STUDENT HANDBOOK
2026-2027

PROCTOR

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Main Office: (603) 735-6000
Fax: (603) 735-6300

Office Hours:
Monday-Friday 8:00 AM - 4:00 PM

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

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Faculty / Staff Email:

Most Proctor emails follow the pattern Last Name followed by first two letters of First Name. Faculty/Staff emails can be found in the Faculty/Staff directory online.

Who to Call

When you must contact your student in urgency:
Step 1: Call the Student
Step 2: Call the Student's Advisor
Step 3: Call the Administrator on Duty: 603-491-9282
Step 4: Health Center: 603-735-6737

Daytime and Saturdays with Classes:
Main School Number: 603-735-6000
Administrative Cell Phone: 603-491-9282

Weekends and Evenings:
Health Center Cell Phone: 603-344-0915

Questions regarding your student should be directed to the student's advisor.

Advisor: _____ Phone: _____

If they cannot be reached, contact Drew Donaldson, Dean of Students Ext. 6646; Cell: 603-340-0599.

To contact the following from an outside phone, dial 603-735-++++ with the four digit extension listed below:

Dean of Teaching and Learning's Office, Derek Nussbaum Wagler....6645
Athletic Office, Gregor Makechnie....6671
Global Art Classroom, Rosanna Eubank....6683
Family Weekends, Debbie Krebs....6721
Financial Aid, Tim Healy....6661
Information Services Helpdesk....6750
International Student Advisor, Zhen Lei....6817
Dean of Students Office, Drew Donaldson....6646
Mountain Classroom, Kayden Will....6768
Ocean Classroom, Morgan Salathe....6681
Proctor en Segovia, Karine Dumont....6775
Proctor in Costa Rica, Melanie Maness and Lindsay Brown....6624
Security....6813
Student Activities....6683
Student Billing, Cheryl Nestler....6695
Dean of Community Life, Megan Hardie....6742
Student Transportation, Ricardo Culler....6615
The Bookstore (shipping)....6692
Transcripts, Christine Piquette....6640
Wilderness Orientation, Kayden Will....6768

A Note from the Head of School

At Proctor, we live and learn together in an authentic community, showing up with honesty, vulnerability, and support. This kind of community did not happen by accident. It was built thoughtfully, over decades, by educators who believed in the potential of young people, the power of learning by doing, and the importance of cultivating meaningful relationships. We recommit to this community every day through ordinary interactions that signal to each community member that we believe in their abilities and that they belong.

The responsibility rests with all of us to steward Proctor through our own energy and actions. Proctor encourages students to follow their curiosity, take meaningful risks, and attempt things they did not believe possible. At the same time, we expect every member of our community to live within shared boundaries grounded in compassion, honesty, respect, and responsibility. This handbook describes both the opportunities placed before our students, and the community agreements by which the Proctor Academy experience is made possible.

The 2026-2027 handbook contains meaningful revisions that add some community expectations, clarify others, and increase the support available to students and families. Please read it carefully, whether you are a new student, a parent or guardian, or a returning member of the community. Five changes deserve particular attention:

1. Under our new Mobile Phone Policy, an electronic solution will limit phone access during the academic day while students retain access to essential functions. Please read that policy closely, along with communications that will follow, as our approach will likely evolve throughout the year as we pilot this new approach.
2. Dormitory visitation expanded over the course of last year, and this handbook reflects that shift. We extend this trust deliberately, and the expectations that accompany it are unchanged: students must obtain visitation permission face to face from the adult on duty, visitors must sign in through Orah, and dorm teams may restrict or close visitation at any time. Consequences for visiting without permission apply to both host and guest.
3. We have restructured our Community Conduct Expectations and Disciplinary Process sections to provide greater consistency, clarity, transparency, and accountability.
4. Proctor is piloting iDECIDE, an evidence-based substance use education curriculum, with a companion program for parents and guardians called iCARE.
5. We have described our Wellness Leave process more completely, including who is involved in the decision and what returning to campus requires.

My first year was about learning what makes the Proctor community and culture unlike any other independent school; this year is about working alongside you to ensure it continues to thrive. Together, we will navigate the ups and downs that inevitably accompany life alongside adolescents, grow stronger, and bring out the best in each other. Thank you for your partnership.

Amy Bonnefond Smucker
Head of School

PROCTOR

Proctor's Mission

Motto: "Live to Learn, Learn to Live."

Taking inspiration from our motto, Proctor Academy creates a diverse learning and living community: one that values the individual and recognizes the potential of each member to stretch beyond what had been thought possible.

Balancing academic rigor, structure, and support with the freedom for students to explore, create, and define themselves, Proctor encourages students to achieve their optimal growth. A deep commitment to a learning skills program and a strong emphasis on experiential learning are interwoven throughout Proctor's academic, athletic, artistic, and environmentally conscious programs both on and off campus.

Proctor students graduate understanding the values of honesty, compassion, respect, and responsibility, proceeding with confidence and with strategies to become life-long learners and thoughtful contributors to their communities.

Profile of a Proctor Graduate

Proctor graduates are collaborative, ethical individuals, ready to contribute productively to their communities. Our diverse programs and experiential approach to education develop creative, resilient, and knowledgeable problem solvers who take responsibility for their own learning.

Core Values

Proctor's Core Values of honesty, compassion, respect, and responsibility are the foundation of our community. It is around these values that our expectations and standards are framed in an effort to actively build the type of community we believe best supports student learning and development.

Proctor's Equity and Belonging Mission Statement

Proctor nurtures students to become positive change agents by intentionally designing programs and systems that unlock opportunities for individuals to understand and expand their identities within an interculturally competent and caring community. Further, Proctor cultivates and commits resources to ensure greater access and belonging to the Proctor experience for those farthest from opportunity.

Vision: We envision a caring & connected community where all students and adults feel a sense of belonging.

Proctor's Environmental Mission

Proctor Academy's Environmental Mission is to teach and practice sustainability throughout our school community. Sustainability is defined as "meeting present needs without compromising our ability to meet future needs."

We strive to reach this goal by:

- Attaining and sustaining a carbon-neutral footprint on campus.
- Providing systems and services that encourage behavior, innovations, and technology that reduce our resource consumption.
- Purchasing goods and services that are ecologically responsible.
- Increasing organic, local, and healthy food choices each year.
- Empowering members of the community to be active stewards for an equitable and ecologically healthy earth.
- Exploring the social, ecological and economic problems that confront us all, as well as the means to address those challenges in both our campus and in our personal lives each day.

Community Life at Proctor

The School Family Relationship

Proctor Academy values the strong relationships our students have with their families and seeks to partner with parents and guardians to create a network of support around each student. Indeed, we believe that a positive relationship between the School and a student's parents, guardians, and other family members is essential to the fulfillment of the School's mission. As part of this collaboration, we expect that families uphold the values of the School and abide by community expectations including:

- understanding and respecting the role of the advisor as the primary contact between the family and the School;
- supporting The Foundational Goals and Expectations for Students outlined below (self-advocacy, self-management, self-awareness, positive relationship skills, and healthy decision-making);
- empowering students to take responsibility for their own education, experiences, and mistakes;
- treating all School personnel with respect.

At all times, the School may dismiss a student whose parent, guardian, family member, or other adult involved with the student fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The school may refuse re-enrollment of a student if the School believes the actions of a parent, guardian, or other individual associated with a student, on or off the School's property, seriously undermine a positive, constructive relationship, or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

Multiple Households

In order for the School to communicate most effectively with parents and support each student, teachers and administrators need to be aware of students who spend time in multiple households. Additionally, information regarding who the primary caregiver is should be communicated to the School, in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips, or other issues, the School should be informed.

The school expects separated or divorced parents to cooperate and partner with the school with respect to their child's education. For this reason, the School will not get involved in parental disputes or custody issues.

These situations can be stressful for parents and confusing for students, and assistance minimizing the School's phone calls for clarification is very important. Unless otherwise specified, each parent for whom the School has current contact information and an executed enrollment contract will receive a copy of the student's report card, as well as other informational mailings and electronic communications during the year. Further, each parent is granted access to the student, teachers, and administrators and may attend school functions, subject to the School's ordinary right to restrict access to school grounds.

Grievance Policy

Students and families will be given the opportunity through established steps and procedures to resolve grievances—such as issues relating to bullying, employee misconduct, payment of tuition, or the use of child restraint practices—which they believe adversely affect them.

The grievance procedure will be initiated only after all normal procedures have been exhausted. This includes discussion between the aggrieved party and the appropriate teacher(s) and/or administrator(s).

Grievance Procedures

1. The aggrieved party should discuss their grievance with the appropriate individuals. If the aggrieved party is a student, the student's family will be notified and welcomed to participate in the discussion.
2. If an appropriate resolution is not found, the aggrieved party may submit a written complaint to the Head of School within five days of the discussion. Within five days of notification of the grievance, the Head of School will notify the aggrieved party in writing of the decision regarding the disposition of the grievance after careful investigation of the grievance.
3. If a satisfactory solution is not reached, the aggrieved party may submit a written report of the complaint to the Department of Education within five days of notification of decision.

Foundational Goals and Expectations for Students

During adolescence, it is crucial for students to cultivate essential skills that will serve them well throughout their lives. We prioritize the development of these skills and competencies to ensure students thrive in boarding school, college, and beyond. Recognizing that all students will fall along a developmental continuum, Proctor expects students to meet basic skills and make progress toward developing the following competencies. In some cases, a student may be asked to leave the School if it is determined by those who work most closely with them that adequate progress is not being made within the program Proctor offers. In such cases, it is important to remember that this is not a failure on the part of the student, but rather is a reflection of incongruence between the School's program and the student's needs.

Self-Advocacy and Self-Management

Students will:

- manage their sleep schedule and wake themselves up on time;
- attend required obligations;
- complete tasks within designated deadlines;
- act in accordance with community expectations;
- practice basic self-care;
- demonstrate self control.

Self-Awareness and Positive Relationship Skills

Students will:

- respectfully share living spaces with peers;
- actively work to respect and engage with all members of the community;
- communicate respectfully and effectively;
- interact honestly, respectfully, and compassionately with others.

Healthy Decision-Making

Students will:

- utilize academic and health resources provided by the School as needed;
- embrace and embody Proctor's core values of respect, responsibility, honesty, and compassion in their daily lives;
- abide by the community expectations set forth in this handbook.

The Student Support Network

Relationships are at the heart of Proctor's educational model. Knowing that it is within a strong network that a student can develop the fundamental competencies above, our aim is to foster an environment where genuine, significant connections with adults are formed. A student's primary relationship is with their advisor; additionally, their team includes their Class Dean, dorm parent, teachers and coaches. Students also may find support from the Dean of Students, members of the Office of Equity and Belonging, Student Life Coordinator, members of the Health Center staff, Mental Health Counselors, Athletic Trainers, College Counselors, the International Student Advisor, and many other faculty and staff.

Advisors
Advisors play a crucial role in guiding students throughout their time at Proctor, and are responsible for connecting students, teachers, and families. They serve as the initial point of contact for parents/guardians when any questions or concerns arise. Regular interactions, both formal and informal, occur between students and their advisors throughout the week, fostering trust and open communication. Advisors seek to build supportive relationships in which students feel comfortable discussing their aspirations and challenges. Additionally, advisors:

- offer guidance on school policies and procedures;
- direct students towards opportunities for personal growth and enrichment, both on campus and within the wider community;
- assist students in crafting their academic paths and selecting courses.

Like any relationship, the best advisor-student relationship develops when both parties contribute to its success. Students should understand their responsibilities, proactively communicate with their advisor when they are feeling stressed, challenged, confused, or in need of support, and should continually work to balance others' perspectives into their own perception of life at Proctor. Similarly, parents/guardians should communicate openly, ask questions, trust their student's advisor to follow through, and grant their student more independence in handling life at Proctor than may come naturally. In turn, advisors strive to communicate often and openly, reinforce Proctor's values, and elevate the student's voice in the decision-making process for all things Proctor-related.

Class Dean
Each class has a designated Dean who helps members of the class explore opportunities for growth, initiates discussions about community expectations and values, and helps create class cohesiveness.

Class of 2027 - Kyle Connolly/Megan Hardie
Class of 2028 - Ellie Sperry
Class of 2029 - Ben Bartoldus
Class of 2030 - Megan Hardie/Kyle Connolly

Email, Web Updates, Announcements

Key updates, announcements, and vital information are disseminated to the community via these primary channels:

- Weekly parent email delivered to parent and employee emails;
- Email through student, staff, and faculty @proctoracademy.org email addresses (last name, first two letters first name; example Jane Doe = doeja@proctoracademy.org) ;
- Google Chat for internal communications among students and professional community;
- assembly;
- Canvas - Homework assignments, curriculum resources, and class announcements;
- Veracross Student and Parent Portals – class schedules, end of term and midterm grades and comments, and access to Magnus Health records and other resources.

Students are expected to monitor their email and Google Chat communications, as they may contain time-sensitive announcements and pertinent information, including revisions to this Handbook's policies. Email and Google Chat should be used to share information, not to conduct conversations. Please refrain from using "reply all" to carry on discussions that don't concern the entire recipient list. Please note, text messages via cell phones or personal devices are not an appropriate form of communication between students and faculty/staff.

Daily Schedule

Proctor's daily schedule changes frequently to account for special events. Students and families should always be attentive to the online calendar and schedule; however, below is a general daily schedule for students in the fall and spring terms:

- 8:15 AM - 3:10 PM | Academic Classes
- 3:30 PM-5:15 PM | Afternoon Program/Athletics
- 5:15-6:30 PM | Dinner
- 6:30-7:30 PM | Free Time and Extra Help Sessions with Teachers
- 7:30-9:30 PM | Study Hall (Day Students must be off campus or in Lovejoy Library)
- 9:30 PM | All Boarding Students in Dorms, all Day Students off campus
- 10:30 PM | In-Room Time for all Boarding Students

Wednesdays and Saturdays have modified academic/afternoon schedules that include shortened academic schedules. Wednesday classes are complete by 12:30 PM to allow for athletic competitions and Saturday academic classes are complete by 11:10 AM to allow for athletic competitions. Additionally, Proctor's winter academic schedule is modified to allow for on-snow sports to optimize time on snow with limited winter daylight. All academic and athletic schedules can be found on Parent/Student/Faculty portals accessed through Proctor's website.

Assembly

The Proctor community gathers for an all-school assembly three times per week, with some Thursdays throughout the year reserved for club time. In this, our largest classroom, we hear from community speakers, share announcements, and reflect on joys and concerns. Attendance is required and students sit with their advisory groups. Assembly is a phone/device and headphone-free space.

Afternoon Activities and Athletics

Athletic Mission Statement

Proctor's athletic program encourages participants to practice the School's core values by demonstrating sportsmanship while striving to attain competitive excellence. Varied offerings provide growth-promoting experiences, preparing participants for success as they develop competencies through collaboration with others to achieve personal and group goals. Proctor promotes athletic achievement commensurate and in balance with the success of all of the School's programs.

We believe:

- Although winning is an implicit goal, it is not the sole factor of success. Rather, success in athletics should be measured by the extent to which athletic teams develop and manifest the values core to the community: honesty, compassion, respect, and responsibility.
- Athletic participation promotes wellness by teaching healthy physical and mental habits that benefit participants throughout life.
- Good coaches are teachers who, in addition to possessing sport specific technical and tactical skills, are mentors who structure athletic participation to teach lessons that transcend the boundaries of the playing field or court, and who promote character development.
- When athletes and coaches dedicate themselves to continual learning and ethical awareness, and embrace the life lessons afforded by sport, athletic success contributes positively to school culture.
- Through competition and team membership, athletes develop appreciation for the value of hard work and cooperation.

Afternoon Activity Mission Statement

Proctor's extensive afternoon activity program affords participants opportunities to explore and develop skills and competencies. Daily practice and engagement instill an appreciation for the commitment required to produce work of superior quality.

We believe:

- Working collaboratively with peers and activity mentors, students enhance interpersonal skills and leadership abilities with a focus on the School's core values and a sense of community pride.
- Participation promotes wellness by teaching healthy physical and mental habits that benefit participants throughout life.
- Contribution to the Proctor community is manifested through exhibitions, performances and service.
- Proctor's commitment to creativity, original thinking, personal expression and art-making is reflected in its afternoon program.

Afternoon Activity Requirement

All students are expected to participate in an afternoon activity or sport each trimester. Students may choose from a wide array of offerings: performance activities, active activities, and community service activities. Ninth and tenth grade students are required to participate in at least two performance activities (one in the fall term) and one active activity during the School year. Eleventh and twelfth grade students are required to participate in at least one performance activity and one active activity during the School year. Team sports simultaneously satisfy performance and active activity requirements.

Students sign up for afternoon programs either upon enrollment or late in the spring term of the preceding academic year. While every effort is made to accommodate a student's first choice, some offerings have limited enrollments and are dependent upon proper staffing.

Name, Image, and Likeness

A student-athlete may profit off the use of the student-athlete's own name, image, and likeness ("NIL"), and may be represented by an attorney or sports agent in connection with NIL activities, subject to compliance with this policy and any applicable laws. NIL activities should not interfere with a student-athlete's academic performance or commitment to the School's principles of good sportsmanship.

Student-athletes must disclose all details of NIL activities to the School before the activity occurs, and must provide copies of any endorsement, employment, and representation agreements to the School. Student-athletes are prohibited from entering into any agreement that conflicts with an agreement to which the School is a party.

Student-athletes are prohibited from using or making any reference to the School's logo, insignia, or other identifying marks; or any school event, game, or championship when engaging in any NIL activity. Student-athletes may not endorse or promote any third party entities, goods, or services during school team activities. Student-athletes may not be compensated in any way based on how they perform athletically at the School.

Permissible NIL activities include commercial endorsements, sponsored social media posts, providing private lessons (and using NIL to promote those lessons), and advertisements for products or services. Student-athletes are prohibited from engaging in any NIL activities involving the following categories of products and services:

- Adult entertainment products and services;
- Alcohol, tobacco, and nicotine products;
- Cannabis products;
- Controlled dangerous substances;
- Prescription pharmaceuticals;
- Gambling, including sports betting, the lottery, and betting in connection with video games, on-line games, and mobile devices;
- Weapons, firearms, and ammunition.

International student-athletes are advised to consult with the International Student Coordinator prior to entering any NIL agreements to address any potential effect on student visa status.

Club Sports
Proctor values the role club sports play in an athlete's development and preparation for college or professional athletic pursuits. Proctor also values every student's contributions and engagement in the School community. Therefore, students who engage in club sports outside of Proctor's offerings may miss no more than four weekends per term for practices and competitions. Club sports may not replace participation in Proctor's afternoon program, and club sport participation during the same season a given sport is offered by Proctor is prohibited.

Independent Athletic Offerings
Students may apply to take part in an "independent" athletic activity for one term each year to participate in an athletic activity not currently offered at Proctor. New students are not eligible in the fall term of their first year. Independents may be awarded to juniors for one term to participate in a sport that Proctor offers and in which the student plans to compete at the college or national level. To be considered for this option, the student must actively participate with Proctor's team during the season in which the sport is offered.

Independents are not granted for students to physically condition and train for an upcoming season in a sport. Independents do not meet the performance sport requirement. They should be the equivalent in time as participation in an afternoon activity – minimally 10 hours per week. All expenses of the project, including transportation, are the sole responsibility of the applicant and their family. Faculty members may not receive remuneration for serving as a student's independent sponsor. Boarding students may not use personal vehicles for purposes of transportation to independent activities. To apply for an independent, the student must complete an application form, state the reason and goals of the independent, the time involved, including practice and competition schedule. The student must obtain the approval of their advisor, parent(s), and a faculty sponsor of the project. The faculty sponsor is responsible for supervising the student. (This commitment will vary due to the nature of the activity.) When the student obtains all of the signatures, the application is submitted to the Director of Athletics for consideration and approval or denial. This process should be completed prior to the beginning of the term requested.

Evening Study Hall
Evening study hall provides structured time (7:30 PM - 9:30 PM Sunday through Thursday; 8:30 PM - 9:30 PM on Fridays) for students to study and complete assignments. Dorm parents ensure a quiet, focused atmosphere during study hall. Boarding students must be in their dorms by 7:25 PM prepared to study.

Students typically study in their rooms under dorm parent supervision or may choose the Lovejoy Library, where sign-up is required before 7:00 PM. Late arrivals or early departures from study hall require a faculty-signed note, and students must remain in the library until 9:30 PM.

Many day students choose to remain on campus following their last commitment to study in the Lovejoy Library or attend extra help sessions between 7:30 PM - 9:30 PM, which Proctor encourages. Day students must follow academic study hall guidelines should they choose to remain on campus. Day students may not be in dorms or school buildings, other than Lovejoy Library past 7:30 PM unless they are at an extra-help session with a teacher and must depart campus by 9:30 PM.

Students can attend teacher-led extra help sessions by notifying the dorm parent beforehand and presenting a signed note upon their return. Group study is permitted before study hall or in approved areas with dorm parent approval. Electronic devices are allowed for academic use only; misuse may result in confiscation for the remainder of study hall.

Dish Duty
Emblematic of Proctor's community ethic, each student will participate in dish duty with their advisory each trimester. Students must find a substitute if other commitments, such as a field trip or away game, conflict with their dish duty. Students may leave class/sports early to get to the dining hall at the start of the serving time. Dish Crew members are expected to stay to finish the job before leaving for class or evening activities. Day Students are also expected to work dish duty with their advisory.

Attendance and School Commitments

Students have a responsibility to meet all academic and extracurricular commitments. The school has adopted the following attendance system to formalize and clarify the expectations of students regarding unexcused absences. Faculty are required to submit absences or tardies by the end of each day. Students must attend all classes to be eligible for same-day participation in sports or activities; absences due to illness or skipping will result in exclusion from these programs.

In the event that a student receives an unexcused absence in error, they have 24 hours to clear the absence with the Student Life Office.

The response for repeated attendance issues or concerns is an escalating scale of consequences that could signal the student is not able to thrive at Proctor.

Tardy (1-15 minutes late)
Absence (Unexcused absence from class or more than 15 minutes late).
(3 Tardies = 1 absence)
Missing Dish Duty, Afternoon Activity, and Assembly will be considered 1 Absence.

Escalating Attendance Policy
2 Absences
- Official Note will be sent to student, advisor, and parents/guardians.

4 Absences = **Attendance Warning**
- Official Note will be sent to student, advisor, class dean, and parents/guardians.
- Sunday Morning Restriction

6 Absences = **Attendance Violation 1**
Sunday Morning Restriction
- Official Note will be sent to student, advisor, class dean, and parents/guardians and there will be continued processing with the Dean of Students and advisor. When a pattern emerges, like a student repeatedly missing the same class or practice, the relevant coach or teacher may be brought into the process.
- At this level additional consequences can be added at the discretion of the Dean of Students and the student's advisor such as, but not limited to, work hours, dormitory restriction, and possible removal from afternoon programming with support from the coach or program leader.

8 Absences = **Attendance Violation 2**
- Student is placed on Student Review for earning two Attendance Violations in one school year;
- Sunday Morning Restriction;
- Official Note will be sent to student, advisor, class dean, and parents;
- Continued processing with the Dean of Students and advisor. If there is a pattern, such as a student missing the same class or sport repeatedly, then the coach or teacher may be pulled into the process;
- Possible separation from school or suggested Wellness Leave depending on the individual circumstances. This will be determined by the Dean of Students, Dean of Teaching and Learning, and Director of Admissions.

