

TOWER HILL SCHOOL

MIDDLE SCHOOL

STUDENT HANDBOOK

2025-2026



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The Tower Hill Mission Statement

Tower Hill School prepares students from diverse backgrounds for full and creative engagement with a dynamic world. Each student is provided with an educational experience that emphasizes the development of an inquisitive, discerning and critical mind; the value of being creative and aesthetically sensitive; the appreciation of physical wellbeing; the ability to collaborate and to function as part of a team; and the growth of character.

Overview

Purpose of this Handbook

This handbook was developed to answer many of the commonly asked questions that you and your parents/guardians may have during the school year. Because the handbook contains information about student rights and responsibilities, parents/guardians and students are responsible for knowing its contents. Please take the time to become familiar with the following information and keep this handbook available for your use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstandings when questions arise.

The school reserves the right to interpret the content of this handbook, including the rules and regulations governing the academic and non-academic conduct of students. This handbook is not a contract, nor is it intended to be so construed. Our school reserves the right to modify and/or amend the content of this handbook at any time during the year. If any written modification or amendment is made to this handbook, a copy of such modification or amendment will be distributed to students and parents/guardians.

This handbook aims to provide students with the most important and relevant information related to daily life in the Middle School. While it serves as a helpful guide, it is not exhaustive. Students and families are expected to be familiar with and abide by all applicable school-wide policies, divisional handbooks, and signed agreements. These include, but are not limited to:

- Harassment and Bullying Policies
- Safety and Emergency Procedures
- Substance Use and Abuse Policies
- Technology Acceptable Use Policy
- Health and Wellness Policies

Parent Quick Guide

Flow of Communication

1. **Advisor** - when in doubt, include the advisor in the conversation
2. **Middle School Administrative Assistant** - for questions or support in day to day matters
3. **Classroom teacher** - for questions or concerns regarding the student
4. **School Psychologist** - for questions or support for student's emotional wellbeing in conjunction with or without classroom teacher depending on the concern
5. **Assistant Head of Middle School/ Head of Middle School** - for questions or concerns related to school matters, or student matters after having spoken with the classroom teacher or advisor
6. **Class Reps** - for questions or information about Home and School
7. **School Directory** - an online parent-student directory; in order to keep the directory up-to-date, parents are asked to update their profile in TowerNet with any changes in personal information. The directory can be found on your parent portal on TowerNet.
8. **Weathervane** - electronic weekly newsletter sent every Friday contains all school information and updates from Class Deans

Who Should I Contact...

... if my child is sick, late, or needs to leave early?

- Middle School Administrative Assistant Cheryl Saxton, csaxton@towerhill.org, ext. 230

... if my child needs to miss school for a reason that would be deemed unexcused?

- Interim Head of Middle School, Melinda Martin, melindmartin@towerhill.org

... if my child needs social or emotional support?

- Your child's advisor
- MS Psychologist, Dr. Lauren Lineback, llineback@towerhill.org

... if I have health or wellness concerns for my child?

- Interim Head of Middle School, Melinda Martin or MS Psychologist, Dr. Lauren Lineback
- Director of Physical Health and School Nurse, Lexy Herbein, aherbein@towerhill.org, ext. 229

... if I need technology support for the Middle School?

- Systems Administrator, Matt Coyle, mcoyle@towerhill.org
- Assistant Head of Middle School, Paul Mulvena, pmulvena@towerhill.org

... if my child needs academic learning support?

- MS Learning Specialist, Nicole Rafferty, nrafferty@towerhill.org
- Director of the TLC, Dr. Kelly Hunter, khunter@towerhill.org

... if I have questions about our Physical Education (5th/6th grades) or Middle School Athletics (7th & 8th Grades) programs?

- Physical Education Department Chair, Chris Aitken, caitken@towerhill.org
- Athletic Director, Dan Ryan, dryan@towerhill.org

... if I have questions about extended day programming?

- Director of Auxiliary Programs, Cindy Sardo, csardo@towerhill.org

... if I have questions about academics, grading, or class policies?

- The teacher of your child's class
- Your child's advisor or Grade Level Dean
- Interim Head of Middle School, Melinda Martin, melindmartin@towerhill.org or Assistant Head of Middle School, Paul Mulvena, pmulvena@towerhill.org, ext. 292

Calendar At A Glance

The following information provides an overview of the 2025-2026 school year. Parents will receive more detailed information and invitations to productions and activities as the year progresses. (The *Weathervane* is a weekly calendar of all school activities and announcements posted on TowerNet.)

