks a major school rule should expect that the student’s college will be notified if that college asks for that information in the application process.

Even while a student is away from campus on vacation, any violation of state or federal law, including possession and/or use of illegal drugs, alcohol, or powdered alcohol, can lead to disciplinary action. Renting hotel rooms (on or off campus) on weekends or while on Day or Overnight Excuse is not permitted, and students attending gatherings in those rooms can expect a disciplinary response. In general, the school’s jurisdiction extends to day and boarding students off campus when school is in session, when students are traveling to or from campus at vacation time, or when faculty are notified or asked to intercede in response to off-campus behavior that includes violation of school rules. Whenever such problems arise, the school may respond with counseling and/or disciplinary action.

until 8 p.m. on nights before classes and until sign-in time on the weekends. When requesting a Day Excuse, a student must be very clear about where the student is going and the mode of transportation; students must then sign out on the sign-in sheet in the dormitory before leaving campus. Boarding students wishing to visit someone not currently associated with Phillips Academy in a private home must ask permission of a house counselor or cluster dean, whether or not this home is within the town of Andover. We also must hear from an adult that the adult will be present during the visit. Please refer to the “Cars” section on page 30 for the specifics regarding boarding students riding in cars.
Off-Campus & Self-Employment
Because of the extensive time demands of the school’s overall program, Phillips Academy discourages students from working at paying off-campus jobs and does not allow them to start or run their own on-campus businesses while school is in session. For boarding students, off-campus employment is rarely allowed and only with specific restrictions and written permission from the student’s parents and the dean of students.

Dormitory Housing Lottery
Each spring, there is a housing lottery for current students. The lottery operates on a priority system based on squatters’ rights and seniority. Juniors must move to another dorm for 10th grade; older students have the option of moving or remaining in their current rooms and/or current dormitory. Priority is given to the most senior students in each of the following categories: first, to students within the dorm; second, to students according to the number of years spent in the dorm or cluster; and finally, by random lottery number for students from outside the cluster. A certain number of spaces in medium- and large-sized dorms are reserved for new students. Students with questions about rooming or the housing lottery should speak with their cluster dean.

Mail & Privacy
Certain materials are not appropriate in a school environment, and their possession on the Phillips Academy campus likely will result in disciplinary action. In particular, students are not permitted to have, display, or have sent to them at Phillips Academy any of the following: controlled substances (drugs, either illegal or prescription for which the student does not have a valid prescription; alcohol and tobacco products), weapons (including firearms, edged weapons, and/or martial arts devices), explosives (including fireworks), highly flammable materials, or living animals, except for fish in a small fishbowl. In addition, students are expected to refrain from bringing to Phillips Academy or having delivered to them on campus by mail, common carrier, or e-mail publications and/or catalogs devoted to, or containing more than minimal amounts of material depicting, describing, or advertising pornography, weapons, or hate crimes/abusive behavior. Students should realize that their mail, including periodicals and packages, is routinely handled by Central Services staff in the process of making it available in the student mailroom in George Washington Hall.

While Central Services staff members are instructed to regard all mail and packages directed to students as the confidential property of the recipient, they also have been instructed to bring to the dean of students any package or periodical that appears to contain materials not permitted on the Phillips Academy campus. To protect the privacy of the recipient, Central Services staff has been instructed not to break intact seals on any package or periodical to determine whether it appears to contain improper material. However, students should be aware that a package or periodical already may be open when it arrives on campus and/or its wrapping may contain information that suggests it contains improper material. When a package or periodical suspected of containing improper material is brought to the Dean of Students Office, the dean will invite the student to meet to discuss the contents of the package or periodical and may ask the student to open the package or periodical with the dean. If the package appears to be medication, it will be sent to the health center and a member of the medical staff will invite the student to meet and open the package together.
**Vehicles & Safety**

Although this is a large campus, the most common form of transportation around campus and to downtown Andover is by foot. Boarding students are not permitted to have or to operate any motorized vehicles, including cars, motorcycles, mopeds, or motorized scooters, while they are at school. A boarding student may use public transportation or a taxi service, but must always request a Day Excuse (defined on page 27) in advance of leaving the town of Andover and inform the house counselor if using a car service or taxi.

**Pedestrian Safety**

Although students can walk to all campus locations, the school property is bisected by Main Street (Route 28), a state highway. Students should take special care in crossing Main Street and all streets on campus and should always use marked pedestrian lights and crosswalks. When walking at night, students are advised to use only pathways with lighting and to avoid walking alone in dark areas. Any student who is alone and feels unsafe walking on campus at night may request a ride from Public Safety.

**Cars**

A boarding student may not keep a motor vehicle in or near the town of Andover. Additionally, a boarder may not drive any car on campus at any time unless specific permission is granted by a cluster dean or the student’s parents are also in the car.

Licensed day students have the privilege of driving cars to campus if they register their cars with Public Safety. From the time students arrive on campus until they leave for the day, vehicles must be left in one of the designated parking areas and should not be used for transportation from one campus location to another. Day students may not keep alcohol, powdered alcohol, or other illegal substances in their cars. We request that students not park on Salem Street between Main Street and Highland Road so that spaces are available for visitors to the Shuman Admission Center. A complete map of student parking areas is available from the Office of Public Safety. Failure to follow driving regulations could result in discipline as well as loss of driving privilege to campus.

**Permissions to Drive or Ride with Other Students**

A day student driver, normally an upper or senior, is allowed to transport a boarding student on non-highways within the Andover area (defined as Andover and bordering towns: North Andover, North Reading, Methuen, Lawrence, Wilmington, Tewksbury, and Dracut) only if the day student’s and boarding student’s parents have indicated permission to do so on the annual Parental Permission Form. Any trip outside the Andover area will require special written permission from the parents of both the driver and the passenger. Both students must have all necessary permissions from either their house counselor, day student advisor, or cluster dean each time they wish to either drive or ride. We expect drivers and passengers to obey all state laws (e.g., refraining from phone/texting use, driving within the speed limit, wearing seat belts, carrying the legal number of people, refraining from driving with permit drivers, etc.).

Any boarding student with parental permission can get car permission to ride with a day student from either the house counselor or cluster dean. Boarders do not need to seek special permission to ride within the Andover area with their parents/legal guardians, parents
of current students, and faculty members. Current students are not allowed to ride in cars of alumni or non–PA-affiliated drivers. In rare cases, cluster deans may grant special permission. Whenever leaving the town of Andover, boarders must seek permission from their house counselor or cluster dean for a Day Excuse. (See page 27 for more on Day Excuses.)

**ID Sticker Permissions**
Licensed day students who have parental permission to drive boarders must obtain a sticker for their ID card from the Dean of Students Office if they wish to transport boarding students. Day students are required to show this sticker to a faculty member each time they are requesting permission to transport a boarder.

Upper and senior boarders, with parental permission, must get ID card stickers from the Dean of Students Office that allow them to request permission from any faculty member to ride in the Andover area (as defined in the Permissions to Drive or Ride with Other Students section) in a day student’s car. If granted permission to ride with a day student, the boarding student is expected, however, to send a voice-mail message, e-mail, or text to the house counselor to indicate when, where, and with whom the student is riding, who gave permission, and when the student will be back. It is important to remember that the ID cards with stickers can be used only for permission to ride in the Andover area. Day Excuse and car permissions beyond the town of Andover may only be obtained from the student’s house counselor or cluster dean. (See page 27 for more on Day Excuses.)

**Transportation to Athletic Contests**
Athletes are expected to travel to contests via school-provided transportation. Students who wish to leave from an away contest with an Andover parent must have permission from their own parents. This permission may be granted for the entire season through an e-mail or letter to the head coach of that team or on an individual basis for a single contest.

**Drones**
Drones may not be used by students without explicit permission from a cluster dean.

**Bicycles, Unicycles, Skateboards, In-Line Skates & Scooters**
Students are expected to register bicycles and unicycles with Public Safety, to lock them when not in use, and to obey all rules of the road, including the use of proper lighting and reflectors at night. In the state of Massachusetts, children 16 years and under are required to wear a helmet when riding bikes, scooters, skateboards, and in-line skates. Because of the risk of concussion, Phillips Academy requires all students to wear helmets regardless of age. We require safe and reasonable use and note our concern about particular areas—such as public streets and the area next to the Academy’s power plant—and forbid skateboard use in these areas.

In other areas of campus, students are required to stay on defined campus paths and roadways (and off the grass) and are encouraged to wear protective elbow pads and kneepads; they are required to wear helmets. No scooters, skateboards, or in-line skates may be used inside Academy buildings, on any steps, ramps, benches, or railings, or in the vicinity of the Memorial Bell Tower.
**Taxis**

Students who use any form of taxi or car service must inform their house counselor or day student advisor in advance of getting into the vehicle.

**Technology Acceptable Use Policy**

**Scope**

The Academy’s technology policy applies to all authorized users who access the Academy’s network or equipment using Academy-owned or personally-owned equipment.

**Purpose**

The technology resources at Phillips Academy include, but are not limited to, all networking, hardware and software, Internet access, e-mail, telephone equipment, WPAA radio station, and voice mail. These services are provided to support the educational and administrative activities of the school and should be used for those purposes. Use is a privilege, not a right.

- Use should always be legal, ethical, and consistent with the Academy’s Statement of Purpose, its policies on honesty and integrity, its general standards for community behavior, and the Written Information Security Policy.
- Incidental personal use of the Academy’s technology resources must not interfere with the community member’s performance or with the community’s ability to use the resources for professional and academic purposes.
- Use of the Academy’s technology resources or data for personal business, political campaigning, or for a commercial purpose is prohibited, except as authorized by the Academy.

**Authorized Use**

An authorized user is any person who has been granted authority by the Academy to access its computing, network, or telephone systems and whose usage complies with this policy. Unauthorized use is strictly prohibited. By accessing the Academy’s network using Academy-owned or personally-owned equipment, you have consented to the Academy’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.

- Faculty, staff, and students are provided with e-mail accounts and Internet access. Faculty and staff also are provided with voice mail accounts.
- Whenever a user is assigned a new position and/or responsibilities, use of technology resources not authorized in the new position or circumstances shall cease.
- Whenever a user ceases being a member of the Academy community, access to the Academy’s computing, network, and telephone systems shall cease effective on the date of separation.
Privacy Expectations

The Academy’s network resources, including all telephone and data lines, are the property of the Academy. The Academy 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 Academy’s network. It may be required by law to allow third parties to view stored data and said data may become evidence in legal proceedings. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, message delivery issues, or monitoring.

• Users must recognize that there is no guarantee of privacy associated with their use of Academy technology resources. Users should not expect that e-mail, voice mail, or other information created or maintained in the system (even when marked “personal” or “confidential”) are private, confidential, or secure.

Legal & Responsible Use

No user may act in ways that invade the privacy of others, are unethical, or fail to comply with all legal restrictions regarding the use of electronic data. All users also must recognize and not violate the intellectual property rights of others.

• All users must maintain the confidentiality of information specified in federal and state laws and the Written Information Security Program (WISP). This excerpt from the WISP defines Personal and Sensitive information.

“This Program sets forth the Academy’s policies for accessing, collecting, storing, using, transmitting, and protecting electronic, paper, and other records containing Personal Information, as well as sensitive Academy information resources.

For Purposes of this Program, “Personal Information” means an individual’s first name and last name, or first initial and last name, in combination with any one or more of the following data elements that relate to such individual: (a) social security number, (b) driver’s license number or state-issued identification card number, or (c) financial account number, or credit or debit card number, with or without any required security code, access code, personal identification number, or password that would permit access to an individual’s financial account. “Personal Information” does not, however, include information that is lawfully obtained from publicly available information, or from federal, state, or local government records lawfully made available to the general public. In addition to “Personal Information” as defined above, the Academy also defines the following as Sensitive in nature and thereby subject to safeguards commensurate with the risk and sensitivity of the information: (a) health information, (b) student records, (c) employment information, (d) donor and alumni information, and (e) any information that, if disclosed, altered, or lost, would pose a reputational risk to Phillips Academy.”

• Disclosing and/or gossiping about confidential or proprietary information related to Phillips Academy or making public remarks that defame or disparage the Academy, its personnel, its students, or its interests (including but not limited to e-mail, voice mail, text messaging, social networking sites, websites), or that recklessly disregards or distorts the truth of the matters commented on, is prohibited.
• All users must refrain from acts that waste Academy technology resources or prevent others from using them. Users will not access, modify, or delete others’ files or system settings without express permission. Tampering of any kind is strictly forbidden. Deliberate attempts to tamper with or degrade the performance of an Academy computer system, telephone system, or network or to deprive authorized users of access to or use of such resources are prohibited.

• Students may not send broadcast e-mail or broadcast voice mail without prior permission from the dean of students or director of student activities.

• Users are responsible for both the content and possible effects of their messages on the network. Altering electronic communications to hide your identity is considered forgery and is prohibited.

• Phillips Academy actively discourages the use of hand-held cellular devices and other wireless communication devices while driving cars, trucks, or golf carts both on and off campus, during Academy work time or on Academy business. Academy employees are encouraged to use cellular devices in a manner consistent with the recommendations of regulating documents and organizations, including the manufacturer’s recommendations, the Academy faculty and staff handbooks, the Department of Motor Vehicles, and the Commonwealth of Massachusetts.

• Cellular devices should always be turned off or placed on vibrate mode during classes, concerts, and lectures, and in a library setting, computer center, office, work site, or any venue where a ringing phone may cause disruption. Should you need to take an emergency call during the workday, please locate a private place in which to talk so as not to disturb others.

• Monthly charges for individually-owned cellular devices will not be paid by the Academy. If the need arises for an institutional device, speak to your supervisor for approval.

**Copyright & Licensing**

Users will abide by all copyright, trademarks, patent, and other laws governing intellectual property.

• No software may be installed, copied, or used except as permitted by law. Users must strictly adhere to all software license provisions.

• Software downloaded from the Internet or obtained elsewhere cannot be installed on Academy equipment unless approved by the Office of Information Technology.

• Use and/or distribution of others’ intellectual property (including, but not limited to, text, images, sound, and software) without permission of the copyright holder is a federal crime and can result in criminal penalties, even if the material is distributed for free, with no monetary gain to you.

**Inappropriate Materials**

The Academy prohibits faculty, staff, and students from keeping pornography in any form at school, including, but not limited to, magazines, posters, videos, electronic files, or other electronic materials.
• Use of the Academy network or equipment by any authorized user to create, access, download, edit, view, store, send, or print materials that are illegal, offensive, harassing, threatening, intimidating, discriminatory, sexually explicit or graphic, pornographic, obscene, or otherwise inconsistent with the values and general standards for community behavior of the Academy is prohibited. The Academy will respond to complaints of harassing or discriminatory use of its technology resources in accordance with its Anti-Harassment and Anti-Discrimination Policy. These provisions are not intended to prohibit an authorized user from carrying out assigned educational, employment, or administrative functions.

• The receipt of any inappropriate material, as described above, should be saved and reported as described in Policy Enforcement & Sanctions (page 36).

Security
Each user is responsible for the security and integrity of information stored on the user’s computer, third party storage platforms (Dropbox, iCloud, etc.), or voice mail system. Computer accounts, passwords, security codes, and other types of authorization are assigned to individual users and must not be shared with or used by others. Phillips Academy, at its sole discretion, reserves the right to bypass such passwords and to access, view, or monitor its systems and all of their contents. By accessing the Academy’s system, you have consented to the Academy’s right to do so.