Dress Code

Proctor's dress code affords community members the opportunity to express individuality while promoting an inclusive and respectful learning environment. We believe we have a responsibility to teach students how to dress for different occasions, some requiring more formal (or informal) dress than Proctor's standard dress code.

Items listed in the "must wear" category below must meet the basic principle of "neat, clean, and ready to learn" from breakfast through the end of the final class of the day, Monday-Saturday and exam week.

Must Wear at All Times:
- Top
- Bottom
- Footwear

May Not Wear During Academic Day:
- Pajamas
- Bathing suits
- Clothing with excessive rips, holes or tears

May Never Wear:
- Unlaundered, sweaty or soiled clothing during classes and in the Dining Commons
- Apparel referencing alcohol, tobacco, illegal substances/activities, profanities, violence, hatred or intolerance
- Visible underwear (waistbands or straps on undergarments worn under clothing are not a violation)

Dress Code Enforcement
To ensure effective and equitable enforcement of this dress code every faculty and/or staff member has the authority to enforce the dress code consistently by having a face to face conversation with the student who is out of dress code. If needed they will also include the student's advisor. Students who are routinely out of dress code may be required to speak with the Dean of Students.

Phones and Electronic Devices

Mobile Phone Policy

To foster an engaged, present, and respectful community, **phone access will be limited by an electronic solution during the school day, while students will retain access to essential functions**. Additionally, earbuds/headphones should not be worn during cell phone free periods and when opportunities for in-person interactions might otherwise be possible.
Research and experience show that constant digital notifications fragment attention, increase anxiety, and pull students away from meaningful face-to-face interactions. When phones are visible, they disrupt the deep focus required for academic success and weaken the vibrant, connected culture that defines Proctor Academy. Proctor's mobile phone policy may evolve over the course of the year.

Proctor adheres to the following guidelines with regard to phone and electronic device use:
- we expect all members of the community to avoid use of technology in public areas on campus, especially in the dining commons and Meeting House;
- parents/guardians are encouraged to contact their children outside of class hours (8:15 AM to 3:15 PM), afternoon activities (times vary) or study hall (7:30 - 9:30 PM) unless there is an emergency;
- student cell phones are part of the emergency system and must be registered in our database;
- students, parents, and Proctor community members may not use cell phones or other electronic devices to record (video, audio, or otherwise) the School environment without express permission from the School;
- this policy generally does not apply to recordings at Proctor performances or events;
- all phone and electronic device use falls within the parameters established by the Technology Use Contract.

Violations of this community norm disrupt the learning environment and will result in the following progressive consequences:

- **1st Offense:** The device is confiscated by the faculty member and turned over to the Dean of Students' Office or Class Deans' Office. The student may collect the phone at the conclusion of the school day.
- **2nd Offense:** The device is confiscated and turned over to the Dean of Students' or Class Deans' Office. A meeting is scheduled between the student, the Class Dean, and their advisor, and an Official Note is sent.
- **3rd Offense:** The device is confiscated, and a meeting is scheduled with the student, their advisor, and the Dean of Students. A Minor Violation may be issued, and an Official Note is sent.
- **4th Offense:** The device is confiscated, and a meeting is scheduled with the student, advisor, and the Dean of Students. A Major Violation and/or Student Review may be issued, and a formal letter is sent home to parents or guardians.

Drone/Unmanned Aircraft (UA) Use on Campus

Students may not operate unmanned aircraft/drones on the Proctor campus, indoors or outdoors. This is due to both Federal Aviation Administration requirements, and risk management/liability issues. Exceptions may be made for official school use or research/teaching use. Official school use of a drone or unmanned aircraft must be approved in writing by the Director of Technology as well as the Head of School, Assistant Head of School, or Dean of Students.

Bicycles, Skateboards, Scooters, and Other Wheeled Transportation

Many students enjoy the use of bicycles, scooters, skateboards and other wheeled transportation on campus. Students should bring strong bike locks. Identifying information, including serial numbers, for all student transportation devices must be reported to the Student Life Office in order to aid in the retrieval of the item in the event of loss or theft. The school discourages students from bringing expensive bicycles and other transportation devices to campus. For fire safety reasons, hoverboards, self-balancing scooters, battery-operated scooters, hands-free segways, and other similar devices are prohibited in all school buildings and grounds.

Helmets and Safety

To promote safety for all students and faculty Proctor requires helmets for certain activities. Students must wear an appropriate helmet when:

- mountain biking on school trails;
- riding at the pump track located below the tennis courts;
- skateboarding or riding at the town of Andover skate park;
- skateboarding on campus when practicing any kind of grind, maneuver, or trick;
- riding snowboards or skiing on campus;

Helmets are strongly encouraged when riding or skateboarding between classes or as general transportation around campus.

Swimming

Proctor is fortunate to have numerous bodies of water within walking distance of campus: The Proctor Pond, Blackwater River, Hopkins Pond, Mud Pond, Elbow Pond, and Bradley Lake. Students who wish to swim on campus do so at their own risk and must observe the following rules:

- swimming may only happen during the daylight hours;
- students must swim with another individual – no swimming alone;
- no diving;
- students may only swim at the swinging bridge in the Blackwater River – other river locations are not safe and considered off-limits;
- swimming must be voluntary; no student should ever be forced or coerced to swim against their will;
- swimming at any off-campus location must be with the permission of a faculty member and under the direct supervision of a Proctor faculty member, coach, or dorm parent. This adult has supervisory responsibilities, but may not be a trained lifeguard, so students still swim at their own risk.

Grounds/Boundaries

Campus proper is understood to be the School grounds, playing fields, ski areas (when involved in the ski program), and village limits east to Pizza Chef, south to the Proctor Ski Area, west to Bridge Road, and north to the first ridge. After dark, students are not allowed on Carr Field, at the Blackwater River bridge or at the Proctor Ski Area. Students must not trespass on private property, which includes Andover businesses and homes. Trespassing will result in a Major Violation. Additionally, students need to have an approved Orah pass before walking to a day student's house. Students should act in accordance with Proctor's values at all times whether on or off campus.

Weekend Activities

Each weekend, students can take a break from their academic, athletic, and artistic commitments. A faculty weekend team, supported by the Student Activities Office and Student Leadership, plans and hosts a variety of on- and off-campus activities. Student input is essential, with all encouraged to suggest ideas to enhance the weekend experience.

On-campus events include dances, concerts, movies, and sports tournaments. Off-campus trips include cultural events, dinners, shopping, and outdoor activities like kayaking, skiing, and hiking. Some activities incur additional costs that can be charged to a student's account.

Camping/Campfires

Proctor owns approximately 2,500 acres, 90 percent of which is woodlands. Recognizing this extraordinary resource, Proctor makes its acreage an educational tool and encourages students to enjoy camping and hiking.

The following are guidelines for students who would like to camp on Proctor lands on Saturday nights:

- individual students may not camp alone;
- all camping groups must be approved by the Camping Coordinator;
- in order to protect the mountain wilderness, one of the four camping areas should be used: Mud Pond, Elbow Pond, Hopkins Pond, and the Cabin;
- campfires are permitted only at the Mud Pond structure, Elbow Pond and at the Cabin and require a permit from the town of Andover. Any fires lit without a permit or at any location other than Mud Pond, Elbow Pond and the Cabin are a violation of school rules and punishable as Conduct Unbecoming of a Proctor student. All fires need to be put out properly before leaving the campsite. Fires are not permitted when a town fire ban is in effect;
- each camping group must choose one person to be responsible for the group and its campsite;
- a camping pass, signed by the Camping Coordinator, the student's parent/guardian, dorm parent and advisor, needs to be filled out and returned to the Dean of Students by 10:30 AM Friday (note: except under special circumstances, camping is allowed only on Saturday nights).
- all campers leave before dinner unless returning late from a school-sanctioned commitment, in which case they must leave before 8:30 PM;
- having left, students may not return to school before 8:00 AM the following morning (except in an emergency);

Violations of any of the above rules result in an indefinite loss of camping privileges. Violations which also result in violations of other school rules (or the spirit of those rules) result in further consequences.

Student Charges

Students may charge purchases to their student account at The Bookstore, the Athletic Store, and for certain weekend activities. Textbook costs are included in Proctor's tuition; however, supplies are not covered. School supplies can be purchased at The Bookstore. It is open daily, Monday through Friday, from 7:30 AM to noon and 1:00 PM to 3:00 PM and is located in Maxwell Savage Hall. The Bookstore also handles all shipping and receiving of packages. Parents are encouraged to talk with their child about family expectations around billing charges to a student's account.

Campus Security and Emergency Management

Proctor recognizes the importance of having safety protocols in place to ensure the safety of all community members at all times. Through proper planning and rehearsed drills, Proctor quickly and appropriately reacts and responds to any situation which potentially compromises the safety and well-being of our community.

On-going safety measures include:

- full-time Security Staff to maintain campus safety;
- locks on doors of rooms unoccupied by students and faculty within residential buildings;
- an electronic lock system on all residential buildings, and most other school buildings, limiting access to all buildings to approved community members;
- regular fire and emergency drills.

Building Access Hours

At the beginning of the School year, the hours during which individual buildings are open to students will be shared with the community. If a student is found in a building during a time that it is not open to students, they may be given a discipline violation.

Security Cameras

To help ensure the safety and security of students, employees, visitors, and property, Proctor Academy uses a video camera system covering selected interior and exterior public areas of the buildings and grounds. Cameras are NOT monitored continuously and do not record sound. Viewing is limited to essential personnel—during certain events or emergencies, when the safety or security of students, employees, or visitors may be in question, access may be extended beyond that group.

Signs are posted at campus entrances where cameras are in use. Students may not cover, obstruct, or tamper with a security camera. This statement is available to all students, employees, and visitors on the School's website and in appropriate publications. If individuals have any questions about the statement or system, they should call the Human Resources Department at 603-735-6697.

Emergency Response Plan

Proctor Academy's Emergency Response Plan was created to identify and respond to incidents by outlining the responsibilities and duties of the School and its employees. The plan provides parents and guardians and other members of the community with assurance that Proctor has established guidelines and procedures to respond to incidents and hazards in an effective way.

Unannounced drills of this Emergency Response Plan occur periodically throughout the year in order to practice appropriate responses to emergency situations with students, faculty, and staff. Proctor utilizes an integrated emergency response communication system to alert all community members (including parents/guardians) of an emergency situation or emergency drill (parents/guardians are not notified during drills).

Fire Drills and Alarms

If you spot or suspect a fire, pull the fire alarm located near the building exit, then evacuate the premises and head to the designated assembly area. Contact 911 promptly for any critical campus emergencies.

Fire drills will be held periodically throughout the School year, both during class hours and study hall, to ensure students are familiar with their evacuation responsibilities.

Dormitory staff will acquaint students with specific evacuation procedures, including assembly points, during the initial days of the School term.

Fire evacuation guidelines are as follows:

- When the fire alarm activates, swiftly exit the building through the nearest exit and gather at the designated assembly area. Evacuation is compulsory for all occupants upon hearing the alarm.
- If smoke or fire obstructs your exit, seek an alternative emergency route or retreat to your room. Close the door behind you if possible and seal the bottom with a towel or similar material.
- Partially open a window and hang a sheet or towel outside to signal your location to the fire department.
- Immediately dial 911 and provide your whereabouts and situation.
- Attendance will be recorded post-evacuation to ensure everyone's safety.

Under no circumstances should you re-enter the building without authorization from fire or safety personnel. Even if the fire alarms are silenced by the fire department, refrain from re-entry unless specifically instructed by safety or fire officials.

Orah Emergency Alerts
Orah is used to alert the community to dangerous conditions on the grounds. The Orah Emergency Alert system includes outdoor warning sirens, wireless indoor speakers, and an online messaging system. All community members are expected to follow instructions delivered via Orah alerts. Conditions under which the Orah alert system may be used include but are not limited to armed intruders, hazardous material spills, and severe weather. Once activated, only authorized personnel will provide clear, positive confirmation that the emergency has passed.

Notice of Environmental Hazards
The school is required to notify parents, students, and employees of the School's asbestos management plan. This plan and recent inspections are available for review in the Facilities Office during normal business hours. This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

Student Experience

Day Students

Day Students are integral members of the Proctor community and are both encouraged and expected to participate fully in the life of the School. Day Students are welcome at all meals, and are encouraged to participate in all school-related activities and sponsored events, including on the weekends. Day Students may have a locker in an academic building, and are able to spend free time in the Wise Center, Fowler Learning Center, and the Dining Commons. In the event of extreme inclement weather, Day Students may be assigned a dorm to stay in overnight on campus with specific permission from the AOD.

Day Student Guardianship
Day Students must reside with a parent, legal guardian, or family member subject to the School's approval. Students, regardless of age, are not permitted to live independently in a rental property or family residence. Families in violation of this policy place their student's enrollment in jeopardy. Questions regarding this policy should be directed to the Director of Admissions.

Day Student Travel/Driving
While having a vehicle on campus provides convenience, it also brings special responsibilities and presents temptations that have the potential to jeopardize a student's status within the community. Day Students may have their vehicles on campus provided they adhere to the following rules:

- a driving permission registration form is on file with the Student Life Office and their vehicle displays a Proctor parking permit on the passenger side windshield;
- vehicles are parked at all times in a designated parking area near the Dining Commons;
- day students may not drive from the time they arrive in the morning until they leave for home after their last commitment.

Exceptions to this policy must be approved by the Student Life Office and recorded on Orah;

- vehicles are not driven on campus at any time without specific permission from the Student Life Office or AOD;
- no student may borrow another student's vehicle;
- any involvement with drugs/alcohol in conjunction with vehicles either traveling to or from Proctor may lead to dismissal;
- a Minor Violation will result if the student's vehicle is used on the campus proper, to transport students away from campus during the academic day, or in violation of the spirit of the rules regarding day student driving permission.
- No boarding student may travel in a day student car during the academic week (Monday - Saturday until after the last school commitment).

Day Student Tardiness and Communicating Absence
If a Day Student must miss school for a medical or personal reason, or will be late to school, their family must email studentattendance@proctoracademy.org to communicate their student's absence, tardy or dismissals. For additional help you may also contact the Health Center (603-735-6737). If a Day Student knows they will be absent in advance, a Gone From School (GFS) Orah pass must be submitted, endorsed by all necessary faculty/staff and approved to the Student Life Office or AOD prior to absence. In the event of inclement weather, Day Students may choose not to come to school that day or may be released early. In such situations, the School will communicate via email to both students and parents/guardians. Students must attend all classes to be eligible for same-day participation in sports or activities–absences due to illness or skipping will result in exclusion from these programs.

Day Student Check in/Check Out
When a Day Student arrives, they are to mark themselves "On Campus" using Orah. When a Day Student departs campus, they are to mark themselves "Day Check Out" using Orah. Accurate check in and check out records are an important part of our emergency system.

Residential Life and Boarding Students

Dorm Room Assignments
Every spring, Boarding Students engage in a housing lottery to decide their room assignment for the upcoming year. Each dorm allocates rooms for various grades and incoming students; therefore, it's crucial for students to be adaptable in their expectations. Single rooms are scarce on campus, so students should be prepared to be flexible and adjust their expectations accordingly. Additionally, students may not share a room with their sibling, as we believe students benefit from getting to know people outside their family unit.

Although most students are placed with compatible roommates, there are instances where both parties desire a roommate change. Such requests will only be entertained following mediation. These discussions will be facilitated initially by a dorm parent, and subsequently, if challenges continue, a Class Dean or school counselor. If, following these mediations, students remain convinced that no viable solution exists, relocation may be considered. However, any moves necessitate approval from the Class Deans and will only proceed if a satisfactory arrangement can be reached for all involved. Importantly, all requests for roommate changes must be initiated by the students themselves.

Dormitory Hours
Students must be in their dorms or other place of approved study by 7:25 PM Sunday through Thursday nights and 8:25 PM Friday night. Saturday night in-dorm time is 10:30 PM for underclass students and 11:00 PM for seniors. Students may be placed on dormitory restriction by a dorm parent if they are late for in-dorm time. Exceptions to in-dorm time may be granted by special permission from faculty members provided the student is under the supervision of a faculty member and the dorm parent has been notified.

Students must remain in their dorms until 6:00 AM unless permission is given by the dorm parent and AOD. If a student is in need of care at the Health Center after in-dorm time, the dorm parent or campus security must be notified prior to the student leaving the dormitory.

Dormitory Culture
In our dormitories, we strive to foster a welcoming and supportive community built on trust, respect, and inclusivity. This includes honoring the confidentiality of each other's gender identities and personal information. We also expect that students will stay in their dorms Sunday through Friday nights to help foster a positive dorm community. Additionally, residents are expected to respect one another's physical space and privacy. To maintain a harmonious atmosphere conducive to everyone's well-being, residents are kindly asked to refrain from pursuing romantic or intimate relationships with other residents within their dormitory. Together, we aim to cultivate a positive and respectful living experience for all members of our dormitory community.

Dorm Rooms
Proctor's small dormitories serve as a home-away-from-home for each boarding student. While we hope dorm rooms replicate all the comforts of home, some restrictions apply in order to provide a safe environment for students and faculty within our dormitories.

Dorm Furniture
All dormitory rooms have basic furniture including a bed and mattress, a desk and chair, and a bureau. Students should bring bedding, a good desk lamp, and a lockbox for valuables.

Dorm/Room Key/ID
Every student receives a digital credential on their phone upon arrival at school that admits them to their dorm. Every student also receives a physical key to their dorm room. If a room key is lost or misplaced, a replacement may be purchased for a nominal fee. Students may not share their digital credential or room key, and will be held accountable in the event of misuse of either.

Room Cleanliness
Student rooms are to be presentable and kept in an orderly fashion. Dorm parents conduct room inspections weekly to help ensure cleanliness.

Sound System Use
Sound systems can be used only if they do not interfere with others' rights to study, sleep, or enjoy general peace and quiet. Sound must be inaudible outside the student's room. Headphones are required during study hall. Music may not be played out of windows which could be disruptive to others. An effort must be made at all times to respect the needs of the Proctor community and the Andover community. Violations of these guidelines may lead to confiscation of the sound system for an indefinite period at the discretion of the dorm parent.

Video Monitors/Game Consoles/Projectors
- Each dormitory common room is equipped with a television which may be used during free time at the discretion of the dorm parent.
- Televisions may not be used during study hall except for required academic assignments.
- External monitors under 32-34 inches that connect to laptops can be used in an appropriate manner.
- If the external monitor or projector becomes a distraction to the owner, the roommate, or the dorm community, the dorm parent, advisor, or Dean of Students may have the monitor or projector removed at their discretion.

In order for students to have a video game console in their dorm room, they must:

- Be a Junior or Senior
- Be in good academic standing as defined by the Dean of Teaching and Learning's office
- Have permission granted by the dorm parent to determine if student is in good academic standing and is a positive member of the dorm community
- End gaming console use at at 10:30 pm Sunday-Friday

Note: A gaming console can be removed by the dorm parent, Class Dean, or Dean of Students if there is a negative change in academics, effort grades, concerning Official Notes, or dormitory behavior.

Personal Property
Proctor does not provide insurance to cover a student's personal property. Parents/guardians should review their homeowner's insurance policies to insure appropriate coverage in case of loss or theft while the student is at school. Lost and Found items should be turned in and called for at The Bookstore.

Room Decor and Fire Safety
Students are expected to use good judgment in their choice of room decorations (i.e. posters) and dorm faculty have the responsibility to remove room decorations they feel are offensive or inappropriate. Strict compliance with fire code safety regulations is essential. Dorm parents will conduct weekly room inspections to verify fire prevention measures are being respected.

- Nothing may be hung from the ceiling.
- Artwork is permitted, but fabric or textile wall hangings are limited to two per student, not to exceed 3 x 5 feet each.
- Nothing may be hung on walls if a built-in cork board is present.
- Shoes must not be left in the hallway.
- Sprinkler heads must remain clear at all times.
- Hallways must be kept clear of all objects to maintain safe passage.
- Multiple power strips may not be linked together.
- Appliances and heating devices are not allowed in dorm rooms. Prohibited devices include refrigerators, heaters, hot plates or pots, tea pots, coffee makers (including Keurig coffee makers), sandwiches presses/grills and irons.
- Hair dryers and curling/straightening irons are permitted but must be unplugged when not in use.
- Halogen lamps are prohibited.
- Extension cords must be kept to a minimum (no more than one per outlet) and must be made of at least #16 wire. Surge protectors are highly recommended.

Windows
Screens should never be removed from windows. During cold weather, windows should be closed to prevent pipes from freezing. Windows are not an appropriate means for entering and exiting a building, and students who have damage to their screens/windows may be charged.

Locked Doors
Students should lock dorm room doors whenever they leave their room. For safety reasons, at no time should a student be inside their room and have the door locked. Doing so will result in a major violation.

Pets
Pets are not allowed in dormitories. The school understands that some individuals with disabilities may be accompanied by a service animal, as permitted by applicable law. Such "service animals" must accompany the individuals at all times, be properly trained and controlled, and be able to perform specific tasks related to an individual's disability.

Dorm Room Damages
Students are responsible for damages caused to their rooms, dormitory, and other campus areas. All damages should be immediately reported to the dorm parent or an appropriate adult. Charges for damages are levied against the student's escrow deposit. Rooms and common areas are inspected for damages at the end of each term. Students are prohibited from altering permanent fixtures which have been built into a room, permanently attaching shelves and/or accessories to school property, or removing school furniture from rooms. All furniture is to remain in the room and can be removed only with specific permission from the dorm parent or Director of Facilities.

Dormitory Visitation
Proctor Academy is committed to fostering a safe, respectful, and inclusive residential community. This visitation policy supports healthy social interaction while maintaining appropriate boundaries, accountability, and respect for shared living spaces.

Common Room Visitation

Common room spaces are open to all Proctor students after the academic day concludes and will remain open until fifteen minutes before study hall or check in. On Sundays, the Common Room opens for visitation at 12:00 pm. Visitors must be with a host from the dorm and must sign in with Orah. No visitors may enter the dorm during the class day.

Dorm communities may establish additional expectations for shared spaces through their community guidelines. These guidelines may include agreed-upon quiet times or designated periods when residents prefer not to host guests in common areas. Dorm parents will retain the ability to close or restrict visitation in their dorm for any period of time, for any reason, based on the needs and dynamics of their dorm community.

In-Room Visitation

In-room visitation is permitted with approval from the Adult on Duty after a face-to face conversation during the following times:
Sunday - Thursday: 6:15 PM – 7:15 PM
Friday: 6:15 PM – 8:15 PM
Saturday: 6:15 PM – 10:15 PM
Approval must be obtained prior to the visit and face-to-face with the adult on duty. The person on duty may ask the visitor to leave at any time. Students are expected to respect dorm expectations, maintain appropriate behavior, and follow all school and residential life policies during visitations. To protect time for building a positive dorm culture, in-room visitation will not be open for the first two weeks of the year.

When visiting another dorm, students must:
- be accompanied by and remain with their host at all times;
- check out with the adult on-duty when the visitor leaves;
- follow visitation etiquette:
    - keeping the door to the room completely open;
    - keeping the light on at all times;
    - remaining clothed and not under blankets;
    - not engaging in intimate/sexual acts.