Thursday, August 28: MS - Meet the Advisor (New Students)
Tuesday, September 2: First day of School begins at 8 a.m. Doors open at 7:45 a.m.
Tuesday, September 16: MS Back to School Night
Friday, September 26: Back to School Picnic
Thursday, October 2: School Closed - Yom Kippur
Monday, October 13: School Closed - Indigenous Peoples' Day
Saturday, October 25: Homecoming - a family day at Tower Hill
Monday, November 3: School Closed - Parent/Teacher Conferences
Tuesday, November 4: School Closed - In-Service
Tuesday-Thursday, November 4-6: Lower Grades Book Fair (5th and 6th)
Wednesday, November 26: School Closed - Thanksgiving Holiday
Monday, December 1: School Closed for In-Service
Tuesday, December 2: School Resumes
Friday, December 19: Tree Trim and Half Day Dismissal - Winter Break
Monday, January 5: School Resumes
Friday, January 16: Half Day Dismissal - MLK Jr. Day of Service
Monday, January 19: School Closed - MLK Jr. Day
Thursday, February 12: School Closed - Parent/Teacher Conferences
Friday, February 13: School Closed for In-Service
Monday, February 16: School Closed - Presidents' Day
Monday, March 9: School Closed - Spring Break
Monday, March 23: School Resumes
Thursday, April 2: Grandparents' Day-Half Day
Friday, April 3: School Closed - Good Friday
Monday, April 15: School Resumes
Friday, May 22: Field Day for K-8 School ends at conclusion of grade level Field Day events
Monday, May 25: School Closed - Memorial Day
Wednesday, June 3: Last day of class

General Information

Schedule

Tower Hill Middle School

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
8:00-8:15	Homeroom Advisory									
Period 1 8:20-9:10										
Period 2 9:15-10:05										
Period 3 10:10-11:00										
Period 4 11:05-11:55										
Lunch										
Period 5 12:45-1:35										
Period 6 1:40-2:30			X Block					X Block		
Period 7 ¾ 2:35-3:20 ⅓ 2:35-3:45										

The Middle School uses a 10-day cycle, which typically includes time in advisory, class time, a daily snack, a work period, and lunch/recess at 11:55. A weekly assembly period is held every Thursday from 8:00-8:15. The schedule is built deliberately to provide the opportunity for students to learn how to manage time to socialize, take brain breaks, or seek support from teachers and advisors. Managing this time is a skill students learn at Tower Hill with support from advisors.

Classes

Class length is 50 minutes. There are five academic periods scheduled each day. Major academic classes meet eight out of the ten days in the schedule. Homework may only be assigned on a day that a class is meeting; e.g., if class meets on Monday and again on Wednesday, the expectation is that students will have one homework assignment to complete in the intervening time and that it will be due on Wednesday. The rotating schedule seeks to ensure that students are not preparing for all academic classes on any evening of the week.

Lunch/Recess

All Middle School students are scheduled into the meal plan. 11:55-12:45 serves as the lunch period, with opportunities for supervised outdoor recess built into this period.

Arrival

Drop Off: Between 7:30 a.m. and 7:50 a.m. at the front door, Tower Road, or the Underpass.

Early Morning Care: Available between 7:30 a.m.-7:45 a.m. in the Middle School

Arrival Guidelines for Parents:

- Ensure students are dropped off no later than 7:50 a.m. to allow for sufficient transition time and readiness to learn.

Arrival Guidelines for Students:

- Go directly to lockers, consult schedules, and enter the homeroom with relevant materials.

Dismissal

In order to ensure a smooth and safe dismissal for all, careful communication and collaboration is required among security, teachers, parents, and students. We have established the following dismissal guidelines in order to enhance dismissal proceedings across the school. Please see our dismissal guidelines which parents, guardians, and students are expected to adhere to our dismissal procedures as provided by the school.

Programming for fifth and sixth grade will end at 3:20 p.m. Seventh and eighth grade athletics will be dismissed at 3:45 p.m, with students ready for pick up between 3:50-4 p.m.