• Anyone accessing Phillips Academy systems is required to change their Active Directory password every 12 months (365 days).

• Use of voice mail security codes is required.

• Procuring, removing, or relocating Academy-owned technology resources requires prior authorization from the Office of Information Technology.

• Students and faculty who live in dormitories are provided the opportunity to connect to the Academy network. Student use of modems in the dormitories is prohibited. For faculty members, modem use is prohibited on computers that are directly connected to the Academy network.

• Users may not attempt to circumvent or subvert the security provisions of any other system.

• For security and network stability reasons, personally owned devices such as hubs, switches, routers, wireless access points, and servers or server services cannot be installed on the Academy’s network or anywhere on campus, unless authorized by the Office of Information Technology.

• Users are required to have updated virus protection software on their computers when connecting to the Academy network. Any computer found to be infected with viruses or malware to the extent that it may negatively affect other computers or general network performance will lose network services. Services will be restored once a member of the Office of Information Technology has verified that all viruses and malware have been removed and proper, updated anti-virus software is installed.
The Internet at Andover

There are risks involved with using the Internet. To protect personal safety, Internet users should not give out personal information to others via e-mail, social networking sites, bulletin boards, or other systems. The Academy cannot guarantee that users will not encounter text, pictures, or references that are objectionable. Responsible attitudes and appropriate behavior are essential in using this resource. As with e-mail, information that a user places on the Internet is akin to sending a postcard rather than a sealed letter. Its contents can last indefinitely and may be accessed by system administrators on this campus and elsewhere.

- Users must be aware that some material circulating on the Internet is copyrighted and subject to all copyright laws. Materials taken from the Internet must be properly footnoted.
- Users must be aware that some material circulating on the Internet is illegally distributed. Users must never use the Academy’s system to download illegally distributed material.
- Users are cautioned not to open e-mail attachments or download any files from unknown sources, in order to avoid damaging their computers and bringing destructive viruses into the Academy’s system.

Policy Enforcement & Sanctions

All members of the community are expected to assist in the enforcement of this policy. Persons in violation of this policy are subject to a full range of sanctions, including, but not limited to, the loss of computer, telephone, or network access privileges, disciplinary action, and dismissal/termination from the Academy. Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the Academy 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 director of the Office of Information Technology, as well as to the dean of students (if the suspected violator is a student), the dean of faculty (if the suspected violator is a faculty member), or the director of human resources (if the suspected violator is an administrator or staff member).
The focus of our disciplinary system is education: we believe people can learn from their mistakes and remain contributing, positive members of the community. A serious rule violation therefore often leads to a term of Probation, during which the student is asked to demonstrate both the willingness and ability to learn and mature from the experience. There are, however, certain offenses for which a student should expect to be dismissed from Phillips Academy regardless of any prior disciplinary record. These include any egregious offense deemed exceptionally misguided or dangerous. Examples include serious instances of hazing, harassment, or bullying, major theft, repeated and calculated cheating, multiple offenses occurring in close proximity of time to each other, or consumption of alcohol or drugs that result in harm or risk of harm to self or others. In addition, Dismissal is the most likely outcome, even after a first offense, when a student is selling or providing alcohol or illegal or prescription drugs (including drugs used to treat ADD and ADHD), is in possession of paraphernalia associated with provision of alcohol or illegal or prescription drugs, or is transporting others to obtain illegal drugs or alcohol. Failure to meet the terms of Probation, lying to a Discipline Committee (even if discovered long after the fact), or a second probationary offense also will lead to Dismissal from the school.

In order to clarify the community expectations, we have included below a minimum list of major offenses that all students have a responsibility to review and remember. Committing any major offense outlined in the Blue Book usually results in a meeting with the cluster Discipline Committee, followed by a formal disciplinary response, regardless of whether a student is on campus or school is in session.

Examples of major offenses include, but are not limited to, the following:

**Community**

- Actions threatening or posing a risk of harm to the health, safety, or well-being of self or other persons.
- Malicious, threatening, or defamatory remarks of any kind.
- Actions potentially dangerous to people or property, including violation of fire regulations; destruction or defacing of property; and possession, use, or acquisition of any type of weapon, weapon facsimile, ammunition, fireworks, or other hazardous materials.
- Infliction of personal injury, including hazing, violation of privacy (including the use of any recording or imaging technologies), or actions or communications (verbal or written) constituting harassment of any kind. Students who are involved in acts of hazing, harassment, or bullying will be sent to the Community Conduct Council (see page 12).
- Organizing or hosting rule-breaking activity in a student’s home, room, or car, whether on or off campus, even when the student is not participating in the actual rule breaking.
- Remaining in the presence of others who are breaking rules. Students cannot be willfully blind to rule-breaking activity.
Major Offenses

- Theft of goods or services; misuse of electronic communication devices, credit/debit cards, or ID cards. Students may not possess ID cards that contain false information.
- Serious or repeated absenteeism in a single term from required school appointments or repeated terms of poor attendance. Required school appointments include classes, sports, All-School Meetings, work duty, and required seminars.

Dishonesty

- Dishonesty, including but not limited to lying, cheating, plagiarizing, misuse of sources, dual submissions of academic work, or facilitating cheating; fraud of any kind, including, by way of example, deceit regarding permission forms or class excuse notes; or falsifying sign-in. Students who are involved in acts of plagiarism or academic dishonesty will be sent to the dean of studies (see page 48).

Drugs, Alcohol & Tobacco

- The possession, use, or testing positively for use of alcoholic beverages, powdered alcohol, or drugs; the possession of paraphernalia or containers associated with alcohol or drug use, including e-cigarettes; the abuse or misuse of other substances, including inhalants, over-the-counter medicine, or prescription drugs, including those used to treat ADD or ADHD; or being in the presence of alcoholic beverages, powdered alcohol, or drugs.
- Purchasing, selling, or providing illegal or prescription drugs, alcohol, or powdered alcohol.
- Providing transportation to obtain drugs, alcohol, or powdered alcohol.
- Smoking in, on, or in close proximity to any Academy building or repeated use of tobacco products.

Permissions

- Absence from school bounds without permission.
- Serious or repeated violation of rules regarding sign-ins and absence from one’s dormitory after sign-in deadlines.
- Unauthorized dormitory room visiting outside of permissible hours.
- Serious or repeated violation of regulations regarding the possession, registration, parking, and use of motor vehicles on campus.

Technology

- Violation of the Acceptable Use Policy, including any inappropriate use of the school’s computers, network, telecommunications equipment, or radio station; failure to comply with copyright laws; repeated or excessive downloading and sharing of any copyrighted material (movies, music, video, etc.) and/or any destructive, inappropriate, and/or hacking behavior. Students are responsible for all content contained on or communicated from personal devices.
- Downloading, distributing, or sharing sexually explicit material.
Other

- Gambling.
- Running or serving as an agent for any business while on campus.
- Failure to live up to the terms of probation.
- An accumulation of offenses that have resulted in repeated disciplinary responses or that otherwise clearly indicate an unwillingness or inability to live within school behavioral guidelines.
- Failure to cooperate in an investigation regarding a possible rule infraction and failure to participate in any part of the Discipline Committee process.

Disciplinary Responses to Major Offenses

When there is sufficient concern, the community responds to the student as a whole by encouraging personal growth and the acceptance of responsibility. In all instances of major offenses, parents will be notified before and after disciplinary action.

When a rule violation is suspected, a faculty or staff member normally will question the student about the suspected violation and ask for a response. As necessary, a member of the faculty, normally a cluster dean, will investigate the event and inform the student’s house counselor or day student advisor about the investigation. To ensure a clear and focused conversation between the cluster dean and the student, the student will be expected to silence all electronic devices and put them in a place designated by the cluster dean. When appropriate, the cluster dean also will see that parents are notified.

In extraordinary circumstances, as in a situation in which the welfare or safety of the student or others appears to be jeopardized, a student may be required to leave campus immediately. A disciplinary response may be postponed until the student is allowed to return to campus. If no return is contemplated, it may be possible to hold a disciplinary proceeding in which the student participates electronically.

The Discipline Committee

Once it is determined that a major offense has occurred, a Discipline Committee (DC) is convened to recommend to the cluster dean an appropriate response. During deliberations, all members of the DC are encouraged to offer their perspectives and suggestions as the group comes to consensus on an appropriate response. Although consensus is the goal and usual outcome of a DC, the dean, who serves as chair of the committee, has responsibility for all final decisions except Suspension or Dismissal. In such cases, the committee’s recommendation is passed on to the dean of students, who reviews and finalizes the decision. Prior to any DC, a family may choose to withdraw from the Academy. In this case, the student withdraws “with discipline pending.”

Prior to the DC meeting, the student will be informed of the major offense(s) under consideration and be asked to give a full written and oral account of the incident(s) to the DC. Dishonesty by a student during a discipline meeting, even if discovered at a later date, will lead to a recommendation for an immediate Dismissal.
The student meeting with the DC may request that a faculty member make a presentation on the student’s behalf to members of the committee. The cluster dean will determine whether such a presentation will be in writing or in person. If the presentation is made in person, the guest will be asked to leave the meeting following the presentation and prior to all deliberation.

Members of the cluster DC normally include the cluster dean, the cluster copresident, a student DC representative, the house counselor or day student advisor, and a faculty DC representative. Occasionally, the committee may be configured somewhat differently. For example, if the cluster dean is also the offender’s house counselor or day student advisor, another dean may chair the meeting, or, if issues of student privacy are of grave concern, the DC may include only faculty and not student members. If the cluster copresident is sitting before the DC, one of the committee representatives will sit in place of the copresident during the meeting. The cluster dean, house counselor, or day student advisor also may recommend a “small DC,” comprising the house counselor or day student advisor, the cluster dean, and the cluster copresident. A small DC might be suggested for offenses during the last two weeks of a term if Suspension and Dismissal are not potential outcomes. A student always may opt for a full hearing instead of a small DC.

In situations in which students from more than one cluster are involved in a disciplinary incident, the dean of students may convene the cluster deans of the students involved to discuss the recommended responses by the respective committees prior to final decisions being made.

Any appeals regarding a DC’s decision must be made to the dean of students and will be considered only if the dean learns that normal DC procedures were not followed or if new relevant information becomes available following the committee’s decision. The assistant head of school for equity and inclusion will consider subsequent appeals under the same circumstances, but only for decisions of Suspension or Dismissal.

At the midterm and end of each trimester, the cluster faculty meets and serves as the Discipline Committee that responds to students who have poor attendance records. In addition, the cluster faculty reviews the records of students who have been placed on Probation (see page 42).

The DC, dean, and cluster faculty work to find responses that relate directly to the offense(s); a previous discipline record invites a stronger response. Finally, counseling may be required as part of a response and can include conversations with peers, faculty, a psychologist, and/or the medical director. Following are explanations of possible disciplinary responses:

**Work Hours**

In some cases, a student who demonstrates unwillingness to cooperate with community rules or expectations may be given extra work hours to be completed under the supervision of an assigned supervisor. Students may be required to assist staff in Paresky Commons, the library, the grounds department, or other locations on campus.
**Disciplinary Restriction**

For certain rule violations, a house counselor, day student advisor, cluster dean, or cluster faculty member may place a student on Disciplinary Restriction for a specific period. During the period of Disciplinary Restriction (which is usually one or more weeks), students are restricted to school limits (see map on page 84) and must be in their own rooms without visitors after 8 p.m. on nights before class days and in their own dormitories by 8 p.m. on weekend nights. Students on Disciplinary Restriction may not request room-visiting permission at any time of day.

For day students, the cluster dean, on behalf of the cluster faculty, specifies the terms of Disciplinary Restriction in each instance. Parents are asked to help by applying, wherever possible, the same limitations that the school applies to boarders. Normally, the school also requires that day students on Disciplinary Restriction leave campus by 8 p.m. each evening, including weekends.

**Bounding**

For certain kinds of offenses, a cluster dean or cluster faculty member may prohibit a student from taking Day or Overnight Excuses or leaving the town of Andover (see map on page 85) for a period of time, usually the first half of a trimester.

**Dean’s Reprimand**

A cluster dean, with or without the recommendation of the cluster Discipline Committee, may issue a Dean’s Reprimand, with some period of Disciplinary Restriction, when a student’s misbehavior is minor in nature.

**Censure**

A cluster dean, with or without the recommendation of the cluster Discipline Committee, may issue a formal Censure, with some period of Disciplinary Restriction, to indicate the gravity of a student’s misbehavior or error of judgment.

**Warning**

A cluster dean, on behalf of the cluster Discipline Committee, may place a student on Warning, indicating that a repeat of a similar serious rule violation would likely lead to Dismissal. After a student is placed on Warning, the student selects a Warning counselor, a faculty member who will help to guide and counsel the student for the remainder of the term (or through the end of the next term if less than seven weeks remain in the term). Seniors who commit a major offense on or after May 1, and who consequently are placed on Warning, will have their diplomas mailed to them at the discretion of and at a time determined by the head of school and also may be required to leave campus after their last academic commitment and to forgo prom and Commencement activities. The cluster faculty may place a student on Warning for an excessive number of absences or repeated terms of unexcused absences. A student who is placed on Warning for an offense similar to a previous offense that resulted in Probation will likely be dismissed.
**Probation**

A cluster dean, on behalf of the cluster Discipline Committee, may place a student on Probation, indicating that the student needs to demonstrate through behavior that the student should be allowed to remain a member of the Phillips Academy community. The period of formal Probation runs until the end of the current term, or, if there are fewer than seven weeks remaining, until the end of the following term. During this time, a student is expected to obey all school rules and to justify the student’s place in the community by attitude and cooperation in all areas. The student must maintain satisfactory grades in all academic subjects, have a satisfactory attendance record, and receive positive reports at the end of the trimester from teachers, work duty supervisor, coach, and counselors. A student who is involved in another major rule violation or a series of minor rule violations while on formal Probation should expect to sit before a Discipline Committee with the likelihood of being dismissed.

Probation may be accompanied by a period of Disciplinary Restriction and/or work hours. In particularly serious cases, a student may be sent home (or to an authorized agent) for a period of three to five days, to be returned to school by parents, if possible. The intent is to encourage communication among the student, parents, and school.

Every student placed on Probation must attend a meeting with a member of the Graham House Counseling Center, who will then work with the cluster dean to determine the process by which the probation counselor is chosen. The student will be expected to meet weekly with the probation counselor to discuss the student’s progress in a supportive environment. Failure to meet with the probation counselor could result in not meeting the terms of Probation.

At the conclusion of the term of Probation, the cluster dean will solicit comments from the student’s teachers, coaches, house counselors, advisor, probation counselor, and work duty supervisor regarding the student’s progress while on Probation (addressing effort, attitude, and attendance). The cluster Discipline Committee will then consider these reports—along with a written statement by the student in which the student reflects on the period of Probation and discusses what the student has learned about self in the process—and will make a recommendation to the cluster faculty. The cluster faculty will then review the student’s performance while on Probation and will recommend to the cluster dean that a student who has met the terms of Probation be removed from Probation. In the event that the cluster faculty determines that a student has not met the terms of Probation, subsequent Dismissal by the dean of students is the likely result.

The school does not permit more than one term of Probation. A student who commits a second probationary level infraction will be dismissed.

Seniors who commit a major offense on or after May 1 and who consequently are placed on Probation will be required to leave campus after their last academic commitment and forgo both prom and Commencement activities. Diplomas will be awarded at the discretion of and at a time determined by the head of school.