**Failure to abide by the above etiquette will result in the loss of visitation privileges for a first offense.*

Registered Guests (Proctor Students)
Dorm residents may request to have a "Registered Guest" as part of their dorm community. All requests must be approved by the dorm parent team and the Class Deans. Priority will be given to day students. A registered guest approval is good for one term. Proctor's registered guest policy allows boarding students to welcome visits from both day students and residents of other dorms after the class day ends or beginning at 12:00 PM on Sundays. Guests require a dorm member escort at all times, but are not restricted to their host. They must leave before study hall begins or by 10:25 pm on Saturday evenings. The registered guest policy is intended to support platonic social connections and is not available for students in romantic relationships, regardless of their gender identity. Registered guest passes may be terminated at any time.

Overnight non-Proctor Guests
Overnight non-Proctor guests may stay on campus in rare situations and must be approved by the Dean of Students and/or a Class Dean. If approved, the non-Proctor guest must fill out an overnight guest request at least 24 hours prior to arrival on campus. Both the host and the guest understand that the guest is subject to school rules and that the host is responsible for the conduct of their guest.

Laundry
Card-operated washers and dryers are available in all dorms. Cards are available at The Bookstore. In addition, laundry and dry cleaning services are available through E&R Laundry and Dry Cleaners in Manchester, New Hampshire, who offer several options to suit individual needs. Information regarding these services is sent to parents and guardians during the summer or can be obtained from Becky Walsh, Assistant to the Athletic Director.

Instacart and Food Delivery Services
Instacart deliveries at Proctor Academy must follow these guidelines:

- deliveries should be made to the designated Instacart delivery spot behind Maxwell Savage; deliveries may not be made directly to dormitories;
- deliveries are allowed during the following times:
  Weekdays: 3:00 PM to 7:00 PM
  Saturday: 12:00 PM to 9:00 PM
  Sunday: 12:00 PM to 7:00 PM

These guidelines ensure efficient delivery operations while upholding campus safety.

Banking
Full banking services are available through Bar Harbor Bank and Trust at its Andover branch adjacent to campus. An ATM is also available there. Limited check cashing services are available to students with a valid student ID.

Boarding Student Driving
Boarding seniors may have vehicles on campus in accordance with the specific policies below. Please note that parking spaces on campus are limited. Juniors may fill out an application/request to have a car on campus for one term per year and are subject to all guidelines below. Juniors who fail to take their car home after their approved term ends, will lose the privilege of having a car on campus during their senior year. Failure to adhere to these policies or a violation of school rules may result in the loss of driving permission and a Minor Violation. Students with vehicles on campus must abide by the following guidelines:

- Boarding seniors must have a signed "vehicle on campus" registration form prior to returning to school with a car. The student and parent/ guardian must complete all driving and riding permission forms and receive confirmation from the Student Life Office that the student's vehicle is approved to be on campus.
- Boarding juniors may apply through the Student Life Office to have a car on campus for one term per year.
- Any boarding student with an approved vehicle on campus will be issued a parking permit by the Student Life Office. The

parking permit must be displayed at all times on the student vehicle. Student vehicles may only be parked in a designated parking lot with assigned spaces. At no point in time may a student's vehicle be parked at a dormitory.

- Upon returning to campus, students must return their keys to the key box outside the Student Life Office. If the building is closed, they should call the Administrator on Duty (AOD). Repeated failure to turn in keys may result in the loss of car privileges. Using a vehicle with secondary keys or an unauthorized device will lead to revoked car privileges and disciplinary action. Students using a smartphone app to start their car must check in and out with the AOD.
- Weekend overnight travel with parental permission is allowed.
- Boarding student use of vehicles on weekdays or on Sunday for day travel is strictly prohibited though boarding students may obtain a form from the Student Life Office to request to drive to sports practices on Sundays or one evening a week. In such circumstances, students must return to campus by 9:30 pm.
- Each time a student uses their vehicle, they must have parental permission and have a completed Orah pass.
- Students may not borrow another student's vehicle.
- Following a weekend leave, students must return to campus by 7:00 PM. If an unforeseen situation will result in a later return to campus, the student must check in with the AOD.
- Violation of the above guidelines may result in loss of vehicle privileges and a Minor Violation. Additionally, if a student receives a Major Violation, vehicle privileges will be forfeited for the remainder of the academic year.
- Any involvement with drugs, alcohol, or other substances and vehicle use traveling to or from Proctor may lead to dismissal from Proctor.
- A student bringing a vehicle to campus is responsible for abiding by the guidelines above and must operate their vehicle within the spirit of these rules. Any student with vehicle privileges must notify the School of any traffic violation, arrest, or conviction of driving violation except for parking tickets.
- Rarely, unique family situations require underclass students to have a vehicle on campus. Such situations are handled on a case-by-case basis through the Student Life Office, in conjunction with other adults in the community directly responsible for the student requesting an exception. Any underclass student granted an exception is required to abide by the above guidelines.

Vehicle Driving Permission
A student may drive another student during designated times with permission from both sets of parents/guardians and completed Orah passes.

Departing Campus
Whenever leaving campus or the immediate Andover village (unless on a school organized trip) students must complete an Orah pass, including parental/guardian permission, and sign-in and out with the Administrator on Duty. All passes must include the name of the host. The host must be a parent or guardian.

The School responds to a failure to complete an Orah pass with the following:

First Offense: Official Note
Second Offense: Official Note and Sunday Morning Restriction
Third Offense: Official Note and Minor Violation
Fourth Offense: Student Review

A deliberate misrepresentation of information on an Orah pass may result in a Minor Violation.

Weekend Travel
When traveling off-campus for a weekend, boarding students must abide by the following procedures:

- Students must complete a **Orah Weekend Pass by 12:00 noon on Friday**. Weekend Passes require permission from the student's advisor, coach, and parent/guardian. Final approval will be given by the Student Life Office or AOD.
- If a parent/guardian decides after noon on Friday to have a student home for the weekend, they should contact the AOD. Last-

minute permission to spend a weekend at a location other than with a student's parent/guardian will likely not be granted.
- Students must state accurately where they are traveling for their weekend; the destination may not be changed without approval by the Student Life Office or AOD.
- Students may begin their weekend travel off-campus following their last school commitment for the week (usually afternoon program commitment on Saturday).
- Once a student departs campus for the weekend, they are not to return to campus before Sunday.
- Students are required to return to campus by 7:00 PM Sunday evening for study hall.

Taxis and Ride-Shares
For Uber and other rideshare services, the following guidelines are in place:
- all rideshare or car service pickups must occur at Maxwell Savage, which is monitored by cameras for security purposes;
- rideshare services may only be used with explicit parent/guardian approval. The school does not arrange or facilitate rideshare services for students;
- parents/guardians must provide their consent via the Orah platform before a rideshare service can be utilized.

These measures ensure the safety and security of our students while adhering to parental preferences regarding transportation arrangements. Nonetheless, parents should be aware that many rideshare companies, such as Uber, have policies that prohibit transporting unaccompanied minors. The school therefore does not advocate for the use of rideshares.

Vacations and Long Weekends
Students and families are required to complete an online travel form through Orah prior to departing campus for all vacations. This form helps the Student Life Office plan school-sponsored transportation. For most vacations, Proctor provides school-sponsored bus transportation to and from Boston's Logan Airport, Manchester (NH) Airport, and to Boston's South Station Terminal for connecting bus and train travel. A nominal fee is charged for this service, and students must sign up at least three days in advance through the Student Life Office, which coordinates all vacation travel. Local bus services between Boston and New London, New Hampshire (15 minutes away) or Concord, New Hampshire (30 minutes) are available and limited pickups may be provided by the School. The Student Life Office also keeps an updated list of preferred private driving services who may be contacted. Proctor supports carpools and shared van/car services for students in the hope of lessening our environmental impact. Parents and guardians are encouraged to contact other families for carpooling to and from campus whenever possible.

On the long weekends that occur once each term, the Student Life Office will facilitate plans for those students unable to return home. Families will be charged for lodging, meals, and activities organized by the School on these weekends. If a student is to remain on campus during a long weekend, it must be communicated through the Student Life Office. Students may not stay on campus during extended vacations (Thanksgiving, Winter Break or Spring Break).

Leadership, Clubs, and Affinity Groups at Proctor

Students who are invested in being citizens of the community should have a voice in the community. It is to this end that we have developed a leadership program that includes both a student government that is peer-elected and a dormitory leadership group that is selected through an application process. Additionally the student experience is bolstered by a dynamic and varied selection of clubs and affinity groups. A group of students can begin a new club or affinity group at any time by talking with a member of the Deans' Team.

Student Leadership
Based on the belief that democratic processes are best for community development, a peer-elected group of student leaders represent the student community in many facets of student life. Members may be involved in presenting student-generated proposals to the faculty, acting as a resource for student health and wellness, and planning weekend activities and school-wide events. Various opportunities exist within the leadership group to run the mentor, weekend activity/assembly, and dorm leader programs.

Dorm Leadership
As a residential school, Proctor recognizes the need to help nurture strong mentoring relationships within the student body. Through an intentional application process, dorm leaders will help facilitate positive dorm culture. Dorm leaders partner with dorm parents to create communities that support the health, well-being, and safety of boarding students. It is their responsibility to become personally acquainted with each resident, creating an atmosphere of openness and approachability, as well as a spirit of inclusion, unity, and respect among residents.

Day Student Leadership
Representing more than 25% of the student population, Day Students are a critical part of the Proctor community. In order to provide voice and assistance to the Day Student population, Proctor's Deans Team helps coordinate activities, mentorship, and guidance, while Day Student student leaders are also elected each year.

Clubs and Affinity Groups
In addition to the roles above, students also have the opportunity to contribute to the community as team captains within their afternoon activities and lead student-run clubs and affinity groups on campus. Those clubs that are currently most active on campus include:

Andover Elementary Middle School Reading Club
Asian Affinity Group
Bible Study
Gender and Sexuality Alliance
International Student Association
Proctor Broadcasting Network
Proctor Coffee House
Proctor Environmental Action
Students of Color Alliance (SOCA)
Weekend Love (Weekend Activities Planning)

Student Health and Wellness

Proctor Academy strives to support students in maintaining a healthy lifestyle through comprehensive health services.

Healthy Relationships
At Proctor, our aim is to cultivate an environment in which all students can build strong bonds with a diverse range of peers. All relationships should be healthy and respectful. In conversations about all categories of identity, sexuality, gender, mental health, and other complex topics, we engage students around the Foundational Goals and Expectations of self-advocacy, self-management, self-awareness, positive relationship skills, and healthy decision-making.

Respect and Consent
Proctor students must prioritize mutual respect and consent in all interactions, including those involving sexual activity. For the purposes of the School's policies, consent must be an affirmative (meaning active), verbal (meaning through audible words), and voluntary (meaning without coercion), agreement by a person to engage in sexual activity with another person. Consent must be present at every stage of a sexual encounter. Consent to some sexual activity does not imply consent to other sexual activities, nor does past consent imply future consent. Consent can be revoked at any time. Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to drugs, alcohol, or some other condition(s). Consent will not be inferred in the absence of a "no." Students are encouraged to engage in open and respectful discussions about intimate or sexual contact with their partners, reflecting their maturity in these matters.

Essential guidelines regarding consent:

- consent can never be assumed from the absence of a "no;"
- explicit consent ("yes") is required of both parties for all sexual acts;
- consent to one act does not imply consent to other acts;
- past consent does not imply ongoing or future consent;
- consent must be continuous and can be withdrawn at any time;
- consent cannot be coerced or obtained through threats or force; agreement under such circumstances is not considered consent.

Sexual Intimacy

The adolescent journey includes understanding and embracing one's own and others' personal and sexual identities. Given the complexity of human sexuality, we emphasize the importance of thoughtful, considerate actions and open, respectful communication in navigating this terrain. We encourage students to cultivate meaningful relationships while on campus; however, it is important to note that Proctor Academy does not endorse intimate sexual relationships between students.

In the event that students are found engaging in intimate sexual behavior, they may be required to participate in a conversation with a member of the Deans Team and a member of the Well-Being Team. These conversations will address issues such as consent, sexual health, and the appropriateness of their actions in the context of the Proctor community.

Recognizing that some students may choose not to abstain from sexual activity, Proctor acknowledges the need for honest and accurate information regarding sexual health. While we do not provide comprehensive reproductive health services on campus, students can arrange for reproductive health care through our Health Center as needed.

Consent and Reporting Requirements

In New Hampshire, the age of consent for sexual activity is 16 years old. This means that individuals under 16 cannot legally consent to sexual activity. Any sexual penetration (sexual intercourse, oral sex, anal sex, or any other act of sexual intrusion) involving students between the ages of 13 and 15 years of age is never legal. Sexual contact (meaning the intentional touching whether directly, through clothing, or otherwise, of the victim's or actor's sexual or intimate parts, for the purpose of sexual arousal or gratification) involving students between the ages of 13 and 15 is not criminal, provided that the age differential between the students is less than five years.

Proctor will notify both the Andover police and the New Hampshire Division of Children, Youth, and Families about sexual activity involving a student under the age of 16 in accordance with these laws.

Voluntary sexual contact between students aged 16 and older does not violate the School's policies. However, given the residential setting and commitment to student well-being, Proctor strongly discourages sexual contact or intercourse among students on campus.

Regardless of age, no Proctor student can consent to sexual activity with a teacher or employee of the School.

Boundary Expectations for Employees Interacting with Students and Former Students

Proctor faculty, staff, and volunteers are required to maintain healthy and appropriate boundaries with students at all times; there is no tolerance for engaging in romantic or sexual relationships with students. Faculty and staff are informed of their responsibility and are aware that violations could result in action by law enforcement in addition to Proctor's response. Additionally, the School strongly discourages any sexual or intimate relationships with former students, and strictly prohibits such relationships, until the former student reaches the age of 21 or graduates from college, whichever comes later.

Employees are expected to maintain healthy and professional boundaries with students at all times and students should be aware of the rules and expectations regarding relationships and boundaries between students and employees. Implicit in the concept of professionalism in the school environment is the recognition by those in positions of authority that in their relationships with students there always is an uneven power dynamic. Because the power in relationships between adults and students always is fundamentally asymmetric, it is incumbent on those with authority not to abuse, nor seem to abuse, the power with which they are entrusted. Thus, all employees must act in a manner that is above suspicion at all times. Should any student experience any violation of professional boundaries, they should speak to a trusted adult as soon as possible.

Inappropriate boundary violations may include, but are not limited to:

- romantic gestures;
- asking students to keep secrets or organizing secret meetings;
- personal, private electronic communications through text messaging, chat rooms, gaming platforms, external email accounts, etc. All student-employee communication should happen through Google chat or Proctor email;
- socializing privately with students off campus, outside of official duties;
- taking, keeping, or requesting photographs or videos of students for non-school use;
- providing alcohol, tobacco, or drugs to students;
- walking in on students at a time that it is reasonable to expect they will be undressed, changing, showering or toileting;
- touching students without their permission (e.g., unwanted hugs). Some touching is never appropriate, and consent shouldn't even be sought (e.g., tickling or lap sitting);
- showing or giving students sexually explicit material (including deepfakes as described in the Sexual Misconduct policy in this handbook) or sharing inappropriate stories involving sexual behavior, alcohol or drug use, etc.

Sanctuary

There may be occasions when students use alcohol and/or drugs on campus in violation of School rules. Because of the School's concern for the student's health in these instances, a sanctuary policy allows students to seek help through the Health Center or Counseling without disciplinary consequences. Sanctuary may be invoked any time a student is worried about themselves or a friend who is using drugs or alcohol, or engaging in any other potentially dangerous behavior. Sanctuary should absolutely be invoked in an emergency situation, but may also be invoked when a student wants help addressing any on-going, self-harming or unhealthy behavior. To seek sanctuary a student can contact the Health Center, the AOD, or any trusted adult. Sanctuary cannot be claimed in response to being caught in violation of School rules.

In a sanctuary event:

- a student shares information regarding risky behavior that would not otherwise be available to adults and asks for sanctuary;
- the at-risk student will receive help without disciplinary consequences;
- in the event that the reporting student is also engaged in rule-breaking behavior related to their report, they will also receive help without disciplinary consequences;
- anyone in the community may seek sanctuary for a student who is suspected of on-going, self-harming or unhealthy behaviors at any time.

In all sanctuary events, students are expected to communicate openly and honestly.

Response to Sanctuary

In a sanctuary event, the School will work with the student's parent/guardian, advisor, and dorm parent, as well as members of the Wellness team who can support the student beyond the event. The student will be asked to submit to an evaluation related to the risk behavior and must demonstrate a willingness to engage with Proctor's support system. This may include a signed No-Use Agreement, counseling, or other support deemed necessary. If the student continues to violate School rules after claiming sanctuary, the student may face disciplinary action. In the event that a student needs the safety of the sanctuary policy, the School may require the student to take a health leave or to not return to campus, especially in the event the School is not equipped to appropriately address the issues the student is facing.

Exceptions to Sanctuary
A student may not initiate sanctuary in a situation in which a Proctor faculty or staff member has discovered the risky behavior; however a student who has been "caught" can invoke the Sanctuary Policy for others involved in the situation who would not otherwise be known to adults in order to protect the well-being of their friends.

Egregious situations involving harm to another, hazing, coercion and/or the sale of alcohol or controlled drugs may not be covered by Sanctuary as determined by the School in its sole discretion.

Sanctuary is about health and safety. It is not intended to cover behaviors that may be against the rules outlined in this handbook but which do not threaten the health and safety of self or other.

Note: in sanctuary situations involving a controlled drug, the School is required to make a report to the police who may opt to follow up with the student. In such situations, the student would not face school disciplinary action but they may face legal consequences.

Sanctuary and Sexual Assault
Students will not face disciplinary action from the School for any rule violations that are disclosed in the course of reporting sexual misconduct or participating in an investigation of sexual misconduct.

Supporting One Another

If a member of the Proctor community has a concern that another community member is a danger to themselves or others, they must immediately reach out to a trusted adult, regardless of whether that person wants them to or not. In the event that the behavior of concern is against the rules, the Sanctuary policy will be invoked. Some examples of dangers requiring adult outreach include:

- expressions of suicidal ideation;
- any situation in which there is an immediate threat to self, others, or property;
- significant mental health concerns such as depression or displays of disconnection from reality;
- engagement in self-harming behavior, such as cutting or extreme risk-taking;
- alcohol or drug use;
- engagement in an unhealthy relationship.

In the event of a life-threatening emergency students may call 911.

Health Center Information and Policies

The Health Center operates under the supervision of the Chief Medical Officer and is staffed by registered nurses 24/7 during the School year. In addition to on-site medical professionals, including two full-time Mental Health Counselors and Athletic Trainers, we collaborate with New London Hospital, an affiliate of Dartmouth-Hitchcock Medical Center.

The Proctor Health Center is a state-licensed facility, providing a supportive environment for students needing medical care. Students who are too ill to attend classes or activities must report to the Health Center. If deemed necessary by the on-duty nurse, students may be required to remain at the Health Center due to illness or contagiousness. Day Students should have their parents/guardians contact the Health Center via phone or email to report any illness-related absences or tardiness.

While routine health care is encouraged to be completed at home, Proctor facilitates arrangements for orthodontic, dental, ophthalmological, physical therapy, chiropractic, and other services upon request. School-approved drivers transport students needing off-campus medical services, with transportation charges billed to families. Efforts are made to schedule appointments outside of academic hours, though this isn't always feasible. Students are responsible for catching up on missed academic work due to medical appointments.

Health Insurance and Costs
Proctor students are required to carry comprehensive medical insurance. It is important to realize that parents/guardians, or their insurance company, are responsible for the costs of all medical or behavioral health services not provided by the School. Parents/guardians should review their health insurance policies to ensure appropriate coverage. Student insurance is available to International Students from an independent agency and may be purchased through the Health Center. Domestic boarding students will be provided a Major Accident insurance plan at no cost to the family if their primary medical insurance does not cover their child while out of state. To ensure proper billing, a copy of the student's current health insurance card must be maintained in the Health Center and through Magnus Health. Although the Health Center will forward a copy of your insurance card to medical providers, it is ultimately the responsibility of parents to notify their insurance company to ensure pre-approval of medical and mental health appointments. Please note that out-of-state Medicaid is not valid in New Hampshire.

Magnus Health
Proctor manages all student medical information through an online database service, Magnus Health SMR (Student Medical Record). This web-based system provides continuous access to each student's health record, as well as the ability to make updates throughout the year. This system is highly secure, is HIPAA compliant, and is accessible through the Proctor Parent portal in Veracross. Parents and guardians are asked to update Magnus Health Records and notify the Health Center when changes in health status occur. All forms should be submitted directly to Magnus Health via fax, mail, or uploading directly to the site. Contact the Health Center at healthcenter@proctoracademy.org if you are having trouble accessing your Magnus Health Portal.

Preventative Medicine and Immunizations
Each student is required to arrive at school with a completed annual physical exam, including immunization records and updated health forms uploaded online or sent directly to Magnus Health. Students may not participate in school-related activities, including athletics, without being fully compliant with this request.

Proctor requires the full vaccine schedule recommended by the American Academy of Pediatrics unless the School is provided with a notarized medical or religious exemption. In addition, Proctor strongly encourages all students to receive an annual influenza vaccine. Proctor holds an influenza vaccination clinic each fall on campus and all students, faculty, and staff have access to an up-to-date vaccination. Proctor will follow the CDC's guidance on recommended vaccinations for students. Note: Some programs, including term-long off-campus programs and international travel programs, may require additional vaccinations in order to ensure these programs operate as seamlessly as possible. Please contact Proctor's Health Center (603-735-6737 or healthcenter@proctoracademy.org) for additional information.

Medication Policy
Proctor Academy ensures the safe management of medications to promote student health and safety. Controlled substances and prescribed medications, such as ADHD stimulants, psychotropic drugs, and narcotics, must be stored and dispensed exclusively by the Health Center.

Students are prohibited from possessing any controlled medications. These must be delivered to the Health Center by a parent, guardian, or authorized adult, or mailed directly to the Health Center. Students under 18 years old require parental/guardian consent to transport controlled medications to and from campus.

While students may keep small amounts of over-the-counter medications (such as pain relievers or allergy medication) in their rooms, we encourage them to utilize the Health Center for proper monitoring of these medications and their health status. Written notification is required if parents/guardians do not wish their child to access over-the-counter remedies through the Health Center.

Students are responsible for managing their own health, including adhering to medication schedules without reminders from the Health Center or advisors. Medication Compliance reports are sent via Proctor's electronic communication system to students, parents/guardians, advisors, dorm parents, and learning specialists to encourage medication adherence.

Health Information Privacy and Reporting

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. Further, the School believes that the relationship among students, parents/guardians, and the School's health care providers is strengthened by a mutual understanding of the basic rights and responsibilities of each of the parties as it relates to such confidential information. As such, Proctor will maintain appropriate administrative, technical, and physical safeguards to protect the security of all health-related information within its care or custody, which is private and is treated confidentially within the limits of the law.

While it is the obligation of every employee and agent of the School to safeguard and keep student health information confidential, the School must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of students and the community. Thus, parents/guardians and students agree, as a condition of enrollment at Proctor, to consent to the release of any of the student's health related information, including information relating to drug treatment, testing, medical, and mental health records, to employees or agents of Proctor Academy who have a need to know such medical information, as determined by the Head of School or their designee, to meet the medical or safety needs of the student and the community or the legal responsibilities of Proctor. In addition, as a condition of continued enrollment, students and/or parent/guardians agree that when any student turns 18 (while a student is enrolled at the School), the School shall have the right to communicate with their parent/guardian regarding any matter whatsoever regarding the student, including, but not limited to, academics, discipline, medical, mental health, social or education matters; or any issue whatsoever that the School wants to communicate with the parent/guardian concerning the activities or best interests of the student or the greater school community.

