

e**SUMMER**
at PHILLIPS ACADEMY

The
**Blue
Book**

Andover Summer
Student Handbook 2023



Phillips Academy
ANDOVER

Dear Students and Families,

Welcome to eSummer at Phillips Academy! We are delighted that you have chosen to become part of our summer community, and we are committed to providing you with an outstanding academic experience.

As members of the Phillips Academy community, we share a set of ethical principles and values that inform how we interact with one another. These guiding principles are featured in the document we call *Core Blue* and include honesty and integrity, respect for self, respect for others, and building a healthy and inclusive community.

The Blue Book serves as a helpful resource for many things related to eSummer. You will find in the pages that follow specific expectations, community standards of behavior, and other useful information. It is important that all members of the community take time to familiarize themselves with *The Blue Book*, and we hope that you will use it as a go-to reference when you have questions.

We, the faculty and staff at Andover, do our best to create an environment in which you can grow and learn. 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 learn, work, and engage with integrity. We encourage you to lead with moral courage, to care for one another and our community with compassion and generosity, and to persevere with grit and optimism.

Sincerely,



Beth Friedman
Director of Outreach & Summer Session

STATEMENT OF PURPOSE

Phillips Academy's Constitution charges the faculty to teach "youth from every quarter" to aspire equally to knowledge and goodness. This obligation challenges students to develop what is finest in themselves and others, for others and themselves. Phillips Academy is committed to nurturing an intentionally diverse, inclusive community that encourages students and adults to respect, inspire, and learn from one another. Guided by the ideal of *non sibi*, leading lives "not for self," the Phillips Academy community promotes a balance of intellectual curiosity, engagement, leadership, and service in the pursuit of excellence: academic, civic, and moral.

STATEMENT OF VALUES

Non Sibi

We strive to embody the ideal of *non sibi* (not for self) with intentional teaching, learning, and engagement guided by a sense of responsibility toward the global community and natural world.

Youth from Every Quarter

We are committed to creating an equitable and inclusive school in which students from diverse backgrounds, cultures, and experiences—including race, ethnicity, nationality, gender, socioeconomic class, sexual orientation, gender identity, religion, and ability—learn and grow together.

Knowledge and Goodness

We challenge students in mind, body, and spirit such that they may pursue the knowledge, develop the skills, and sustain the integrity needed to lead a responsible, fulfilling life.

Nondiscrimination Policy

Phillips Academy admits qualified students of any race, color, national or ethnic origin, sex, gender identity or expression, religion, sexual orientation, disability status, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Phillips Academy does not discriminate on the basis of race, color, national or ethnic origin, sex, gender identity or expression, religion, sexual orientation, disability status, or any other status protected by applicable law, in the administration of its educational, admissions, financial aid, athletic, and other school-administered programs.

THE BLUE BOOK

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.

We outline our community values, standards, and student-centered policies in *The Blue Book*. The Academy updates *The Blue Book* at least annually as part of our continuous effort to ensure the effectiveness and fairness of our policies and practices. If any significant changes are necessary during the academic year, those changes will be communicated to students and their families. Immaterial changes, such as typographical errors, may be changed at any time without announcement.

The Blue Book is not intended to create, nor does it create, a contract or part of a contract in any way, including but not limited to, between the Academy and any parent, family, guardian, or student affiliated with or attending the Academy.

ACADEMIC EXPECTATIONS AND POLICIES

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.

Students are required to engage in the Academy’s educational programming about academic integrity: this may include watching assigned videos, participating in discussions, and completing assessments. If a student is unsure how to apply policies and guidelines to a particular course or assignment, the student should discuss the matter with the instructor.

The director, in consultation with the instructor and/or other relevant administrators, determines if a student has failed to meet the Academy’s expectations of academic integrity as well as the level of the infraction based on their knowledge of the full context in which the infraction occurred. While the director will draw on their experience of similar cases in order to help ensure consistency in applying the levels to each individual case, other interested parties—including parents and guardians—have no role to play in making this determination.

The levels of infraction are as follows:

- **Level 1 infractions: “Failure to follow instructions.”**

These infractions do not invoke a formal disciplinary response. They are recorded on a form maintained by the Andover Summer office.

- **Level 2 infractions: “Failure to adequately cite the work of others.”**

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

- **Level 3 infractions: “Academic dishonesty.”**

These infractions—cases of academic dishonesty—also require that the student meet with the director, who will determine the appropriate level of disciplinary consequences.