In the spring term, when graduation occurs before the regular cluster faculty meeting, the cluster dean will assemble the cluster faculty to consider the cases of seniors who are on Probation.
Suspension
In rare instances, usually upon recommendation of the cluster Discipline Committee, the dean of students may suspend a student when it is judged that the infraction merits a stronger response than Probation or that the causes of difficulty can best be remedied during an absence from school for a period of time ranging from one week to the following school year. During that time, the student may be asked to complete a project or to meet certain stipulations and may not visit campus. Academic credit at Phillips Academy does not automatically accrue for terms thus interrupted. A senior who has been suspended may not receive the diploma until the student has been reinstated and completed the diploma requirements. After being suspended for the remainder of a trimester or year, a student must comply with all requirements as outlined and reviewed by the cluster dean, dean of students, and dean of studies in order to be readmitted from Suspension. If any academic, attendance, community service, or counseling requirements have not been met during the time away from campus and by the designated date, a student may be dismissed. Upon return from Suspension, the student will serve a term of Probation and is expected to be a model citizen. A student who violates a major school rule after having been suspended should expect to be dismissed.

Dismissal
A cluster Discipline Committee (and cluster faculty, in the case of students who are on Probation) may recommend to the dean of students, who will review and finalize the decision, the Dismissal of a student who fails to live up to the expectations and rules of the school. Failure to meet the terms of Probation, lying to a Discipline Committee (even if discovered long after the fact), being placed on Warning for repeating a similar serious rule violation, or a second probationary offense will result in Dismissal. There also are certain offenses for which a student should expect to be dismissed from Phillips Academy regardless of any prior disciplinary record. These include any egregious violation of a major rule and any offense deemed exceptionally misguided or dangerous. Examples include serious instances of hazing, harassment, or bullying, major theft, repeated and calculated cheating, multiple offenses occurring in close proximity of time to each other, or consumption of alcohol or drugs that result in harm or risk of harm to self or others. In addition, Dismissal is the most likely outcome, even after a first offense, when a student is selling or providing alcohol, illegal or prescription drugs (including drugs used to treat ADD or ADHD), is in possession of paraphernalia associated with provision of alcohol or illegal or prescription drugs, or transporting others to obtain illegal drugs or alcohol.

Discipline: Consequences for Student Leaders & College Applicants
A student who breaks a major school rule and is placed on Probation should expect to be required to give up leadership positions. In addition, during a term of active Probation a student may not be elected to any leadership positions and Probation will be considered a factor in all applications for appointed positions. A student in a leadership role who is placed on Warning also may be required to resign; the decision is made by the cluster dean based on a recommendation by the Discipline Committee. The dean of students reserves the right to revoke all special covenants for a student who breaks a major rule, including poor attendance.
Although we view discipline as part of the educational process and normally an internal matter, rule violations by students at Andover also may have consequences beyond the confines of the Academy. Colleges have become increasingly concerned about student behavior. When colleges ask about disciplinary action, students and college counselors are expected to respond honestly regarding serious disciplinary infractions, which we define as Probation and Suspension. Such reporting occurs at the time a college application is submitted, while the application is being reviewed, or after the admission decision has been made, depending upon when the major rule violation takes place.

When a student is dismissed from the Academy, colleges at which the student has active applications for admission or at which the student is holding an offer of admission will be so notified. A student recently graduated from Phillips Academy and traveling on a summer, school-sponsored trip who breaks a major school rule should expect that the student’s college will be notified if that college asks for that information in the application process. As advocates for our students, the college counselors will work closely with students in reporting these matters to colleges.
The Academic Program

General Description
The educational program and its associated policies and expectations may change at any
time. This document as written does not limit the authority of the Academy to alter its poli-
cies and procedures to suit any changed circumstances. As appropriate, significant changes
made after the publication of this document will be communicated to students and parents
as they occur.

The Curriculum
The diploma requirements, chosen and voted on by the entire faculty as essential elements
of an educational program, are designed to ensure that Phillips Academy graduates suc-
cessfully complete a course of study in a broad range of disciplines and skills that, in the
judgment of the faculty, provide the appropriate foundation for a liberal education. The
requirements are further specified as to skill level and content by the academic divisions
and departments, with the oversight of the Academic Council. Certain requirements vary in
keeping with the length of time a student attends the Academy.

Topics, texts, and materials occasionally may not win the full approval of all students or
parents. However, they will be selected carefully and thoughtfully within our academic
departments, then presented and considered in managed contexts. Parental objections to
course materials will not affect student placement in sections or courses.

The Trimester Plan
The school year is separated into three trimesters. Within a given week, classes are scheduled
to meet according to varying patterns. Many departments offer yearlong courses, as well as
those that are term-contained (completed in one trimester). The diploma requirements are
stated as full-year courses or trimester courses, depending on the academic area involved.

Placement of Newly Admitted Students
Students entering their first year receive placement materials, including forms for present
teachers to complete and self-administered diagnostic assessments in elementary algebra,
music, and some world languages. These items are used by the Academy to aid in proper
placement or recommendation of course levels. New students also are asked to complete to
the best of their ability a course request form indicating the courses they wish to take during
the coming year.

In some subjects, such as English, course-level placement aligns directly with grade level.
Thus, all ninth-graders take English 100. In other subjects, such as math, placement is inde-
dependent of grade level and depends instead on background and placement tests.

Grade levels at Andover have unusual names: ninth-graders are called Juniors, 10th-graders
are called Lowers, 11th-graders are called Uppers, and 12th-graders and postgraduates are
Seniors.
Advising & College Counseling

Each student has an advisor. This faculty member is expected to guide the student in shaping a well-thought-out, long-term educational program. In planning a program of studies, the student’s needs and aspirations, insofar as they can be identified, are carefully considered, as is the necessity of meeting diploma requirements.

As each student also will work with a college counselor (usually starting in upper year), advisors are not asked to be experts on the entrance requirements of individual colleges and universities, programs within these schools, or the National Collegiate Athletic Association (NCAA). Students and parents are encouraged to research such requirements on their own by going to the websites of individual institutions. The College Counseling Office can consult on such matters at any point in a student’s career.

The house counselor (for boarders) or the advisor (for day students) will report to parents concerning the student’s growth and progress. Late in the spring, students in the three lower classes (Juniors, Lowers, and Uppers) and their respective advisors will prepare course requests for the coming year; a copy of these requests will be on the Parent Portal.

Course Requests

New students meet with their advisors during the orientation prior to the beginning of classes in September to review, adjust, and approve the course requests the student has made during the spring or summer. Subsequently the student meets at least biweekly with the student’s advisor to establish a personal relationship and to ensure that issues that arise concerning the student’s educational program are addressed promptly.

Midway through each term the student and the advisor together make or confirm course requests for the upcoming term and review long-range plans. All course requests that meet necessary prerequisites and other academic requirements are entered into a computer program that determines the assignments and sets the student’s schedule. Each term the class lists and the student course schedules are published no later than the day before classes begin. Thereafter requests to transfer or drop or add a course must follow the procedures described in the next section. The Academy does not accept requests for specific teachers in multi-section courses.

Course Load

Phillips Academy’s academic program is based upon the premise that students are capable of studying independently, responsibly, and with self-direction.

During junior year, students may take five or six courses as deemed appropriate by the student—with guidance from the advisor and Advising Council, a group of faculty appointed by the dean of studies. After ninth grade, students are expected to carry five courses each term. On occasion and with the approval of the Advising Council, programs of four or six courses may be taken. The six-course load and four-course load policies can be found in the Academic Expectations and Policies section.

The Academy’s medical director or the director of psychological counseling may recommend or require a reduced course load (fewer than five courses) for health-related reasons. The Student Program Review Committee (SPRC) also may recommend or require a reduced course load.
Over the span of their last two years, students are required to complete at least 27 trimester units, with at least 12 of those units taken in the senior year.

Diploma Requirements
The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover. The student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted. Details about diploma requirements can be found in the Course of Study.

Independent Projects
The Abbot Independent Scholars Program (AISP) provides selected seniors (and the occasional younger student who has exhausted the course offerings in the desired area(s) of study) an opportunity to work independently with a faculty mentor for course credit. Each project is graded on the standard 0–6 scale by the supervising faculty mentor.

Additional information on the AISP and its application process is available on PAnet.

Standardized Tests
The following standardized tests are offered on campus: the PSAT Assessment, the ACT Assessment, the SAT Reasoning and Subject tests, and Advanced Placement (AP) exams. Testing schedules and registration materials are available on the Academy’s website and through the College Counseling Office.

Tang Institute at Andover
On October 17, 2014, Andover officially launched the Tang Institute at Andover, a physical and virtual hub designed to support community ideas for innovative approaches to teaching and learning. Focused on the Andover experience and advances in secondary education more broadly, the Institute encourages experimentation, interdisciplinary collaboration, new partnerships, connected learning, and ongoing assessment. By harnessing the intellectual curiosity and creativity of faculty and students—both in and out of the classroom—the Tang Institute seeks to have a lasting impact on campus and beyond. To learn more, please visit http://tanginstitute.andover.edu/about-the-institute/.

Learning in the World: Off-Campus Learning
Through the Tang Institute, Andover offers a unique array of Learning in the World (LitW) initiatives, some of which have been operating for many years. These programs encompass a variety of opportunities for students to study and learn off-campus, including internationally, domestically, and locally. Our faculty currently lead programs to Brazil, China, Russia, India, Peru, France, South Africa, and New Mexico. In summer 2015, we will add new opportunities in Berlin and the American South, with a number of innovative programs on the horizon for 2016. Areas of inquiry touch on a range of topics, including international education, language development, water resources, environmental sustainability, and more. Information about specific programs and financial aid can be found on the Tang Institute website (http://tanginstitute.andover.edu/learning-in-the-world/) and at www.andover.edu under Academics.
Academic Integrity

Honesty is the basic value on which this community rests and is an essential component of academic integrity. Academic integrity is demanded by the very nature of a school community. Honesty in the academic area means claiming as one’s own only that work which is one’s own. All scholarship builds upon the ideas and information of others; the honest person makes clear in written work exactly what the source of any borrowed information or idea is, whether it be library materials, the Internet, classmates, or family members. Since words are the bearers of both information and the unique style of the writer, the words of others, if borrowed, must be properly acknowledged. In addition, work done for one course may not be used to secure credit in another. It is not acceptable to submit one piece of work (e.g., notes, computer programs, lab reports, papers, etc.) to more than one course without prior consultation with and written permission from all instructors involved.

When a student fails to meet the Academy’s expectations of academic integrity, the instructor and department chair, consulting with the dean of studies, determine the level of the infraction based on their knowledge of the full context in which the infraction occurred. The levels of infraction are as follows:

- Level 1 infractions: “Failure to follow instructions”
- Level 2 infractions: “Failure to adequately cite the work of others”
- Level 3 infractions: “Academic dishonesty”

While the dean of studies and department chair will draw on their experience of similar cases to help ensure consistency in applying these levels of infraction to each individual case, interested parties who are not employed by the Academy—including parents and guardians—have no role to play in making this determination.

Level 1 infractions do not invoke a formal disciplinary response. They are recorded on a form maintained by the Dean of Studies Office that includes detailed instructions.

Level 2 infractions also are recorded on this form; however, Level 2 infractions require that the student meet with the cluster dean, who will issue a formal letter of discipline.

Level 3 infractions—cases of academic dishonesty—result in the student sitting before the cluster Disciplinary Committee.

Level 2 and Level 3 infractions also may carry an academic penalty (for example, a grade of 0 or lesser grade penalty, or a required redo of an assignment or paper) to be determined by the instructor and department chair. Students are required to read and be familiar with the contents of the online Academic Integrity Primer. If a student is unsure about how a particular provision of the primer pertains to a particular course, the student should discuss the matter with the instructor at the beginning of the course.
Workload & Major Assignments

For most courses, class time and homework time together should total about eight to nine hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

A homework assignment due during a particular class meeting should be assigned by 3 p.m. on the day of the previous class meeting (by 7 p.m. for a 9th-period class). All information necessary for the student to complete the assignment should be provided by that time. Homework assignments (major or otherwise) should not have a weekend due date.

Students should be given at least one week’s advance warning before a major assignment is due. “Major” implies full-period tests and papers or projects assigned as more than a single night’s homework. No class may have more than one major assignment per week (Monday through Friday) during any week of the term. In addition, only two major assignments may be required in the last three weeks of any term, including Extended Period Week. Additionally, no class may have more than one cumulative major assignment—for example, a term paper or a final exam—in the same term. Department chairs monitor the workload associated with their departments’ courses principally through course syllabi and course feedback surveys.

Students should expect to be prepared for up to two major assignments on a given day, in addition to the daily assignments for their other courses. If a student has three or more major assignments due on a given day, the student may request postponement of all but two of those assignments. It is the student’s responsibility to request the postponement from the teacher(s). Non-proctored assignments (such as papers) should be moved in preference to proctored assignments (such as tests), and a collaborative assignment requiring the student’s participation (such as peer editing, a group critique, or a group presentation) should not be moved unless there are no other options.

To avoid any misunderstanding about the precise reasons for the request and to document the request, the student must e-mail the three (or more) teachers giving major assignments, copying the student’s advisor and house counselor. The e-mail should include a very brief listing of the assignments due for each class and also specify the assignment that the student has requested be moved. The advisor should forward the e-mail to the Dean of Studies Office. (Note: The student e-mail is in addition to the request made of the individual teacher noted above.) A request made of an instructor within 24 hours of the original assignment due date will be honored at the discretion of the instructor. Provided a student makes a request according to the guidelines specified above, teachers are expected to grant permission.

There are special rules governing major assignments and homework for the winter vacation. No major assignment may be due on the last day before winter vacation, and no assignment at all may be due on the first day of classes after the vacation. Each class may have one major assignment just prior to the vacation or just after the vacation (as long as the assignment does not fall on either of the days mentioned above), but not both.
Midterm & End-of-Term Academic Reports

Student academic reports (including grades) are published at the midterm and at the end of each trimester. At the end of the trimester, with the exception of courses graded on a pass-fail basis, all courses taken for credit are graded on a 0–6 scale:

6—Outstanding
5—Superior
4—Good
3—Satisfactory
2—Minimum Pass (and minimum college certifying grade)
1—Failure
0—Low Failure

At the midterm, and at the discretion of individual departments, courses may be graded on the 0–6 scale, or on a pass/low-pass/fail basis. A grade of incomplete (I) may be given at the midterm at the discretion of the teacher (for medical or nonmedical reasons).

Completing Academic Work at the End of Term

All academic work must be completed by the end of the last class meeting of the term, with final assessments occurring at their scheduled times. Exceptions will be granted only rarely (typically as the result of a prolonged or emergent serious health concern, a personal/family emergency, or the scheduling of more than two assessments on the same day) and will result in either a rescheduled assessment or an Incomplete.

To request a rescheduled assessment or an Incomplete at the end of term, a student must meet with the assistant dean of studies, who will then consult with the relevant members of the student’s team and, as appropriate, the medical director and dean of studies. No assessment may be rescheduled or an Incomplete assigned without an e-mail authorization from the dean of studies office.

Whether day or boarding, any student allowed to reschedule a common exam due to illness must remain in electronic isolation in the Isham Health Center from the scheduled time of the exam on.

If an Incomplete is granted, the work cannot be made up until the start of the following term and must be made up before that term’s end.