Arrival and Dismissal Guidelines for Parents/Guardians

- **Stay in Your Vehicle:** Remain in your car at all times to keep the line moving smoothly.
- **Pull Forward:** Follow staff directions and pull as far forward as possible before stopping to drop off or pick up your child
- **Have Your Child Ready:** Ensure your child is packed up and ready to exit the vehicle quickly when you arrive at the drop-off zone.
- **Use the Designated Car Line Only:** Do not drop off or pick up children in unauthorized areas or alongside streets.
- **Follow Traffic Flow:** Adhere to the established traffic pattern and posted signs.
 - If you are unable to pull into a staging area, please circle the block until space is available.
- **Be Patient and Courteous:** Stay alert, avoid distractions (like cell phones), and be respectful of other drivers and staff.
- **Avoid Parking in the Car Line:** If you need to park, use a designated parking space and walk to the school entrance.

BE SAFE! Under no circumstance, should children be picked up on Rising Sun Lane.

After School Program

The Kaleidoscope Program is open to students in grades 5–8 every day after school until 5:30 p.m. Students must register for the program in Homeroom. For more information, please contact Cindy Sardo, Director of Auxiliary Programs, at csardo@towerhill.org.

Dismissal Procedures

- Students in grades 5–8 will be dismissed from the front of the building.
- Please use the Pikmykid app to request dismissal.
- All students must check in with the teacher on duty and stay in the classroom until picked up.
- Phones should not be used while in Kaleidoscope. Laptops may only be used for homework.
- Any students still on campus after 5 p.m. will be dismissed from the Kaleidoscope Building.

School Closings and Delays

Occasionally, school closes or opening time is delayed due to emergency situations, such as unsafe driving conditions or inclement weather. Students and families will be notified through Tower Hill's alert system, which will contact you through your home phone, cell phone, email, and text. Any information about delays or closings will also be posted at towerhill.org.

Middle School Attendance

In alignment with Tower Hill's core values—responsibility to one's commitments, integrity in following through on obligations, and community through shared purpose—students are expected to attend school on all scheduled calendar days. Regular attendance ensures that students can fully engage in both their academic and co-curricular responsibilities.

We strongly encourage parents to avoid removing students from school on days when they are scheduled to participate in seventh or eighth grade athletic games, band concerts, or chorus performances. These experiences provide meaningful opportunities for students to demonstrate leadership, accountability, and teamwork. An absence in these moments can impact not only the individual student's development but also the success and morale of the larger group.

Whenever possible, medical and personal appointments should be scheduled outside of the school day to avoid conflict with academic classes and extracurricular commitments.

To be eligible for promotion to the next grade level, all students are required to attend school during the academic calendar year. Any student who misses more than 15 academic days in a given school year will be required to meet with the Assistant Head of Middle School and/or the Head of Middle School to review their attendance record and determine their eligibility to advance.

Arrival

The school building will be open at 7:30 a.m. each day. Middle School Advisory programming starts promptly at 8 a.m. Advisors will mark students tardy who arrive after 8 a.m. In order to foster readiness for the day, it is beneficial for students to arrive between 7:45-7:50 a.m. to allow sufficient time for preparing for the school day. In addition to being taken in advisory, attendance will be taken at the beginning of each class period.

Tardiness

Failure to arrive on time constitutes tardiness. Students who are tardy must check in with the Middle School Administrative Assistant and obtain a late pass. Middle School Administration will notify parents/guardians of repeated tardiness to school.

Early Dismissal Procedures

Please follow the procedures below if a student needs to leave school for an appointment or other obligation prior to the end of the academic day,

- Parents/guardians must email the Middle School office and receive confirmation that the Administrative Assistant is aware of the appointment. Email should include Specific information about the time and nature of the appointment or obligation and an indication of whether or not the student will return to finish the academic day.
- Before leaving campus, students should stop by the Middle School office and check out with the Middle School Administrative Assistant.
- When returning to campus, after being checked out, students must enter through the front entrance of the school and check in at the Middle School office before returning to class.
- The Middle School Administrative Assistant will reissue students with a readmission slip.

Absences

If students are absent on a given day due to illness, they should not be in the building or attending school events later that day, including athletic events, theater and music productions, etc. Students must be present for a minimum of half of the academic day in order to participate in school events.

