

ADVISOR'S HANDBOOK

2024 2025



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INTRODUCTION

The advising system at Deerfield positions students centrally in their high school experience. It seeks to foster self-reflection, responsibility, and agency.

The purpose of this *Advisor's Handbook* is to equip Advisors with the resources they need to support advisees' progress toward these goals through the accumulation of clear, individualized, daily habits and practices. It also provides expectations and a calendar for Student Life Office programming.

Those who are comfortable with advising may access this handbook only for occasional reference and reminders. Others, for whom the Advisor role is less familiar, can use it routinely.

Each of us has an approach to advising that feels natural, so the Handbook is not designed to serve as a singular script for interactions with students. Rather, it is a resource for faculty who might consider it helpful.

This is an internal document.

PART I: ADVISING BASICS

Advisor Job Description

Advisors are the primary point of contact for Deerfield students and their parents/guardians. They are invested, caring, proactive, and responsive. Deerfield Advisors connect personally with each of their advisees. They eat lunch together every Tuesday and set aside time for one-on-one meetings, often during Advisory Period on Friday mornings. Advisors develop a working knowledge of the Academy's academic program, partnering with advisees to provide opportunities for exposure to new courses and for depth of exploration in existing areas of interest. They communicate with parents and guardians regularly beyond winter comments and spring Advisor reports.

Once each term, Advisors work with their full advisory groups on priorities set by the Student Life Office and, specifically, the Dean of Students, who provides curriculum to prepare for these important conversations. Additionally, Advisors are expected to engage with the Student Life Office and partake in activities and/or discussions on a selected annual topic. For the 2024-2025 school year, the Student Life Office will focus on the Community Pledge. Each month students will have opportunities to discuss the Pledge, participate in an activity related to one of its tenets, and develop habits that demonstrate the Pledge in action.

Advisor Skills

Being an Advisor is incredibly rewarding and requires a skill set, as well. Important skills are as follows, though this is not an exhaustive list:

- Intentionally builds connection with their advisees
- Is frequently available to talk
- Is a good listener
- Demonstrates empathy and care
- Actively creates spaces for advisees to explore, develop, express, and refine their ideas and beliefs without judgment
- Balances levity and accountability
- Validates advisees' experiences without judgment
- Communicates effectively with advisees' parents/guardians
- Builds an academic program that offers challenges and success
- Helps build independence and resilience in their advisees
- Provides space to let advisees be their authentic selves

Throughout the course of the year, the Student Life Office (SLO) and the Dean of Faculty's Office will provide professional learning opportunities for faculty to enhance and practice these skills. Any faculty member is welcome at any time to seek further guidance and mentorship from a member of the SLO.

Advisor Feedback Process

On occasion, the Student Life Office administers a mid-year survey to Advisors and students to assess how the year is proceeding. The survey seeks to provide the Student Life Office with an understanding of programming's impact, the various times Advisors gather with advisees, and ways to improve future Student Life Office initiatives. As well, it serves as another tool to help identify students who may have encountered challenges.

A draft of the survey is as follows:

Timing

- 1) Of the 14 Friday advisory periods thus far this year, how many of them have you dedicated to time with your advisee(s)?
 - a. 0-3
 - b. 4-6
 - c. 7-10
 - d. 11-13

- 2) How effective were the Friday blocks in having conversations with the entire group? (Examples of the conversation topics might include: study habits, goal setting, bullying/hazing, etc.)
 - a. Not helpful at all
 - b. Somewhat helpful
 - c. Helpful
 - d. Very helpful

- 3) Throughout the year thus far, how often have you met with each student individually? If you have a wide variation in individual meetings, please describe more in the "other" option.
 - a) 0-3
 - b) 4-6
 - c) 7-10
 - d) 11-13
 - e) Other _____

Programming

- 4) To what extent did you group have a meaningful conversation about the guest speaker's talk?
 - a) Not at all meaningful
 - b) Somewhat meaningful
 - c) Meaningful
 - d) Very meaningful
 - e) We did not have a post-speaker conversation

- 5) To what extent were the post-speaker talking points helpful?
 - a) Not at all helpful
 - b) Somewhat helpful
 - c) Helpful
 - d) Very helpful
 - e) N/A

- 6) Of our 14 Fridays this year, how many did you use for Student Life Office programming?
 - a) 0
 - b) 1
 - c) 2
 - d) 3
 - e) More than 3

- 7) What suggestions do you have for integrating Student Life Office initiatives more successfully into the Advisor program?