The Cum Laude Society

Corresponding to the Phi Beta Kappa Society in colleges is the preparatory school organization known as the Cum Laude Society. The society aims to recognize and encourage high scholarship throughout the secondary schools of the country. The society was founded at the Tome School in 1906 and gradually has been enlarged to 153 active chapters, including our own, founded in 1907. By ruling of the national society, no more than 20 percent of any graduating class may be elected to the Cum Laude Society. Accordingly, in February, based upon term averages from upper year and senior fall, up to 10 percent of the class is elected. In June, based upon term averages from upper spring and senior year, up to 10 percent
of the remaining class is elected. To be eligible, a student must be a diploma candidate in good standing in an appropriately rigorous program of study, and not be suspended, be disciplined for dishonesty, or be on Probation during any of the terms under consideration or thereafter. Further information and more detailed criteria are available in the Dean of Studies Office.

**Attendance & Absences**

Students are expected to meet, and be on time for, all academic obligations, athletic and activity commitments, work program assignments, and medical appointments, and to attend All-School Meetings and cluster meetings, unless excused in advance by a faculty member. Attendance is taken at every class meeting, required athletic session, work duty assignment, and required meeting, and the number of unexcused absences is reported daily. The total number of unexcused absences is reported to parents on the report card; a record of both excused and unexcused absences also appears on each Instructor Report. Students are expected at least once a week to check their current attendance record on PAnet under Student Schedules. Students who accumulate unexcused absences may expect disciplinary action.

Regular attendance at required commitments (class, athletics, advising, work duty, All-School Meeting, and residential programming) is an essential element of a Phillips Academy education. Inability to attend required commitments for a significant period of time or a significant number of absences (whether excused or unexcused) in a given term may result in a required leave of absence.

Attendance for classes and athletics are reported daily. Students are notified via e-mail the next day if they were marked with an unexcused absence. A student who feels that an error has been made should contact the cluster dean.

If, for medical reasons, a student is required to be absent from campus or classes or is limited in participation in athletic programs, that student must personally arrange to be excused through the Isham Health Center ("Isham"). This procedure allows proper recording of necessary absences and excuses, and it permits the health care team to be aware of health problems, to cooperate with families and other physicians, and to make appropriate arrangements on campus. Day students who stay home because of illness must have parents call Isham by 8:30 a.m. each morning in order to be excused from any required commitments. Students may not call the health center to excuse themselves. A day student who misses school commitments because of an off-campus medical or dental appointment may be asked to show an appointment card, receipt, or note from the doctor or dentist.

Excuses from class for religious holidays are granted through the office of the Academy’s chaplaincy, and requests to be off-campus or to miss classes for any other reason should be addressed to the cluster dean.

**How to Request an Excused Absence if Missing Classes and Academy Commitments**

Students are expected to be present for all Academy commitments, including every class meeting held during the final week of term and the special programming on MLK Jr. Day and Non Sibi Weekend. All requests for excused absences should be made as much in
advance as possible, with a minimum lead time required unless it is an emergency situation. Depending on the reason for the request and the number and timing of the days of Academy commitments missed, students should contact the following persons.

<table>
<thead>
<tr>
<th>Request Reason/Timing</th>
<th>Person to Contact</th>
<th>Min. Advance Notice Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal time</td>
<td>Teacher</td>
<td>24 hours</td>
</tr>
<tr>
<td>Proctor/Prefect time</td>
<td>Dean of Students Office</td>
<td>24 hours</td>
</tr>
<tr>
<td>Religious reasons</td>
<td>Chaplaincy</td>
<td>24 hours</td>
</tr>
<tr>
<td>College visiting</td>
<td>College Counselor</td>
<td>48 hours</td>
</tr>
<tr>
<td>Doctor/dental appointments</td>
<td>Isham Health Center</td>
<td>24 hours, unless emergency</td>
</tr>
<tr>
<td>Andover club–related event</td>
<td>Associate Dean of Studies</td>
<td>Two weeks in advance</td>
</tr>
<tr>
<td>Non-Academy-related events</td>
<td>Associate Dean of Studies</td>
<td>Two weeks in advance</td>
</tr>
<tr>
<td>1 or 2 days for family events, personal concerns, emergencies</td>
<td>Cluster Dean</td>
<td>24 hours, unless emergency</td>
</tr>
<tr>
<td>3 or more class days</td>
<td>Associate Dean of Studies</td>
<td>Two weeks, unless emergency</td>
</tr>
<tr>
<td>During Extended Period Week (granted only in extraordinary circumstances)*</td>
<td>Associate Dean of Studies</td>
<td>Two weeks, unless emergency</td>
</tr>
</tbody>
</table>

Please note:

- A request may not be granted; failure to provide appropriate advance notification and failure to reserve personal or proctor/prefect time to cover the absences may result in denial of the request.
- Each term, students may take one period of personal time in each of their classes and their exercise/sport commitment if, and only if, they have no unexcused absences in that class/sport during the current term.
- Proctors and prefects have one additional period of personal time in each class and sport each term.
- Personal time is not available to juniors and lowers in the fall term.
• Any student anticipating a request to miss more than two days of scheduled Academy commitments to participate in Andover club–related or non-Academy–related events during the academic year should not request personal or proctor/prefect time at any point.

• Personal and proctor/prefect time cannot be requested after the fact to apply retroactively to missed commitments.

• Personal time may be denied for an extended period class; if there is a scheduled assessment, laboratory, group activity or presentation; or if the teacher feels that the student is struggling in the course.

• Personal time may be applied in any but the final week of a term, to extend a long weekend or vacation only with cluster dean approval, and to an All-School Meeting only once a year.

• An excuse for a non-Academy–related event (such as a competition, showcase, performance, or presentation) will be granted only if the student is participating in any related activity offered at the Academy, if the faculty chair or advisor in charge of that related activity and the cluster dean approve, if the student has no grade below a 3 and is in good standing with respect to attendance and discipline, and, if a competition, the event is at the national or international level.

• Students may miss no more than a total of five days of Academy commitments (including days with special programming, such as MLK Jr. Day and Non Sibi Weekend) in any academic year to participate in non-Academy–related events.

*Only in extraordinary circumstances will permission be granted for a student to miss class meetings and/or reschedule assessments given in the last week of term. Purchase of nonrefundable tickets for an early departure is not considered such a circumstance, so families are asked to take care when making travel arrangements.

**Student Requests for a Change in Teacher**

Recognizing that effective education requires productive relationships between teachers and students and that such relationships take time to develop, and recognizing also that open discussion between the parties involved in seemingly difficult relationships is itself an important part of education, the Academic Council has approved the following general procedure on student requests for a change of teacher:

1. Permission for a student to change teachers in a multisection course may be given by the department chair. The Academy does not accept requests for specific teachers.

2. If there has been no previous relationship between the student and teacher, no request for change will be considered until an appropriate period of time has passed (at least one term). During this time both parties are expected to make good faith efforts to develop an effective relationship. Requests for change informed by an appropriate period of experience will be considered according to departmental policies, which may include a requirement that a conversation about the request has occurred between the student and the teacher. The department chair is available to facilitate these conversations if either the student or the teacher so desires.
3. Students are advised that permission to change teachers carries no guarantee that the student will be assigned to any particular section or teacher. Students also are informed that such teacher changes may require that other elements of their schedule be altered. Teacher changes are not always possible (e.g., if there are no other sections of a course or if all other sections are full).

**Teacher Continuity**

The Academy makes an effort to maintain teacher continuity in yearlong courses and continuing sequences. Teacher continuity occasionally may be disrupted (1) if a student signs up for a new course that conflicts with a yearlong course or continuing sequence, (2) when students are moved among sections of the same course to balance section sizes, (3) by departmental staffing needs, or (4) by unforeseen changes in a student’s or teacher’s schedule.

**Course Enrollments & Cancellations**

The school reserves the right to change advertised courses, to alter the dates on which they are offered, and to cancel, at any time up to the third day of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

**Six-Course Load Policy**

Because of both the rigor of individual courses and the Academy’s commitment to limiting class size, taking a sixth course after junior year is considered a privilege and not a right. If a student can be scheduled for six courses, approval of that program is automatic only if (a) the sixth course is Music 900–910 or Physical Education 200, (b) the student has earned at least a 5 average in the previous term and has no incompletes, or (c) the sixth course is Theatre 900, 901, 902, 903, or 920, and the student has approval of the chair of the Department of Theatre and Dance.

In all other instances, the Advising Council will determine which students will be allowed to carry a six-course load. Only in rare circumstances will a student with a grade of 3 or lower in a discipline in which the student is continuing be allowed to take a sixth course other than Music 900–910; Theatre 900, 901, 902, 903, or 920; or Physical Education 200.

Approval of a six-course load, whether granted automatically or by the Advising Council, is conditional upon a satisfactory record at the midterm. Any student with a grade of 0, 1, 2, LP, or F at the midterm will be required to drop a course, returning to a standard five-course load. Exceptions may be granted by the Dean of Studies Office or by the student’s core team or Full Team. Any student with one or more incompletes or a 3 at the midterm may be required by their core team or Full Team to drop a course. Thus, all students taking six courses must understand they may be asked or required to drop a course after midterm despite having done the work in that course for half of a term.
Four-Course Load Policy

In the senior year, a four-course load will be approved if:

1. three of the four courses in the proposed program are designated as advanced* courses,
2. the student’s advisor and college counselor support the proposed program, and
3. the course load is consistent with what the student indicated on all college applications.

Requests for four-course loads that do not meet these conditions are reviewed by the Advising Council.

*All 500- and 600-level courses are considered advanced. Some 400-level and some 900-level performance courses also are designated as advanced as determined by individual departments. The Dean of Studies Office maintains a list of advanced courses.

Adding, Dropping, and Changing Courses

To transfer into or drop a course, students must first obtain a signed Course Drop/Add Slip from their advisor, then take it to the scheduling officer in George Washington Hall to complete the process. Section changes (same course, different time or teacher) and level changes (e.g., Chemistry 300 to Chemistry 250) must be approved by the department chair. No student may transfer into a class until their Course Add/Drop Slip has been processed and signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. Advisors may approve the dropping of term-contained courses only during the first three weeks of class in a given term. Students wishing to drop a term-contained course after the end of the third week of class in a given term—or a yearlong or two-term course after the first five calendar days of the course—must ask the assistant dean of studies for permission to petition and obtain the approval of the student’s house counselor, the student’s advisor, the instructor, the department chair, and the college counselor, as appropriate. Requests to petition must be made before the end of the second week following midterm. No requests will be considered after this date. Credit for yearlong and two-term courses is granted, at the discretion of the department chair, only if the student is passing the course at the time it is dropped and only for that portion completed.

Yearlong and two-term courses are considered to be long-term commitments. Only for academically compelling reasons and with permission of the Dean of Studies Office, may a senior petition to drop a yearlong or two-term course for the spring term. (One-year international students who are returning to their home countries to continue their education do not need special permission to petition to drop courses in the spring.) Prior to filing a drop petition, seniors must discuss the decision with their college counselor, who will advise the student on college admissions considerations. As with the normal petition process, the drop must be approved by the course instructor, the department chair, and the student’s advisor, college counselor, and house counselor (if applicable). In addition, the student’s parent(s) or guardian(s) may need to be notified that the student is petitioning to drop a yearlong or two-term course.
Course drops for medical or health-related reasons may be approved by the Academy’s medical director or by the director of psychological counseling, and do not need to go through the petition process.

**Auditing Courses**

In order to audit a course, a student must have the permission of both the teacher and the department chair. To switch to audit status in a course that a student originally had registered to take for credit, a student must follow the same steps required to drop a course except that the student must have the permission of both the teacher and the department chair, no matter when during the term the student is requesting the switch. A lack of effort on the part of a student is not a valid reason to switch to audit status.

Typically, students audit a course if they need to preview or review the material in order to perform adequately in the subject area during the subsequent term. An audited course is included in the student’s course count. (That is, a student auditing one course and taking four courses for credit is considered to be carrying a five-course load.)

**Failing Course & Trimester Grades**

A student who receives a failing trimester grade in a course with a cumulative final exam has the option of making up the failure by passing an examination administered by the academic department involved. The timing of any makeup examination is at the mutual convenience of the student and the department. If a student fails a course in which there is no cumulative final exam, the student may or may not be able to make up the failure, at the discretion of the department.

There is no time limit for the makeup of a failing course grade, either single-trimester or multiple-trimester, though a student may not be eligible to advance to the next course in a sequence until the failure is made up or the course is successfully repeated.

There is, however, a time limit for the makeup of a failing trimester grade when that trimester is part of a multiple-trimester course (two term or yearlong). Such a makeup must be completed by the last regular day of classes of the following trimester, prior to the start of Extended Period Week.

A senior who has a failing spring trimester grade is not eligible for a diploma until the failure is made up. Such a makeup (whether by exam or other work) cannot be attempted until at least two weeks after graduation.
**Actions Faculty May Take to Support Students**

At any point in the term, if an adult is concerned about any aspect of a student’s performance—including attendance, effort, grades, behavior, or general well-being—that person may notify the student’s Core Team.

**Core Team Responses**

A student’s Core Team includes the primary house counselor (if a boarding student), advisor, and cluster dean.

Actions taken by members of a student’s Core Team may include a recommendation or requirement for the student to attend a specific study center or to have in-room study hours, meet with teachers and/or counselors at certain times, work with peer tutors, and/or observe adjusted sign-in times on weekdays and/or weekends for a period of time. The Core Team also may recommend or require other supportive measures to help a student. If required by the Core Team, appointments missed may result in unexcused absences.

**Full Team Responses**

In more serious cases, or if a concern persists, the cluster dean will convene a student’s Full Team, which includes the Core Team plus all current teachers in academic courses. When a Full Team meeting is scheduled, the full faculty and the student will be notified. Any faculty member can join the meeting, although only Full Team members vote on any proposed actions.

Actions taken by the Full Team may include the Core Team responses listed above and additional supports to help the student, including limits on off-campus permissions and recreational activities for a period of time. The student’s cluster dean documents any Full Team responses in an official letter to the student and distributes copies to the parents/guardians and members of the Full Team.

**Student Program Review Committee (SPRC) Responses**

The SPRC meets often and includes the five cluster deans, the dean of students, the dean of studies, and two veteran faculty members. In addition, certain program and student service directors will join the SPRC ex officio as needed. The SPRC, in consultation with a student’s Full Team, will discuss and possibly vote to modify a student’s program by adjusting the number of courses and/or other obligations that a student is pursuing for a certain period of time. The student’s cluster dean documents any SPRC program modifications in an official letter to the student and distributes copies to the parents/guardians and members of the Full Team.
Full Faculty Responses
The faculty meets at the end of each term to discuss a wide range of topics, including student performance. If the SPRC has serious concern about a student’s ability to meet programmatic expectations and/or diploma requirements, it may, in consultation with a student’s Full Team or the cluster faculty, recommend one of the following actions for the faculty to consider at its meeting. The student’s cluster dean documents any Full Faculty responses in an official letter to the student and distributes copies to the parents/guardians and members of the Full Team.