A student with a second infraction, at any level and at any point in their time as a student at the Academy, should expect a stronger response. Infractions of any level may also carry an academic penalty (for example, awarding no credit or requiring a redo of an assignment or paper) to be determined by the instructor and director. In addition, other forms of dishonesty, such as submitting a corrupt file or suggesting an assignment has been submitted but being unable to provide evidence of that, may carry an academic penalty and may be referred to the director. Finally, students are expected to be the only person using their credentials to access their email, PANet, and Canvas pages, etc. Others, including parents, may not access these materials.

Workload & Major Assignments

The specific course load of students will vary depending on the course(s) in which they are enrolled. Generally, each student is expected to put in 60 to 120 minutes of academic work each day, which may include video viewing, reading, writing, project work, etc.

Attendance & Absences

Students are expected to meet all academic obligations, completing and submitting assignments based on course deadlines, attending synchronous class meetings, and scheduling and attending weekly 1:1 meetings. A pattern of missed assignments may result in administrative action, which may involve withdrawal from the course.

Academic Reports

Students receive weekly updates to their Learning Trackers from teachers, who may suggest extra help or administrative intervention if needed. At the end of the session, teachers submit narrative reports that are made available to students and families at the program's close.

Class Behavior

All students in all programs are expected to engage with and participate in courses, and should complete all required assignments on time and to the best of their ability. Unsatisfactory behavior in online forums will not be tolerated and could lead to dismissal from the program. Online interactions with peers and teachers must adhere to the same guidelines of appropriateness as in-person interactions and must model respect and integrity at all times.

Expectations for academic integrity are the same for online programs as for Phillips Academy's in-person courses; violations of the academic integrity policy will be dealt with in a similar manner for these programs as in the case of such infractions on campus.

Withdrawal from eSummer

Students who withdraw or are dismissed from the program will not receive final grades and reports.

Grades

All eSummer courses are taken for a mastery rating using an adapted version of Phillip Academy's 0–6 scale. Of note, the use of a mastery-based approach to assessment, coupled with the eSummer program's emphasis on personalized learning, means that students may select the specific learning goals on which they will focus for the summer. Therefore, they may remain at an "Emerging" level or simply not receive ratings at all in the areas they have chosen not to prioritize.

Ratings of “Emerging” should not mistakenly be conflated with failure; these simply indicate that a student is beginning their journey toward mastery and is in need of more intensive practice and support.

0	1	2	3	4	5	6
<i>Emerging</i>			<i>Progressing Toward Mastery</i>		<i>Demonstrating Mastery</i>	<i>Extending Mastery</i>
Students rarely meet the standard, or demonstrate mastery of just a few of the standard’s component parts.			Students may meet the standard occasionally, but not with reliability.		Students can consistently meet the standard.	Students not only meet the standard consistently, they go above and beyond.

Transcripts and Credit

Transcripts—which include students’ ratings and teacher comments—are available to students and families online through the Parent Portal approximately two weeks after the end of the program. Transcripts can also be requested by emailing the Summer programs office with a formal request, along with written permission to share information directly with a student’s home institution. **Credit for courses taken at Andover during the summer will be determined by the student’s home institution.**

ACTIONS FACULTY MAY TAKE TO SUPPORT STUDENTS

The eSummer curriculum is highly self-directed and dependent upon each student’s stated goals. Therefore, academic performance is monitored from the very beginning of the program through the creation of a Personalized Learning Plan and subsequent weekly Learning Trackers. Initially, instructors will respond to poor performance with individual help strategies, suggested through the weekly 1:1 meetings and documented in the weekly Learning Trackers. If the student does not make use of those strategies, the instructor will notify the administrators, who will contact the student and their family to address the academic issues. There are a number of possible responses to poor academic performance; they are all intended to help the student make full use of the Academy’s supportive resources and to teach the student self-reliant study habits. Should the student refuse to become academically engaged in the program, one or more of the formal disciplinary actions outlined in this handbook may be undertaken.

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

Academic Warning

Academic Warning signifies that a student has been performing substantially below expectations and, unless there is significant improvement, the student may be advised or required to withdraw.

Advise/Require to Withdraw

If it is determined that a student is unable to meet the academic demands of the program, the student may be **advised** to withdraw. In some instances, the student may be **required** to withdraw unless substantial improvement is made.

COMMUNITY EXPECTATIONS & POLICIES

As an inclusive learning community, our community standards and behavioral expectations serve to inspire positive and healthy participation in all areas of school life, cultivate a sense of belonging, and encourage every community member to uphold our school's ethical values. Whether you are a virtual student or taking part in an on-campus program, you are a member of our community, and there are opportunities to cooperate, to collaborate and to form lasting friendships with peers, faculty, and staff. Because we are a diverse school composed of people with a wide range of identities, interests, and traditions, respect for others is paramount to the integrity and fabric of our lives here. We seek to develop cultural competency for all community members to cultivate an inclusive learning community.