Individual Concerns

- 8) Do you have advisees about whom you are worried?
 - a) Yes
 - b) No

- 9) If you answered yes, which advisees and what is the nature of your concerns?

- 10) Again, if you answered yes, have you reached out to the SLO about these students?
 - a) Yes
 - b) No

- 11) If you answered yes, to whom did you reach out?

- 12) Of the named skills, where have you seen the most growth in yourself, and where would you like further guidance from the SLO/Dean of Faculty?

Advisor Evaluation Process

In order to submit their Advisor request forms in May, returning students first are required to complete a survey about their advising experiences that year.

The survey evaluates Advisors according to the criteria below. Only individual Advisors, the Dean of Residential Life, the Dean of Students, the Dean of Faculty, and the Associate Head of School for Student Life have access to these results.

Advisor Evaluation Questions

My Advisor:

- Knows me and cares about me
- Helps me set goals
- Supports me in working toward them
- Knows my strengths and helps me create opportunities to emphasize them
- Understands my shortcomings and helps me create opportunities to address them
- Has shown a commitment to creating an inclusive school community
- Allows me to explore, develop, express and refine my ideas and beliefs without judgment
- Is available when I need them
- Sets aside one-on-one time with me
- Has a good understanding of Deerfield's academic program
- Encourages my intellectual curiosity
- Helps me delve more deeply into my current areas of interest
- Supports my co-curricular engagement (attends my performances and games)

PART II: 2024-2025 ADVISING CALENDAR

Opening Faculty Meetings August 21-22	Advisor updates and preview of the year's important dates
August 28	Advisor/advisee meetings (Student Life and Academic Affairs Offices will provide a detailed agenda.)
September 13	Community Pledge: Conversation
September 20	Begin Goal Letters process
September 24	Anti-hazing, harassment, bullying forms completed at lunch
October 1	Goals Letters due (submit on DAinfo)
October 3	Cell phone free week preview
Fall Family Weekend October 4-8	Students' Goal Letters serve as foundation for advisee parent/guardian conferences
October 8-11	Cell phone free week
October 29	Community Pledge: Activity
November 5	Community Pledge: Discussion
November 15	Gratitude Letters
December 6-13	Students write and submit Reflection Letters in DAinfo
December 19	Advisor Comments due
Late January/February	Tech time tourney
April 11	Community Pledge: Conversation
May 1-12	Students submit Advisor Feedback and Request Forms
May 2	Community Pledge: Activity
May 7-16	Student housing process
June 16	Advisor Reports due

PART III: COLLABORATING EFFECTIVELY WITH PARENTS AND GUARDIANS

Years ago, parents and guardians dropped their children off at Deerfield and did not see them again until November, the winter holidays, or, in some cases, the end of the school year in May or June. That is no longer the standard. Though we continue to draw students from all over the world, technology has made school bounds far more porous. Through text, Zoom, FaceTime, and Skype, for example, parents and guardians can be more involved in their children's time here than ever before. Thus, a fundamental question is: How do we partner with parents and guardians in a meaningful child-centered collaboration while also fostering in our advisees the independence and self-reliance that have always been cornerstones of Deerfield's advising system – and of the boarding school experience more generally. The following resources are designed to help Advisors find that balance.

Best Practices for Working with Parents and Guardians

Initiate contact early. The DAinfo advisee roster includes a parent/guardian distribution list. As early as August, use this distribution list to introduce yourself and offer your contact information. Do not feel compelled to offer your cell phone number if you prefer a landline for this type of communication. Those who would like to can share the advisee parent/guardian questionnaire (below).