End of Trimester Review
At the end of a trimester, if a student is not meeting the programmatic expectations of the Academy, the faculty may vote to place the student on End of Trimester Review. That action may be combined with additional study-hour supports, required weekly counseling, and some activity limits for a period of time. Being placed on End of Trimester Review signifies that unless there is significant improvement in meeting specific expectations as outlined in the cluster dean’s letter, the student may be required to take a Leave of Absence or to Withdraw at the end of the next trimester. While a student may be placed on End of Trimester Review more than once, this is rare. Students will be required to write a reflection statement at the end of their time on End of Trimester Review, and this statement is considered by the faculty when it reviews the term. Additionally, the student will be partnered with a faculty mentor, who will help guide the student and communicate with parents about the student’s progress throughout the term.

Required Leave of Absence
If at the end of a term, the faculty determines that a student is not meeting the programmatic expectations of the Academy, the student may be placed on a Required Leave of Absence. A Required Leave of Absence will normally be for the remainder of the academic year or for the following academic year if the vote is in June, and there will be specific requirements that must be met in order to return. A student who returns from a Required Leave of Absence will normally be placed on End of Trimester Review.

Required to Withdraw
At the end of a trimester, the faculty may vote to require a student to withdraw if it is convinced that the student is unable to meet the Academy’s standards.
The athletics department and its programs do not exist apart from the school, but as an integral part of that learning. Participation in the athletics program is compulsory; students do not receive credit for off-campus athletic activities. Participants are required to attend all scheduled sessions unless excused by the athletic supervisor/coach, the athletic training staff, or the Isham Health Center staff.

The Physical Education Course—Physical Education 200

This one-term diploma requirement is usually offered to juniors and lowers. Physical Education 200 is designed to teach lifetime wellness and to ask students to consider their response to challenge. The course focuses on a holistic approach that encompasses all areas of well-being, including exercise, nutrition, stress management, and restoration. Emphasis is placed on self-awareness and investigation. An indoor ropes course provides students with an opportunity for challenge-based learning within a group dynamic. Because PHED-200 is an honors/pass/fail course, effort is the critical factor in rating a student’s performance. Students are expected to participate fully in class discussions, turn in high-quality written assignments in a timely fashion, and put forth their best effort in the pool, in the fitness center, and on the ropes course.

Swimming Requirement

Upon arrival, all new uppers and seniors are given a swim test. Those who are unable to meet the requirement are directed to enroll in instructional swimming as their afternoon sport in the fall. Exceptions to this requirement can be approved only by the athletics director.

Exercise & Sport Requirement

Participation in the afternoon program is mandatory for all students. The Department of Physical Education and Athletics offers 31 interscholastic sports, most with three levels of participation; an intramural option each season (soccer, basketball, and Ultimate Frisbee); 17 L.I.F.E (Lifetime, Instructional, and Fitness Education) activities; and Outdoor Pursuits (formerly known as Search & Rescue).

- A student taking a six-course load that includes Physical Education may elect to be exempt from the exercise and sport requirement for that term. This option is not available for new lowers in the fall term and is not available for juniors during any term.
- Uppers and seniors may pursue an Independent Exercise Option (IEO) for one term (upper winter or spring, or senior fall or winter) if they have passed PHED-200 and the swim test, and with permission of their advisor.
- During any term of upper or senior year, a student may be granted an exemption from the requirement in order to pursue a one-term Supervised Approved Sports Exemption (SASE); applications are available in the Athletics Office.
Interscholastic Athletics
Students are strongly encouraged to play at least one competitive team sport while at Andover. The varsity and sub-varsity programs provide competition with independent and public school teams of comparable strength. Interscholastic teams usually play other schools on Wednesdays, Fridays, and Saturdays.

Intramural Athletics
Coed teams compete four days a week in fall soccer, winter basketball, and spring Ultimate Frisbee. The Sheridan Award is presented at Prize Day each spring to that student who has contributed the most to the intramural program.

L.I.F.E (Lifetime, Instructional, and Fitness Education) Activities
L.I.F.E. activities include ballet, modern dance, fundamentals in training (FIT), spinning, yoga, power walking, and many others. Instructional and recreational sports include crew, tennis, squash, volleyball, basketball, Nordic skiing, ice skating, and diving. For more information about the dance program, please see page 81. These offerings usually occur between 3:15 and 4:15 p.m., Monday, Tuesday, Thursday, and Friday. To provide greater flexibility, the department offers early morning, later afternoon, and 7th-period options, as well as the Flexible Fitness Options (FFO) periods 1–4.

Outdoor Pursuits
Outdoor Pursuits activities include a ropes course, hiking, rock climbing, kayaking, canoeing, winter mountaineering, orienteering, and camping. All students learn responsible backcountry practices, and a select few may capstone their experience with a S.O.L.O. (Senior Outdoor Leadership Opportunity). Meeting times vary each term and include some weekend trips. The core program meets 6–8 hours each week. For more information, please contact the athletics director at 978-749-4378.

Attendance, Grades & Medical Excuses
Absences from athletic commitments are accorded the same importance as those from academic classes. Coaches give students a grade of excellent, satisfactory, or unsatisfactory at season’s end, and these grades determine whether a student enjoys good standing with the department. Students who have to be excused by the Academy’s medical director from active participation in sports must still meet their athletics requirement through service as a team manager or successful completion of a rehabilitative program prescribed by the medical director and implemented by the athletic trainers.

Student Athletics Advisory Board
The elected captains of all varsity teams are eligible for membership on a committee that advises the athletics director on the varsity awards system and other aspects of the interscholastic program. Led by their elected cochairs, this group seeks opportunities to stimulate interest in Andover athletics and in athletically oriented community service projects.
Varsity Athletic Awards

Members of varsity teams who meet standards prescribed for each sport may be awarded the “Varsity A” by the coach and captain at a postseason Athletic Awards Evening. The department’s highest award, the Interwoven A Sweater, may be obtained by athletes who have earned four A’s over four years (in the same season of a sport), three A’s in one year, or a total of five varsity A’s.

Managers of Varsity & Subvarsity Team Sports

Student managers of varsity and sub-varsity teams serve a vital function in assisting their coaches in the efficient handling of practical and logistical details. Varsity managers may receive appropriate athletic awards for excellent service. Managerial positions are not open to juniors. All managers do the basics level of fitness (four days per week, 45 minutes per day).

Sports Information

Andover is committed to promoting the success of Andover athletes and teams. To this end, the athletics department has a sports information director. The sports information director is responsible for getting news of Andover sports onto the Academy’s athletics website and into local papers and also is responsible, with the school’s Office of Communication, for coordinating all athletics publications and newsletters.

Athletic Offerings

Ballet
Baseball
Basketball
Crew
Cross-Country
Cycling
Diving
Double Dutch
Fencing
Field Hockey
FIT
Football
Golf
Hockey
Ice Skating
Lacrosse
Modern Dance
Nordic Skiing
Outdoor Pursuits
Soccer
Softball
Spinning
Squash
Swimming
Tennis
Track
Track and Field
Ultimate Frisbee
Volleyball
Water Polo
Wrestling
Yoga
Required Community Education & Enrichment Programs

The Dean of Students Office, Isham Health Center, and Graham House Counseling Center, provide three programs that foster a sense of community, engage students in the exploration of crucial adolescent issues, and provide education and enrichment in the areas of health awareness and risk avoidance.

Please note: The Isham Health Center and the Graham House Counseling Center will be replaced by the new Rebecca M. Sykes Wellness Center, slated to open in late 2015.

All-School Meeting

Our All-School Meeting program is a 1,100-person community classroom with a clear curriculum designed to inform, enrich, and inspire. We gather on a regular basis to reaffirm our core principles of non sibi, Finis Origine Pendet, Going Beyond the Familiar, and Youth from Every Quarter, and to confirm that no matter our size and plurality, we are one community with a shared sense of belonging, traditions, responsibility, intellectual curiosity, civility, and pride in all that is Andover. We gather to hear from our head of school and associate head of school, our school copresidents, the Lorant Fellow, and other leaders. We gather to be enriched by an abundance of musical, theatrical, and dance performances. We gather to engage with experts in the worlds of art, politics, social justice, the environment, and global awareness. We also periodically use the All-School Meeting time slot to gather by cluster and by grade to build “neighborhood,” class identity, and cohesion.

The PACE (Personal and Community Education) Seminar for Lowers

As a complement to our academic, athletic, and arts offerings, our 10th-graders are afforded an opportunity to meet once a week for one term with a small number of their peers to relax, reflect, and dialogue about topics germane to healthy adolescent development.

Weekly one-period sessions over the course of the term cover topics including understanding oneself and others; social identity and social bias; harassment, hazing, and bullying; stress management; mental health; and sexuality.

Each PACE Seminar class is facilitated by a faculty member and a senior. The inclusion of seniors in the PACE Seminar classes provides a useful generational bridge between the adult leaders and the 10th-grade participants.

Wellness Week

Over the course of four days during the fall or winter term, Wellness Week focuses our community’s attention on specific issues of health and wellness. Programs include risk-avoidance topics such as alcohol and substance abuse awareness, date rape, and eating disorders—as well as health promotion programs such as the psychology of happiness, meditation, and lessons in dance.
Work Duty & Dorm Housekeeping Programs

Work Duty Program

We believe that the healthiest communities result when members invest tangible effort toward their maintenance. Phillips Academy’s work duty program is designed both to amplify our students’ sense of responsibility toward their environment and to inculcate in them the importance of the notion of selflessness, or non sibi. The program also provides significant cost savings to the school, which enables PA to devote more financial resources to scholarships and educational programs.

During their PA career, students (lowers, uppers, and seniors) are assigned to a variety of jobs that require a commitment of one class period per week throughout the year. Examples of such jobs include clerical responsibilities in campus offices and academic departments, sorting and delivering Academy mail, responding to student and faculty technology concerns through the Computer Center, helping with the on-campus recycling program, helping dining services staff, and serving in various leadership roles. Students who possess specific skills or interests may be of great assistance in such areas as the Peer Tutoring Program, the Peabody Museum, or the Addison Gallery. All students indicate their preferences for assignments during the spring trimester advising period and are assigned jobs based upon their seniority. Attendance in the work duty program is treated the same as a regular academic period, and absences are recorded.

Dorm Housekeeping Program

All boarding students are responsible for routine cleaning in their own dormitories. Tasks include some sweeping, vacuuming, trash removal, and recycling. The house counselors, proctors, and prefects assign specific jobs, whether permanently or on a rotating basis, and oversee the general condition of the dormitory. Students are expected to complete their assigned jobs as often as is deemed necessary by the house counselor. Professional custodians who mop the floors and clean the bathrooms augment the housekeeping program. Fire safety inspectors from the Office of Physical Plant routinely inspect dorm rooms and common areas in the evenings to identify safety hazards.
The school community offers a wide variety of resources and support services to students. Students in need of academic assistance should first seek help from their classroom teachers. Other sources for academic support on campus include the Math and Science Study Centers, the Writing Center, the Oliver Wendell Holmes Library, and the Office of Community and Multicultural Development (CAMD). Additional help is available at the Academic Skills Center (ASC), which is described below.

Phillips Academy does not offer remedial courses, training in English as a Second Language (ESL), or content tutoring by faculty members other than out-of-class help offered by teachers to students enrolled in their courses.

**Academic Skills Center (ASC)**

The Academic Skills Center is located on the second floor of the Oliver Wendell Holmes Library. Hours of operation are Monday through Friday, 8 a.m. to 5 p.m. The goal of the ASC is to lend transitional support to students to help them attain their academic goals.

**Peer Tutoring**

Tutoring in individual courses is provided primarily through the Peer Tutor Program for math, the sciences, and languages, up to the diploma requirement. Students qualified to help with work in specific courses are available to provide tutoring on a regular weekly basis. Peer tutors also are available in the Math and Science Study Centers as well as the Writing Center, which are open four evenings per week. Students experiencing difficulty in a particular course should first seek help from the teacher of that course—and continue to do so even when taking advantage of other support resources on campus. Peer tutors will be assigned to students for whom the teacher feels it is an appropriate support.

**Outside Tutors**

Because Phillips Academy is a residential school, Academy teachers are widely available to students outside of class. The Academy does not endorse, nor will it make accommodations to support, the use of outside tutors, as outside tutors are not allowed on campus.

**Study, Organizational & Time Management Skills**

When the need arises, ASC learning specialists meet individually with students to provide assistance with time management, organizational, and study strategies. Appointments are available on a limited basis and can be made by contacting the ASC administrative assistant. At critical junctures during the term, time management and study skills workshops are offered, specifically targeting students new to the school.

**Student Disability Services**

Student Disability Services is located on the second floor of the Oliver Wendell Holmes Library. Hours of operation are Monday through Friday, 8 a.m. to 5 p.m.
Academic Accommodations

In compliance with the Americans with Disabilities Act as Amended (ADAAA) of 2008, the Academy provides accommodations that are reasonable and appropriate to students with properly documented disabilities. Students who wish to request such accommodations should contact the coordinator of student disability services for information concerning the Academy’s disability documentation guidelines and timelines for implementation.

Accommodation eligibility is determined on a case-by-case basis after a thorough documentation review. Reasonable accommodations permit an otherwise qualified individual access to all of the Academy’s programs without fundamentally altering the essential elements of the curriculum or other graduation requirements.

Standardized Testing Accommodations

The College Board (PSAT, SAT, SAT Subject Tests, and AP exams) and the ACT offer non-standard administration of standardized tests for qualified students. Applying for accommodations on standardized tests is a separate process from that which is used at Andover to determine eligibility on school-based tests. All applications and appeals are the responsibility of the student and family. The school does not initiate or coordinate the application or appeal process to the College Board or ACT, and will only complete documents that are required from the school for submission.

Addison Gallery of American Art

One of a handful of museums devoted exclusively to American art, the Addison Gallery of American Art was founded at Andover in 1930 by a gift from alumnus Thomas Cochran (Class of 1890). Housed in a classical revival building designed by Charles A. Platt, the Addison’s collection numbers more than 17,000 works of art, including paintings, prints, drawings, sculpture, photography, and decorative arts. Through an active program of loan exhibitions balanced with exhibitions drawn from its own collections, the Addison serves as an educational resource for Phillips Academy, as well as for schools throughout the New England region and the general public. The museum also has a national and international presence through its traveling exhibitions and loans to other institutions. There is no charge for admission to the Addison.

Robert S. Peabody Museum of Archaeology

Founded in 1901 by Robert Singleton Peabody (Andover Class of 1857), the Robert S. Peabody Museum of Archaeology curates outstanding collections of Native American artifacts. The museum’s more than 500,000 objects range in age from Paleoindian (12,000 years ago) to the work of contemporary artists and in geographical extent from the Bering Strait to southernmost South America. Nearly every major culture area in North America is represented.

Programs and exhibitions reflect the museum’s mission to enrich the cross-cultural and interdisciplinary education offered to Andover students through access to the Peabody’s collection and staff expertise. The museum also seeks to advance Phillips Academy’s historical relationships with Native American, archaeological, scholarly, and museum communities.
Andover students enjoy many opportunities to take advantage of the museum’s resources. We support learning in many academic departments—including history and social science, Spanish, English, art, music, biology, math, and physics—and serve as the largest site for student work duty on campus. Our annual experiential programs have provided Andover students and faculty with numerous meaningful cross-cultural experiences, including Pecos Pathways (New Mexico), HUACA (Peru), and cosponsorship of the Piette Program (France).

The Peabody Museum is open to PA students, faculty, staff, and the public Monday through Friday, from 10 a.m. to 4:30 p.m. Tours are offered each Wednesday at 1 p.m.

**Banking**

Students are strongly discouraged from keeping large amounts of cash in their possession or in their rooms. An automated teller machine (ATM) is located in George Washington Hall, and students are encouraged to open bank accounts locally or in their home areas.