Further, the School strongly encourages students to develop relationships of trust with its health care providers and to be candid about their health histories and risk behaviors. We also encourage students to communicate with parents/guardians on such matters. In this effort to promote candor and trust, the School asks that parents/guardians respect the privacy of students who may not wish to share certain information.

Students and parents/guardians who have questions with regard to confidentiality and its limits should direct those questions to the Chief Medical Officer, Dr. Nancy Turkington, or designee. In the event of a disclosure required by law, every effort will be made to notify the student and/or parents and guardians in advance.

Counseling Services

Proctor contracts two full-time mental health counselors to provide counseling services, including after hours (or 24 hour) crisis coverage to support students in need. These services support short- to medium-term emotional, behavioral, and developmental concerns; they are not a substitute for intensive outpatient or residential treatment. Accordingly, the School's clinicians are not engaged by families as a student's private therapist. Referrals to the School's counseling services may be made through faculty, staff, Health Center professionals, parents/guardians, and self-referral. Frequent communication between parents and guardians and our mental health personnel is standard practice.

The Health Center may also refer students to consulting psychiatrists when psychotropic medications are necessary, when a student needs longer term support, or if the student wishes to work with a different professional.

There are times when the mental health support that Proctor Academy can offer is not enough to meet the needs of the student or when the School deems that a student's safety is in question. In these instances, the student, the family, and the School must consider a leave of absence to access a higher level of support. These behaviors may include, but are not limited to, self-harm, eating disorders, suicidal ideation, substance use, or disordered thinking. Situations that place the student or others in the community at risk will be addressed immediately. The decision regarding these matters will be made by the Wellness Committee who have consulted with faculty relevant to the student.

Voluntary Drug Testing

With the goal of providing a productive learning and living environment and enabling healthy choices surrounding substance, Proctor offers substance support in the form of a voluntary "No-Use" contract. This can be initiated by the student, a parent or guardian, advisor, member of the Health Center or school's mental health professional. This non-disciplinary "No-Use Agreement" is signed by the student, parent/guardian, advisor, and Dean of Students and authorizes random urinalysis tests for the student. Continued substance use may result in the school recommending a Wellness Leave in order to seek treatment for substance use.

Referral to iDECIDE, an evidenced based substance use educational intervention, will be an integral part of supporting a student who is undergoing voluntary random substance testing.

iDECIDE

This year Proctor is piloting an educational program as an augmentation to the school policy on substance use. iDECIDE is a Tier 2 intervention curriculum, developed by the Center for School Behavioral Health at Massachusetts General Hospital, in collaboration with Massachusetts Institute for Health Recovery and the Office of Youth and Young Adult Services. It is intended for adolescents who have begun to show signs of experimentation and early problematic substance use behavior. iDECIDE promotes education and empowerment. Providing youth with science-based information and critical skills, iDECIDE challenges young people to make decisions that align with their core values and future goals to support their own personal well-being. iDECIDE is not a cessation program and is not meant to be used in lieu of treatment.

Students will be able to voluntarily participate in this four session program. They may also be referred by their parent/guardian, advisor, teacher, dorm parent, or coach. Participation is not mandatory, however, participation in an evidence-based program, like iDECIDE, is required following a substance violation at Proctor.

The creators of iDECIDE also offer the iCARE program which is a comprehensive curriculum for parents and caregivers focused on understanding substance use and building resilience in children. This program will be made available to interested parents and care givers over the course of the year.

Wellness Leaves of Absence

Proctor is committed to supporting the overall health and wellness of its students. There are times when a student may miss school due to an illness. Under these circumstances, teachers, advisors and others are available to work with students to make up for missing work. If a student misses more than 20% of a class, they may be assigned a pass/fail grade. Students are responsible for communicating with teachers and utilizing resources available to them while they are away from school.

There are times when a student may request or may be required by the School to take wellness leave due to a medical, emotional, or psychological condition that cannot be addressed at the School. Proctor determines whether or not a student will be required or will be granted a Wellness Leave. A team, including members of the Health Center, the School's mental health professionals, the Academic Office, and Administration, will work with a student and/or parent/guardian to create a plan for separation and conditions for the student's potential return to the Proctor community. In these cases, families will be required to meet with members of the Wellness team, in person or remotely, before leaving and upon return. The first meeting will be used to discuss an academic plan and expectations for medical care while a student is on leave, and the return meeting will ensure that a support plan is created for transitioning back to campus. The School maintains the right to refuse a student's return to School.

The Academic Office, advisor, and learning specialist (where applicable) will work with the student whenever possible to maintain their academic standing. However, sometimes it is not possible, and students must make up lost academic credits during Wellness Leave. These situations are managed on a case-by-case basis. See Class Attendance and Completion of Trimester Credits section under Academic Program for additional information.

A leave may be required in the following instances:

- for a diagnostic evaluation or treatment;
- if the Chief Medical Officer and/or the director of counseling determines in their professional judgment a student has exhibited behavior considered to be suicidal or otherwise potentially life-threatening and/or poses a risk of harm to the student and/or others;
- if a student does not possess the essential skills to function independently in a residential school including self-management, relationship skills and positive decision making;
- in cases when a student is unable to meet school obligations (academic, attendance, or residential) or in cases when the needs of the student cannot be met by the community and/or 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).

Wellness Leave Procedures

When a student is placed on leave:

- All impacted parties — including the student, their parents/guardians, their advisor, their dorm parent, and the student's teachers and coaches will be notified on an as needed basis;
- The Dean of Teaching & Learning will formulate a plan for continuing academic work in consultation with the advisor and the student's teachers and communicate academic expectations to the student and their family;
- A written summary of the conditions for return will be forwarded to the parents/guardians of the student;
- As appropriate, the Chief Medical Officer will communicate with the external professionals involved with the student's care and treatment when they are on leave;
- A parent/guardian must arrange for copies of all treatment records, evaluations and psychological or medical testing to be provided to the Chief Medical Officer or the Lead Mental Health Counselor upon request. This documentation will help the School assess the student's readiness to return;
- Requests for return to Proctor after a health-based leave should be communicated to the Wellness Team through the Health Center and should include documentation demonstrating that the conditions of the leave have been satisfied;
- The return of a student after a leave of absence is not automatic. The Administration, in partnership with the Wellness Team, is responsible for granting a student permission to return from leave.

Concussion Protocol

Proctor's Athletic Training Office, in conjunction with the Health Center, works closely with students who are experiencing concussive symptoms. Proctor maintains very clear protocols for return to play or activity after a head injury. An infographic of the School's concussion protocol can be found at the bottom section of our website under "Athlete Performance." Questions can be answered by referencing this document.

ADA

Proctor is committed to a diverse community, which includes qualified students with documented disabilities and other health issues that may require reasonable accommodations to ensure access to education, housing, and recreation. Although Proctor cannot offer special education programs for students with disabilities, the School is committed to providing reasonable accommodations to qualified students so that such students can participate in the School's programs.

Federal and state laws prohibit discrimination against qualified students with disabilities. For these purposes, a "qualified student with a disability" is defined as an individual with a disability who is able to meet and fulfill the essential academic, residential, behavioral, and community expectations of the School, with or without reasonable modifications to the School's policies or the provision of auxiliary aid or services. To request an accommodation for a disability, students and parents/guardians should contact their student's advisor.

For students who seek additional support or curricular adjustments, the School may require documentation indicating that the student's disability substantially limits a major life activity. Students who provide appropriate documentation of a disability may be approved for reasonable accommodations that are supported by the documentation and that do not fundamentally alter the nature of the School's academic, residential, or extracurricular programs or impose an undue burden on the School. Any adjustments to the academic program would be made through an interactive process between the student's family and the Head of School and Dean of Teaching and Learning. No waivers of academic graduation requirements will be granted.

Even after supportive services and accommodations have been put in place, a student may still not be able to satisfactorily fulfill the School's academic requirements. In such instances, the student's teacher, advisor, the Head of School, Dean of Teaching and Learning, and/or other support personnel may decide that the accommodations put into place may not suffice to ensure the student's success at the School. If, after engaging in an interactive process and implementing reasonable accommodations, the School determines that a student is unable to meet the essential academic, behavioral, residential, or community expectations of the School, the School may determine that continued enrollment is not appropriate.

Although the School endeavors to provide the finest academic programs and assistance to students in helping them to achieve their academic goals and advancement, no particular student success is, or can be, guaranteed. These are primarily the result of the individual student's effort, ability, and attitude.

Informed Consent Agreement/Enrollment Contract Addendum

Upon turning eighteen, students are required to sign an Enrollment Contract Addendum, indicating that their parent/guardian remains responsible for them, financially and otherwise, and that the School is permitted to continue communicating with their parent/guardian about all issues related to academic performance, conduct and discipline, medical and mental health, and any issue whatsoever that the School deems necessary.

Gender Support Plan

Sexual orientation and gender identity develop differently for different people and the process through which people identify, acknowledge, and decide to share information about their sexual orientation and/or gender identity with others is an individual one. At Proctor, we believe that every community member deserves to feel comfortable to be their true self. We are committed to honoring the rights of every student and providing support around each student's gender and sexual identity. We believe that the process of coming out within a safe, inclusive community can be a positive experience and result in a sense of belonging.

Proctor's Gender/Sexuality Support Plan (GSSP) provides students the opportunity to understand their rights and options as well as identify their individual preferences for support. Students work with a trusted adult or advocate to personalize the options and resources available to them on and off campus according to the gender/sexuality pre-plan.
The following is a menu of rights, options, and supports for students. These lists are not intended to be comprehensive and can be altered and expanded at any time.

You have the right to:

- be referred to by your preferred pronouns;
- be referred to by your name of choice;
- express your gender and sexuality;
- feel safe, comfortable, and included in all aspects of school life;
- access healthcare that respects your whole being, including, but not limited to, gender identity/expression, sexual orientation, and mental, physical, and emotional health;
- make your own decisions about your gender support plan;
- be respected and honored;
- reevaluate your individual plan at any time.

You have the option to:
- choose your photo and name displayed in Proctor's internal database;
- change your Proctor ID;
- be assigned a new email address to reflect name changes;
- change your name in class/athletic rosters;
- receive help navigating the college admittance process;
- explore residential/housing options;
- disclose your identity to friends and/or family;
- try out for the sports team that aligns with your gender;
- use facilities that align with your gender.

The following supports are available on-campus:
- individualized gender/sexuality support plan;
- safe spaces and facilities;
- counseling;
- mentors;
- affinity groups;
- education;
- appropriate responses to policy violations;
- ongoing care and support, check-ins, and monitoring/reevaluating support plan.

The following supports are available on Proctor's off-campus programs:
- inclusive travel arrangements;
- access to healthcare.

Gambling

Gambling has the potential to undermine the educational and social goals of individuals and the community and can be detrimental to a student's overall health and well-being. The School may respond to students found to be participating in or facilitating gambling activities that are deemed to be negatively impacting the individual or the community. Depending on the nature and severity of the behavior, responses may include warnings, review, suspension, or dismissal. Additionally, any money or items involved in gambling activities will be confiscated.

Technology Use and Social Media

Proctor is dedicated to offering technology resources that align with its mission and enrich community life. Access to these resources is a privilege granted to Proctor community members. As technology evolves, so do the School's Technology policies and it is always imperative that students utilize these resources responsibly, demonstrating care, concern, and respect. Failure to adhere to the following policies may lead to disciplinary action, including possible dismissal. These policies complement existing school rules, apply throughout a student's enrollment, and cover both Proctor Academy and non-Proctor Academy devices and networks. Prior to accessing the School's network and computers, review the information below. By accessing these resources, students agree to comply with the outlined terms and regulations. Each year, all students are required to sign an agreement before using any school technologies. Misuse of any technologies may lead to the revocation or suspension of these privileges.

Students are expected to use social media and technology in a manner that is respectful, ethical, and in accordance with school guidelines. Any form of online behavior that is disruptive, harmful, or inappropriate will not be tolerated. This includes, but is not limited to, cyberbullying, sharing offensive content, and engaging in activities that compromise the safety and privacy of others. Students may not video or photograph another person without their explicit consent and should not share or forward any content

created by another without specific consent. This prohibition extends to the creation or alteration of any content, including videos, images, audio or text, whether created by artificial intelligence or by any similar computer program or means, that purports to be real but is fabricated and is inappropriate, harassing, or disrespectful. Importantly, it is illegal for anyone under the age of 18 to request or send explicit pictures or videos, even of themselves or with consent. Students are encouraged to use digital platforms responsibly to foster a positive and inclusive school environment.

Technology Department

The Technology Department oversees the school's technology infrastructure, digital learning environments, and support services. The team is focused on delivering secure, reliable, and future-ready technology that supports teaching, learning, and campus operations.

Key services include:

- **User Support & Troubleshooting:** Assistance with Google Workspace (Gmail, Docs, Drive, Chat), Veracross, Canvas, printing, software applications, Internet connectivity, and device issues.
- **Device Management & Repair:** In-warranty devices are serviced through Apple, and out-of-warranty repairs are sent to off-site to a third-party repair center. Short-term loaner iPads and laptops are available.
- **Infrastructure & Security:** Manages the School's core technology infrastructure and security, including wired and wireless networking (Meraki), camera systems, endpoint management, enterprise systems (Google Workspace, Veracross, Canvas), cybersecurity protections, and ongoing infrastructure optimization.

Oversight and Personal Accountability

Proctor Academy may monitor and track all online behaviors and interactions using technology on school property or at school events. The school also may investigate any reports of inappropriate actions involving technology in the Proctor Academy community.

All emails, messages, and documents sent through the School's network or accessed via the School's network or device may be subject to inspection.

When using personal technology on school property or at school events, students have a limited expectation of privacy, provided their activities do not violate policies, laws, or compromise the safety and well-being of the School community.

If the School suspects a violation of its policies or the law, or if student safety and well-being are jeopardized by the use of a student's cell phone, computer, or other device, the School has the right to search such devices or accounts with consent from the student's parents/guardians. Refusal to provide consent may be considered non-cooperation with an investigation, leading to disciplinary decisions by the School.

Mandatory Software and Device Configurations

To maintain academic integrity, campus safety, and a focused community, Proctor Academy requires specific software, client programs, or network profiles on all non-Proctor devices (student laptops, smartphones, and tablets). Installation and maintenance of these tools are mandatory for academic and network support. These requirements fall into two categories:

- **Residential & Community Management Apps:** Orah Student, and Genea - for building access, safety logistics, real-time accountability, and overall community operations.
- **Distraction Management & Focus Tools:** Software and device profiles (e.g., managed restrictions, focus modes, or filtered access) that limit non-essential distractions and reinforce productive technology habits aligned with academic and residential expectations. These include: Respondus Lockdown browser and Doorman.

Student Responsibility and Compliance

Students must install, update, and keep all required applications active as directed by Proctor Academy, the Technology Department, and administration. Modifying, bypassing, disabling, or removing school-designated software or profiles without authorization violates the Technology Use Agreement and may result in disciplinary action as outlined in the handbook.

Right to Update

Proctor Academy retains the right to modify, update, and revise its technology policies as necessary to ensure the safety and well-being of students and the broader community. Consequently, the School may introduce new rules, restrictions, and guidelines at any point.

Individual Accountability

Proctor Academy upholds four core values: respect, responsibility, compassion, and honesty in relation to all aspects of the community, including technology use. Students carry the responsibility to seek guidance from the Technology Department or a school administrator before engaging in any uncertain use of technology, ensuring compliance with school policies and values.

Internet Usage

Proctor Academy maintains a strict policy against accessing offensive, profane, or obscene material, including pornography and hate literature. Hate literature is defined as any written content intended to degrade, intimidate, incite violence, or provoke prejudicial actions based on race, ethnicity, nationality, gender, gender identity, age, religion, sexual orientation, disability, language, political views, socioeconomic status, occupation, appearance, or any other legally protected characteristic. Violations of this policy will result in disciplinary consequences.

Communication

Students are prohibited from engaging in inappropriate communication in any form, whether through public or private messages using cell phones, smart devices, online posts, comments, or other content. Inappropriate communication includes, but is not limited to, the following: obscene, profane, lewd, vulgar, disrespectful, or inflammatory language or images created or shared by students; dissemination of information that could harm individuals or disrupt the School community or academic environment; hate speech, including discriminatory attacks; harassment or stalking of others; knowingly or recklessly posting false or defamatory information about individuals or organizations; and communication that encourages the destruction of property or involves the acquisition or creation of weapons or other harmful devices. Additionally, students must immediately cease communication if requested to do so by another person. Violations of these guidelines will result in disciplinary measures by Proctor Academy.

Sharing or Requesting Explicit Content

Students should understand that sharing or requesting sexually explicit messages, photos, or media (including deepfakes as described in the Sexual Misconduct policy in this handbook) via computers, digital devices, or cell phones can result in criminal charges under federal and state laws.

The school prohibits all students, regardless of age, from using any technology—whether owned by them or the School, accessed via the School's network or otherwise, on or off campus—to send, solicit, or receive messages, images, or music that depict or refer to sexual conduct, arousal, or nudity. Federal and New Hampshire laws forbid the possession and distribution of obscene or pornographic images of minors, and the School may involve law enforcement in such cases.

For students over 18, possessing or sharing pornographic images of adults, including other students of legal age, is strictly forbidden, regardless of consent. Any coercion or solicitation for such content is expressly prohibited.

Students with concerns about issues like receiving unwanted sexual images should promptly speak with their Class Dean or another school administrator.

Cyberbullying

Students are not allowed to use technology to bully, degrade, embarrass, intimidate, or humiliate their classmates or others in the School community. This behavior, known as cyberbullying, is unacceptable and will face disciplinary consequences if it disrupts the safety or well-being of the School community, whether it occurs on or off campus.

Personal Integrity

Students are prohibited from impersonating others online or using someone else's identity. They may not use, share, or distribute the intellectual property of others, such as text, photos, or videos, without proper authorization. This includes intellectual property that students have permission to use personally but not publicly. Such actions violate school policies and may also contravene state and federal laws.

Copyright and Fair Use

An item is considered copyrighted when an individual or group possesses the exclusive rights to reproduce it, among other conditions. This applies to songs, videos, pictures, images, and documents. Copyright infringement takes place when someone unlawfully reproduces or uses a copyrighted work without permission. Students are required to correctly attribute all materials they utilize and must refrain from using someone else's work without obtaining proper permission. It's important to note that citing material properly does not always replace the need to obtain explicit permission to use another person's work.

Respecting Others' Privacy and Ensuring Personal Safety

Students are prohibited from intentionally accessing, copying, or altering files, data, or passwords belonging to others. They must not misrepresent or assume someone else's identity, nor repost private information received without the sender's consent. It is also impermissible to share private details about others or use someone else's account. Students are encouraged to limit the disclosure of personal information online, including their name, age, school name, address, phone number, or any other identifying information. Posting private information about others without their permission is strictly prohibited.

Cybersecurity and Responsible Use

It is against school policy for students to create, distribute, or assist in the distribution of computer viruses, malware, ransomware, or any other harmful or disruptive software. Students are strictly prohibited from bypassing, disabling, or attempting to circumvent any security measures on School-managed systems or networks. This includes using VPNs, proxy services, anonymizers, or any other tools or websites designed to evade firewalls, content filters, monitoring systems, or to conceal online activity or identity.
Students must not tamper with computer settings, browser configurations, operating system protections, antivirus/endpoint security software, or any School-installed management tools on School-owned or managed devices. Accessing, attempting to access, or altering administrative areas, secure files, passwords, or restricted resources on the School network without explicit authorization is forbidden. This includes password guessing, brute-force attempts, social engineering, or using any unauthorized credentials.
Students are expected to use School devices, and network resources responsibly and only for educational purposes. Any intentional disruption of School technology services, unauthorized installation of software, or use of School systems to violate local, state, or federal laws is prohibited.

Liability

The school cannot guarantee flawless operation of technology services and is not liable for any damages or data loss students may experience. It does not ensure the accuracy or quality of information obtained through its technologies, despite filtering some content. Students are advised to protect personal information online and must respect copyright laws when using internet materials. Illegally distributed content should not be downloaded using school systems, and caution is urged when handling email attachments and files from unknown sources to avoid potential harm to computers and the School network.

Policy Enforcement and Sanctions

It is expected that all members of the community contribute to upholding this policy. Violators may face a range of consequences, including loss of computer, telephone, or network privileges, disciplinary action, or dismissal from the School. Certain violations may also constitute criminal offenses under local, state, or federal laws, and the School may pursue or assist in legal prosecution as necessary.

Any suspected policy violation should be promptly reported to the Director of Technology, as well as to the Dean of Students, Assistant Head of School, or Director of Human Resources.

Social Media Accounts and Proctor

At Proctor Academy, we are dedicated to fostering a safe, respectful, and inclusive digital environment. As part of this commitment, students must use the name, image, and likeness of the School—including references to "Proctor," "Proctor Academy," "PA," "Hornets," and any related school symbols—responsibly and only with explicit, prior authorization from school administration. Students may not make reference to Proctor Academy through use social media "tags" or "@Proctor" references or mentions. This prohibition shall be construed to include similar tags, references, mentions or hyperlinks, including accounts, domains, names and phrases that may be reasonably associated with Proctor Academy.

The following guidelines apply to all students:

- Explicit Authorization Required: Students may not create, use, or manage any social media account, website, or other digital platform that uses the name "Proctor," "Proctor Academy," "PA," "Hornets," the School's logo or crest, or any other school identifiers, without explicit written approval from the administration.
- Prohibition of Misrepresentation: Students may not create digital content or social media platforms that suggest or imply that they speak on behalf of the School, or that might reasonably be confused with an official or authorized school platform.
- Respect for Institutional Identity: All uses of "Proctor," "PA," "Hornets," and other school identifiers must be consistent with the School's mission, values, and community standards. Any use that is disruptive, harmful, or disrespectful is strictly prohibited.
- Commitment to Positive Digital Citizenship: Students are encouraged to use social media and technology in ways that positively reflect the values and spirit of Proctor Academy, supporting the well-being and dignity of all members of our community.

Educational Program

Academics

Proctor's educational program spans our academic, off-campus, afternoon activity, athletic, community, and environmental stewardship programs. Through these educational programs, Proctor seeks to develop students who exemplify the Profile of a Proctor Graduate.

Academic Planning

Proctor's unique academic curriculum is founded in the belief that academic challenge, overt support systems, and a preference for hands-on, experiential modes of teaching create an optimal learning environment for students.

With over 135 academic courses, 30 art electives, and five term-long off-campus programs to choose from, the importance of academic planning is elevated at Proctor. Advisors actively guide each student through an academic planning exercise on a semi-annual basis which is critical to each student fully accessing experiences available at Proctor.

Academic Honesty
The creation of original work is an important part of the learning process at Proctor. As students develop their own writing style and original thoughts, they will undoubtedly reference other people's work. When referencing others' work, students must take particular care to not copy and paste ideas into their work and must be sure to cite and document sources properly. Plagiarism, whether intentional or unintentional, is the act of taking someone else's writing, words, sounds, images, or ideas, and presenting them as one's own. When citing other's ideas, students are responsible for following current guidelines for citations and should seek the help of teachers and the librarians to ensure proper citation format. Course work submitted for a grade may not be presented in another course for credit, and such a violation is also considered plagiarism.

Artificial intelligence-based tools (ChatGPT, Grammarly, QuillBot, etc...) have made it possible for students to submit written work that is not copied from another source and that is not their own writing or their own thinking. Students must be clear with faculty about the tools they are using to write. Unless it is explicitly a requirement of an assignment, work generated by Artificial Intelligence that is submitted as a student's own will be considered plagiarism and may result in an Honor Code Violation.