Once the school year is underway, call parents/guardians to check-in. Give them a sense for how their child is (re)adjusting to Deerfield. It can be helpful to let families know when you will check in with them next. Refer to the Advisor-Parent/Guardian Communication Guidelines below. Fall Family Weekend can be a good time to review the Parent/Guardian Questionnaire and the advisee's recently submitted Goals Letter. Stay in regular contact over the course of the year, possibly setting aside a schedule of communication that feels appropriate to you and the family. Generally, phone call, Zoom, and email—not text message—are the best way to communicate with advisee families.

When placing a call, set clear start and end times so families are aware of the schedule. It can be reassuring for parents and guardians to know when you'll be in touch again.

Advisee Parent/Guardian Questionnaire

- What considerations did you discuss with your child in preparing to return to school?
- What do you think your child is most looking forward to in the year/term ahead?
- About what might your child be most worried?
- What are your goals for your child in the term/year ahead?
- What are your child's goals for the term/year ahead?
- Please offer an anecdote that you think captures your child's strengths.
- Please offer an anecdote that you think captures your child's areas for growth.
- Now that your child is at Deerfield Academy, how often and through what medium do you expect to communicate with them?
- How do you help your child learn self-reliance, grit, and resilience? How might Deerfield partner with you most effectively in those efforts?
- What are your hopes for your child for the year?
- What are you nervous about for your child?

Guidelines for Communication with Parents and Guardians

Advisors should seek to respond to parent/guardian calls and/or emails within 36 hours.

If an advisee is in danger or there is an emergency, Advisors should respond as soon as they are able. Security (413.772.9880) and the SOC (413.772.9070) are available 24 hours a day.

It's not an Advisor's job to convince families that their children will always be happy. We're working with adolescents, and adolescence is not easy! Advisees will surely struggle on occasion. Reassure families that this is normal and, in fact, predictable. Try to be patient, even when they might become unreasonable. In most cases, parents and guardians simply need to talk through their own feelings of uncertainty and distress. Remember: they love their kids deeply, and they're trusting us to care for their children in their place. Sometimes listening to a family is all that's needed. Circling back a week or so after a conversation can help a family feel heard and understood.

If a parent or guardian is rude, disrespectful, or consistently makes unreasonable demands, Advisors should alert a member of the Student Life Office.

PART IV: ADVISOR COMMENTS AND REPORTS

At Deerfield, Advisor Comments are submitted in December, and more comprehensive Reports are written in June.

Winter Comment Guidelines

Winter Comments, addressed directly to advisees (and not their parents/guardians), serve as Advisors' brief responses to their advisees' November Reflection Letters. They can offer:

- an appraisal of progress toward goals set in September and October;
- further insight into themes and trends from end-of-term teacher comments and cocurricular reports;
- a preview of the path ahead in the second half of the school year; and
- any other relevant factors prompted within Reflection Letters.

Spring Advisor Report Guidelines

June's Advisor Reports are also addressed to the advisee, but they'll be important documents for parents and guardians as they reflect on the school year with their children. The Reports can start with an anecdote you think reveals something about the student. As the year progresses, try to remember those anecdotes; write them down for use in the first paragraph of your reports. From that point, you can consider the following areas of interest:

- **Academics:** Parents/Guardians will have read their children's teacher comments, so you don't need to revisit that content closely. Instead consider patterns and themes. Note your advisees' strengths and areas for growth. Share specific advice. What steps could they take to improve their academic performance? Have you had any discussions with your advisees about what they find most challenging? Most rewarding? Can you suggest further strategies to create a healthy balance in their lives at DA?
- **Co-curriculars:** In what activity did the students participate during the fall and winter? Parents/Guardians will not have received cocurricular comments, so you should feel free to quote from them. (If there's something in the co-curricular comment that might catch the student or family off guard, be sure to consult with the co-curricular supervisor before including it in your Advisor Report.) Share personal observations or anecdotes about advisees' performances, for example, and any insights you might have formed based on conversations with your advisees over the course of the year. Given the new formatting for co-curricular comments, please do not cut and paste them in verbatim, but provide a summary if no prose is offered.
- **Extracurriculars:** Do your advisees participate in any clubs or have any particular responsibilities (Alliance Leader, Proctor, Peer Counselor)? Are they contributing to the community in any important ways? Do you have any recommendations for the students about getting involved in this realm of Deerfield life? Are there any leadership opportunities your advisees should be aware of or pursue?
- **Residential/Day Student Life:** How well do your advisees fit into dormitory life? Do your advisees participate in snacks? Get along with neighbors? How well do they use study hall/hours? At check-in, are your advisees working, socializing, staring intently at their computers? Are their rooms clean? Do your advisees get enough sleep? Are they staying healthy?