**BlueCard**

The “BlueCard,” Phillips Academy’s ID card, is issued to all students, faculty, and staff. The Academy requires employees to have current ID cards with them at all times while on campus, and certain designated employees must wear their IDs as badges. For students, the card is required as identification at many campus locations, including the mailroom to claim packages, the library to borrow materials, and Paresky Commons to purchase guest meal tickets. The BlueCard also allows access to school events and entry into some buildings. Since the BlueCard identifies members of the PA community, it is very important for students to have it with them at all times.

The BlueCard is also a stored-value card, which is used to make purchases at a number of on- and off-campus locations. Value can be added to the card by students and parents—in person at the BlueCard Office with cash or check or online with a credit card. Both parents and students are provided with account access to the BlueCard website.

**Three Separate BlueCard Accounts**

The BlueCard has three separate stored-value accounts: **Bookstore Fund**, which can be used only to purchase textbooks online at Follett; **PA Campus Fund**, which is good at any location on campus; and **BlueBucks**, which is valid anywhere the BlueCard is accepted (except at Follett). When loading funds onto the BlueCard, you can choose to manage spending by placing money in each of these three accounts—or place all funds in the BlueBucks account. Blue Bucks are accepted at all locations on-campus and at any location in downtown Andover that accepts the BlueCard.

Many on-campus locations accept only the BlueCard as payment. We therefore recommend that parents add $100–$200 to their child’s BlueCard. Funds on the BlueCard roll over from year to year; upon graduation, remaining funds are returned to the student if the BlueCard balance is greater than $10.

Please note: The BlueCard CANNOT be used to withdraw money from the student’s BlueCard account.
The BlueCard Office is located on the lower level of George Washington Hall and is open Monday through Friday, 8:30 a.m.–4:30 p.m. (with some exceptions). If you misplace your BlueCard or need more information or assistance with your stored-value account, please call 978-749-4124 (ext. 4124 on campus) or e-mail bluecard@andover.edu.

Books & School Supplies
For the 2015–2016 academic year, Phillips Academy is partnered with Follett Virtual Bookstore as our preferred provider of class materials. Families can purchase books through Follett via a credit card or the Academy’s BlueCard.

Brace Center for Gender Studies
The Brace Center for Gender Studies at Phillips Academy provides resources to enhance and strengthen Phillips Academy as a coeducational institution by examining the complex issues related to gender. The center strives to advance an understanding of gender and its influence on individual achievement; to address issues of adolescent growth and development; to highlight the distinctive forms of support boys and girls require in order to realize their full potential; and to elucidate gender-related differences in a multicultural setting so that men and women, boys and girls may come to understand and respect each other more fully.

The Brace Center for Gender Studies is located in historic Abbot Hall and includes the renovated Abbot School Room for large gatherings and conferences; the Marguerite Hearsey Resource Collection, consisting of books and periodicals in gender studies; and the Brace Center Gathering Room and kitchen facility for small meetings. Other programs sponsored by the Brace Center include the Brace Student Fellows Presentations, McKeen Award, and schoolwide symposia on gender. Please e-mail thawthorne@andover.edu or fvidal@andover.edu for more information and/or visit www.andover.edu/bracecenter.

Community and Multicultural Development (CAMD)
The Office of Community and Multicultural Development (CAMD) was created to facilitate Phillips Academy’s evolution into a genuinely multicultural community. Located in Morse Hall, CAMD staff seek to:

- support all students, faculty, and staff as they struggle to define themselves and to find their places in an increasingly diverse school community and a rapidly changing world.
- advance cultural exchange within the Academy through both formal events and informal, continuing programs.
- foster a deeper understanding of and respect for the diverse backgrounds of PA community members.
- eliminate any barriers that may prevent people with specific racial, ethnic, religious, gender, or class affiliations or of any sexual orientation from entering fully into the community.
- act as advocates and advisors for those experiencing cultural alienation within the school.
- serve as a clearinghouse for information and ideas on multicultural education, as well as a center for healthy discussion and debate on multicultural issues.
The CAMD office consists of Linda Carter Griffith, assistant head of school for equity and inclusion; LaShawn Springer, director; Tasha Hawthorne and Flavia Vidal, codirectors of the Brace Center for Gender Studies; Peg Harrigan and Adrian Khactu, program coordinators; Susanne Torabi, international student coordinator; and Mary Jane Lewis, administrative assistant. The office is open Monday through Friday, 8:30 a.m.–5:30 p.m.

**Diversity Glossary**

Language is powerful and significantly informs how we live and communicate. To help you navigate our richly diverse Andover community and engage in thoughtful and meaningful discourse with one another, we offer you some basic campus vocabulary. Please consider the following definitions as a starting point. Because language constantly changes and evolves, we encourage you to search for the appropriate words and continue to investigate and expand your awareness, understanding, and knowledge of the wide tapestry that makes up the Andover community and the world.

**Ableism:** The system of oppression based on ability. Assumes people with disabilities as flawed, insufficient, and inferior. Includes assumptions about what is “normal” and results in the marginalization of people with disabilities.

**Acculturation:** The process of learning and incorporating the language, values, beliefs, and behaviors that makes up a distinct culture. This concept is not to be confused with assimilation, where an individual, family, or group may give up certain aspects of their own culture in order to adapt to that of their new host country.

**Class:** As in upper, middle, lower class, working class; refers to people’s socioeconomic status based on factors such as wealth, occupation, education, income, and assets.

**Classism:** Prejudice or discrimination on the basis of social class. Includes individual attitudes and behaviors, as well as systems of policies and practices that are set up to benefit the upper classes at the expense of the lower classes.

**Cultural Competence:** The ability to interact effectively with people of different cultures and ethnic backgrounds.

**Disability:** A condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and various types of chronic diseases.

**Discrimination:** Actions, based on conscious or unconscious prejudice, that favor one group over others in the provision of goods, services, or opportunities; unfavorable or unfair treatment toward an individual or group based on race, sex, color, religion, national origin, age, physical/mental abilities, or sexual orientation.

**Diversity:** The recognition of differences among people. These differences include but are not limited to ethnicity, religion, age, gender, class, culture, cognitive ability, physical ability, life experiences, family situations, and sexual orientation.
**Equity:** The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

**Ethnicity:** A social construct that divides people into groups based on characteristics such as a shared sense of group identity, values, culture, language, history, ancestry, and geography.

**Feminism:** A movement to end sexism and oppression based on gender and gender identity; the belief that men and women should have equal rights and opportunities.

**Gay/Lesbian:** Words used to describe people who are emotionally, romantically, and/or physically attracted to some members of the same sex and/or gender.

**Gender:** A noun that can be usefully divided into two separate concepts. First, gender identity describes a person’s own internal—and often deeply held—sense of their gender. Many people have a gender identity of “man” or “woman” (or “boy” or “girl”), but for many others their gender identity does not fit neatly into one of those two categories. Second, gender expression describes external manifestations of gender, including behavior, name, preferred pronouns, clothing, hairstyle, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine and feminine changes over time and varies by culture. Gender expression should not be viewed as an indication of sexual orientation.

**Global Awareness:** The understanding of world and cultural perspectives. Awareness broadens from learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

**Heteronormative:** Denoting or relating to a worldview that naturalizes heterosexuality as the normal or preferred sexual orientation.

**Heterosexism:** The system of oppression that assumes heterosexuality as the norm, favors heterosexuals, and denigrates and stigmatizes anyone whose gender or sexual behavior is considered non-heterosexual.

**Inclusion:** The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

**Intercultural Competence:** The ability to communicate effectively and appropriately in a variety of cultural contexts with people across cultures.

**Intersectionality:** The idea that classifications such as gender, race, and class—and others—cannot be examined in isolation from one another; they interact and intersect in individuals’ lives and in social systems and are mutually constitutive.
LGBTQIA+: An acronym that strives to include all non-(hetero)normative sexual and/or gender identities, including lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, agender, and more.

Microaggressions: Subtle words, cues, and/or behaviors that insult, invalidate, or exclude traditionally marginalized group members. The long-term effect of microaggressions can have a significant negative impact on one’s health.

Oppression: The systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

Prejudice: A preconceived judgment about a person or group of people, usually indicating negative bias.

Privilege: Systematic favoring, enriching, valuing, validating, and including of certain social identities over others. Individuals cannot “opt out” of systems of privilege; these systems are inherent to the society in which we live.

Race: A social construct that divides people in groups based on factors such as physical appearance, ancestry, culture, history, etc.; a social, historical, and political classification system.

Racism: A system of oppression involving subordination of members of targeted racial groups by those who have relatively more social power. This subordination occurs at the individual, cultural, and institutional levels.

Sexism: A system of sex oppression that privileges men, subordinates women, and denigrates women-identified value. This subordination occurs at the individual, cultural, and institutional levels.

Sexual Orientation: A noun that describes an individual’s enduring physical, romantic, and/or emotional attractions. Some people experience their sexual orientation as static throughout life, while others experience it as changing or even fluid. Sexual orientation is different from gender identity and gender expression.

Transgender: An adjective used as an umbrella term to describe people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. Being transgender does not indicate one’s sexual orientation.

Unconscious/Implicit Bias: A positive or negative mental attitude, held at an unconscious level, toward a person, thing, or group.

White Privilege: A set of benefits, including greater access to resources and power, which in many institutional contexts tend to be, and historically have been, bestowed upon people classified as white.

Xenophobia: Fear and hatred of strangers or foreigners or of anything that is strange or foreign.
Dining Services

Phillips Academy’s dining facility, Paresky Commons, offers fresh food prepared at the point of service. Stations include a homestyle kitchen, a Mongolian grill, a hearth oven, a traditional grill, a self-serve deli, salad bars, and soup bars, as well as a café area offering simple “grab ’n’ go” food items such as homemade chips, sandwiches, and fruit-infused water.

Our goal is to provide students with nutritious and well-balanced meal choices, using local ingredients as well as organic and sustainable options whenever possible. As Andover continues to work toward a more sustainable campus, its dining services remain committed to our “Green Thread” program, which includes the goals of earth-friendly procurement, the provision of sustainable foods, energy and water conservation, and waste stream reduction management.

Because faculty supervision is minimal, Paresky Commons relies heavily on the maturity of students and their cooperation in minimizing food waste and ensuring an atmosphere of civility, courtesy, and pleasant dining. Diners’ comments and suggestions are welcomed through our “Fishing for Feedback” program, which can be accessed at www.campusdish.com/en-us/csne/phillipsacademy/contactus.

Meal Hours

<table>
<thead>
<tr>
<th>Meal</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Monday–Friday, 7–9:15 a.m.</td>
</tr>
<tr>
<td>Continental Breakfast</td>
<td>Saturday &amp; Sunday, 10–10:30 a.m.</td>
</tr>
<tr>
<td>Brunch</td>
<td>Saturday &amp; Sunday, 10:30 a.m.–1:30 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>Monday–Friday, 11 a.m.–2 p.m.</td>
</tr>
<tr>
<td>Dinner</td>
<td>Every evening, 5–7 p.m.</td>
</tr>
</tbody>
</table>

In accordance with dining policies, guests may occasionally dine at Paresky Commons. Employees are responsible for paying the guest meal fee. Students receive six guest passes per year for family visits and are responsible for payment for any guests beyond this allotment. Payment should be made at Susie’s prior to the meal.

Susie’s
Susie’s, the student lounge, is located on the lower level of Paresky Commons. Students visit this area to study or socialize with friends, or to purchase snacks, toiletries, and supplies in the “Emporium.” Student activities, such as dances, club meetings, and entertainment, also take place in this space. A large sunken terrace adjacent to Susie’s provides an inviting outdoor space for student gatherings, activities, and events.

Susie’s Hours
**Every day:** Lounge opens for general seating: 7 a.m. (1 p.m. on Saturdays and Sundays); Grill Line opens for full service: 4 p.m. (Grill closes 15 minutes prior to closing time)

**Monday through Friday:** Emporium opens for beverages and snacks: 9:30 a.m.

**Closing times:**
- Monday, Tuesday & Wednesday: 9:45 p.m.
- Thursday: 9 p.m.
- Friday: 10 p.m.
- Saturday: 11:15 p.m. (opens at 1 p.m.)
- Sunday: 9:15 p.m. (opens at 1 p.m.)

George Washington Hall
The offices in George Washington Hall include head of school, dean of studies, dean of students, registrar, comptroller, college counseling, and central services. Although the specific hours of each office vary slightly, all offices are open between the hours of 8:30 a.m. to 4:30 p.m., Monday through Friday. Students are expected to transact business in the comptroller’s office between 8:30 a.m. and 4 p.m. Monday through Friday.

Isham Health Center
*Please note: The Isham Health Center and the Graham House Counseling Center will be replaced by the new Rebecca M. Sykes Wellness Center, slated to open in late 2015.*

The mission of Isham Health Center staff is to encourage the Andover community—students in particular—to focus on wellness and the proactive maintenance of health. Establishing regular visits with a primary care provider at home is one of the most effective tools to optimize a student’s health status. With this goal in mind, a physical exam performed within a year from the start of school is required of each student annually. Medical care for students with injuries, illnesses, and preventive health needs are provided at the 18-bed Isham Health Center. The well-equipped facility is staffed by a medical director, nurse practitioners, and physician assistants and offers round-the-clock nursing when school is in session.

Day students are welcome to utilize all health services. If, however, a day student is too ill to attend school, a parent must call the health center by 8:30 a.m. each day a student is to be absent due to illness. (Please refer to the “Attendance and Absences” section for a full explanation of the policy for obtaining an excuse from health center).
Health center services include:

- Lab work
- X-rays
- In-house pharmacy
- Nutrition counseling
- Confidential reproductive health services
- Scheduled clinics for orthopedics/sports medicine, physical therapy, psychiatry
- Referrals to off-campus medical and surgical specialists and dentists

**Medication Policy**

In general, students are allowed to keep their medications in their dorm rooms. However, for safety reasons, some medications (e.g., medications used to treat ADHD, antidepressants, anxiety medications, etc.) must be kept at the health center and are dispensed incrementally to individual students based on the medication classification and their demonstrated level of compliance and safety. Please note that students are assumed to be responsible about taking their medications as prescribed. Any parent with concerns about their child’s ability to comply with medication usage should contact the health center directly. If a student has a need to keep refrigerated medication in their dorm (e.g., Insulin, Growth Hormone), parents should contact the health center to arrange for a small, personal refrigerator.

**Privacy and Confidentiality**

While it is the obligation of every employee and agent of the Academy to maintain the privacy and confidentiality of patient medical information, the Academy must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. Thus, the Academy requires, as a condition of enrollment, that parents and students sign consent forms to permit the medical director of the health center (or a designee) and the counselors from Graham House Counseling Center to disclose to authorized employees and agents of the Academy, who have a need to know, the minimum amount of medical and/or psychological information necessary to protect the health, safety, or welfare of the student and/or the community.

Students and parents who have questions with regard to confidentiality and its limits should direct those questions to the medical director or administrative director at the health center or to the counselors at Graham House. In the event of a disclosure to authorities required by law, every effort will be made to notify the student and/or parents in advance.