In order to represent the school in an interscholastic game, a student must have been in the school for the entire academic day.

- **Role of Students:** All students are expected to get their homework assignments, which are posted daily on TowerNet. If a student is absent for more than one day, students and parents are encouraged to call or email the student's advisor and their teachers during school hours to coordinate obtaining and completing assignments.
- **Role of Parent:** In the event that a student will be absent, parents should call Cheryl Saxton, Middle School Administrative Assistant, at the school between 7:45 and 8:30 a.m. or email csaxton@towerhill.org.
- **Role of Advisor:** If a student is absent for more than one day, the advisor will work with the student, parent, and other teachers to support the completion of required makeup work.

Extended Absence

Sickness or Illness beyond three days - A note from the student's doctor must be submitted to the Middle School Administrative Assistant.

Medical Conditions - If a student is in jeopardy of not meeting the attendance threshold due to an ongoing or acute medical condition, the student and their family will be asked to meet with the Assistant Head of Middle School and/or the Head of Middle School to determine a reasonable accommodation for attendance. Medical documentation of this condition should be submitted to the school nurse, and a medical leave may be necessary.

Predicted/Approved absences of three or more days - Parents/guardians are asked to request permission for students to be excused from school for predicted absences of three or more days.

Academic Program

Courses of Study

The following overview is presented to give a general view of the academic program offered in the Middle School. A more detailed curriculum guide is in development in the 2025-2026 school year and will be made available on the school website.

Core Classes				
	5th	6th	7th	8th
ELA/English	ELA 5	ELA 6	English 7	English 8
Math	Math 5	Math 6	Pre-Alegebra OR Honors PreAlg & Intro Alg	Algebra 1 OR Honors Alg & Geometry
Science	Sci 5	Sci 6	Sci 7	Sci 8
History	His 5	His 6	His 7	His 8
Language	1 semester- Spanish & 1 semester- Latin	1 semester French 1 & Semester Mandarin	Choice of Spanish, Latin, Mandarin or French	
Music	Students elect band, orchestra, or chorus and continue in that class throughout middle school. Students may also elect to do band/chorus OR orchestra/chorus.			
Specialist Classes				
	5th	6th	7th	8th
Visual Arts	Woodshop/Art 5	Art 6	Woodshop/Art 7	Art 8
Theatre	Theatre 5	Theatre 6	Theatre 7	Theatre 8
Research/Tech	Research Skills/ Typing Club	Research Skills/ Typing Club	Tech/Digital Citizenship	Tech/Digital Citizenship
PE/Athletics	PE 5	PE 6	Athletics	Athletics
SELF	Social Emotional Learning Foundations			
TLC	Skills Classes	Skills Classes	Workshops during Work Periods	Workshops during Work Periods
Signature Strength	Community	Kindness	Empathy disABILITIES	Leadership

Bring Your Own Device

At Tower Hill, technology is continually evolving to enhance teaching and learning.

Fifth and sixth grade students have daily access to school Chromebooks during the school day, giving them regular opportunities to engage with technology in a supportive and structured environment. To ensure a shared understanding of expectations, all Middle School students are required to read and sign the Responsible Use Policy (RUP), which outlines appropriate use of both personal and school-provided technology.

Seventh and eighth grade (7th/8th grade) students participate in a Bring Your Own Device (BYOD) program, using their personal devices across the curriculum to support learning in areas such as science labs, historical research, and English writing projects. These devices also streamline collaborative work and help accommodate diverse learning styles. Common questions about personal devices can be found on our website under the BYOD section. While we value the role of technology in education, we believe the human connection between teacher and student remains the most vital part of the learning experience.

Homework

Beginning in 5th grade students can expect that TowerNet is the main learning management system that they will need to navigate to access learning resources, assignments, feedback, and grades. In order to provide a consistent learning experience and allow all relevant stakeholders, including students, advisors, learning specialists, and parents, TowerNet is the primary LMS used.

Work Periods

Students in Middle School are assigned work periods, which are proctored by a faculty member. Students are expected to navigate the first portion of the work period, without the use of a device, and may seek academic support from available teachers. The remaining portion of the work period may include the use of the approved devices for academic purposes.