- **Social Life:** Are your advisees happy and comfortable at Deerfield? How do they feel about their social lives? Are they making friends? How extensive are their friend groups? Are they expanding or shrinking?
- **Advisor-Advisee Relationship:** How would you characterize your relationship with your advisees? Any final recommendations or commendations?

PART V: ACADEMIC ADVISING

The heart of academic advising is program planning, annually visible in the process of April course requests. The following should help provide context for, and details of, that process.

Expectations for Advisors

- Be familiar with the current Course Catalog, *Employee Handbook*, *Academic Affairs Office Handbook* and *Advising Handbook*.
- Work within and align with principles, guidelines, procedures, and deadlines established by the Academic Affairs Office.
- Help connect advisees with resources and programs that support their needs and interests.
- When needed, ask for help from the Academic Affairs Office.
- Check in with your advisees' College Advisor, or suggest the student does, about any particular curricular expectations by the colleges the student is considering.

Timeline for Course Changes

Open Course Change Period

Dates: The day schedules are posted in August until the Sunday before classes begin.

Eligible courses: All courses, within policy guidelines.

Requirements: Students must fill out the course change request on the Daily Bulletin Forms page.

Level Change Period

Dates: Level changes may be made through the class week after midterms are released in the Fall Term. They may also be made in the week *after* the Fall Term ends.

Eligible courses: Courses on the leveled-course list (e.g. Spanish 2 to Spanish 1).

Requirements: Level change requests must be initiated by the instructor or Department Chair. Students may not initiate level changes. Instructors should be mindful that necessary collateral changes may disrupt students' entire schedules.

Grades: Students who make a level change in weeks 1-3, will take 0% of the original course grade into their midterm grade. Students who make a level change in week 4, will take 30% of the original course grade into their midterm grade. Students who make a level change in week 5, will take 40% of the original course grade into the midterm grade. Students who make a level change in week 6, will take 100% of the original course grade into their midterm grade.

Consulted Course Change Period

Dates: The first full week of classes (Sunday - Saturday after the first three days of classes).

Eligible courses: All courses, within policy guidelines.

Requirements: Students must have a *face-to-face conversation* with their current teacher(s) about the request to switch out of their class and then work with an advisor or teacher to submit the course change request.

Objectives in Program Planning

- We want students to take the most rigorous academic programs in which they can be successful (i.e., happy, healthy, and productive).
- Breadth, then depth. Ideally, students would satisfy our diploma requirements early in their careers—sampling all disciplines by end of tenth grade year—before digging more deeply into elective courses in which they are able, interested, and passionate.
- Identify and support areas of ability, interest, and passion. In choosing electives, students define and distinguish themselves, hinting at possible future majors and careers.

Course Request Process

The course request process is overseen by the Academic Affairs Office and managed by Lydia Hemphill and Erin Donnally Drake. The following ideals guide their work:

- Students should be placed in their 1st, 2nd, or 3rd choice for each course;
- Sections of the same course should have an equal number of students; and
- Sections should be gender-identity balanced, as is possible.

It is important to be aware of the following threats to realizing those ideals:

- Special requests (i.e., teaching times, rooms)
- Improper initial placements
- Special arrangements teachers make with individual students (i.e., offering to let additional students in when a class is full)
- Student demand—we can only run a course if it draws sufficient enrollments

The first of these limits flexibility in building the master schedule, resulting in more students with irreconcilable conflicts; the others cause mobility after optimal balance has been achieved. To mitigate these threats, the office observes three principles:

1. Faculty may make no more than one special schedule request, which will be honored when possible;
2. Only the Academic Affairs Office has the authority to move students into classes, and they usually do so in consultation with the affected teacher(s) and Chair(s); and
3. No moves will be granted between multi-section courses regardless of section size.