In an effort to build productive, thoughtful students able to think independently while also able to function in a world where AI-based tools are real, faculty will communicate clearly with students regarding the level of AI support students may use in their work. There will be times when students will be able to use AI to generate ideas or receive feedback on their work and there will be times when the use of AI is completely off limits.

Honor Code Violations
When a situation is deemed to be a breach of academic honesty, an Honor Code Violation is issued to the student(s) involved. A first Honor Code Violation places a formal letter from the Dean of Teaching and Learning in the student's file in the Academic Office and the student will be asked to re-do the work in order to receive some credit on the assignment and demonstrate enough understanding to earn credit in the course. Most colleges and universities require students to notify them of any Honor Code Violations that occur during a student's junior or senior year. **A student who receives a second Honor Code Violation will meet with the discipline committee and could result in dismissal from school.**

Graduation Requirements
To earn a diploma from Proctor Academy, a student must be enrolled in at least four level I courses per term and enrolled in four years of high school.
- If a student wishes to take two study blocks or take fewer than five courses during any given term they can do so only with permission from parent/guardians, advisor, learning specialist and Dean of Teaching and Learning.
- Any student wishing to take six Level I courses needs the permission of the Dean of Teaching and Learning.

To earn a diploma from Proctor Academy you must earn a minimum of 48 credits. Distribution requirements include:
- Arts — 3 credits
- English — 12 credits (Must enroll in an English course every term)
- Mathematics — 9 credits (Through Algebra II or Integrated Math III)
- Science — 9 credits (Including one year of Biology)
- History — 8 credits (Including one year of U.S. History)
- World Language — 6 credits (Through level II in the same spoken language)
- Programming - 1 credit

Other graduation requirements include:
- The student has spent four years in high school.
- All required Skills courses have a passing grade.
- Successful completion of Wilderness Orientation.
- Successful completion of Project Period each year.
- Successful completion of Senior Project (if applicable).

Failure of a course must be resolved with the Dean of Teaching and Learning.

Early Graduation
Under certain circumstances, Proctor will grant a student who has completed all graduation requirements the ability to leave school before graduation to pursue unique academic or service-based opportunities not available at Proctor. Past examples have included NOLS semester courses, apprenticeships, or educational research opportunities. Proctor does not support early graduation solely for athletic pursuits already provided by the School like early (non-academic) college enrollment for a sport, junior hockey, club lacrosse or basketball, and ski racing. Since students must complete at least four years of high school to qualify for graduation, the ability to graduate early is only available to students who are in their fifth year of high school.

Students asking to leave school prior to graduation must make their request by the end of the fall term of their senior year and must provide official documentation from the program/organization they will be working with that clearly describes the program.

Students granted the opportunity to leave Proctor prior to graduation may ask for permission to attend Proctor's Commencement exercises. During their time away from Proctor, the student must follow Proctor's community standards and codes of conduct as stated in the Student Handbook. Any violation of these standards will be reviewed and may result in the loss of the opportunity to attend commencement exercises.

Academic Credits
Proctor recognizes one credit as representing a passing performance (60% or better) in a Level I trimester course. One credit represents approximately 30 hours of classroom time and 20 hours of homework time. All credits earned at accredited/credit-granting schools and summer schools are honored. Questions regarding credit status must be resolved with the Dean of Teaching and Learning. All non-Proctor credits must receive prior approval by the Dean of Teaching and Learning.

Summer Study for Credit
A student can acquire credit through academic work completed during the summer in two ways:
1. Attending an accredited summer school program - All courses must receive prior approval from the appropriate Academic Department Head and the Dean of Teaching and Learning. A course syllabus or other comparable documents must be readily available for Proctor review.
2. Arranging for Proctor's tutorial program following guidelines established by the respective departments. This option is best for students who plan to complete just one trimester of a course and is available for mathematics, languages, and U.S. History. These grades are Pass/Fail.

The deadline for summer study applications is early May. Students should contact the respective Department Head if they wish to study in the summer for credit.

Summer school credits are listed separately on the transcript and do not replace a grade previously received in a similar course. Students hoping to enter an honors section after a summer school course are required to take the comparable Proctor examination to demonstrate proficiency.

All summer work must be completed before the first day of classes in the Fall Term.

Withdrawing from Academic Courses
Students who drop a class from their course schedule after midterm grades are published, will receive a "w/d" on their transcript.

Special Programs

Wilderness Orientation
More than a physical place, Proctor is a set of beneficial relationships. This human definition of community is introduced to all new students on a five-day backpacking hike in the mountains of New England. Eight students and two teachers conquer mountain peaks, cook over open fires, sleep under tarps, and work together as a functioning group. Unless there are extenuating circumstances, students complete Wilderness Orientation in their first year. All students are required to complete Wilderness Orientation unless special accommodations are made through the Dean of Students Office.

Project Period
The spring trimester begins with intensive, small-group activities that provide students with the opportunity to learn a new skill, experience an outdoor adventure, explore a new culture or engage in a service project. Students boil maple sap into syrup, make quilts, volunteer at local schools, bike on Cape Cod, practice martial arts, teach skiing to disabled children, or dog sled through northern Maine. Project Period is one of many examples of transformational experiential education at Proctor and therefore is viewed as a week's worth of academic experience. Project Period must be completed each year a student is enrolled at Proctor. Participation in Project Period will be noted on the Proctor transcript with a Pass / Fail grade. Students participating in a spring off-campus program are exempt from this requirement for that year.

Senior Project
Senior Project provides seniors the opportunity to spend the final weeks of their Proctor careers designing and completing an independent, experiential project. Projects take many forms, including professional internships, creative and artistic work, service, and independent skill-building. Specific criteria, proposal due dates, and expectations for Senior Projects are presented to seniors early in the fall of students' senior year. Students are responsible for identifying both a project mentor and sponsor to work with them during their Senior Project. All projects culminate in individual exhibitions demonstrating student learning during the project and are assessed by a committee of faculty.

To be eligible for participation, a student must: have a 70 or better average in each class for both the Winter and Spring terms; have satisfactory or better effort grades in each class for both the Winter and Spring terms; have completed all coursework up to the start of Senior Project; be in good academic and social standing; have met all graduation requirements; have turned in all necessary materials; and have paid all Proctor fees and fines.

Students who elect to participate in Senior Project, must complete their project in order to participate in end-of-year celebration and commencement exercises. The Project will be noted on their Proctor transcript with a Pass/Fail grade.

A student's eligibility to participate in Senior Project is a privilege and they may lose the opportunity to participate depending on discipline, review and attendance records. If a student gets a major violation in the Winter or Spring Term of their senior year, they may lose their ability to participate in Senior Project. The Senior Project Coordinator, Dean of Teaching and Learning and Dean of Students ultimately decide a student's eligibility.

Once Senior Project begins, a major violation or other significant discipline event may result in a student being excluded from commencement and other celebrations that happen during graduation week. Students may have the opportunity to petition the Dean of Students, Dean of Teaching and Learning and Senior Project Coordinator in order to remain on senior project.

Participation in Non-Proctor Academic Programs
Occasionally students have interest in academic programs outside of Proctor. The following must take place in order to receive Proctor credit for any external program:

- student must have been a Proctor student for at least one full academic year;
- student must be in good academic and social standing;

- program must be accredited and accepted by Proctor;
- student must submit a written proposal to Dean of Teaching and Learning;
- a committee composed of the Dean of Teaching and Learning, Director of Admissions, and Director of College Counseling will render a decision on the proposal;
- credits earned may not exceed 20% of the students overall credit accumulation while attending Proctor.

Credits earned at external programs will be used towards the overall credit requirement accumulation for graduation purposes; however, any grade earned in a non-Proctor academic program will not be included in the student's Proctor GPA.

Change of Grade or Living Status

When a student is admitted and chooses to enroll at Proctor, it is into a specific class and year of graduation. Sometimes students choose to "reclassify" upon enrollment or during their time at Proctor. Should a student or family wish to make a change in grade status once enrolled, the request should be made in writing to the Director of Admissions. A committee composed of the Dean of Teaching and Learning, Director of College Counseling, and Director of Admissions along with the student's advisor review the request and a decision is rendered. In addition, should a student wish to change enrollment from Boarding to Day student or Day to Boarding student, a request needs to be made in writing to the Director of Admissions. Requests will be considered by the Student Review Committee with attention to the student's academic, health, and behavioral performance as well as the School's enrollment management goals.

Assessment and Grading

Each Level I trimester course is considered one credit unit and is listed separately on the academic transcript. At the end of a trimester, each student and teacher complete an evaluation of the student's performance in that course. This includes written commentary and an assessment of effort. The teacher indicates a final academic grade and a final effort grade. A grade of 60 or higher is passing. Effort grades are given for each student in each course as one of the following: Honors, Satisfactory Plus, Satisfactory, Satisfactory Minus, and Unsatisfactory. Skills courses yield pass/fail and effort grades only. All end of term and midterm grades and comments are viewable to parents/guardians through their portal in Veracross. Cumulative grades are not calculated for year-long courses.

The value of a final exam is determined by the department, but may not exceed one-third of the final grade. A teacher may elect to assign a project for the final assessment, in lieu of an exam, for one of the three trimesters of a year-long course. Department Heads may make exceptions to these policies.

Class Attendance/Completion of Trimester Credits

Any student, having begun the term attending classes, who then misses two or more consecutive weeks (20% of class blocks) of class on campus may be assigned pass/fail grades instead of a numeric grade. Any student who is unable to begin attending classes by the twelfth class day of the term will need to clarify their academic status with the Dean of Teaching and Learning.

If a student is separated from Proctor for an extended period of time (either through a Wellness Leave or other leave) missing at least four weeks (40% of the class blocks in a term), or if a student misses 40% or more of any term, the student may not be able to earn academic credit for the term. If the student does earn credit, it will be pass/fail. Students who lose credit due to an extended absence will work with the academic office on a plan to make up the credit and possibly graduate on their original timeline.

Absences can only be resolved through the Student Life Office. Any violation given for absences remains active on a student's record during the school year.

Completion of Trimester Academic Credit for Dismissed Students

In some situations, students who are dismissed from Proctor may be able to earn academic credit for the remainder of the term with successful completion of academic work with a tutor at home. This decision is made by the Dean of Teaching and Learning and Head of School and is contingent on many factors, including the timing of the dismissal.

Temporary Absence from School

Sometimes unforeseen or special circumstances require parents/guardians to excuse their child from school. These may include family obligations, religious observances, medical consultations, or personal commitments. Since nothing can substitute for valuable class time, we ask parents and guardians to plan within the Proctor school calendar whenever possible. In order for a student to be released from their school commitments students must submit a Gone From School (GFS) Pass through Orah. The GFS Pass requires signatures from academic teachers, advisor, dorm parent and coach. Parents and guardians must endorse this pass in Orah acknowledging the student's travel plans. Students missing more than 3 academic days will require further approval from the Dean of Teaching and Learning. If a student's plan changes while away from school we ask that parents and guardians communicate with the Student Life Office.

College Visit Absence from School

Juniors and seniors often make college visits throughout the course of the year. These visits are an important part of the college admission process; however, students must complete a Gone from School (GFS) Orah Pass prior to departing campus. The GFS Pass must be signed by the student's academic teachers, advisor, dorm parent, coaches, and College Counselor at least 24 hours prior to a student departing campus. Students should plan college visits over school vacations or long weekends in order to miss as little academic coursework at Proctor as possible. Students, parents, and guardians should refer to the College Counseling Handbook for further details on college visits. Students missing more than 3 academic days will require additional permissions from the Dean of Teaching and Learning.

Special School Day Attendance Expectations

Proctor's academic schedule often overlaps with federal holidays. Regardless, students are required to attend all school-related commitments. Proctor asks families to support our educational mission by not requesting special accommodations to miss required school activities. Attendance will be recorded for all school-related activities, even if it is a non-traditional academic day, such as a Community Day.

Academic Recognition

Any student who has received a "w/d" or who has changed from a (Level I) numerically graded course to a Pass/Fail (P/F) grade is not eligible for Academic Recognition during that term. Students must be enrolled in at least 4 Level I academic major courses to be eligible for Academic Recognition.

- **Head's List** consists of students whose unweighted academic term average is 90 or above and all effort grades are satisfactory or above.
- **Honor Roll** consists of students whose unweighted academic term average is 85 or above and all effort grades are satisfactory or above.
- **Effort Honor Roll** consists of students who at the end of the term receive Honors or S+ Effort Grades in all of their commitments with at least 4 Honors Effort grades in total.

Student Records

A student and/or parent/guardian in good financial standing, upon request, is entitled to receive a copy of the student's official school record. A student's official school record shall include the student's transcript, Learning Skills Profile, and advisor reports. A student's record does not include email communications to or about the student, records of disciplinary actions, investigation records of any kind (such as disciplinary, harassment, hazing, bullying etc. except for any record placed in the student file, such as a letter sent home to parents/guardians, etc.), recommendations provided to the School regarding the student's admission, or any other record deemed by the School to be confidential records of the School, which have not been printed and placed in a student's official institutional record.

Academic Technology

Proctor will supply all incoming students with a Proctor-managed Apple ID for school-issued ebooks and apps. Students are required to supply an Apple laptop, and it is optional for students to bring an iPad with Apple Pencil and a case for Math and Science classes. Proctor strongly recommends that Apple devices are purchased a multi-year or subscription basedAppleCare+ warranty to simplify the repair process when necessary.

For Laptops, Proctor recommends the latest M-SeriesMacBook Air or MacBook Neo; laptops and other devices must be able to support the most recent macOS for the duration of the student's time at Proctor.

If purchasing an iPad, the iPad must be able to support the most recent, and future releases of, ipadOS. A case with a keyboard and trackpad is strongly recommended.

Technology Guidelines and Technology Use Contract

The Technology Use Contract must be signed by students and parents/guardians, outlines what users may and may not do with their personal devices and/or technology resources provided by the School. The guidelines established by the Technology Use Contract are an extension of the School's core values of honesty, compassion, respect, and responsibility. Behavior that breaches the Technology Use Contract may result in a Major Violation or dismissal. Devices (cell phones, headphones, tablets, and laptops) should not be used in the Dining Commons during meals or in the Norris Family Theater when the School gathers for Assembly or performances.

Furthermore, the School has adopted a Mobile Phone Policy that governs the use of phones during the academic day. Refer to the Mobile Phone Policy for additional information.

Off-Campus Programs

Proctor offers five term-long off-campus programs during the academic year. Each of these programs mixes academic study, travel, place-based learning, and group living skills to provide students with a challenging, immersive educational experience. Each year, roughly a third of Proctor's student body studies off-campus, with more than 75% of all Proctor students choosing to study abroad during their Proctor years.

Off-Campus Sign Up Procedures and Priority

With more than 75% of Proctor students spending at least one term on an off-campus program, the demand for off-campus programs is high. Interested students must consider their four-year plans, including academic and extracurricular interests, and confirm with their advisors that a program fits their needs and interests. Due to high demand and limited spaces each term, off-campus program sign-ups, lists, and priorities are conducted using the following guidelines:

- Students currently enrolled as sophomores and juniors submit applications for off-campus programs by mid-December for the following academic year.
- Students currently enrolled as freshmen will submit applications for Proctor en Monteverde by mid-April for the following academic year.
- Program directors, Dean's Team, Wellness Team, and Administrators gather completed applications and create priority lists based on the following criteria:
    - Graduation year
    - Years at Proctor
    - Participation in other off-campus programs during junior and senior years
    - Academic, social, and wellness standing
    - Completion of off-campus program prerequisites, including successful participation in wilderness orientation
- Off-Campus program lists for the next academic year are released in January (May for Proctor en Monteverde).
- Preference for spaces in the off-campus programs may occasionally be given to boarding students for campus housing reasons. In rare situations, a day student may be asked to participate in a different term.

Students returning from Off-Campus programs

- Students may use the fitness room from 3:00-6:00 pm Monday-Friday afternoons with permission from the Athletic Training Office.
- Students may visit campus provided that they call the Administrator on Duty prior to arriving on campus and upon departure from campus. Students will depart campus at the completion of the athletic event.
- Students are not invited to socialize in the dorms, Dining Commons, or the Wise Center.
- All school rules are in effect while students are on campus.

Additional Fees for Off-Campus Programs (Day Students)

It is Proctor's goal to provide students equal access to programs offered by the School. However, the operational costs of Proctor's off-campus programs are offset by boarding school tuition, whereas they are not covered by the day student tuition. Therefore, it is necessary for Proctor to assess an additional fee to all day students who choose to participate in Global Art Classroom, Mountain Classroom, Ocean Classroom, Proctor en Costa Rica or Proctor en Segovia.

Day students wishing to participate in an off-campus program are responsible for the difference between the boarding and day tuition for one term. The fee for the 2026-2027 academic year is $10,900. The family is also responsible for all deposits, transportation expenses, spending money, and other costs associated with a program.

Need-based financial assistance is available, on a limited basis, to help defray the cost of off-campus programs for day students already receiving financial aid. Please contact the Director of Financial Aid for additional information.

Depending on the program, families may be responsible for flight costs associated with travel to and/or from the program.

Summer Service Trips

These experiential trips are a focused, rich opportunity for students to engage in cultural immersion and the principles of community building. Led by Proctor faculty members, groups range from 7-14 participants. Although shorter than the typical term-long Proctor off-campus program, these dynamic trips offer students a vehicle to engage in experiential learning from a community service perspective. Trips are scheduled for June or July and are fee-based. Limited financial aid is available.

Discipline and Off-Campus Programs

Generally speaking students are bound by the rules outlined in this handbook, even when on an Off-Campus Program (OCP), except in rare circumstances which have been defined by the OCP curriculum. In most cases, if a Major Violation occurs on an off-campus program, the student will be asked to leave the program. If a student leaves a program for any reason more than two weeks into the academic term, successful return to on-campus academics may not be a viable option and the student may be asked to spend the remainder of the term at home before re-entering the School community at the start of the next term. In these cases, students remain enrolled in the academic portions of their off-campus program on a pass/fail basis. A student's return to campus, regardless of the timing of their dismissal from an off-campus program, is contingent on available space in dorms and classes.

Off-Campus Student - Absent Without Awareness Policy

Students who do not communicate with group leaders and separate themselves from their group and remain apart from the group and out of communication for any significant amount of time or on multiple occasions may be dismissed from the program. The term "significant" is defined by the program leader's discretion and the situation in which the student is unaccounted for.

Community Conduct Expectations and Disciplinary Process

Proctor Academy is committed to creating a safe and healthy environment for all members of the community. When violations of the community conduct expectations occur, the School will take appropriate action. Proctor's community conduct expectations reflect the School's core values and commitment to maintaining a safe and respectful school environment. Students and families should be aware that the expectations described in the Student Handbook are illustrative rather than exhaustive. Meaning that Proctor may determine the conduct which is not expressly identified or described in the Handbook may violate Proctor's expectations.

Further, families should understand that the Head of School, or her designee, has the prerogative to require a student to leave Proctor at any time if, in her sole judgement, it is in the best interests of the School. The Head of School, or her designee, can make this decision without invoking the processes outlined in this Student Handbook.

Jurisdiction – School Expectations While Off Campus or Out of Session

Proctor exerts heightened jurisdiction over student misconduct that occurs either on-campus or off-campus at a Proctor sanctioned or approved event, including while on day, evening, or weekend permissions. However, Proctor may extend jurisdiction beyond this scope under certain circumstances, particularly when off-campus misconduct, including interpersonal misconduct (as defined below) may be detrimental to school life.

Any students who assist others in violating school rules are themselves liable for disciplinary action. This includes hosting, facilitating, or attending social gatherings where other students' conduct is in contravention of School rules. This policy applies to both boarding and day students.

Prevention

Education around bullying, hazing, sexual misconduct, and retaliation (collectively, "interpersonal misconduct") is provided to students in developmentally appropriate ways each school year in advisory, ninth and tenth grade seminar classes, dorm meetings, and in other venues. The aim of such training is to prevent these behaviors and to equip all community members with the understanding, skills and support to adequately respond to such behaviors should they occur. All members of the community are expected to take action and bring concerns of possible interpersonal misconduct forward to the Assistant Head of School, a member of the Deans' Team, or another trusted adult.

Proctor's Community Conduct Expectations

The examples of Proctor's Community Conduct Expectations identified below and the definitions provided are not intended to be exhaustive but are offered to provide illustrative examples and guidance in recognizing these behaviors.

Discrimination and Harassment

Proctor prohibits discrimination against and harassment of any member of the Proctor community based on age, gender, race, color, national origin, disability, sexual orientation, gender, or any other characteristic protected by applicable law. "Discrimination" and "harassment" will be construed broadly. Any conduct that results in a member of the Proctor community being treated adversely because he or she is a member of any of the protected classes listed above is "discrimination." "Harassment" includes any conduct that is intended to, or likely would, intimidate, offend, or harm a person because he or she is a member of any of the protected classes listed above.

Harassment can take many forms. Examples include, but are not limited to:

- limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics;
- 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;

- demands for sexual favors in exchange for favorable treatment, academic rewards, or continued participation in a program or project;
- offensive or unwelcome sexual flirtation, advances or touching;
- obscene, demeaning or abusive commentary about an individual's body or other personal characteristics;
- audiotaping or videotaping individuals in potentially embarrassing situations and/or forwarding such taped material to others;
- responding to refusals to provide sexual favors with verbal, emotional, or physical abuse.

Often harassing behavior results from ignorance or insensitivity to the feelings of others. Being mindful of how one's behavior is affecting others, and communicating the effect of the behavior of others are good ways to minimize harassment.

Examples of behaviors that may be considered discriminatory and/or bias-based include, but are not limited to the following:
- Excluding student(s) from a group or social activity based on protected characteristics;
- Using hurtful language, gestures, or images;
- Mocking or harmfully imitating another person or group;
- Inappropriately identifying someone by a characteristic rather than their name.

All members of the Proctor community bear the responsibility of upholding these principles of equity and inclusion, and we expect those who witness incidents violating the rights and dignity of others to bring their concerns to an advisor, dorm parent, teacher, coach, or other adult of their choice.

Bullying
Bullying of any type is strictly prohibited. Respectful behavior is always expected in all interactions.

"Bullying" means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which: (1) Physically harms a pupil or damages the pupil's property; (2) Causes emotional distress to a pupil; (3) Interferes with a pupil's educational opportunities; (4) Creates a hostile educational environment; or (5) Substantially disrupts the orderly operation of the school. "Bullying" shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyber-bullying is a form of bullying that occurs 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 webpage, in a blog, any form of social media, or otherwise.

Cyber-bullying may include, but is not limited to, any of the following kinds of behaviors:
- taking a private email, direct message, or text message and forwarding it, or threatening to forward it to others or posting it where others can see it to embarrass or intimidate a person;
- spreading hurtful rumors online about another person;
- threatening or insulting through aggressive emails, instant messages, or text messages;
- posting, or threatening to post embarrassing pictures of someone online without their permission;
- 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; and
- and the creation of any content, including videos, images, audio or text, whether created by artificial intelligence or by any similar computer program or means, that purports to be real but is fabricated and is inappropriate, harassing, or disrespectful.

Hazing
Hazing is defined as conduct or a method of initiation into any student organization which willfully or recklessly endangers the physical or mental health of any student or other person, regardless of consent of the individuals involved.