Field Trips

Field Trips are valuable “hands-on” experiences that bring learning to life outside the classroom. Cheryl Saxton, Middle School Administrative Assistant, will have contact information for all field trips. If you are uncomfortable about having your child participate on a trip, please contact the Division Head about your concerns. Permission slips are provided and required for all field trips and may only be signed by the parent or legal guardian.

Parents are expected to disclose, and may be asked to accompany students who have severe asthma, life-threatening allergies or other serious health conditions that might put the student at risk on a field trip. Please supply emergency medications, such as quick-relief inhalers and auto-injectable epinephrine, for all field trips. Students may be allowed to carry their emergency medication on their person if deemed age-appropriate at the discretion of the school nurse, physician and parent.

Physical Education and Athletics

Physical Education (5th/6th)

Fifth and sixth graders will participate in a physical education course that will meet almost every day. Boys and girls are separated. The objectives of the class are:

- To help young people become/remain physically fit.
- To provide physical development through outdoor and indoor games.
- To introduce the team sports that the children will be asked to participate in when they become seventh and eighth graders.
- To develop an understanding of good sportsmanship - the demonstration of appropriate conduct, honest rivalry and graceful acceptance of the outcome.

Physical Education Clothing for Fifth and Sixth Grade

Checklist for PE class:

Students are required to have a Tower Hill white shirt or plain white shirt, and Tower Hill Green shorts, or plain hunter green shorts and a combination lock in a gym bag. In the colder months a sweatshirt and sweatpants are recommended, as students will be outside weather permitting. These items will be used daily, and will be sent home at the end of each week to be washed. To purchase Tower Hill logo items please visit the school store website [here](#). Items ordered over the summer will be locker delivered before the start of school in September.

Seventh and eighth graders will participate in athletics that take place at the end of every school day. The program emphasizes teamwork, cooperation, sportsmanship and the development of individual skills. Interscholastic competition is featured in many aspects of the program. Students are placed on teams compatible with their skill development. Participation in athletics is required. We will consider an exemption from the program for one season if a child is involved on a daily basis in a sport that we don't offer. Proposals for exemptions should be directed to Athletic Director, Dan Ryan. See below for details.

The most up-to-date sports calendar for Middle School can be found on Hillerssports.com. You can click on "calendar" or scroll to the bottom of listed sports and click on Middle School, where all the sports will be listed. DIAA regulations only permit a student in eighth grade to participate in varsity competition if they were fully enrolled at Tower Hill during their seventh grade year.

Middle School Athletics Expectations (7th/8th)

Sportsmanship

Athletic competition is an integral part of the educational and developmental process of our students, and many important lessons are taught through athletic experience. Therefore, athletics are a fundamental part of the total curriculum at Tower Hill, fulfilling our motto of *Multa Bene Facta*, Many Things Done Well. The objectives of coaches and teachers are identical: to help young people reach their fullest potential intellectually, emotionally and physically. Accordingly, sportsmanship—the demonstration of appropriate conduct, honest rivalry and graceful acceptance of the outcome—is as important as the full development of athletic skills. Critical to these teachings is the expectation that our community as well as our athletes will demonstrate respect for everyone involved in athletic competition.

Middle School Athletics Expectations

Tower Hill believes that involvement in athletics adds to the education of the whole student and provides every student with the opportunity to benefit from, and contribute to, the school community. We believe it is clear that individual student athletes and athletic teams, in general, make significant contributions to the vitality of life in the school and its larger community.

Therefore students in seventh and eighth grades are expected to fully participate in interscholastic athletics during each season. Time for athletics, which represents the physical education curriculum for students in these grades, is built into the school day with all practices (2:30-3:45 p.m.) and competitions (roughly 3:30-5:30 p.m.) scheduled exclusively on weekdays following school. From an attendance standpoint, full participation requires attending the duration of all practices and competitions barring days on which the student is absent from school.

We encourage students and their families to consider this expectation to participate as an opportunity rather than an obligation, as most schools do not guarantee every student the chance to participate in athletics. With various levels being offered for most programs, students of any skill or experience level can find the right fit each season.

Sports Not Offered at Tower Hill

If a Middle School student has developed an elite performance level, not just a recreational interest, in a sport not offered at Tower Hill and that outside sport directly conflicts with the scheduled time for athletics at Tower Hill, the student may request to pursue that sport in place of a Tower Hill sport during no more than one interscholastic season per academic year. Such outside sport requests require the student to be involved in an organized program that regularly meets for practices/training and/or competitions similar in time commitment to that of a Tower Hill team while in season. During the other two interscholastic seasons, a student would be expected to fully participate on a Tower Hill team. Requests for such exemption from Middle School athletics will be made to the Director of Athletics, and he/she will consider and respond to them in his/her sole discretion.