**Is the Doctor In? When to Visit the Health Center**

Students are welcome to visit the health center any time the facility is open, but should try to avoid visits during a class period—except in the case of an urgent medical problem. If possible, students with minor ailments should try to visit the health center during a free period between the hours of 8 a.m. and 5 p.m. If ill, boarding students must go to the health center to be medically excused from classes.
Appointments to see the school physician, a nurse practitioner, or a physician assistant may be made by calling the health center at 978-749-4455. All students are invited to consult with any member of the health care team about any illness, injury, emotional difficulty, or other potential health issue that concerns them. With nearly 10,000 student visits to the health center each year, parents are not routinely notified about each visit. Parents are contacted, of course, if a serious medical problem arises, if a student needs to go off-campus for medical care, or if a student is staying at the health center overnight. Parents should contact the health center if they have any specific requests about being notified of their child’s routine visits.

**Patient Visit Policy**

Students may visit patients on weekdays after classes and on weekends, with the permission of the nurse on duty.

**Language Learning Center (LLC)**

The Language Learning Center is located in the lower level of Samuel Phillips Hall, also known as SamPhil. The LLC provides both a teaching space and technical support for students as well as faculty of the Division of World Languages and the Department of History and Social Science. The lab represents the leading edge of multimedia education, delivering interactive language education via 40 Dell desktops running Sony Soloist and Virtuoso software. Students use film, sound, and the Internet as well as special multimedia presentations and interactive grammar exercises to supplement their classroom learning. Many of these activities are created by PA instructors and tailored to the specific needs of their students. In addition to the lab hardware, the LLC also collaborates on a website that allows students 24/7 access to streaming audio and video course materials.

The LLC staff provides many ancillary services, including software instruction for students and faculty, helping instructors decide if and when technology might augment teaching, and collaboration in preparation of materials. Finally, the LLC serves as a general purpose computer lab for all students.

**LLC Hours**

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Tuesday</td>
<td>8 a.m.–3:15 p.m.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8 a.m.–1 p.m.</td>
</tr>
<tr>
<td>Thursday and Friday</td>
<td>8 a.m.–3:15 p.m.</td>
</tr>
<tr>
<td>Saturday and Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>

**Oliver Wendell Holmes Library**

Located in the heart of the campus and serving the informational and recreational reading needs of members of the Phillips Academy community, the Oliver Wendell Holmes Library (OWHL) was built in 1929 and thoroughly renovated in 1987. During academic terms, the facilities, resources, services, and staff of the OWHL are available to students seven days a week for a total of 80 hours.
The library offers students an in-house collection of more than 100,000 fiction and nonfiction books in print supplemented by more than 300,000 full-text electronic books, as well as access to more than three million items in all media through the NOBLE library consortium. A collection of 140 periodical titles is focused on academic and personal reading and is supplemented by electronic access to tens of thousands of full-text electronic journals to support research. More than 75 electronic reference products provide access to important archival resources such as full-text newspapers dating back to the 18th century. The collection also includes streaming video, downloadable audio books, and DVDs in support of curricular and recreational interests.

The OWHL is equipped for wireless network access, and many students bring their own laptop or tablet computers. In addition, public computers are available throughout the building for accessing the library’s Web-based online catalog, the collection of full-text electronic subscription databases, and the Internet. The heart of the OWHL is the Garver Room, which houses the most comprehensive secondary school print reference collection in the country. A variety of study venues throughout the building ensure that students can find study spaces that meet the requirements of their tasks and their personal preferences for individual or group study. Students are assisted at three Help Desks staffed by professional librarians and at the Academic Skills Center, located on the second floor.

The library offers a variety of access services, including academic reserves, inter-library loan, and the Text-Exchange. The library maintains an inventory of textbooks sufficient to meet the needs of all students on full financial aid, and, to the extent that the inventory permits, these books are available to all students on a first-come, first-served basis.

In support of the Academy’s mission to prepare students to master skills, acquire knowledge, and think critically, creatively, and independently, the OWHL’s professional librarians partner with faculty across the curriculum to teach students how to efficiently and effectively find—and creatively and ethically use—information in all formats to support critical inquiry. The library maintains an active Individual Research Consultation Service, which provides students with one-on-one consultation in support of specific projects.

Expectations for use of the library are posted throughout the building to aid students in understanding their role in maintaining an appropriate academic atmosphere. Cell phones must be kept on vibrate and used only in designated locations. Student IDs are required for all transactions, and students should be prepared to present their ID upon request by the library staff.

**Library Hours**

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Wednesday</td>
<td>7:30 a.m.–9:45 p.m.</td>
</tr>
<tr>
<td>Thursday</td>
<td>7:30 a.m.–9:15 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 a.m.–5 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>11 a.m.–5 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>11 a.m.–9:15 p.m.</td>
</tr>
</tbody>
</table>
Lost & Found
A lost and found department is maintained in the Dean of Students Office. Students may retrieve their books, articles of clothing, electronics and other items found on campus. Because of limited space, all lost and found items are periodically removed and donated to charity. This normally occurs during spring break and at the beginning of summer. Students are sent e-mails reminding them to check the lost and found before items are removed. If the owner can be identified, the student will be e-mailed and notified that the missing item is located in the Dean of Students Office. Parents can call 978-749-4175 to inquire about found items.

Mail (U.S. Mail, Package Delivery & E-Mail)
Students are responsible for responding as needed to all notices sent to them and thus are expected to check their mailboxes (in George Washington Hall) and e-mail accounts (on PAnet) each day.

The Central Services Department in George Washington Hall accepts all incoming mail, packages, and deliveries for students, faculty, and staff. An e-mail notification is sent to students if they receive an item that is too large to fit in their mailbox. Students are responsible for retrieving their items at the mail services window. Perishable items such as flowers, certain food products, and balloon bouquets must be picked up within 72 hours of delivery notification or they may be discarded. The mail services window is open weekdays from 8 a.m. to 4:30 p.m.

Meeting Facilities
The use of school facilities is limited to members of Phillips Academy. The only exception is the Log Cabin, which can be reserved by parents. Students wishing to book a specific space must have permission from a faculty member such as a club advisor, dean, or teacher. Some locations require a reservation form or that an adult be present. Students must make their request in advance in order to assure availability of the desired facilities. Below are some of the available rooms and contact information:

<table>
<thead>
<tr>
<th>Meeting Facility</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underwood Room</td>
<td>Dean of Students Office</td>
</tr>
<tr>
<td>William Thorton Kemper Auditorium</td>
<td>Polk-Lillard Electronic Imaging Center</td>
</tr>
<tr>
<td>Athletics Facilities</td>
<td>Athletics Office</td>
</tr>
<tr>
<td>Bulfinch Hall’s Tirana Room</td>
<td>English Department</td>
</tr>
<tr>
<td>Cochran Chapel</td>
<td>Chaplaincy Office</td>
</tr>
<tr>
<td>George Washington Hall theatre spaces</td>
<td>Theatre Department</td>
</tr>
<tr>
<td>Graves Hall</td>
<td>Music Department</td>
</tr>
<tr>
<td>Log Cabin</td>
<td>Office of Physical Plant, Help Desk</td>
</tr>
<tr>
<td>CAMD</td>
<td>CAMD Office</td>
</tr>
<tr>
<td>Unobskey Room</td>
<td>Language Learning Center</td>
</tr>
</tbody>
</table>
The William Biggs Clift Jr. Music Library

The Clift Music Library, located on the first floor of Graves Hall, contains a varied and extensive collection of 7,000 compact disc recordings and 2,000 LP albums, as well as sheet music, reference materials, and music periodicals. Metronomes and acoustic guitars may be borrowed for use in the practice rooms, and a large collection of non-circulating sheet music is available for study within Graves Hall.

The facility is open for listening at five audio stations as well as for quiet study, and there are 14 computer workstations with music-related software and MIDI keyboards. The music lab within the library functions as one of the campus Technology Learning Centers, and offers a teaching space in support of the music curriculum, where students learn music notation, ear training, and composition. Providing essential support to the many activities of the music building—including performance, practice, and teaching—the Clift Music Library is a unique resource that gives students the opportunity to study and explore music, as well as write, edit, and listen to their own compositions.

Psychological Counseling

Psychological counseling services are available at Graham House from 8 a.m. to 5 p.m., Monday through Friday. Students may schedule an appointment with one of our psychological counselors through the Graham House administrative assistant for a time that does not conflict with a class period, contact a counselor directly by phone or e-mail, or simply walk in when our building is open. Appointments usually can be arranged for the same day or the next day. In case of an emergency, there is always a psychological counselor who can be reached by a student, house counselor, advisor, or dean through Isham Health Center on a 24-hour basis, including weekends. Occasionally, because of the nature of a student’s problem or the student’s or parental request, a counselor will help to arrange services for the student with a mental health professional outside Phillips Academy. However, associated fees are the responsibility of the student’s parents/guardian.

While we encourage students to inform their parents of their decision to see a counselor, we do not automatically contact parents. Some students may initially be hesitant to speak to their parents about their concerns. It is our experience that most students do inform their parents. If it is determined that a student might have a significant emotional problem or present a safety risk, parents always are contacted.

For information regarding our confidentiality policy, please refer to “Confidentiality & Limited Information Sharing Policy” on page 8.
Religious & Spiritual Life

The goal of the chaplaincy office is to serve students of all faith traditions in their spiritual and religious journeys. We also are committed to shepherding those who are still seeking a spiritual practice that feels authentic, including those who are questioning their faith. Regardless of where on the spectrum a student may be, the chapel welcomes those of every perspective to come and be part of our community.

The chaplaincy staff consists of a director of Spiritual and Religious Life, in addition to a Roman Catholic, Jewish, and Protestant chaplain. Each is charged with developing worship opportunities, advising student faith-based clubs, and crafting service and educational programming. Each also is available to the community for personal counseling and spiritual guidance.

Weekly religious services are held in both the main sanctuary of Cochran Chapel and in the smaller chapel (Kemper Chapel), located on the lower level. A meditation room is available for those seeking a quiet place for prayer and reflection. Shabbat services are held each Friday evening. On Sundays, a Protestant worship service is offered at 6 p.m. in Cochran Chapel; a Roman Catholic Mass follows at 6:45 p.m. in Kemper Chapel.

In addition, there are a number of churches, synagogues, temples, and mosques near campus. Chaplains are available to assist students in making contact with these institutions for both liturgical and educational opportunities. Attendance at these services—or at worship services on our own campus—is completely voluntary. Please note that local families often offer their hospitality to students observing religious holidays who are unable to return home. The chapel office facilitates these arrangements for those who may be interested.

On special occasions throughout the year, interfaith services are held in Cochran Chapel and at other on-campus locations. The chaplaincy staff also crafts ceremonies to mark important secular holidays such as Veterans Day and Memorial Day.

Finally, it is important to note that our school policy prohibits proselytizing or recruitment of any kind on campus by any outside organizations. Any group or office wishing to visit the campus must have explicit permission granted by the appropriate school official.

Technology Learning Centers

In support of the academic program, the Academy maintains several technology learning centers designed to educate and support academic ventures. Andover’s technology facilities include the Phillips Academy Computer Center, Language Learning Center, Polk-Lillard Center, and the W.B. Clift Jr. Music Library. Highly skilled professionals are available to provide assistance to students, faculty, and staff in all facilities virtually year-round. A student-run organization called Techmasters is available to assist students with network connectivity and software-related issues on their personally owned equipment. An outside vendor is available on campus to make hardware repairs. Information on these resources is available at www.andover.edu/technology, as well as on PAnet, the Academy’s intranet.
Telecommunications Services

Telecommunications Services provides students living on campus with a telephone in their dorm room. Because the phone number is shared by roommates, a voicemail box is not included, but one can be created upon request.

To discourage abuse of telephones and the telephone system, students are charged for altered, damaged, or missing telephones. Students should know that the school can track phone usage and can make available to cluster deans printouts indicating the times and duration of calls. The Academy reserves the right to take disciplinary action and may at any time introduce new policies governing levels of service.

All boarding student extension numbers are 978-623-6xxx and all faculty and office extensions are 978-749-4xxx or 978-684-7xxx.

Students are expected to check their e-mail accounts (on PAnet) and their mailboxes (in George Washington Hall) daily.

Students may receive faxes in the mailroom in George Washington Hall at a fee of $1 per page. The fax number is 978-749-4123. Notices are put in student mailboxes when faxes are received.

Boarding students are not allowed to use modems to connect to the Internet, and the Academy blocks known Internet service provider numbers.

The Technology Help Desk (ext. 4357) and the Academy switchboard are located in Draper Hall and are open Monday through Friday, 8 a.m. to 4:30 p.m.
Community Service Program

The Community Service Program is integral to the educational mission of Phillips Academy. In accordance with the school’s motto, *non sibi* (not for self), the Community Service Program strives to:

- promote and provide structured opportunities for students, staff, and faculty to engage in public service
- foster collaborative relationships with individuals, organizations, and schools to address problems and build upon assets of local and global communities
- connect academic learning to community problem-solving through the development of service-learning courses across disciplines
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives, and providing a comprehensive student leadership education program
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life

Every term, 400 to 600 students participate in a range of community work throughout the Merrimack Valley. Students have the chance to develop relationships with local residents, faculty, staff, and each other. Each project includes an orientation, training, experience, and reflection.

A sampling of opportunities includes tutoring middle school students through the Phillips Academy/Andover High School/Lawrence Schools (PALS) partnership; leading mentoring programs at the Boys and Girls Club of Lawrence (SIS and BOYS); playing games with individuals who have special needs (ARC); encouraging young girls to explore the sciences (Science Club for Girls); or teaching citizenship education to Hispanic adults (Project V.O.I.C.E.). Commitments vary in length from several times per week to three times per term.

In addition to offering hands-on co-curricular volunteer opportunities, the Community Service Program strives to engage students academically. Students may choose to get involved with the program by enrolling in service-learning courses, which are offered by a variety of departments each year. In Service-learning courses, students apply the academic material to meeting a community need. Another avenue of bringing academia into community work is the Lawrence-Andover Special Service Opportunity (LASSO), which focuses on one social issue each term and connects students with an organization related to that issue for one afternoon of discussion. Additionally, a few motivated students are chosen each year as Public Service Scholars to thoroughly research and present on a topic related to service, communities, or social justice. Detailed descriptions of the preceding programs and offerings can be found online at www.andover.edu/cs.
Non Sibi Weekend
Each spring, the campus community participates in Non Sibi Weekend, a weekend of awareness, engagement, and reflection. Students and faculty choose from on-campus and off-campus opportunities that include listening to speakers, viewing documentaries, or volunteering with a hands-on project. Juniors focus on issues affecting children and families, lower on the environment, upper on health and hunger, and seniors on homelessness—the same social issues addressed in our yearlong community service programming. The Community Service Office provides participants with background information on community partners and educational context on the social issues involved in every program, and reflection activities are incorporated into every project.

The Community Service Program is run by two faculty members, a part-time staff member, and 20–25 student coordinators who are responsible for overseeing individual community service projects. Interested students should contact the Community Service Office at 978-749-4135.

Dance
Students have the opportunity to study dance through the academic, athletics, and extracurricular programs. Three levels of ballet and modern technique are offered exclusively through the athletics program, while choreography and performance opportunities are both curricular and co-curricular. The Andover Dance Group is our primary performing ensemble, consisting of the most dedicated and gifted dancers. Other student-run groups focus on jazz, hip-hop, and tap. Each year, to broaden students’ exposure to the dance world, the department hosts guest artists, ranging from local choreographers to internationally known choreographers and dancers.