Examples of hazing include, but are not limited to: 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 a student or other person, or which subjects a student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Hazing is predicated on inclusion and can sometimes be overlooked because it can appear as neither particularly aggressive or as intended to harm. In addition, hazing can sometimes be confusing for students to understand because they might consent to the behavior. It is important to note that because hazing involves a group context and the power differential of current members and those seeking membership or acceptance by the group, peer pressure and a coercive environment can exist and interfere with consent. Therefore, conduct can be deemed to be hazing regardless of a person's willingness to participate.

Sexual Misconduct
Sexual misconduct is strictly prohibited and a violation of this policy may result in suspension or dismissal. There are many forms of sexual misconduct that violate Proctor's school rules. Examples of prohibited sexual misconduct may include:

- sexual advances, whether they involve physical touching or non-physical contact;
- physical assault, including rape or any coerced or non-consensual sexual relations;
- intimate partner violence;
- sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive, obscene or insulting gestures or comments;
- sexual harassment, meaning, unwelcome conduct that is sexual in nature and may deny or limit a student's ability to participate in or benefit from an educational program or activity or that may create a hostile environment;
- inquiries into one's sexual experiences or activities or discussion of one's own sexual experiences or activities;
- audiotaping or videotaping others in sexual or other potentially embarrassing circumstances and forwarding or threatening to forward the taped material to others intimidating or suggestive remarks about an individual's sexual orientation, whether actual or implied;
- displaying, soliciting, or sharing intimate photographs, videos, or audio recordings, and/or making sexual comments about a person to others, including over social media;
- sexually suggestive or degrading sounds or remarks (written, oral, or electronically transmitted), including graffiti and the spreading of sexual rumors, made to or about another member of the community;
- the use of School technology to transmit sexually suggestive, offensive, and/or degrading material, whether received at the School or elsewhere the open display of sexually offensive objects, pictures, and messages. Note it is illegal to record or video others without their knowledge;
- derogatory pornographic posters, cartoons, drawings, deepfake or cheapfake images, videos or other content; and
- any and all sexual advances or conduct between adults and students.

A note on "deepfakes": In addition to violating school policy, it is illegal to knowingly create or distribute a deepfake for the purpose of embarrassing, harassing, entrapping, defaming, extorting or otherwise causing harm to an individual. New Hampshire law defines "deepfakes" as a video, audio, or any other media of a person in which their face, body, or voice has been digitally altered so that they appear to be someone else, they appear to be saying something that they have never said, or they appear to be doing something that they have never done.

Definition of Consent: For the purposes of this policy, consent must be an affirmative (meaning active), verbal (meaning through audible words), and voluntary (meaning without coercion), agreement by a person to engage in sexual activity with another person. Consent must be present at every stage of a sexual encounter. Consent to some sexual activity does not imply consent to other

sexual activities, nor does past consent imply future consent. Consent can be revoked at any time. Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated, whether due to drugs, alcohol, or some other condition(s). Consent will not be inferred in the absence of a "no."

Making a Report of Sexual Misconduct
Though it can be difficult to make a report of sexual misconduct, it is important for both the health and well-being of the individuals involved and of the community. In addition to making a report through the reporting process described below at page 48, there are many other ways to make a report.

Reports can be made in person or in writing to:
- The Administrator on Duty (603) 491-9282
- The Health Center (603) 344-0915
- Any trusted adult on campus.

Crisis Center of Central New Hampshire (CCCNH)
Support to survivors of Domestic and Sexual Violence in Merrimack County, New Hampshire, including Hospital accompaniment, accompaniment through the criminal justice system, support groups, and a 24-hour crisis line that can be reached at 866-841-6229.

Love is Respect - Loveisrespect.org - 866-331-9474
Professional crisis counseling in English, Spanish, and for the deaf by phone, chat, and text messaging related to dating abuse and intimate partner violence. Their website also provides useful information geared toward youth.

National Sexual Assault Hotline (NSAH)
Operated by RAINN, the hotline is free, anonymous, and confidential and available 24/7/365 to survivors of sexual misconduct, their loved ones, and anyone else looking for support surrounding sexual violence. All of RAINN's services are available in both English and Spanish and provide survivors with an opportunity for direct one-to-one support with a trained hotline specialist. To reach the NSAH by telephone or online chat, contact:
Telephone hotline: 800-656-4673
Online chat: https://hotline.rainn.org/online

988 Suicide and Crisis Lifeline
988lifeline.org or dial 988
Provides 24/7/365, free and confidential support for people in distress, resources on suicide prevention, and best practices for professionals.

The Trevor Project
thetrevorproject.org or 866-488-7386
Provides Crisis Intervention in Suicide Prevention Services to lesbian, gay, bisexual, transgender, queer and questioning youth ages 13 to 24.

Retaliation
Proctor will not tolerate retaliation against any student who reports or otherwise participates in an investigation into a potential violation of Proctor's Community Conduct Expectations. Retaliation may include, but is not limited to, unwanted attempts to contact a student involved in the report, asking others to contact a student involved, spreading rumors about other students, surveying others for information about an alleged incident, or threats or harassment of any kind.

Dishonesty
Honesty is expected in all dealings. Dishonesty, including lying; stealing; academic dishonesty; or falsification of permissions, attendance, or identity, will not be tolerated.

Drugs and Alcohol
Students are prohibited from purchasing, attempting to purchase, using, or possessing alcohol (or empty alcohol containers), illegal drugs (including unauthorized prescription drugs), drug paraphernalia, electronic delivery systems or similarly intended devices, tobacco/nicotine products (including chewing tobacco and nicotine pods). Misusing one's own prescriptions, including possessing on campus without Health Center approval or sharing with other students.

Violation of the Visitation Policy
In the event that students do not properly obtain permission to visit a dormitory, the host and guest students lose visitation privileges in all dorms for two weeks and will receive a Minor Violation for both a first and second offense.
Three visitation violations within a 365 day period may be a recommendation for dismissal.

If students fail to abide by Proctor's visitation expectations during intervisitation, both host and visitor will lose visitation privileges for two weeks.

Violation of Driving/Leaving Campus Without Permission Policies
Violating driving policies or leaving campus without permission may result in loss of driving privileges and a major or minor violation. If a day student's vehicle is used on campus, to transport students off campus during the school day, or otherwise violates the intent of day student driving rules both parties may receive a major or minor violation. Any drug/alcohol involvement connected to vehicles traveling to or from Proctor may lead to dismissal.

Conduct Unbecoming
Any other conduct that is incompatible with the spirit of Proctor's rules and policies, is detrimental to the common good of the Proctor community, or prevents the School from functioning as usual, will be considered an infraction of School rules. Examples of this are fighting with another student, taking pictures/filming another student without their consent, an egregious act or pattern of disrespect toward community members.

Reporting Potential Violations of Proctor's Community Conduct Expectations
Any member of the Proctor community who witnesses or otherwise becomes aware of a potential violation of Proctor's Community Conduct Expectations is required to report it immediately. This includes such behavior by vendors, contractors, or any visitors to the School. Reports may be made in person, by phone, or email to the Assistant Head of School, Chair of the Community Conduct Committee, or the Director of Human Resources. A student may also talk with any member of the Deans team, their advisor or other trusted adult who will then pass the concern along to one of these individuals. A member of the faculty or staff may not make promises of confidentiality to a student or parent who reports an allegation of interpersonal misconduct.

Even when students are not certain about whether they have been subject to or witnessed interpersonal misconduct, it is important that the behavior be reported. Individuals who have been subject to such behavior often suffer in silence, believing that they are the only one to whom this is happening and wrongly feeling that they are somehow responsible. Inappropriate behavior can continue over many years because individuals think they are alone, or because they fear punishment or unwanted attention and embarrassment if they tell.

Support for Students Reporting Potential Violations
Proctor recognizes the difficulties involved in reporting potential violations of Proctor's Community Conduct Expectations. Because of that, Proctor endeavors to support any students involved with the reporting or investigation process. This may include, but is not limited to, the following actions:

- taking measures to ensure the reporting party is safe;
- assisting students with contacting a parent or guardian;
- facilitating appropriate physical and mental health care;
- providing an overview of what to expect in the response process;
- providing an overview of the no-retaliation policy, including multiple pathways to report retaliation;
- providing a trusted Proctor adult as support to a victim during a police or DCYF investigation;
- informing the reporting and responding parties' families of options to make their own report regardless of whether the School made a report to any local authorities;
- rescheduling assessments, providing extensions for papers, tests, and presentations, forgiving assignments, or changing a class schedule;
- providing alternative housing for either the reporting or responding party when available;
- developing a Mutual No-Contact Agreement between the reporting and responding parties, which may include revising class schedules;
- facilitating a leave of absence for either the reporting or responding party that is minimally disruptive of their academic program.

Response to Reported Violations of Community Conduct Expectations
In response to reported violations of Community Conduct Expectations, the School may investigate the facts.[1] The Community Conduct Committee may lead the School's investigation process, however, under some circumstances, an external investigator may conduct the investigation. In other cases, the Dean of Students Office or the Chair of the Community Conduct Committee may determine that no investigation is necessary.

The School's investigation process may include collecting information through interviews or by reviewing documents, electronic communications, or social media activity. Students who are interviewed during the School's investigation process may be accompanied by their advisor or another trusted Proctor adult. All involved are reminded that the School's investigation process is intended to determine whether a student has violated school policies; these are not legal proceedings. As such, attorneys and parents are typically not allowed to accompany students during an interview.

If a student refuses to participate or cooperate at any stage of an investigation, or is unable to do so for whatever reason, including without limitation, pending criminal charges, the School may take action, including proceeding without a statement from the student or requiring the student to withdraw from school. Since honesty is expected in all dealings, giving inaccurate, misleading, or incomplete information about the facts in an investigation will likely compound both a student's culpability and the severity of the School's response.

If the School's investigation is conducted by the Community Conduct Committee, the Chairs of the Committee will discuss their findings with the Dean of Students, Assistant Head of School, Director of Human Resources, or Head of School, and make a recommendation of potential consequences based on the severity of the situation and those involved. Educational, restorative, or disciplinary action may be recommended depending upon the nature and severity of any proven incident. The Committee's recommendation will be considered by the Head of School (or their designee, such as the Dean of Students or Assistant Head of School), who will determine the appropriate course of action. The administrator may accept the recommendation as presented, modify it, or reach a different conclusion based on additional considerations.

[1]Proctor does not guarantee an investigation process will be conducted in response to any alleged violation of School rules or expectations.

Discipline

When Proctor determines that a student has violated the school's rules or expectations, the school's response may fall into the following categories:

- In-Dorm Restriction
- Sunday Morning Restriction
- Minor Violations
- Major Violations
- Student Review
- Dismissal

The following guidelines do not limit the administration or faculty from responding to unique circumstances with unique consequences, including dismissal. While Proctor specifies certain potential consequences (some involving dismissal) for certain violations, this is by no means a limiting, inflexible, or all-inclusive list.

In-Dorm Restriction
Dormitory restrictions can occur at the discretion of the dorm parent for failed room inspection, failure to sign out using Orah, being late for evening check in, or for behavior deemed unsatisfactory by the dorm parent.

Sunday Morning Restriction
Students who receive a Major Violation or reach the 4, 6 or 8 absence threshold, are required to attend Sunday Morning Restriction from 9:30AM - 11:30AM in Maxwell Savage Room 9. During this time, students must be actively engaged with academic work; students will be asked to share their academic work progress and assignments with the study hall monitor/AOD. Technology can be used for academics only.

Minor Violations
The Dean of Students Office may assign a Minor Violation to a student.

Minor Violations may be assigned as a result of the following conduct:

- violations of the dorm visitation policy. Both host and guest lose dormitory visitation privileges in all dorms for two weeks;
- using an automobile in violation of riding/driving permissions;
- any other violation of Proctor's Community Conduct Expectations, School rules or policies, as determined by Proctor in its sole discretion.

The consequence for receiving one Minor Violation is a conversation with the Deans' Team or Dean of Students.

If a student is assigned two Minor Violations within a 365-day period, the student will also receive Sunday Morning Restriction, Sunday dish duty, and will not be allowed to leave for the weekend.

Major Violations
Major Violations may be assigned by the Dean of Students office and/or the Deans' Team. As a result of receiving a Major Violation, a student will also receive one Sunday Morning Restriction and two full day Sunday dish duties. Students may choose to engage in a restorative process in lieu of work hours in the dish room. After receiving a Major Violation, the student may not participate in the next athletic event, but must attend the game and all practices. Students in leadership positions who receive a Major Violation will relinquish their leadership positions for eight academic weeks. The student's vehicle privileges will also be forfeited for the remainder of the academic year. Some colleges may require explanations of Major Violations in the junior or senior year; in these cases, a student works with their college counselor to report.

Major Violations include, but are not limited to, the following:

- using or possessing a nicotine product, or alcohol;
- using, selling, or distributing any substance that is a controlled or illegal drug, or its analog with a chemical structure similar to that of a controlled drug;
- the misuse, sale or distribution of prescription drugs;
- the misuse, sale or distribution of any substance whatsoever for the purpose of inducing an altered state.
- using or possessing drugs or drug paraphernalia;
- failed urinalysis resulting from use of a controlled or illegal substance;
- excessive lateness for in-dorm check-in;
- leaving one's dorm after check-in;
- misuse of fire extinguishers;
- tampering with locks or being behind a locked door;
- trespassing on private property; and
- possession of firearms, ammunition, knives (other than pocket knives), explosive devices (including fireworks) or other weapons.

Minor or Major Violations

Depending on the nature and severity, the following conduct may result in either a Minor or a Major Violation. This determination is made by the Dean of Students in consultation with the Class Deans, Dean of Teaching and Learning, the Assistant Head of School, or the Head of School, as appropriate.

- engaging in interpersonal misconduct including by harassing, bullying or hazing another student or adult;
- sexual misconduct;
- stealing;
- lying;
- misuse of technology/ violation of the Technology Use Agreement;
- leaving campus without permission in a car. This pertains to both the driver and the passenger;
- repeated violation of Weekend Travel procedures or the misrepresentation of information on a pass;
- misuse of a student's key fob or keys;
- damaging, defacing, or destroying property;
- disruptive behavior that compromises learning environment/community norms;
- acts of violence or threatening violence;
- being in the knowing presence of a Major Violation;
- refusal or failure to cooperate with an ongoing investigation by the School;
- being on campus after dormitory check in if one is a day student;
- impropriety or conduct deemed unbecoming of a Proctor student;
- covering security cameras.

Additional Consequences for Substance Use Major Violations

A student receiving a Major Violation for nicotine, drugs, alcohol, or paraphernalia will be offered support and substance use education and must fulfill at a minimum the following requirements in order to remain at Proctor:

- referral to an evidenced based substance use educational intervention, such as iDECIDE
- sign a No Use Agreement, this agreement will remain active for the remainder of the student's time at Proctor;
- undergo random urinalysis testing for the remainder of the school year or as determined by the Class Deans and Dean of Students;
- a positive test may result in a recommendation for dismissal to the Discipline Committee;

Major Violations Two Weeks Before Graduation
In recognition of the importance of maintaining a positive and focused educational environment through the conclusion of the academic year, the following disciplinary action will be applied to any senior receiving a first major violation during the final two weeks of school (the final 14 calendar days) prior to graduation. The student will be subject to immediate separation from school. This separation includes the loss of the privilege to participate in all remaining senior celebratory activities, including, but not limited to:

- Senior Boat Cruise (or equivalent end-of-year celebratory trip).
- Senior Dinner.
- Participation in the Graduation Ceremony.

A student separated under this policy may submit a formal appeal to the school's Discipline Committee to petition for the privilege to walk at the Graduation Ceremony only. The Discipline Committee will meet with the advisor and student to hear from the student, review the student's record, and make a final decision regarding their participation in graduation. The student may be asked to engage in restorative work as part of the appeal process.

The student's official diploma and academic awards may be held following the scheduled date of the Graduation Ceremony. These documents will be conferred upon the student at a later date, determined by the Head of School, once all requirements are fully satisfied.

Dismissal
The Dean of Students office makes recommendations for dismissal. A recommendation for dismissal may occur when a student incurs multiple violations, or any other time that the Dean of Students Office determines that a student's action(s) warrant dismissal. Once a student has been recommended for dismissal, they may have the opportunity to meet with a Disciplinary Committee composed of administrators, faculty, and student school leaders. The purpose of the meeting with the Disciplinary Committee is to allow the student to appeal the dismissal recommendation. At the meeting, the student, with their advisor, may present reasons why the student should be allowed to remain at Proctor and any mitigating circumstances that the student believes support that outcome. If the recommendation for dismissal is upheld, the student will not return to Proctor. If the Disciplinary Committee chooses to retain the student, an individual plan of consequences and restorative steps will be implemented with the student and the advisor.

The following is a non-exhaustive list of actions that may result in dismissal:

- receiving two Major Violations in a 365-day period will result in a recommendation for dismissal to the Discipline Committee
- receiving one Major Violation and two Minor Violations, within a 365-day period will result in a recommendation for dismissal to the Discipline Committee;
- visiting another dormitory after evening check-in;
- hosting a visitor from another dorm after evening check-in;
- generation of fire in any school building (including but not limited to smoking, incense, candles, etc.);
- involvement in the supply or sale of drugs, alcohol, or controlled substances to other students;
- possessing a quantity of a controlled substance indicating the potential for use beyond the initial infraction, or the potential for the involvement of others in consuming the controlled substance;
- use or possession of "hard" drugs other than alcohol, marijuana, and derivatives;
- stealing, lying, or plagiarism as an Honor violation – depending on the nature and severity of the offense;
- unsatisfactory performance after being placed on Review;
- impropriety, or conduct deemed unbecoming of a Proctor student, depending on nature and severity;
- violation of any one of the School's policies on bullying, hazing, sexual misconduct, harassment, or violence;
- any involvement with drugs/alcohol in conjunction with vehicles either traveling to or from Proctor;
- bringing firearms, ammunition, knives (other than pocket knives), explosive devices (including fireworks) or other weapons onto Proctor's premises, which includes all buildings and land adjacent thereto.

**If a student is dismissed from Proctor, the student may not return to campus without written permission from the Head of School, Assistant Head of School, or Dean of Students. If the student wishes to return to campus to visit friends or obtain belongings, they should communicate in advance with one of these three administrators.*

Student Review

Student Review is used to provide structure and consequences for behaviors that do not align with Proctor's expectations and core values. A student may be placed on Review in tandem with receiving a discipline violation or it may be a stand-alone response. Once identified, students, along with their advisor and family, agree on specific goals to address behaviors. Further violations could lead to dismissal and may restrict participation in off-campus programs.

Five weeks after a student is placed on Review, they will meet with their Class Dean and advisor to evaluate their progress which will be documented in an Official Note. After ten weeks, students will reflect with the Dean of Students and relevant parties, depending on the reasons for Review. If a student comes off of Review and then has a disciplinary violation, they will return to Review and could be recommended for dismissal or Enrollment Review

Students on Review may be in the Enrollment Review process in which enrollment for the following school year is discussed. If significant behavior improvements haven't been made, re-enrollment may be denied.

Student Review could result from but is not limited to:

- failing multiple classes or classes in multiple terms;
- multiple academic honesty concerns;
- multiple disciplinary concerns;
- attendance violations;
- technology misuse;
- hazing, harassing or bullying behavior or other behavior unbecoming of a Proctor student;
- disruptive behavior that compromises learning environment/community norms.

Enrollment Review

At the end of each term, the Enrollment Review committee, which is composed of the Dean of Teaching and Learning and members of the Wellness and Deans' Teams, meets to look holistically at the performance of students of concern - including students who are on Student Review - to evaluate the question of whether or not Proctor's program can support them, and to make recommendations for possible interventions. This team considers Official Notes, academic performance, attendance, and feedback from families, dorm parents, and advisors. While intended to be supportive, in some cases the Student Review process could result in a student's contract not being renewed or a recommendation of withdrawal.

Alcohol, Drug, and Substance Violations and Testing

If at any time during the academic year there is concern for a student's medical well-being based on the possible consumption of drugs, nicotine, alcohol or any substance consumed for the purpose of inducing an altered state, the School may utilize a Breathalyzer and/or Urinalysis. Any faculty/staff member may request that the student in question be met at the Health Center by the Administrator on Duty. The AOD and the Health Center professionals will then determine the appropriate course of action which will likely include searching a student's room, car, and/or locker. A positive test will result in the student receiving a Major Violation for substance. A student with a second violation will be dismissed from the School.

Substance Common Space Violations

If an illegal substance is found in a common space of a dorm, and if the responsible student(s) cannot be identified, the following will occur:

- **1st time:** Dean of Students Office will meet with dorm parents to discuss the possibility of a room and/or dorm search within 48 hours. That meeting between the Dean of Students Office and dorm parents may help to frame future interactions/ interventions with the dorm.
- **2nd time:** The dorm parents, with support from the Dean of Students Office, will close the dorm to any day or boarding students (visitors) for seven days. This time period will provide an opportunity for the dorm-peer group and student leadership group to address the issue and come forward with a student-initiated resolution.
- **3rd time:** The entire dorm will be placed on dorm restriction which could include a Saturday night. The time frame for dorm restriction will be determined by the dorm parents and Dean of Students Office.

Searches

Proctor may enter, inspect, and/or search rooms, cars, school furniture, and/or any other item in a student's possession at any time and without prior notification. The administrator on duty authorizes any room search and, when deemed appropriate, the dorm parent and the student(s) whose room is being searched are present when the search takes place. At the discretion of the Administrator on Duty, a room may be searched without following the above procedure.

In the School's ongoing efforts to maintain a safe and respectful school environment, the School may conduct a search of any student-assigned or student-owned computer, cell phone or any other electronic equipment for any reason, including concerns about a possible disciplinary infractions or involving the safety or well-being of any member of the School community. In addition, the School may search any electronic device should there be suspicion that the device contains evidence of a school or legal violation.

College Process and Discipline Violations

While it is not the College Counseling Office's intent to belabor procedures affecting only a few students, Proctor students need to recognize there may be additional reporting responsibilities for a disciplinary action. Starting with the 2021-22 admission cycle, the Common Application no longer asks secondary schools to report an infraction. However, the student might be asked to report within the School-specific questions on the common application.

For any student who receives a major violation or honor code violation during their junior, senior, or postgraduate years, Proctor will counsel and strongly encourage students to be forthright and honest when answering all discipline questions on their college applications. This process includes following protocols if the student experiences a significant "change in status" during their senior or post-graduate year. Change in status includes and is not limited to: a change in courses, loss of leadership position, separation, dismissal, and disciplinary infractions involving dishonesty or a threat to the health and/or welfare of the student or others. If Proctor Academy is asked directly by a college or university regarding a disciplinary action, we will respond honestly with a "yes" or "no" response. The student is responsible for providing details and circumstances of the violation.

Disclosure to Next Secondary Schools

The school works closely with students and families to support the honest reporting of disciplinary matters to next secondary schools. When a student applies to a next school, it is the obligation of the student and the student's parents to notify such school about whether the student has ever been suspended or dismissed from, or experienced any significant change in status, at Proctor. If a student's disciplinary status changes after applying to or being accepted to a next school, Proctor similarly expects the student and student's family to notify such school of the student's discipline. Proctor may, in its sole discretion, also communicate with any secondary school details regarding the student's disciplinary record. Proctor may, upon request from academic institutions and/or at its sole discretion, disclose the circumstances surrounding the student's departure. If it comes to Proctor's attention that the student or the student's family has provided misleading or inaccurate information to a next school, Proctor may, at its sole discretion, clarify the circumstances surrounding the student's disciplinary consequences or departure.