Moving Eighth Graders to Varsity Competition

Occasionally, a situation arises when a student in eighth grade with advanced physical maturity and talent will request to try out for an Upper School varsity team. For the request to be granted, approval must come from the parents, Director of Athletics, and the coach of that varsity team. Additionally, the Head of Middle School will be consulted for academic and/or emotional maturity purposes. The Director of Athletics will notify the parents and student of the final decision. In certain instances there may be school-initiated requests to move a student in eighth grade to varsity competition. Most often, such moves will occur if a varsity team is in danger of not being able to field a team and the student athlete is capable of competing at the varsity level. Regardless of the circumstances, any school-initiated move would only take place after going through the appropriate channels as outlined above. DIAA regulations only permit a student in eighth grade to participate in varsity competition if they were fully enrolled at Tower Hill during their seventh grade year.

Including Sixth Graders in Middle School Competition

If a Middle School sport is at risk of not being able to field a team at the "A" level, the school may seek interested students in sixth grade to participate in that sport during the specific season of need. Such school-initiated decisions will only be considered for the aforementioned purpose and will be determined by the Director of Athletics, Head of Middle School, and Assistant Head of Middle School. Additionally, parent approval will be required for students in sixth grade to participate.

Athletic Offerings for Boys	Athletic Offerings for Girls
Fall: soccer, football, cross country Winter: basketball, wrestling, indoor track Spring: baseball, lacrosse, track, tennis	Fall: hockey, cross country, volleyball Winter: basketball, fitness, indoor track Spring: soccer, lacrosse, track, tennis

P.E. Restrictions/Athletics Limitations

If a physician recommends limitation of a student's physical activity, the physician should send a written statement of the nature of the limitation and its duration to the School Nurse/Athletic Trainer. Following serious illness or injury, a note from the physician will be required before the student is permitted to participate in P.E. or athletics. Temporary excuses for up to three consecutive days from P.E. and athletics for minor illness and injury may be issued by the school nurse. A note from the doctor may be required after three days at the discretion of the nurse.

Overview of Reporting and Communication Process

We utilize a shared approach to ensure thoughtful monitoring and meaningful engagement with student progress. Since an important part of the learning process occurs through interaction in classes and student self-advocacy, it is important for students to be prepared to participate actively. Therefore, students are expected to do work and prepare daily for each class. Should you encounter any difficulty in your coursework, you should immediately seek help from your instructor. It is important for you to do so as early as possible so that you do not fall behind. Our marking system serves to inform you, your advisor and your parents/guardians about your progress and performance. There are multiple checkpoints throughout the year.

TowerNet: A learning management system used for homework assignments, missing assignments, and teacher feedback

- **Students** - Regularly check TowerNet for homework assignments, missing assignments, and teacher feedback
- **Parents** - View graded assignments after they have been returned to students. Check the gradebook and missing assignments periodically.
- **Teachers** - Inform students and parents if there is a significant change in a student's average. Inform students if assignments are missing.
- **Advisors** - Serve as the primary point of contact for a student and family.

Grades

Fifth grade is the first time in the academic life of a Tower Hill student that grades are given in addition to narrative comments from each teacher.

At the end of the year, the report card will show the semester grades, the exam grade (7th and 8th grade only) and the cumulative grade in each subject. The cumulative grade consists of an average of the two semester grades plus the exam percentage. For seventh and eighth grade, the exam will count as 10% of the final grade.

Grades and Their Numerical Equivalents

Letter Grade	Number Equivalent
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Timeline for Middle School Communication and Reporting

The Middle School is on a semester calendar with four reporting periods. Significant reporting dates are included below:

Semester 1		Semester 2	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
Quarter Report 11/17/25	Semester Grade 1/23/25	Quarter Report 4/20/26	Semester Grade 6/12/26

Quarter Reports - Reports are written and distributed at the end of the 1st and 3rd quarters. The purpose of this skills-base report is to describe students' progress based upon learning expectations for each grade level. It is intended as a summary for parents and students to both gauge learning successes and to guide improvements and student growth. Feedback in regards to effort, engagement, organization, and homework provides for purposeful reflection and allows students and teachers to look toward future goals.