Music
There are many wonderful opportunities to hear, create, and even conduct music at Andover. In addition to large ensemble performances (such as chorus, band, orchestra, or jazz band), there are student recitals, chamber music concerts, and senior recitals, as well as faculty and guest performances.

Performance Program overview: All participants in Academy performance ensembles commit to two evening rehearsals each week. Rehearsals for all large ensembles occur on Tuesday and Thursday evenings from 6:20 to 7:50 p.m. This time is protected for students participating in musical ensembles; rehearsals take priority over any other scheduled event (extracurricular, co-curricular, or academic) on campus. Each ensemble described below performs at least once each term.

Large Ensembles
- **Academy Symphony Orchestra**: (85 members) The ASO includes all string players and select winds, brass, and percussion players determined by audition. All ASO string players also are placed, through an audition process, into one of three smaller chamber ensembles.
• **Academy Chamber Orchestra**: (20 members) “Chamber Orchestra” is the most advanced of the three string ensembles. Its membership consists primarily of uppers and seniors. Members of this ensemble can expect extensive practice requirements outside of scheduled rehearsals to meet the demands of the repertoire.

• **Academy String Orchestra**: (20 members) “Amadeus” is the intermediate string ensemble. Its membership consists primarily of lowers and uppers. Members of this ensemble can expect to hone their skills in expressive ensemble-playing through rehearsals combining repertoire preparation and sight reading.

• **Academy String Ensemble**: (20 members) “Corelli” is the entry-level string ensemble. Its membership consists of primarily of juniors and lowers. Members of this ensemble can expect to develop vital string ensemble skills.

• **Academy Chorus**: (65 members) The Academy’s major singing group, the Academy Chorus is composed of mixed voices and performs a variety of choral works, both sacred and secular. Membership in the Academy Chorus is open to all students, regardless of previous choral experience.

• **Fidelio**: (16–18 members) This small, coed *a cappella* group performs on numerous occasions throughout the year. Fidelio repertoire includes music of all types—early and modern, sacred and secular. Membership is determined by audition and is conditional upon good standing in chorus.

• **Gospel Choir**: (membership open to all students) Gospel Choir is organized as a club, and rehearses for an hour early in the evening. The choir performs at ecumenical chapel services and special celebrations.

**Wind Ensembles**

• **Concert Band**: (65 members) Membership is open to all students playing wind, brass, and percussion instruments. All types of music for wind ensemble are performed, including marches, classical, popular, and show music.

• **Jazz Band**: (25 members) Membership in Jazz Band is determined by audition at the beginning of each school year. Jazz Band utilizes a typical Big Band format and performs repertoire ranging from Count Basie and Duke Ellington to contemporary Latin jazz and jazz/rock fusion compositions. Membership is conditional on continued good standing in the Concert Band.

**Chamber Music Program**

• Faculty-coached jazz and classical ensembles (3–8 players each) meet regularly throughout the year.

**Handbell Choir**

• The Handbell Choir (12–15 members) rehearses weekly in the evening and performs during special church services throughout the year.
Extracurricular Opportunities & Student Activities

**Theatre**

Faculty-directed theatrical productions are generally taught as an academic course (Theatre 920) for the students involved. Auditions are held at the end of the previous term or at the very start of the term. Opportunities to assist with technical theatre aspects occur both through academic classes as well as an extracurricular. Additionally, there is a student theatre organization, DramaLab, which produces an extensive slate of shows each year. Student directors may submit proposals to the producers for any of 25 or more Friday evening performance slots for short works. One producer is then assigned to each show to help oversee the audition, rehearsal, and performance process.

Many opportunities exist for students interested in exploring the design or technical areas of theatre production, either through course work or active involvement in DramaLab or mainstage shows.

**Student Activities, Clubs & Publications**

The Student Activities Office operates with the philosophy that the student life program outside of the classroom is a vital part of the Phillips Academy experience. To that end, our goal is to provide entertaining and interesting programs and events for the entire student body. Our office works with the student-run Student Activities Board (SAB) to plan and carry out a wide range of extracurricular events, such as dances, movies, student talent shows, and various off-campus field trips. We also bring in many professional performers to entertain our students, including comedians, musical acts, magicians, and hypnotists. The student activities calendar includes many popular annual events, highlighted by the Fall Carnival, Halloween Costume Contest & Dance, Dodgeball Tournament, Spring Carnival, Senior Prom, and, of course, our Andover-Exeter Pep Rallies.

The activities office also supports more than 100 student clubs and organizations on campus. These clubs appeal to a variety of interests—academic, artistic, musical, community service, cultural, charitable, political, and more. The club roster is ever-changing as new clubs are formed based on student interests. In addition, the activities office assists with various publications, including the school yearbook, *Pot Pourri*, and the literary magazines *Backtracks* and *The Courant*. All clubs are student-run, with the aid of faculty advisors, presenting students with many opportunities to develop leadership skills.

All student groups must register with the Student Activities Office, Office of Community and Multicultural Development (CAMD), or other relevant administrative office; have at least one faculty advisor; and be open to all eligible students. Given our diversity and the value we place on inclusivity and fairness amongst all members of our community, exclusive or secret societies are not permitted. Membership therein could result in discipline. All group apparel and advertising must be approved by the faculty advisor, house counselor, or coach (of the particular group) before production.

The Student Activities Office aims to complement the classroom experience while serving the entire Phillips Academy community and promoting an atmosphere that is safe, fun, and welcoming to all.
● **Boundary Maps**

**School Limits**
The unshaded area of the map below represents the school limits.

**Town Limits**
The unshaded area of the map at right represents the town of Andover as described in this book and includes all of Andover east of Interstate 93.
ADMINISTRATION

Head of School.......................................................... John G. Palfrey Jr.
Assistant Head of School for Equity and Inclusion ...................... Linda C. Griffith
Dean of Faculty......................................................... Patrick J. Farrell
Assistant Dean of Faculty ........................................... Yasmine B. Allen
Dean of Studies ................................................................ Patricia C. Russell
Registrar and Associate Dean of Studies ................................. Elizabeth G. Korn
Scheduling Officer .................................................... Deborah M. Olander
Assistant Dean for Advising ............................................ Scott W. Hoenig
Dean of Students & Residential Life ...................................... Jennifer Karlen Elliott
Assistant Dean of Students ............................................. Rajesh R. Mundra
Dean of Policy and Strategic Planning .................................... Rachel Skiffer
Dean of Abbot Cluster ................................................ Theodore R. Parker
Dean of Flagstaff Cluster .............................................. Matthew C. Hession
Dean of Pine Knoll Cluster ............................................. David C. Gardner
Dean of West Quad North Cluster ................................... Martha G. Fenton
Dean of West Quad South Cluster .................................... Kathryn A. Dolan
Dean of Admission and Financial Aid ................................. James F. Ventre
Director of Admission .................................................. Jill B. Thompson
Director of College Counseling ....................................... Sean M. Logan
Director of College Counseling ....................................... Katherine B. Fritz
Director of Athletics ................................................... Leon A. Modeste
Director of Spiritual and Religious Life; Protestant Chaplain .... Rev. Anne E. Gardner
Jewish Chaplain ................................................................ Rabbi Michael B. Swarttz
Roman Catholic Chaplain .............................................. Mary T. Kantor
Director of Counseling ................................................ Carol J. Israel
Medical Director ........................................................ Amy Patel, MD
Director of Academy Information, Research, and Library Services ................................. Michael J. Barker
Director of the Addison Gallery of American Art ......................... Judith F. Dolkart
Director of the Robert S. Peabody Museum of Archaeology ........ Ryan J. Wheeler
Director of Facilities ..................................................... Larry J. Muench
Chief Operating and Financial Officer ................................... Stephen D. Carter
Director of Finance and Assistant Treasurer .......................................................... Andrea T.H. Nix
Secretary of the Academy ....................................................................................... Thomas P. Lockerby
Director of Summer Session and Outreach ............................................................. Fernando R. Alonso
Director of Academy Communications .................................................................... Tracy M. Sweet
Director of Academic Skills Center and Disability Services ............................... Patricia B. Davison
Director of the Tang Institute ................................................................................... Caroline Nolan
Director of Information Technology ......................................................................... Dominic M. Veneto
Director of Community Service ............................................................................... Monique E. Cueto-Potts
Director of Community and Multicultural Development ....................................... LaShawn Springer
Codirectors of Brace Center for Gender Studies ..................................................... Tasha Hawthorne & Flavia Vidal

Department & Division Chairs

Art ................................................................................................................................. Therese Y. Zemlin
English ...................................................................................................................... Stephanie E. Curci
History and Social Science ..................................................................................... Christopher L. Jones
Head of the Division of World Languages and French Department ...................... Eugene Hughes
Chinese Department and Japanese Department ....................................................... Lixia Ma
Classics Department ................................................................................................ Elizabeth A. Meyer
Russian Department and German Department ....................................................... Victor Svec
Spanish Department ............................................................................................... Clara Isaza-Bishop
Mathematics, Statistics, and Computer Science .................................................... William W. Scott
Music ....................................................................................................................... Christina R. Landolt
Philosophy and Religious Studies .......................................................................... J. Andrew Housiaux
Physical Education .................................................................................................. Leon A. Modeste
Psychology ............................................................................................................... Carol J. Israel
Interim Head of the Division of Natural Sciences and Chemistry ......................... Brian D. Faulk
Biology Department ................................................................................................ Leon M. Holley
Physics Department ................................................................................................. Mika E. Latva-Kokko
Theatre and Dance .................................................................................................. Judith Wombwell
EMERGENCY—call 911 (978-470-3766 if using a cell phone), then call CAMPUS PUBLIC SAFETY (ext. 4444)

Emergency Response Procedures

Attempted Suicide/Drug or Alcohol Overdose
In the case of an ATTEMPTED SUICIDE OR DRUG OR ALCOHOL OVERDOSE where there is immediate danger to the victim, stay with the victim, call 911 (if using a cell phone, call 978-470-3766), and then have someone call Public Safety at ext. 4444. Public Safety will make necessary notifications.

Medical or Fire Emergency
In the event of a MEDICAL OR FIRE EMERGENCY, call 911 (978-470-3766 if using a cell phone) and provide your name, location, and the telephone number from which you are calling. Do not hang up until told to do so. Then call Public Safety at ext. 4444 and provide your name, location, and telephone number.

In the event that a fire is discovered or suspected, pull the fire alarm and begin building evacuation. When you hear a fire alarm, evacuate the building immediately. Close the windows and doors as you evacuate. Do not use the elevator. Walk in single file—to the right—through corridors and stairwells. Meet and remain at prearranged gathering place at least 100 yards from the building. Notify firefighters or Public Safety if you think someone remains in the building. Individuals requiring assistance should proceed to a stairwell entrance and wait for assistance.

Injury/Medical Emergency
Do not move a seriously injured person except in a life-threatening situation. Stay with the injured person and keep the victim as calm and comfortable as possible. Call, or have someone else call, 911 (978-470-3766 if using a cell phone) and give the victim’s name, location, phone number, and nature of the injury. The Dispatcher may provide instructions on how to care for the injured; assist the injured until medical assistance arrives. Do not hang up until told to do so. In non-emergency situations, call Public Safety at ext. 4444 and report the location, phone number, and nature of the injury.

Rape
In the case of a RAPE in which there is immediate danger (i.e., severe physical trauma, impaired breathing, unconsciousness), call 911 (978-470-3766 if using a cell phone) and accompany the victim to the hospital. Notify Public Safety at ext. 4444.

In the case where no immediate medical danger exists, stay with the victim. Do not allow the victim to change clothes or shower. Contact the Dean on Duty (ext. 4558). The Dean on Duty will notify the Medical Director, Counselor on Duty, and Dean of Students. Notify Public Safety at ext. 4444 for assistance transporting the victim to the Isham Health Center.

Bomb Threat or Suspicious Package
If a SUSPICIOUS PACKAGE is discovered on campus, contact Public Safety at ext. 4444 and provide a description of the suspicious package. If a telephone call or information is received stating a BOMB is on campus, remain calm and listen carefully, obtaining as much details as possible. Notify Public Safety at ext. 4444 while you have the caller on the line.
Severe Weather
In the event of a SEVERE STORM with high winds or dangerous ice conditions, do not go outside. If you are outside, seek immediate shelter in an Academy building. Once inside, stay away from windows and other openings. Report any damage done by tree branches and broken glass to the Office of Physical Plant at ext. 4320.

Hazardous Material Spill
In the event of a HAZARDOUS MATERIAL SPILL, notify your instructor, department chair, house counselor, or supervisor immediately. The faculty member should notify the manager of environmental health and safety at ext. 4528 and Public Safety at ext. 4444. Use eyewash stations or showers to flush eyes and skin if you have had any contact with toxic chemicals. Follow instructions to evacuate the area if dangerous.

Prolonged Power Outage
In the event of a POWER OUTAGE during business hours, call OPP Help Desk at ext. 4230. After hours or on weekends, call Public Safety at ext. 4444 and provide your name, location, and telephone number. Advise Public Safety of all locations you know are without power. Turn off computers and other electronic equipment. If you are in an unlighted area, proceed cautiously to an area with emergency lighting, locking doors as you leave. Exit building cautiously; do not use the elevator. If you are trapped in an elevator, stay calm and use emergency call button or telephone for assistance.

Crime in Progress/Dangerous Person
In the event of a CRIME IN PROGRESS, do not attempt to apprehend or interfere with the criminal, except for self-protection. Determine if anyone has been injured and stay with injured parties. Note the description of the criminal and/or motor vehicle, including license plate, the location, and direction of travel. Call 911 (978-470-3766 if using a cell phone) and provide name, phone number, and location. Then call Public Safety at ext. 4444 and provide the same information.

In the event of an active shooter in your vicinity, quickly determine the best way to protect your own life. Follow the lead of faculty members until the arrival of Public Safety and Andover Police Department.

Remember the ALICE protocol for response options: Alert—Notify others of the threat using your cell phone or other means; Lockdown—If evacuation is not possible, find a place where you can hide and barricade; Inform—Call 911 (978-470-3766 if using a cell phone) and provide as much information as possible regarding the active shooter’s location; Counter—As a last resort, and only if your life is in imminent danger, attempt to disrupt the active shooter by acting aggressively or throwing objects; Evacuate—If there is an accessible escape path, evacuate immediately.

Emergency Lockdown/Shelter-In-Place
LOCKDOWN or SHELTER-IN-PLACE Emergency Alerts may be used in those emergency situations where it is important to get members of the community indoors as quickly as possible for their own safety. In such situations, the community will be notified by universal e-mail, text, voice mail, and/or calls to offices. Once such an alert is issued, people will be asked to remain indoors until an All Clear signal is given to indicate that the threat has passed.

For additional information, see the green emergency response procedures in the Directory or the Emergency Procedures charts posted in classrooms, dormitories, and offices.
Cluster Deans

Abbot Cluster
Theodore Parker
978-749-4557

Flagstaff Cluster
Matthew Hession
978-749-4555

Pine Knoll Cluster
David Gardner
978-749-4551

West Quad North Cluster
Martha Fenton
978-749-4554

West Quad South Cluster
Kathryn Dolan
978-749-4552

Dean of Students
and Residential Life

Jennifer Elliott
978-749-4175

Assistant Dean of Students

Rajesh Mundra
978-749-4177

Emergency Telephone Numbers

Police, Fire, and Ambulance
911

From a Mobile Phone
978-470-3766

PA Public Safety
978-749-4444
(emergency & non-emergency)

Isham Health Center
978-749-4455