At its core, Andover is committed to these fundamental ethical values for the entire community.

GUIDING VALUES

Act with Honesty and Integrity

- Communicate honestly and respectfully
- Expect and accept mistakes from yourself and others
- Take responsibility for your decisions and actions
- Live our community values even when no one is looking

Respect Yourself

- Pay attention to your physical, mental, social, emotional, and spiritual needs
- Maintain a healthy balance of commitments and self-care
- Accept intellectual challenge as a catalyst for growth
- Learn to recognize your emotions and seek support

Respect Others

- Listen with your full attention, speak with care, honor boundaries
- Recognize different viewpoints and experiences can co-exist
- Choose words and actions that honor individuals' identities and uphold their dignity
- Seek feedback to gauge how your intent and impact align

Build a Healthy and Inclusive Community

- Cultivate relationships with a diverse group of people
- Use devices and social media with care
- Engage adults if you witness behavior or hear language that is hurtful or offensive

The Blue Book contains rules and guidelines designed to uphold these ethical values and community standards for students. Similarly, faculty, staff, and administrators are guided by these ethical values and expectations as set forth in the handbooks and policies that apply to the adult community.

RESPONSES TO STUDENT BEHAVIORS

Our community standards and expectations serve to inspire positive and healthy participation in all areas of the school, cultivate an inclusive and just community, and encourage every member of our community to live our values. Students are asked to account for their decisions and consider how they might learn from experience, make amends, and re-establish trust. Families are asked to support their child, but they do not have any formal role in our response process. Students are expected to abide by all community standards and expectations, despite being located off campus, while the program is in session.

This year marks a significant transition to a new system for responding to student conduct. You will notice that we have moved away from the language of “discipline” in favor of “growth and accountability” to better reflect the goals of our practices. We no longer talk about “major offenses” and instead focus on “community standards” of behavior. Perhaps most importantly, we are building in greater support to help students become more self-aware, access the resources they need, and learn from their experiences. This new system for responding to student behaviors intends to promote student learning, cultivate relationships, foster resilience, and strengthen community.

Three Levels of Community Standards Violations

Our responses to student behavior recognize that students are still learning to use their best judgment and will make mistakes. We believe that students can learn to make better decisions for themselves and for the community. We believe in a fair and consistent response process. Along these lines, we have created a three-tiered process to respond to student behaviors.

When it comes to the attention of the program's leadership that a student's behavior may have violated a community standard, a faculty member or administrator will speak with the student about the behavior and gather relevant information. Once the program's leaders have an understanding of the situation,

they will determine whether the conduct constitutes a Level 1, Level 2, or Level 3 violation.

Once the program's leaders determine the level, the process will follow as described below.

Level 1 Determination: Level 1 violations are considered minor violations (based on the impact, the harm caused, or the severity of the behavior) and will be addressed by a faculty member.

Level 2 Determination: Level 2 violations are considered major violations (based on the impact, the harm caused, or the severity of the behavior) and will result in a meeting with the Director and the collaborative creation of a Growth and Accountability Plan.

Level 3 Determination: Level 3 violations are considered our most serious violations (based on the impact, the harm caused, or the severity of the behavior) and will result in a meeting with the Director, the outcome of which might be the collaborative creation of a Growth and Accountability Plan or Dismissal.

Examples of Behavior by Level

Examples of Level 1 Community Standards Violations include, but are not limited to, the following:

- Not meeting Community Expectations
 - Certain instances of disrespectful or otherwise inappropriate behavior toward a peer (e.g., isolated meanness, gossip, teasing, inconsiderate and thoughtless behaviors, isolated dishonesty, etc.)

Examples of Level 2 Community Standards Violations include, but are not limited to, the following:

- Community
 - Actions threatening or posing a risk to the health, safety, or well-being of self or other persons.
 - Words, images, actions, or other conduct that attack, disparage, or demean an individual or group based on identity.
 - Malicious, threatening, or defamatory remarks of any kind.