Semester Grades - Students receive letter grades at the conclusion of first and second semester.

Expected Communication with Advisors

- In August, advisors will send out communication to establish contact.
- In September, conduct a beginning of the year check in.
- In late October, students who are new to Tower Hill or are struggling in a class will be issued an interim report
- In November, conferences will be held for all middle school students. Advisors will send out conference sign ups. Students will lead the first 10 minutes of the conference and then be asked to step outside. The remainder of the conference will be led by the advisor.
- In February, conferences will be held at the discretion of the advisor and parent.

Academics

Homework Expectations

Student Planner

The student planner plays a critical role in the process. We issue student homework planners at the beginning of each school year. *Please reinforce with your child the value of using this book every day.* It is extremely helpful to have all assignments, upcoming tests, quizzes and project deadlines listed in one central place. While homework can also be found on TowerNet, the homework planner should be what a child uses first when they need to know what to do for homework.

The establishment of a homework routine and management of homework requires partnership and communication between student, parents, advisors, and teachers, with each person playing an important role.

Role	Responsibilities
Students	<ul style="list-style-type: none">- Expect regular homework in preparation for each academic class.- Record assignments in your homework planner and check TowerNet regularly.- Plan to spend 20–30 minutes per subject per night on days when the class meets.- Complete your own work; mistakes are part of the learning process.- If confused, email your teacher or ask for help the next day.- Study in a quiet, organized space free from distractions (TV, phones, video games, social media).
Parents	<ul style="list-style-type: none">- Help your child set up a consistent study routine and a quiet, distraction-free workspace.- Reinforce the use of the planner and TowerNet.- Do not do homework for your child—ask guiding questions, but let them lead.- Contact the teacher if:<ul style="list-style-type: none">• Your child frequently needs more than 30 minutes per assignment, or• Your child rarely or never seems to have homework.- Encourage independence and self-advocacy (e.g., emailing teachers).
Teachers	<ul style="list-style-type: none">- Assign meaningful, developmentally appropriate homework (averaging 20–30 minutes per subject).- Monitor homework for signs of misunderstanding or skill gaps.- Re-teach and support based on student work—not parent intervention.- Communicate with families if a student consistently struggles.- Help students build time-management skills.
Advisors	<ul style="list-style-type: none">- Teach students how to use the homework planner at the start of the year.- Support use of the Friday checkout page in planners to reinforce planning habits.

Academic Challenges

Failures and Summer Work

In the event a course is failed, the school will recommend summer work and, when required, a re-examination. Final exams are given in English, mathematics, history, science and foreign language. *Any student who earns less than a 50% on their final exam, regardless of their average prior to the exam, must be re-examined in order to pass the course.* Prior to the re-examination, it is customary for the student to get extra help as determined by the teacher of the course. If the student earns a 50% or higher on the re-examination, they will pass the course for the year as long as the average was at least a 62 going into the final exam. The exception to this policy is in the seventh grade foreign language courses, where a student may be advised to drop the foreign language course in the eighth grade instead of making up the work over the summer. The student will then re-begin foreign language study in the ninth grade.

Eighth grade students failing a course will, in most cases, be required to make up the failure before entering the ninth grade. It is also possible that students who end their eighth grade year in poor academic standing may begin the year in ninth grade on Academic Probation.

The status of any student failing a course or showing poor effort will be reviewed carefully by the Middle School administration in consultation with the Head of School to determine whether that student should continue at Tower Hill. *Students failing two or more courses for the year, or failing a core curriculum course without making it up during the summer, are normally not invited to return to school in September.*

Parents of students having extreme difficulty in any course will be notified well before the end of the academic year, in order to make necessary summer plans. Although a D or D- are passing marks, students completing a year of work in major academic subjects at those levels are considered to be at considerable risk in those subjects for the coming year. We, therefore, may require summer work for students whose understanding and achievement reveals major gaps in important basic skills. The Division Head, Assistant Division Head, Department Chair, and Class Deans can offer specific guidance on where to find tutorial assistance or summer programs.