It is critical that individual teachers defer to the Academic Affairs Office any requests to move into a class. The Office has a global view of both the entire schedule, and also which students have made requests and been denied.

Role of Department Chairs

It is important for Advisors to avoid raising unrealistic expectations in their advisees, bearing in mind that Chairs have important input, employ well-tested rubrics, and have a broader view than Advisors.

- Helping set enrollment limits for all courses in their department
- Overseeing placement recommendations of (math, science, and language) faculty
- Vetting level change requests (math, science, and language)

Role of Department Faculty

- Math Department teachers are responsible for assessing their current students to recommend which course to take next. The chair vets teachers' recommendations in consultation with the department when necessary and enter those placements into the scheduling software. While Advisors do not help choose students' math courses, it is important for them to bear math placements in mind as they counsel students regarding overall balance of workload.
- Science and Computer Science Department teachers are responsible for consulting with current students to recommend which course, if any, to take next. Chairs vet teachers' recommendations and all course change requests. While Advisors do not choose which science course advisees will take next, they play a role in deciding when advisees take that course.
- Language Department teachers recommend which level students should take next; Advisors help advisees determine how far to go in their language study.

Resources for Academic Advising

DAinfo

- The Graduation Requirements tab should reflect courses taken to meet our diploma requirements.
- The Test Scores tab can be useful in gauging a student's readiness for advanced/honors work in any discipline.

Academic Procedures and Forms

- Copious information on course planning, class schedules, writing comments, and grading

Online Course Catalog

- The online Course Catalog is the only authoritative, up-to-date listing of courses offered and descriptions for those courses.

PART VI: ADVISOR RESOURCES FOR FOSTERING SELF-REFLECTION

The following section offers a set of optional resources designed to encourage self-reflection in advisees. Each advisee is different; Advisors will know best which—if any—could prove useful.

For Selecting Goals

The questions below offer questions you might ask advisees as they're setting goals for the year ahead. They're designed to engage students in thoughtful one-on-one conversation about who they are, what they value, and where they want to go.

Possible Goal Categories: Navigating transitions; Wellness/self-care; Study habits and time management; Involvement in school/community life; Cultivating meaningful relationships; Classroom participation.

- How did you arrive at this particular goal?
- How does this goal reflect a deeper value(s) you hold?
- What experiences have you had in the past that taught or reinforced this value?
- Who in your life has been influential in shaping this goal in you?
- What does this goal reflect about your past, present, and hopes for your future?

Setting a Course of Action

- Beyond your Advisor, who knows that you are setting this goal?
- What are you currently doing that might represent evidence that you are already moving in the direction of your goals?
- What might represent a best first/next step?
- What skills do you have that will be useful as you work towards this goal?
- Do you have any role models whom you can look to in approaching this goal?
How have they approached this goal?
- Is this something you can talk about with them to gain strategies or ideas for your own life?

Anticipating Obstacles

- Are there situations, relationships, or places that make it hard for you to work towards this goal?
- What are effective ways of dealing with these obstacles when you notice them?
- Who or what around you helps to remind you of what's important to you in positive ways?

Effects/Benchmarks

- What benchmarks can you set to measure your progress toward this goal?
How might progress toward this goal affect your life?

For Setting Goals

This is a more structured approach to goal-setting for students. It offers a template for brainstorming goals and strategies for tackling them. Both might prove useful during advisory meetings as students begin to define their goals for the year.

STEP 1:

Brainstorm four goals—at least one in each of the goal-type categories below. Label your goals by type.

GOAL TYPES:

- Specific skills: Developing a new skill or improving current skills
- Habit improvement: Beating old habits or developing better ones
- Achievement: These describe results that you will have when you finish the goal. Examples include: reach the Honor Roll, get named captain/club president, raise a grade in a specific class.
- Personal growth: These goals tackle bigger picture life priorities such as: becoming more independent, identifying academic passions, making more friends.

STEP 2:

Identify strategies that align with and will support each of the goals you've set. Explain how you will employ these strategies. Employ at least two strategies per goal.

