**Essential Elements of Family Partnership**

At Andover, we believe that a positive and constructive partnership with families is essential to supporting the growth and development of each student in our learning community. Andover may find it necessary to unenroll a student if Andover determines that the actions of the student’s family make such a positive and constructive relationship impossible or seriously interfere with Andover’s accomplishment of its educational purposes for all students.

***Shared Goals***

Our shared goal is that our students graduate from Andover as healthy, independent, engaged, and empathic individuals. Our partnership must be grounded in a collective commitment to the well-being of our students, mutual respect, regular communication, and goodwill. We know that our students thrive when they receive consistent, caring, and positive support from the adults in their lives.

***Shared Commitment to Community Values***

Andover is a diverse and inclusive community of “youth from every quarter” whose *non sibi* (not for self) motto requires community members to honor and respect the identities, needs, and values of others. We are a learning community founded on the belief that “good- ness without knowledge is weak and feeble; yet knowledge without goodness is dangerous; and that both united form the noblest character and lay the surest foundation of usefulness to [hu]mankind.” We expect families to support the school’s commitment to be a diverse and inclusive learning community.

We also expect families to understand and support Andover’s values and community standards and to respect the Academy’s responsibility to do what is best for the entire community, while recognizing the needs of individual students.

***Student-Centered Approach***

Andover faculty, staff, and administrators, who are taking care of your children while they are here, prioritize building relationships with students first. For this reason, these Andover adults will often communicate with students before reaching out to families and will encourage shared conversations with students and families. We ask that families support and respect this prioritization. And rest assured that faculty will reach out and include families if or when concerns rise to a level that warrants more direct communication.

***Mutual Goals and Respect***

Andover’s highest priority is the well-being and development of our students. We under- stand that our students, as adolescents, will experience triumphs, challenges, hiccups, failures, delights, disappointments, losses, and successes during their time at Andover. To promote their growth, independence, and resilience, our responsibility is not to eliminate problems or manufacture successes, but rather endeavor to equip them with the necessary skills and mindsets to address their challenges and pursue their goals. We must, together, as adults in their lives, steadily stand by—offering freedom and space for growth (and even struggle), clear guidelines, regular feedback and support, and consistent care.

We understand that families have tremendous insight into and a deep understanding of their child. This valuable perspective often serves to inform the ways that Andover supports students. Andover adults have deep experience and expertise about our program, our policies, and adolescent development and needs. Together, in a supportive working relation- ship in which all adults respect and value each other’s varied perspectives, we can achieve the best possible outcomes for our students. As members of a larger community with a commitment to *non sibi*, we ask all of us to understand that Andover will strive to make the decisions that are best for our entire community.

***Good Communication***

While Andover adults dedicate the bulk of their efforts to the students in their care, they adopt a multipronged approach to communicating with families. Andover conveys personalized messages from Core Team members to offer updates and share concerns when they arise, regular community updates on school life and events, and progress reports from instructors on a cadenced schedule throughout the year. In all communications, Andover

adults make every effort to be honest, caring, fair, and helpful. Andover adults seek to listen well to students and their families, and we ask that families share necessary information and insight so that we may care for your children.

The student’s point person is the primary liaison with each family. Together, the point person and families will seek ways to celebrate student progress, growth, and learning. If a family needs support beyond their student’s point person, we ask that the family reach out to the student’s cluster dean.

***Support Networks***

We know that our students develop best when they are seen, known, and valued. Teachers, coaches, deans, and advisors work to foster a nurturing, inclusive, and respectful living and learning environment, providing every student with the resources and support they need to flourish. Every student has a Core Team and full team of adults ready to support them. The Core Team includes a student’s point person (primary house counselor for boarding students, day student advisor for day students), advisor (for boarding students), and cluster dean. The full team comprises a student’s Core Team, instructors, coach and/or activity supervisor. If and when a full-team meeting is convened, members of the Sykes Wellness Center team, Academic Skills Center, and College Counseling Office join the gathering.

***Clear Expectations and Processes***

We set and communicate clear individual and community standards and expectations to serve as guardrails so students can make safe and healthy choices. When our students’ behavior does not meet these expectations, our responses are designed to promote learning, ensure safety, and offer support.