Disclosure to Community

Most often, disciplinary cases will be handled with discretion to uphold the dignity of all persons involved and to provide the greatest opportunity for personal growth. It is also the School's practice to only discuss each student's situation with his or her family, and not to discuss the handling of one student's case with another family. On rare occasions, for purposes of providing an opportunity for the student body to learn and grow, information about disciplinary consequences or other corrective action may be shared with the School community as deemed appropriate by the Head of School or the Head's designee. Such announcement may be made in person, by electronic communication, or otherwise.

Student Restraint and Seclusion Policy

All students are entitled to a safe and healthy educational environment. No employee may ever use or threaten disciplinary measures that subject a student to humiliation, unsupervised confinement, abuse or neglect, or a denial of basic necessities. To that end, the School is including this Student Restraint and Seclusion Policy as required by New Hampshire law. Under no circumstances will a student be restrained or secluded at Proctor. Nothing in this policy or under New Hampshire law prevents Proctor personnel from utilizing temporary and reasonable force to defend themselves or a third person from imminent danger, so long as the student is not immobilized or restricted from free movement of the torso, head, arms, or legs.

Mandatory Reporting and Safe School Zone Law of New Hampshire

New Hampshire Mandated Reporting Laws

Beyond the School's internal responses, Proctor Academy is bound by external reporting laws designed to ensure the health and safety of children in the State of New Hampshire. These laws require schools to monitor and report legally prohibited conduct to outside authorities. Reports are made to the Division of Children, Youth and Families (DCYF), the police, or both. Generally speaking, the Assistant Head of School makes the reports on behalf of Proctor Academy; however, under New Hampshire state law all individuals are "mandatory reporters," including the School nurses and counselors.

Child Abuse Reporting (RSA 169-C:29)

In the case of suspected or actual child abuse, "all persons" who have "reason to suspect" that a child has been abused or neglected are mandated to immediately report that knowledge. Community members who have knowledge of or suspect such abuse are expected to report this information to the Assistant Head of School, a counselor, or a member of the health center staff, who can assist in making the necessary report.

- Mandated Reporters: Any individual.
- Reporting Requirement: If there is reason to suspect that a child has been abused or neglected.
- Fulfilling the Obligation: Report verbally without delay to the Division for Children, Youth, and Families (DCYF), and subsequently submit a written report within 48 hours upon request. Reports should be made through the Assistant Head of School.
- Protection for Reporters: Reports made in good faith are protected from any civil or criminal liability.
- Non-Compliance Penalty: Failure to report constitutes a misdemeanor.

Hazing Reporting (RSA 631:7)

Hazing is defined under RSA 631:7-A as any conduct or method of initiation into any student organization or student body which willfully or recklessly endangers the physical or mental health of any student or other person. **Definition:** Harassment in schools includes conduct that adversely affects a student's education or creates a hostile school environment, based on race, color, religion, sex, sexual orientation, national origin, ancestry, marital status, disability, or age (RSA 193-F:3).

- Reporting Trigger: For students, knowingly submitting to hazing. For students or others, being present at, or having "direct knowledge" of hazing. For an educational or related organization, having "knowledge" of hazing.
- Discharging the Duty: Students and others must report to law enforcement or educational institution authorities. Educational institutions or related organizations must report to law enforcement authorities.
- Penalty for Non-Compliance: Failing to report is a misdemeanor.

Safe School Zone Reports (RSA 193-D:4)
Under the terms of the Safe School Zone laws, the School is required to report a number of legally prohibited behaviors. Any School employee who has witnessed or who has information from the victim of an act of theft, destruction, or violence in a Safe School Zone is required by law to report it in writing immediately to their supervisor. Supervisors are required to then report the incident to the Assistant Head of School, who is required by law to immediately report it to the local police. In addition, if the alleged victim is a student, the dean of students or the Assistant Head of School must immediately notify the person responsible for the victim's welfare that a report was made to the local law enforcement authority. In some cases, a report to the Division of Children, Youth and Families is also required.

- Mandated Reporters: Any public or private "school employee."
- Reporting Trigger: Witnessing or having information from the victim of an act of theft, destruction, or violence committed in a safe school zone.
- Discharging the Duty: Mandated reporters are responsible for providing accurate and timely information about the incident, including details such as the nature of the offense, individuals involved, and any other pertinent information that assists law enforcement in their investigation.
- Protection for Reporting: Reporters are protected from civil or criminal liability when making reports in good faith.
- Penalty for Non-Compliance: Penalties may include fines, imprisonment, and other sanctions as determined by the court.

A "Safe School Zone" is an area inclusive of any school property or school buses. The definition of an "act of theft, destruction or violence" is broad and includes:

- Murder or manslaughter
- First or second-degree assault
- Simple assault
- Aggravated felonious sexual assault, felonious sexual assault, or sexual assault
- Kidnapping
- Endangering the welfare of a child
- Indecent exposure and lewdness for the purpose of sexual gratification or arousal
- Prostitution and related offenses
- Possession, distribution, or manufacture of child sexual abuse images
- Computer pornography
- Prohibited uses of computer services related to online solicitation or enticement of a child
- Obscene matter offenses related to a child
- Criminal mischief
- Unlawful possession or sale of a firearm or other dangerous weapon
- Arson
- Burglary
- Robbery
- Theft (any theft in excess of $500 will be reported to the police)
- Illegal possession or sale of a controlled drug
- Criminal threatening

Illegal Sale or Possession of a Controlled Drug (RSA 318-B) (Safe School Zone Report)
Individuals 16 or younger who are found to be in illegal possession of or involved in the sale of a controlled drug may be petitioned to Juvenile Court. Individuals found to be in possession of or involved in the sale of a controlled drug who are 18 or older are considered adults, and may face arrest and prosecution in the criminal courts. Students should also be aware that if, in the context of a nondisciplinary response to drug use (i.e. Sanctuary), the School discovers and confiscates a controlled drug, the School is required to make a report to the police. The student(s) involved would not face internal disciplinary consequences but could face external legal consequences.

- Mandated Reporters: Any public or private elementary or secondary "school employee."

- Reporting Trigger: Witnessing or having information about the possession or sale of an illegal controlled drug in a Safe School Zone.
- Protection for Reporting: Reporters are protected from civil or criminal liability when making reports in good faith.
- Penalty for Non-Compliance: Penalties may include fines, imprisonment, and other sanctions as determined by the court.

Non-Consensual Sex (RSA 632-A) (Safe School Zone Report)
In New Hampshire children under the age of 16 cannot legally consent to sexual relations. In those circumstances in which sexual activity is voluntary and welcome, the conduct is often referred to as "statutory rape," a colloquial term for the laws that treat such activity as criminal. The statutory term is "sexual assault." In New Hampshire, there are different degrees of criminal responsibility for statutory rape. It should be noted that any sexual activity with a child under the age of 13 is a felony.

The summary below focuses on voluntary and welcome sexual activity with a child 13–15 years old. (Sexual activity which is forced, coerced, or involves incapacity is a felony and is not considered statutory rape.) The level of criminal responsibility and corresponding penalties vary depending on the age differential between the parties involved and the type of activity. (These age differentials are sometimes referred to as "Romeo and Juliet" or "close in age" provisions.)

"Sexual Contact" with a Child Age 13–15
"Sexual contact" means the intentional touching whether directly, through clothing, or otherwise, of the victim's or actor's sexual or intimate parts, for the purpose of sexual arousal or gratification.
- If the age differential is less than five years, sexual contact is not criminal.
- If the age differential is five years or more, sexual contact is a misdemeanor.

"Sexual Penetration" with a Child Age 13–15
"Sexual penetration" means sexual intercourse, oral, anal sex, or any other act of sexual intrusion.
- If the age differential is less than four years, sexual penetration is a misdemeanor.
- If the age differential is four years or more, sexual penetration is a felony.
- Mandated Reporters: Any public or private elementary or secondary "school employee."
- Reporting Trigger: Witnessing or having information from a victim of sexual assault (RSA 632-A:4); Felonious sexual assault (RSA 632-A:3); Aggravated felonious sexual assault (RSA 632-A:2); Sexual penetration with someone 13 to 15 years old is criminal and subject to prosecution at the discretion of the police and will be reported by the School. In addition, some forms of sexual contact with someone 13 to 15 may be criminal depending on the circumstances and the age differential between the actor and the other person involved. It may be subject to prosecution at the discretion of the police and will be reported by the School. The school will also report such conduct to DCYF under the Child Protection Act as required
- Protection for Reporting: Reporters are protected from civil or criminal liability when making reports in good faith.

Penalty for Non-Compliance: Penalties may include fines, imprisonment, and other sanctions as determined by the court.

Professional Community Directory

Faculty & Administration

Chris Allen '12
Associate Director of Admissions
Appointed '24
West Virginia University, B.S.

Scott Allenby, P '27, '29
Chief Strategy and Communications Officer
Appointed '06
Gordon College, B.A., Michigan State University, M.A.Ed.

Amy Alterisio
Global Art Classroom Co-Director
Appointed '25
University of New Hampshire, B.F.A.

Kenny Aruwajoye
Learning Skills Department
Appointed '25
Bates College, B.A., Dartmouth College, M.A.L.S.

Kathryn Austin '01
Arts Department
Appointed '13
Colby-Sawyer College, B.F.A.

Trish Austin '01
Athletics Department
Appointed '13
Colby-Sawyer College, B.S., Endicott College, M.S.

Mikah Baptiste
Assistant Director of Admissions
Appointed '24
Norwich University, B.A.

Chris Bartlett '86, P'25, '27
Director of Advancement
Appointed '96
Allegheny College, B.A.

Lynne Bartlett, P'25, '27
Science Department
Appointed '11
University of Idaho, B.S., New England College, M.Ed.

Ben Bartoldus '10
History Department, Class Dean
Appointed '19
Brandeis University, B.A., New England College, M.Ed.

Gordon Bassett '96
Arts Department
Appointed '13
University of Colorado, B.A.

Rebecca Beno, P'26
Learning Skills Department
Appointed '24
University of New Hampshire, B.A., Certificate in Teaching ESOL, School for International Training; Certificate in Coaching Students with ADHD, University of New Hampshire

Mikaela Bolduc-Graumann
World Language Department
Appointed '09
Colby College, B.A., TEFL/TESOL Certificate

John Bouton
English Department, Communications
Appointed '18
Dickinson College, B.A., Middlebury College, Bread Loaf School of English, M.A.

Carter Brochu
History Department
Appointed '25
Springfield College, B.S.

Lindsay Brown '01
Mathematics Department, Proctor en Monteverde Co-Director
Appointed '09
William Smith College, B.A., Hobart and William Smith Colleges, M.A.T.

Harry Burnham
Mathematics Department Chair
Appointed '24
Lesley University, M.Ed., University of St. Andrews, M.A.

Sarah Carpenter
World Language Department Chair
Appointed '26
Middlebury College, B.A., Columbia University Teachers College, M.A.

Hunter Churchill '01, P'26, '28
Arts Department
Appointed '11
University of New Hampshire, B.A.

Katelyn Churchill, P'26, '28
Wellness and History Departments
Appointed '16
University of New Hampshire, B.A.

Noah Clarke
Proctor en Segovia Co-Site Director
Appointed '26
Williams College, B.A., King Juan Carlos University, M.A., University of Barcelona, M.A.

Erik Cole-Johnson, P'20, '25
World Language Department
Appointed '95
Colby College, B.A., Middlebury College, M.A.

Lauren Cole-Johnson, P'20, '25
Learning Skills Department
Appointed '99
Skidmore College, B.A., Antioch University, M.Ed., Certificate in Dyslexia Studies

Kyle Connolly
History Department, Class Dean, Housing Coordinator
Appointed '15
Nazareth College of Rochester, B.A., Dartmouth College, M.A.L.S.

Spencer Corkran '09
Math and Arts Department
Appointed '15
Rochester Institute of Technology, B.S.

Kathia Corrales
Proctor en Monteverde
Appointed '19

Kurt Croft
Chief Finance & Operations Officer
Appointed '23
Houghton University, B.S., Villanova University, M.P.A.

Sarah Daney, P'22, '25
World Language Department
Appointed '13
Grinnell College, B.A., Iowa State University, M.S.

Heather Baker Deardorff
Senior Associate Director of College Counseling
Appointed '24
Franklin and Marshall College, B.A., University of Vermont, M.S.

Chris Chicoine
History Department
Appointed '24
Harvard College, A.B.

Brian Didier, P'27
History Department Chair
Appointed '22
University of Southern California, B.A., Stanford University, M.A., University of Cambridge, M.Phil., University of Cambridge, Ph.D.

Sarah Wood Doherty '03
Senior Associate Director of Admission
Appointed '23
University of New Hampshire, B.S., Springfield College, M.Ed.

Andrew Donaldson '92
Dean of Students
Appointed '00
University of Colorado, Boulder, B.A.

Karine Dumont, P'24, '25
Learning Skills Department, Proctor en Segovia Director
Appointed '21
Middlebury College, B.A., M.A., Bowie State University, M.A.

Hiapo Emmons-Shaw, P'26
History Department
Appointed '24
Plymouth State University, B.A.

Rosanna Eubank, P'27, '29
History Department, Student Activities, Global Art Classroom Coordinator, Leader Community Conduct Board
Appointed '21
Columbia University, B.A., Bard Graduate Center, M.A.

Chris Farrell
Mathematics Department
Appointed '10
Colby College, B.A.

Kristen Farrell
Mathematics Department
Appointed '14
Wentworth Institute of Technology, B.Arch., Upper Valley Educators Institute, M.A.T

Jennifer Fletcher, P'18, '21, '21
Director of Learning Skills
Appointed '98
Colorado College, B.A., Plymouth State University, M.Ed., Certification as Reading & Writing Specialist, K-12. University of New Hampshire, Certificate in Coaching Children and Teens with ADHD

Liz Fortier, P'28, '30
World Language Department
Appointed '24
New England College, B.A.

Steve Gaughan
Math Department
Appointed '26
Middlebury College, B.A.

Garrett Gleason
Arts Department, Music Director
Appointed '24
University of Maryland, B.A.

Ryan Graumann
Director of Communications
Appointed '12
Colby College, B.A.

Rosa María Palomares Gómez
Advanced Spanish Teacher, Proctor en Segovia
Appointed '90
Universidad Complutense de Madrid, Universidad de Salamanca

Kelly Griffin-Brown, MS, N.H.LAT, ATC, NREMT
Head Athletic Trainer, Science Department
Appointed '08
SUNY University at Buffalo B.S., M.S.

Emma Gwyn
Mountain Classroom Instructor
Appointed '26
University of Vermont, B.S.

Ian Hamlet
Science Department
Appointed '02
Hobart and William Smith Colleges, B.S.

Megan Hardie, P'27, '30
Dean of Community Life, Class Dean
Appointed '00
Susquehanna University, B.S., Millersville University, M.Ed.

Amanda Hatfield
Learning Skills Department
Appointed '24
Simmons University, B.S., M.S.Ed.

Tim Healy, P'29
Director of Financial Aid and Associate Director of Admissions
Appointed '26
Fairfield University, B.A., American University, M.A.

Helena Iaquinta
Director of Equity and Belonging
Appointed '26
College of Wooster, B.A., Bowling Green State University, M.A.

Heide Johnson, P'17, '19
Science Department
Appointed '90
Syracuse University, B.A., Potsdam College of SUNY, M.S.T.

Kate Jones, P'29, '29
Learning Skills Department, Arts Department Chair, Eastern Alpine Ski Team Academic Coordinator
Appointed '22
Muhlenberg College, B.A.

Jill Jones Grotnes, P'26, '28
Arts Department
Appointed '14
New England College, B.A.

Mike Koenig, P'11, '13
Director of College Counseling
Appointed '89
Providence College, B.S., Plymouth State University, M.Ed.

Mike Kretovic
Science Department
Appointed '25
Saint Michael's College, B.S. & B.A., Clemson University, M.Ed.

Christin Lathrop
Director of Admissions
Appointed '16
Dartmouth College, B.A.

Corbett Leith '92, P'28
Arts Department
Appointed '13
Fort Lewis College, B.A., Academy of Art University, M.F.A.

Molly Leith, P'28
Learning Skills Department
Appointed '17
University of Massachusetts, B.A., Academy of Art University, M.F.A.

Zhen Lei
World Language Department, International Student Advisor
Appointed '22
Capital Normal University, B.A., Brandeis University, M.A.

Amy Livermore
Learning Skills Department
Appointed '26
Wheaton College, B.A.

Jill Lowman, P'19, '20, '23, '27
College Counseling
Appointed '17
Brigham Young University, B.A.

Rachel MacDuffie, P'12, '15
Human Resources Director
Appointed '07
Granite State College, A.S., SNHU Human Resources Management Certification

Annie T. MacKenzie, P'22, '24
Assistant Head of School
Appointed '99
University of New Hampshire, B.A., Plymouth State University, M.Ed.

Cope Makechnie-Hardy '17
History Department
Appointed '26
Brigham Young University, B.A., University of Cambridge, M.Phil.

Gregor Makechnie '90, P'17, '19, '22, '25
Athletic Director, History Department
Appointed '97
Brigham Young University, B.A., Dartmouth M.A.L.S.

Melanie Maness
English and History Departments, Proctor en Monteverde Co-Director
Appointed '10
James Madison University, B.A.

Kayla Marcum
Science Department
Appointed '25
Berry College, B.S.

Heather Mather
Controller
Appointed '21
University of New Hampshire, B.S, University of New Haven, M.S.

Amy Hubbard, P'24, '27
English and Arts Departments
Appointed '23
Lehigh University, B.A.

Alan McIntyre, P'23, '26
Science Department Chair
Appointed '04
Appalachian State University, B.A., University of New Mexico, M.A.

Sarah Rowe McIntyre '90, P'23, '26
Science Department
Appointed '00
Wesleyan University, B.A.

Tom Morgan, P'26, '28, '30
English Department, Academic Concentrations Coordinator
Appointed '02
University of California-Santa Cruz, B.A., Naropa University, M.F.A.

Joshua Norris '92, P'23, '27
Mathematics Department
Appointed '03
University of New Hampshire, B.S.

Derek Nussbaum Wagler, P'25, '28
Dean of Teaching and Learning
Appointed '17
Goshen College, B.A., Purdue University, M.S.

Lori Patriacca '01
Dean of Faculty
Appointed '11
Gettysburg College, B.A., Harvard University, Ed.M., Graduate Certificate in Dyslexia Studies and Language-Based Learning Disabilities, Southern New Hampshire University

Jeffrey Prado
Science Department
Appointed '24
Sewanee: The University of the South, B.A.

John Quackenbos, P'26, '28
Arts Department
Appointed '25
Lesley University / Art Institute of Boston, B.F.A.

Kendall Quackenbos, P'26, '28
Learning Skills Department
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Colby-Sawyer College, B.S., Wheelock College, M.S.

Suzanne "Raz" Rasweiler, P'15
Learning Skills Department, Restorative Justice Practitioner, Native American Program Coordinator
Appointed '11
Colby-Sawyer College, B.S.

Caleb O'Connor-Genereaux
Mountain Classroom Instructor
Appointed '26
University of Vermont, B.S.

Maria José Ortega Rokiski
Intermediate Spanish Teacher, Proctor en Segovia
Appointed '85
Universidad Complutense de Madrid, Universidad de Salamanca

Morgan Salathé, P'23
English Department, Ocean Classroom Co-Director, Project Period Coordinator, Senior Project Coordinator
Appointed '98
New England College, B.A., Dartmouth College, M.A.L.S.

Josie Ventura-Sanchez
History Department
Appointed '22
Merrimack College, B.A., Merrimack College, M.S.

Will Seibert
Learning Skills Department
Appointed '25
St. Lawrence University, B.A., Fordham University, MS.Ed.

Desiree Sheff
Mathematics Department
Appointed '25
University of Pennsylvania, B.A.

Laurel Shinerock, P'27, P'29
Learning Skills Department
Appointed '23
Brown University, B.A., MGH Institute of Health Professions, M.S.

Tori Simek, P'29
Learning Skills Department
Appointed '26
Vanderbilt University, B.S., University of Connecticut, M.A., University of Maryland, M.B.A.

Daniel Simpson
World Language Department
Appointed '24
Union College, B.A.

Noah Smith
Athletic Trainer, N.H.LAT, ATC
Appointed '24
Colby-Sawyer College, B.S.

Amy Smucker
Head of School
Appointed '25
Colby College, B.A., Northeastern University, M.A.

Jimmy Smucker
Mathematics Department
Appointed '25
Denison University, B.S.

Ellie Sperry
English Department, Class Dean, Dorm Parent/Affiliate Coordinator
Appointed '17
Bowdoin College, B.A., Middlebury College Bread Loaf School of English, M.A.

Justin Sperry
Mathematics Department, Eastern Alpine Head Coach
Appointed '21
Colby College, B.A.

Jen Summers
English Department
Appointed '13
Benedictine College, B.A.

Mark Tremblay, P'28, '30
English Department
Appointed '06
Trinity College, B.A., Dartmouth M.A.L.S.

Dr. Nancy Turkington, MD
Chief Medical Officer
Appointed '25
University of Massachusetts, Amherst, B.A., University of Massachusetts, M.D., Dartmouth Institute for Health Policy & Clinical Practice, M.S in Evaluative Studies

Shauna Turnbull, P'19, '22
English Department Chair
Appointed '08
Colgate University, B.A., Middlebury College, M.A.

Michael Walsh, P'17, '20
Arts Department
Appointed '02
Colgate University, B.A.

Laura Whatley
Global Art Classroom Co-Director
Appointed '25
Arizona State University, B.A., University of Toronto, M.A., University of Illinois, Urbana-Champaign, Ph.D. Art History

Sarah Whitehead
Mathematics Department, Learning Skills Department, Summer Math Coordinator
Appointed '01
Wheaton College, B.A., Plymouth State University, M.Ed.

Nick Wilkins '02
English Department
Appointed '25
Lesley University, B.A.

Kirsten Wilkinson, P'21
Mathematics Department
Appointed '24
Cornell University, B.S., Johns Hopkins University, M.S., Plymouth State University, M.A.T.

Kayden Will
Learning Skills Department, Wilderness Orientation Director, Mountain Classroom Director
Appointed '06
Macalester College, B.A., University of New Hampshire, M.A.T., Certificate in Coaching Children and Teens with ADHD

Shelby Wischan
Proctor en Segovia Co-Site Director
Appointed '24
Cairn University, B.Ed, Virginia International University, M.A.

Sam Wyckoff '19
Assistant Director of Admissions
Appointed '25
Denison University, B.A.

Alejandra Young, P'12
World Language Department
Appointed '02
St. Michael's College, B.A., Middlebury College, M.A.

Admissions Department

Christin Lathrop
Director of Admissions
Appointed '16
Dartmouth College, B.A.

Chris Allen '12
Associate Director of Admissions
Appointed '24
West Virginia University, B.S.

Mikah Baptiste
Assistant Director of Admissions
Appointed '24
Norwich University, B.A.

Sarah Wood Doherty '03
Senior Associate Director of Admissions
Appointed '23
University of New Hampshire, B.S., Springfield College, M.Ed.

Tim Healy, P'29
Director of Financial Aid and Associate Director of Admissions
Appointed '26
Fairfield University, B.A., American University, M.A.

Amie Murdough
Admissions Systems Coordinator, Family Liaison
Appointed '18

Lisa Ensign Wood, P'15, '18, '20
Senior Associate Director of Admissions
Appointed '16
Colby College, B.A.