GOAL TACKLING STRATEGIES:

- Action strategy: These describe specific actions that you will take to accomplish achievement goals. Examples: devote one free period per day to homework, attend extra help sessions, arrange to work with a peer tutor
- Limit strategy: These set boundaries and manage priorities. Examples: Go to bed by 11PM on weeknights; Allow yourself to watch Netflix only on weekends
- Rate strategy: These specify actions done repeatedly over time. Many personal growth-related goals can be approached via the rate strategy. Examples: take one practice SAT per month, call Mom three times per week, write in a journal every day
- Exclusion strategy: These state things that you will not do. Examples: Do not login to Spapchat after 8 pm; Do not eat junk food; Do not take naps during free periods.

STEP 3:

Fill in the Goal Chart (see template on next page).

STEP 4:

Referring to this chart, write up your goals in paragraph form.

GOAL CHART

EXAMPLE TEMPLATE

	Goal	Action	Limit	Rate	Exclusion
Specific skill					
Habit improvement					
Achievement					
Personal growth					

COMPLETED EXAMPLE TEMPLATE

	Goal	Action	Limit	Rate	Exclusion
Specific skill	Learn to play the piano.	Sign up for piano lessons.		Practice 1 hour a day; 2 hours per day on the weekends.	
Habit improvement	Develop a better sleep schedule.		Go to bed by 10:30 pm on weeknights.		Do not nap during free periods.
Achievement	Earn a grade in Math that demonstrates improvement.	Sign up for a peer tutor in Math.		Attend Math extra help every Wednesday.	
Personal growth	Meet new people.	Sign up for Uke and Bongo Club.		Sit with at least one person I don't know at each walk-through meal.	

Self-Assessment Rubrics

The questions and rubrics that follow, to be completed by advisees with supervision and follow-up from Advisors, can serve as a springboard for further conversation and self-reflection. Advisors who remain with advisees for more than one year can use advisee responses as a metric of growth over time.

Advisee Self-Assessment (Academic)

TIME MANAGEMENT AND PREPAREDNESS	NEVER	SOMETIMES	USUALLY	ALWAYS
I arrive at classes and other obligations on time.				
I make a schedule for my study hours.				
I outline specific goals for my study hours.				
I make a daily "to-do" list.				
I begin major assignments well in advance.				
I come prepared for class with the necessary materials.				
I hand in my homework on time.				
I use a planner for tracking homework and other obligations.				

Advisee Self-Assessment (Academic) Continued

CONCENTRATION	NEVER	SOMETIMES	USUALLY	ALWAYS
I study in a place free from auditory and visual distractions.				
I find that I am able to concentrate, that is, give undivided attention to the task for at least 20 minutes.				
I am confident with the level of concentration I am able to maintain.				
I avoid activities and people that may distract me from my studies.				
I can easily remember what I have studied.				
STUDY AIDS/ NOTE-TAKING	NEVER	SOMETIMES	USUALLY	ALWAYS
When reading, I mark or underline parts I think are important.				
I write notes in the book while I read.				
When reading, I can distinguish readily between important and unimportant points.				
I break assignments into manageable parts.				
I relate material learned in one course to materials of other courses.				

Advisee Self-Assessment (Academic) Continued

PARTICIPATION	NEVER	SOMETIMES	USUALLY	ALWAYS
I am alert in classes.				
I ask the teacher questions when clarification is needed.				
I volunteer answers to questions posed by my teachers and my peers during class.				
I participate regularly and frequently in class discussions.				
I take the initiative when working on a group project.				
WRITING	NEVER	SOMETIMES	USUALLY	ALWAYS
I find that I am able to express my thoughts well in writing.				
I write rough drafts quickly and spontaneously.				
I review my writing for grammatical errors.				
I have others read my written work and consider their suggestions for improved writing.				
I allow sufficient time to collect information, organize my thoughts, write the assignment, and revise.				

Self-Assessment (Personal)

- Do you feel comfortable approaching students and faculty about your needs?
- What has been your most rewarding personal experience so far?
- What has been most challenging personally so far?
- What experiences are you looking forward to most?
- What obstacles are keeping you from reaching your goals?
- Please rate your emotional and physical health. What makes you feel better physically? Emotionally?
- What role do you play in this community?
- Is there anything else I should know?