- o Violation of privacy (including the use of any recording or imaging technologies).
- o Some instances of sexual misconduct, harassment, discrimination, hazing, bullying, or retaliation.
- o Participating in a secret society or other exclusive entity.
- o Remaining in the presence of others who are violating Level 2 or 3 community standards
- o Theft of goods or services; misuse of electronic communication devices, credit/debit cards, or ID cards.
- Dishonesty
 - o Misleading or untruthful communication, lying; deceit within the academic program (e.g. cheating, plagiarizing, misuse of sources, dual submission of academic work, facilitating cheating); fraud of any kind.
 - o Misleading or untruthful communication lying; deceit during any school investigation.
 - o Purchasing, possession, or use of false identification; facilitating the production or distribution of false identifications.
- Technology
 - o Inappropriate use of the school's network and/or telecommunications equipment; 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 and accounts.
 - o Downloading, distributing, or sharing sexually explicit material.
 - o Recording and/or sharing of any part of any online and remote learning program without authorization or permission of the faculty member and peers.
- Other
 - o Gambling.
 - o Repeated community standards violations that clearly indicate an unwillingness or inability to live within school behavioral guidelines.
 - o Failure to participate in the school's response process regarding a possible community standards violation or the process following a conference.

Examples of Level 3 Community Standards Violations include , but are not limited to, the following:

- Egregious drug, alcohol, tobacco, and nicotine violations
 - Selling, providing, or distributing drugs, alcohol, tobacco, or nicotine
- Egregious Academic Dishonesty (as determined by the director), which might include buying or selling academic work
- Any situation involving harm to another person
 - Words, images, actions, or other conduct that attack, disparage, or demean an individual or group based on identity
 - Sexual misconduct
 - Bullying
 - Hazing
 - Harassment/Discrimination
 - Retaliation
- Incidents involving any other egregious violations of Community Standards, including but not limited to:
 - Prolonged, extensive, or otherwise alarming dishonesty
 - Major theft or destruction of property
 - Egregious or repeated disrespectful behavior
 - Egregious or repeated malicious, threatening, or defamatory language

DISCIPLINARY RESPONSES TO RULE VIOLATIONS

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 Level 2 or 3 violations, parents/guardians 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 or administration will investigate the event. When appropriate, parents/guardians are also notified.

Once it is determined that a rule violation has occurred, administrators will investigate the violation and determine the appropriate response. Dishonesty by a student during a disciplinary investigation will lead to a recommendation for an immediate dismissal. **Any student who is dismissed, regardless of when that dismissal occurs during the summer program, will not receive grades or reports from instructors.**

Censure

Censure is given by administrators to a student who has shown very poor judgment, particularly in connection with a major rule, or whose behavior warrants the immediate attention of the student's parent/guardian. A letter or email is sent home to the student's parent/guardian.

Probation

Probation is given by administrators to a student who has broken a major rule or whose behavior has raised the question of whether he or she should continue to be part of eSummer. A telephone call is made to the parent/guardian, and a letter or email is sent home. Any additional rule violation may result in dismissal.

Dismissal

A decision for dismissal is made by the director in consultation with other administrators and relevant faculty when a student's behavior has made it impossible to allow him or her to continue in the eSummer program. **Failing grades are not a reason for dismissal; however, an egregious pattern of unacceptable behavior could lead to a requirement to withdraw.** A telephone call is made to the parent/guardian in cases of dismissal.

COMMUNICATION RESOURCES

Students are responsible for retrieving and responding to all official notices sent to them via email and text, as well as those housed in the Academy's internal portals

and learning management system. All students MUST check their Canvas course and Andover email AT LEAST ONCE A DAY for messages.

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, email, telephone equipment, WPAA radio station, and voicemail. 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.

Students are provided with email accounts and internet access.

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 email, voicemail, or other information created or maintained in the system (even when marked "personal" or "confidential") are private, confidential, or secure.

Legal and 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."

Making public remarks that defame or disparage the Academy's students or that recklessly disregard or distort 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 email or broadcast voicemail without prior permission from the director.

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.

Cellular devices should always be turned off during classes.

Copyright and 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 on school accounts or equipment, including, but not limited to, 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 and Sanctions](#).

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 voicemail 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 voicemail security codes is required.

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

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

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 email, 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 email, 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 email 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 and 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).

CONTACT

Summer Programs Main Office

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Monday through Friday

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andover.edu/summer

The rules and procedures set forth in this *Blue Book* are of general applicability and are intended to be followed in normal situations. There are, however, situations from time to time that require immediate, nonstandard responses, and the Academy reserves the right to enforce rules and take actions in the manner it deems to be in the best interest of the school, its faculty, and its students. Therefore, the rules and procedures set forth in this handbook do not limit the authority of the Academy to alter its rules and procedures to suit changed circumstances. Students should, at all times, be familiar with the Academy's general expectations and the general procedures that will be followed in the event of any deviations from those expectations.

Those who show an unwillingness to conform to the rules and spirit of eSummer, accumulate a record of lesser offenses that have resulted in numerous appearances before the deans, or neglect their work, commit plagiarism, or jeopardize the welfare of others will be required to withdraw or be placed on probation. Failure to meet the requirements of probation will result in dismissal.