Sam Wyckoff '19
Assistant Director of Admissions
Appointed '25
Denison University, B.A.

Athletic Department

Gregor Makechnie '90, P'17, '19, '22, '25
Athletic Director, History Department
Appointed '97
Brigham Young University, B.A., Dartmouth M.A.L.S.

Trish Austin '01
Assistant Athletic Director, Equipment Manager
Appointed '13
Colby-Sawyer College, B.S., Endicott College, M.S.

Eric Bonewald '17
Eastern Alpine Coach
Appointed '22
Hobart and William Smith Colleges, B.A.

Geoff Bonewald '09
Eastern Alpine Coach
Appointed '23
University of New Hampshire, B.S.

Tim Bowen
Varsity Football Head Coach
Appointed '26
DePaul University, B.B.A.

Brendan Callahan
Boys Varsity Lacrosse Head Coach
Appointed '23
Stony Brook University, B.S., Lehigh University, M.Ed.

Duncan FitzGerald
Girls Varsity Lacrosse Head Coach
Appointed '25
Guilford College, B.A., Lenoir-Rhyne University, M.A.

Kelly Griffin-Brown, MS, N.H.LAT, ATC, NREMT
Head Athletic Trainer, Science Department
Appointed '08
SUNY University at Buffalo B.S., M.S.

Ryan Hunter
Eastern Alpine Coach
Appointed '24
Keene State College, B.S.

Ian Kirk
Freestyle Program Director, Varsity Girls Tennis
Appointed '23
University of Vermont, B.A.

Craig Leaman
Eastern Alpine Head Coach, Strength & Conditioning Coach
Appointed '13
University of Vermont, B.S.

Cooper McNealus
Eastern Alpine Head Coach
Appointed '22
Western Colorado University, B.A.

Jason Nelson, P'28
Eastern Ski Program Director
Appointed '07
Montana State University, B.S.

Caitlin Regrut
Eastern Alpine Coach
Appointed '23
Colby-Sawyer College, B.S.

Noah Smith
Athletic Trainer, N.H.LAT, ATC
Appointed '24
Colby-Sawyer College, B.S.

Becky Walsh, P'17, '20
Assistant to Athletic Director
Appointed '02
University of Southern Maine, B.S., Simmons College, M.S.

Bookstore

Alex Estin '83
Bookstore Manager
Appointed '97
University of Vermont, B.S., Salem State College, M.Ed

Joelle Steeves
Bookstore Assistant
Appointed '24

College Counseling

Mike Koenig, P'11, '13
Director of College Counseling
Appointed '89
Providence College, B.S., Plymouth State University, M.Ed

Sarah Case
College Counseling Coordinator
Appointed '26

Heather Baker Deardorff
Senior Associate Director of College Counseling
Appointed '24
Franklin and Marshall College, B.A., University of Vermont, M.S.

Jill Lowman, P'19, '20, '23, '27
Associate Director of College Counseling
Appointed '17
Brigham Young University, B.A.

Communications Office

Scott Allenby, P'27, '29
Chief Strategy and Communications Officer
Appointed '06
Gordon College, B.A., Michigan State University, M.A.Ed.

Ryan Graumann
Director of Communications
Appointed '12
Colby College, B.A.

Lindsey Allenby, P'27, '29
Social Media Coordinator, Photographer, Yearbook Coordinator
Appointed '14
Gordon College, B.A.

John Bouton
English Department, Communications
Appointed '18
Dickinson College, B.A., Middlebury College, Bread Loaf School of English, M.A.

Becky Cassidy
Design and Media Manager
Appointed '10
Fitchburg State University, B.S.

Ebby Gerry '09
Events Support Technician
Appointed '17
New England College, B.S.

Counseling & Mental Health Services

Kara Hayes, P'24, '27
Lead Mental Health Counselor
Appointed '16
Hartwick College, B.A., Colorado State University, M.A., NH Licensed Clinical Mental Health Counselor, Nationally Certified Counselor and School Counselor through National Board of Certified Counselors

Kyle Tremblay, P'28, '30
Mental Health Counselor
Appointed '06
University of New Hampshire, B.A., Springfield College, M.S.W., NH Licensed Clinical Social Worker.

Development Office

Chris Bartlett '86, P'25, '27
Director of Advancement
Appointed '96
Allegheny College, B.A.

Morgan Braley
Director of Advancement Services
Appointed '25

Kristy Lyn Donaldson
Advancement Records and Gifts Administration Manager
Appointed '14
New England College, B.A.

Caroline Heatley '91
Director of Alumni Giving
Appointed '24
Northeastern University. B.A., M.S.

Debbie Krebs
Events Director and Parent Liaison
Appointed '13
College of Saint Scholastica, B.A.

Tracey Perkins, P'26
Director of Annual Giving
Appointed '19
Colby-Sawyer College, B.A., Southern NH University, M.S.

Whitney Sowles '92, P'25, '27
Director of Alumni Engagement
Appointed '24
Denison University, B.A.

Sarah Wilkins
Director of Leadership Giving
Appointed '25
Babson College, B.S.

Finance Office

Heather Mather
Controller
Appointed '21
University of New Hampshire, B.S, University of New Haven, M.S.

Cheryl Nestler
Student Billing & Accounts Receivable
Appointed '20
University of New Hampshire, B.S.

Robin Tallent
Accounts Payable
Appointed '23
Franklin Pierce University, B.S.

Human Resources

Rachel MacDuffie, P'12, '15
Human Resources Director
Appointed '07
Granite State College, A.S., SNHU Human Resources Management Certification

Kristal Laroche
Human Resources & Finance Assistant
Appointed '25
Southern New Hampshire University, B.S., George Washington University, M.S.

Lovejoy Library

Heidi Thoma, P'22, '25
Head Librarian, Ocean Classroom Co-Director, Academic Concentrations Coordinator
Appointed '18
Old Dominion University, B.S., University of Rhode Island, M.L.I.S.

Nathan French '14
Assistant Librarian
Appointed '24
Bard College-Berlin, B.A.
Technology Department

Seth Currier '95
Director of Technology and Projects
Appointed '05
NHTI, A.S., Plymouth State College, B.S.

Camden Fletcher '21
Technology and A/V Support Technician
Appointed '26
University of Redlands, B.A.

Mike Jacobs, P'27
Academic Technology Integrator
Appointed '25
Westminster College, B.A., Dartmouth College, M.A.L.S.

Support Staff

Francheska Ventura-Sanchez '13
Executive Assistant to the Head of School
Appointed '22
Endicott College BA and MA

Christine Piquette
Registrar and Academic Program Coordinator
Appointed '22

Wendy McLeod, P'05, '07
Learning Skills Office Manager, Nonstandard Testing Coordinator
Appointed '00
Southern New Hampshire University, B.S.

Ricardo Culler
Student Life Coordinator
Appointed '25

Becky Walsh, P'17, '20
Assistant to Athletic Director
Appointed '02
University of Southern Maine, B.S., Simmons College, M.S.

Health Center

Sue Norris, RN, P'23, '27
Director of Health Services
Appointed '13
NHTI, A.S., R.N.

Jessica Adams, RN
Charge Nurse
Appointed '20

Katrina Allison, BSN, RN, P'22
Charge Nurse
Appointed '17
Granite State College, B.S.N.

Mindy Bicknell, BSN, RN, P'11, '15
Charge Nurse
Appointed '18
University of Colorado, B.S., Plymouth State University, B.S.N.

Michele Stetson, RN, P'28
Charge Nurse
Appointed '15

Nancy Sweatt P'26, '27
Health and Well-Being Center Office Manager
Appointed '26

Abbey Theroux, MSN, RN, P'29
Charge Nurse
Appointed '18
University of Puget Sound, B.S., Western Governors University, BSN, Western Governors University, MSN.

Emily Wagaman, RN, P'26, '28
Charge Nurse
Appointed '23
University of Vermont, B.S.N.

Housekeeping Department

Cynthia Merritt, P'26
Director of Housekeeping | Appointed '04

Josie O'Connell
Housekeeping Manager | Appointed '23
Worcester State University, B.A.

Candi Adams, P'08
Housekeeper | Appointed '00

Diane Benson, P'04
Housekeeper | Appointed '26

Caroline Boucher, P'27
Housekeeper | Appointed '24

Evelyn Brownell
Housekeeper | Appointed '21

Amy Sue Bowman
Housekeeper | Appointed '26

Kelli Downes
Housekeeper | Appointed '22

Norma Haley
Housekeeper | Appointed '25

Alison Holler
Housekeeper | Appointed '26

Katina Maxwell
Housekeeper | Appointed '23

Lisa Powell
Housekeeper | Appointed '21

Seval Vincevic
Housekeeper | Appointed '22

Jane Walker
Housekeeper | Appointed '81

Dining Services

Rebecca Sosvielle
Meriwether Godsey District Manager | Appointed '26

Reynaldo Bowman
Food Service Associate | Appointed '25

Kia Dude
Supervisor | Appointed '24

Madison Ewart
Supervisor | Appointed '25

Rebecca Harrington
Baker | Appointed '24

Tia Hoyt
Dining Room Attendant | Appointed '23

Emma Johnson
Food Service Associate | Appointed '23

Steve Koerner
Cook | Appointed '25

Alexis Luicha
Food Service Associate | Appointed '26

Erik Major '09
Cook | Appointed '23

Barbara McNair
Cook | Appointed '18

Ella Rodgers
Food Service Associate | Appointed '24

Emilee Shedd
Sous Chef | Appointed ’15

Greg Snow
Cook | Appointed ’24

Sonya Stevens
Prep Cook | Appointed ‘26

Devon Towne ’25
Food Service Associate | Appointed ‘25

Isaiah Wakeman
Cook | Appointed ’25

Facilities Department and Ski Area

Robert Hebert
Director of Facilities | Appointed ‘26

Dara Gove, P‘28, ‘28
Assistant Facilities Manager | Appointed ‘20
New Hampshire Technical Institute, A.S.

Connor Bardwell
Assistant Rink Manager | Appointed ‘19

David Carnevale
Grounds Technician II | Appointed ‘23

Stephen Cline
Facilities Team Lead - Grounds | Appointed ‘13

Caleb Dunklee, P‘27
Facilities Technician I | Appointed ‘15

David Elwell, P‘15
Facilities Technician | Appointed ‘08

Todd Goings
Hockey Rink Manager, Facilities Technician II | Appointed ‘95

Charles Houston
Facilities Team Lead-Buildings | Appointed ‘26

Steele Henderson
Ski Area Manager | Appointed ‘10

William MacDuffie, III
Assistant Ski Area Manager/Ski Patrol Director/Emergency Management Coordinator | Appointed ‘17

Ryan Mathis
Grounds Technician I | Appointed ‘26

Brandon Meier
Facilities Technician, Fleet Mechanic | Appointed ‘07

Michael Merritt
Facilities Technician II | Appointed ‘16

Paul Meyerhoefer
Facilities Technician II | Appointed ‘98

Cody Nixon
Mountain Operations Team Leader | Appointed ‘19

John Powell
Facilities Technician II | Appointed ‘21

Adrian Stites
Health & Safety Compliance Coordinator/Ski Patrol
Appointed ‘25

Joe Theis
Facilities Technician II | Appointed ‘21

Clayton Temple
Facilities Technician I | Appointed ‘18

Security Department

Starr Middleton, P‘21, ‘25
Director of Security | Appointed ‘10
Plymouth State College, B.S.

Trevor Fleury
Security Personnel | Appointed ‘23

Jordan Floyd
Security Personnel | Appointed ‘24

Devon Towne ’25
Security Personnel | Appointed ‘25

| PAPA Steering Committee 2026-2027 |

Parents/guardians are encouraged to engage in all aspects of community life and may support their child and the School through volunteerism. The Proctor Academy Parent Association (PAPA) is a service organization dedicated to supporting the students, faculty, administration and staff of the School. In pursuit of this mission, PAPA relies on parent volunteerism to achieve its mission, and opportunities to volunteer are many, diverse and fun. PAPA Steering Committee members are an available resource to parents/guardians and can be contacted at any time with questions.

Chair

Laura Lorio
Carly '26, Reagan '26, Brendan '28
New London, NH
lauralorio@hotmail.com

Vice Chair & Adopt-A-Team/Activity

Nancy Sweatt
Hannah '26, Kyle '27
Newton, MA
sweattnancy@gmail.com

Faculty/Staff Vice Chairs

Lynne Bartlett
Jane '25, Pippa '27
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bartlettly@proctoracademy.org

Jill Jones Grotnes
Ollie '26, Ada '28
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jonesgrotnesji@proctoracademy.org

Dorm Parent Appreciation

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Will '27, Charlie '30
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Faculty/Staff Appreciation

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briantaptich@gmail.com

Admission/Welcoming

Mike Bergin
Cian '27
Goshen, CT
deeter@mac.com

Jenn Munroe
Molly '29
Concord, MA
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Adopt-A-Team

Jami Hallam
Logan '29
Decatur, IL
jkcrnmsn@aol.com

Liz Purdy
Katie '23 and Abbie '28
Concord, NH
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Katherine Raphaelson
Ethan '25 and Max '28
Gilford, NH
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Lisa Tedeschi
Josh '27
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Events

Becca Beckman
Libby '27 and Chase '29
New London, NH
rlbatchelder@yahoo.com

Kate Bemis
Avery '27, Brooke '27
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Alix Mackey
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alixrmackey@gmail.com

Whitney Malak
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New London, NH
whitneymalak@gmail.com

Sarah Weatherhead
Margaux '27
Newton, MA
sarah.weatherhead@gmail.com

| Proctor Academy Telephone Extension Directory |

Main Number: 603-735-6000

During the academic year, the Main Office switchboard is operated 8:00 AM - 4:00 PM Monday-Friday, and 8:00 AM - 12:00 PM on Saturdays. To connect directly to an individual's office phone, dial 603-735-++++ with the four digit extension listed below.

Head of School 6641
Assistant Head of School 6761
Dean of Teaching and Learning 6645
Dean of Faculty 6770
Dean of Students 6646

Listings By Personnel

Allen, Christopher 6668
Allenby, Scott (Chief Strategy and Comm. Officer) 6715
Allenby, Lindsey 6713
Alterisio, Amy 6811
Austin, Kathryn 6607
Austin, Trish (Assistant Athletic Director) 6675
Baptiste, Mikah 6610
Bartlett, Chris (Director of Advancement) 6655
Bartlett, Lynne 6604
Bartoldus, Ben (Class Dean) 6634
Bassett, Gordon 6602
Beno, Rebecca 6757
Bolduc-Graumann, Mikaela 6605
Bouton, John 6623
Braley, Morgan (Dir. of Advancement Services) 6727
Brochu, Carter 6706
Brown, Lindsay (Proctor en Monteverde) 6630
Burnham, Jonathan (Mathematics Department Chair) 6644
Callahan, Brendan 6656
Cassidy, Becky 6712
Chicoine, Chris 6651
Churchill, Hunter 6657
Churchill, Katelyn 6739
Cole-Johnson, Erik 6609
Cole-Johnson, Lauren 6773
Connolly, Kyle (Class Dean) 6611
Corkran, Spencer 6636
Croft, Kurt (Chief Finance & Operations Officer) 6700
Culler, Ricardo (Student Transportation) 6615
Currier, Seth (Dir. of Technology and Projects) 6754
Daney, Sarah 6639
Deardorff, Heather Baker (College Counseling) 6708
Didier, Brian (History Department Chair) 6612
Doherty, Sarah 6659
Donaldson, Drew (Dean of Students) 6646
Donaldson, Kristy 6719
Dumont, Karine (Proctor en Segovia) 6775
Estin, Alex (Bookstore) 6692
Emmons-Shaw, Hiapo 6674
Eubank, Rosanna (Student Activities & Global Art Classroom) 6683
Farrell, Chris 6616
Farrell, Kristen 6617
Fletcher, Camden 6752
Fletcher, Jennifer (Dir. of Learning Skills) 6760
Fortier, Elizabeth 6679
Gerry, Ebby 6753
Gleason, Garrett 6686
Goings, Todd 6789
Gove, Dara (Asst. Dir. Facilities) 6785
Graumann, Ryan (Dir. of Communications) 6710
Griffin-Brown, Kelly (Head Athletic Trainer) 6677
Hamlet, Ian 6664
Hardie, Megan (Dean of Community Life, Class Dean) 6742
Hatfield, Amanda 6670
Hayes, Kara (Counseling) 6745
Healy, Tim (Director of Financial Aid) 6661
Heatley, Caroline (Alumni) 6724
Hebert, Robert (Dir. of Facilities) 6786
Henderson, Steele (Ski Area Manager) 6795
Hubbard, Amy 6635
Jacobs, Mike 6812

Johnson, Heide 6666
Jones Grotnes, Jill 6606
Jones, Kate (Arts Department Chair) 6769
Koenig, Michael (Director of College Counseling) 6707
Krebs, Debbie (Events Dir., PAPA) 6721
Kretovic, Mike 6678
Laroche, Kristal 6690
Lathrop, Christin (Director of Admissions) 6658
Leaman, Craig 6672
Lei, Zhen (International Student Advisor) 6817
Leith, Corbett 6608
Leith, Molly 6613
Lowman, Jill (College Counseling) 6705
MacDuffie, Mac 6794
MacDuffie, Rachel (Dir. of Human Resources) 6697
MacKenzie, Annie (Assistant Head of School) 6761
Makechnie, Gregor (Athletic Director) 6671
Maness, Melanie (Proctor en Monteverde) 6624
Marcum, Kayla 6716
Mather, Heather (Controller) 6696
McIntyre, Alan (Science Dept. Chair) 6810
McIntyre, Sarah 6811
McLeod, Wendy (Learning Skills Office Mgr) 6759
Meier, Brandon 6791
Middleton, Starr (Security) 6813
Morgan, Tom 6626
Murdough, Amie 6660
Nestler, Cheryl (Student Billing) 6695
Norris, Josh 6801
Norris, Sue (Director of Health Services) 6600
Nussbaum Wagler, Derek (Dean of Teaching & Learning) . 6645
Patriacca, Lori (Dean of Faculty) 6770
Perkins, Tracey (Director of Annual Giving) 6723
Piquette, Christine (Registrar & Academic Program Coord.) 6640
Prado, Jeffrey 6691
Quackenbos, John 6633
Quackenbos, Kendall 6725
Rasweiler, Suzanne (Native American Program) 6767
Salathé, Morgan (Ocean Classroom, Project Period, Senior Project) 6681
Sargent, Linda 6765
Saunders, Joan 6764
Seibert, Will 6701
Shedd, Emilee 6729
Sheff, Desiree 6647
Shinerock, Laurel 6762
Simpson, Daniel 6643
Smith, Noah 6693
Smucker, Jimmy 6717
Sowles, Whitney (Dir. Alumni Engagement) 6720
Sperry, Ellie (Class Dean) 6625
Sperry, Justin 6804
Summers, Jen 6628
Tallent, Robin (Accounts Payable) 6699
Thoma, Heidi 6781
Tremblay, Kyle (Counseling) 6772
Tremblay, Mark 6806
Turkington, Dr. Nancy (Chief Medical Officer) 6747
Turnbull, Shauna (English Dept. Chair) 6627
Ventura-Sanchez, Francheska 6688
Ventura-Sanchez, Josie 6803
Walsh, Becky (Athletics) 6669
Walsh, Mike 6680
Whatley, Laura 6814
Whitehead, Sarah 6632
Will, Kayden (Wilderness Orientation, Mountain Classroom) .. 6768
Wilkins, Nick 6703
Wilkins, Sarah (Dir. of Leadership Giving) 6733
Wilkinson, Kirsten 6802
Wischan, Shelby 6820
Wood, Lisa Ensign 6653
Wyckoff, Sam 6687
Young, Alejandra 6805

Listings By Department

Dean of Teaching and Learning 6645
Admissions Department 6652
Arts Department 6769
Athletic Department 6671
Athletic Equipment 6675
Athletic Trainer 6677
Alumni Relations 6720

Business Office 6694
Bookstore 6692
Communications 6710
Counseling, College 6705
Counseling Center, Student 6745
Dean of Faculty 6770
Development 6718
English Office 6627
Environmental Studies 6810
Equity and Belonging 6816
Financial Aid 6661
Food Service Department 6730
Gordon Research 6899
Health Center 6737
History Department 6633
Housekeeping Department 6747
Hockey Rink 6685
Technology Support 6750
International Student Advisor, Zhen Lei 6817
Laundry 6749
Learning Skills 6758
Library 6781
Maintenance Department 6784
Mathematics Department 6629
Meeting House, Ticket Booth 6621
Metal Shop 6602
Music Studio 6610
Outdoor Center 6898
Parent Relations 6721
Proctor Room 6826
Receptionist 6640
Registrar 6640
Science Department 6810
Security 6813
Ski Hill Base Lodge 6389
Ski Hill Snack Bar 6387
Ski Hill Finish Hut 6388
Ski Hill Timing Hut 6385
Ski Patrol 6389
Slocumb 6606
Stone Chapel 6613
Student Activities 6683
Student Health and Wellness 6742
Student Transportation, Ricardo Culler 6615
Wise Student Center 6734
Woodshop/Boatshop 6603
World Language Department 6638

Fax Numbers

Main Fax 6300
Business Office 6303
Health Center 6306
Experiential Programs
Costa Rica Program. 6624
Global Art Classroom 6683
Mountain Classroom 6800
Ocean Classroom 6802
Proctor en Segovia 6775
Summer Service Learning 6635
Wilderness Orientation 6768

Overseas Directors Telephone & Fax

Costa Rica: Cloud Forest School Ph. 011-506-2645-5161
Costa Rica: Cloud Forest School Fax 011-506-2645-5480
Kathia Corrales, Home-stay Coordinator 011-506-8373-7966

Faculty / Staff Email:

Most Proctor emails follow the pattern Last Name followed by first two letters of First Name. Faculty/Staff emails can be found in Faculty/Staff directory online.

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| 2026-27 Proctor Academy Calendar |

September

2 Day Family Welcome Event
6 All New Student Registration Day
7-11 Leadership Camp (by invitation only)
7-11 Wilderness Orientation (all new students)
11 All Returning Students Registration Day
12 Athletic Practices Begin
12 All School On-Campus Orientation
14 Fall Term Classes Begin
30 Grandparent & Friends Day

October

16-20 Fall Family Weekend*
17 Students depart after their last commitment
20 Boarding Students Return to Campus
21 Fall Term Classes Resume

November

14 Holderness Day
16-20 Fall Term Final Exam Week
20-29 Thanksgiving Break Begins*
30 Boarding Students Return to Campus

December

1 Winter Term Classes Begin
18 Winter Break Begins*

January

4 Boarding Students Return to Campus
5 Winter Term Classes Resume
28 Winter Bonus Weekend Begins*

February

1 Boarding Students Return to Campus
2 Winter Term Classes Resume

March

1-5 Winter Term Final Exam Week
6 Spring Break Begins*
22 Boarding Students Return to Campus
23-27 Project Period
29 Spring Term Classes Begin

April

23-26 Spring Family Weekend*
23 Students depart after their last commitment
26 Boarding Students Return to Campus
27 Spring Term Classes Resume

May

10 Senior Project Begins
24-27 Spring Term Final Week
27 Summer Recess Begins for Underclass Students*
28 Senior Dinner and Awards
29 Commencement

For up-to-date detailed school calendar, please visit:
www.proctoracademy.org/calendar

Key:
*** Dormitories closed to all boarding students**

PROCTOR

Proctor Academy

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