FINAL REMARKS

We hope this edition of the *Advisor's Handbook* is helpful to you in your work with advisees this year. We're eager for any contributions that might complement these efforts and also for your feedback so we can continue to refine and edit for next year.

APPENDIX

Notes for Rising Tenth-graders

English: All tenth graders will automatically be enrolled in Defining Literary Traditions.

Health: All tenth graders taking five courses will automatically be enrolled in Health Seminar as a sixth, pass/fail course during Winter or Spring.

Math: Course placement into the next math level will be recommended by the Math Department.

Science and Computer Science: Tenth graders generally take Chemistry if they took Physics 1 in ninth grade. Students who already have credit for a year-long high school chemistry course generally take Biology or Physics.

Language: Students will move into the next level of language after their ninth-grade course unless they have fulfilled the graduation requirement and desire to not continue in language courses. For honors courses, requests will be reviewed by the department.

History and Social Sciences: Students may take history in ninth grade, tenth grade, or both years. Students who did not take history in ninth grade must take tenth-grade history.

Visual and Performing Arts and Philosophy and Religious Studies: Students should strive to complete their Humanities requirements (two terms of VPA and one term of Phil/Rel) before the end of the tenth grade. Some arts courses can be taken either as a fifth graded course, or as a sixth course pass/fail or graded if the student is qualified to do so.

Notes for Rising Juniors

English: Students will request the eleventh-grade English options, each of which emphasizes a particular genre, historical context, or unifying theme in American literature. Students should request a top choice and three alternates.

Math: Course placement into the next math level will be recommended by the Math Department.

Science and Computer Science: Students should continue their science sequence, e.g. Physics-Chemistry-Biology or Biology-Chemistry-Physics. Computer Science is also an option. The department recommends that students take one year of each core science before returning for a second year in any one. Students should check prerequisites before requesting their science course.

Language: Students will generally move into the next level of language after their tenth-grade course unless they have fulfilled the graduation requirement and desire to not continue in language courses. For honors courses, requests will be reviewed by the department.

History and Social Science: Students have three options for U.S. History: U.S. History, American Studies; or Honors U.S. History. Students who have already taken a full-year U.S. History course that includes a significant research paper experience may be permitted to request one of the upper-level history electives. Alternates are only needed when requesting American Studies or Honors U.S. History.

Visual and Performing Arts: The entire arts curriculum, including AP courses and other one-term, two-term, and year-long courses, is available. Some arts courses can be taken either as a fifth graded course, or as a sixth course pass/fail. They will be labeled with (p/f) in the course title.

Philosophy and Religious Studies: Generally, two-term courses and one-term courses are available.

Health: There is no required Health class in eleventh grade.

Notes for Rising Seniors

English: Students will request courses among the twelfth-grade English options, including either a year-long course, three one-term courses, or two-term courses with a one-term course in English, History, or Philosophy and Religious Studies. Div I or II NCAA hopefuls are required to have three terms of English. Students should request for three terms of English or two terms of English and one term of History & Social Science or Philosophy & Religious Studies and include two alternates for each term. Comments should indicate desired number of terms of English.

Math: Course placement into the next math level will be recommended by the Math Department. Most students do continue math in twelfth grade, but it is not a requirement.

Science and Computer Science: Virtually the entire curriculum is available. Students should check prerequisites before requesting their science course.

Language: Students will generally move into the next level of language after their eleventh-grade course unless they have fulfilled the graduation requirement and desire to not continue in language courses. For honors courses, requests will be reviewed by the department. Students may also choose to request a new language if their graduation requirement is fulfilled.

History and Social Science: All 600-level courses are available. All history courses must have alternates selected, but an alternate does not have to be a history course.

Visual and Performing Arts: The entire arts curriculum, including AP courses and other one-term, two-term, and year-long courses, is available. Some arts courses can be taken as either a fifth graded course or a sixth course pass/fail. They will be labeled with (p/f) in the course title.

Philosophy and Religious Studies: Two-term courses and one-term courses are available. Students should ensure they have fulfilled their graduation requirement.