Academic Support Process

Flexibility with Homework and Assessment Due Dates

The demands of a student's extracurricular or personal schedule may put stress on their ability to complete assignments by the assigned date. In that situation, students should reach out to their teachers to ask for an extension and communicate the reason for that extension. This communication must happen in advance and with enough notice that a teacher may make an informed adjustment to this schedule. If a student feels they are struggling to navigate extended deadlines with their teachers, they should reach out to their advisor or the Middle School Administration to help coordinate their plan and their communication with teachers.

Examples of common situations students may ask for an extension, but there may be more situations that merit this type of conversation with a teacher:

Religious Observances

Students observing religious holidays the night prior to work being due or assessments being given should be accommodated with a later deadline or testing date so as to enable them not to work on the evening of the holiday. Students absent from school for a religious holiday should not be expected to produce work or take assessments the day they return.

An absence of one day should be accommodated by at-minimum one day of extension, an absence of two days with at-minimum two days of extension, and so on. Examples of these holidays include but are not limited to Rosh Hashanah, Yom Kippur, Diwali, Eid al-Fitr and Good Friday. Students should communicate with their teachers to determine the adjusted assignment due date or assessment date.

Students who are fasting may ask for accommodation, especially at the end of days. Students should approach teachers in advance to construct an accommodation plan that will support their academic obligations during their fast.

Arts and extra-curricular events

Students actively participating in Tower Hill arts or extracurricular engagements (i.e., performances, contests, exhibitions or similar culminating events) in the evening hours can be accommodated by adjusting the due date of assignments or assessments at the discretion of the teacher. Students should reach out to their teacher to schedule these extended deadlines in advance.

State tournament athletic competitions

Students competing in state tournament play for Tower Hill which lasts into the evening hours can be accommodated by adjusting the due date of assignments or assessments at the discretion of the teacher. Students should reach out to their teacher to schedule these extended deadlines in advance. For final exams, students may need to continue with the original assessment schedule. Any accommodations should be made in consultation with the Middle School Administration.

Illness

If a student is absent from school for a one or two day illness, that student should be granted as many days as the student was absent to make up work or take assessments. So, if the student was absent for one day, the student should be given one school day at school before any work is collected or assessments are made up. In the case that a student is absent for longer than three days, the student's advisor will work with teachers and the student to construct a work plan that is feasible. If a student is absent for three or more days, students should provide documentation to the school nurse and coordinate with their advisor to schedule any necessary makeup work.

Holidays

No assignments will be given over Thanksgiving Break, Winter Break, or Spring Break that would require students to work on those assignments during those longer breaks. Similarly, assessments will not be scheduled on the day students return from those breaks. Long school breaks automatically trigger a homework blackout, or period of time during which students may be assigned no work or studying for school. Three or four day weekends are not a "long school break," but breaks of any longer duration do qualify.

Student Support

Communication is key in responding to questions or concerns, or in seeking help. We have a number of different people who can help with many things at Tower Hill. Whether it is academic, social or behavioral, we have various support systems and resources in place.

Your Support Team - Resources

- Head of Middle School - Melinda Martin
- Assistant Head of Middle School School - Paul Mulvena
- Middle School Administrative Assistant - Cheryl Saxton

- Director of the Teaching and Learning Center (TLC) and Chair of Learning Support - Dr. Kelly Hunter
- Teaching and Learning Specialist - Nicole Rafferty
- Middle and Upper School Psychologist - Dr. Lauren Lineback
- School Nurse - Alexis Herbein

Class Deans

- Grade 5—Mary Hobbs Taylor '09
- Grade 6—Patrick Kaiser '02
- Grade 7—Cindy Frisch
- Grade 8—Wiz Applegate '79

Meeting with Teachers

Meeting with teachers outside of class time is commonplace at Tower Hill. These meetings can occur during common open periods or before school. Formal extra help periods are available throughout the 10-day cycle, but students are also encouraged to plan ahead to schedule extra help appointments with their teachers at other mutually available times. Students who would benefit from additional support may be asked to attend small group sessions.

Advisory Program

Each student in the Middle School is assigned an advisor. The Middle School advisory program provides an opportunity for students and teachers to build relationships outside of the classroom. The advisory program focuses on the whole person, not only as a student, but also as a responsible, mindful community member. Through activities and discussion, advisors will foster personal growth and provide academic guidance. Advisory groups will meet regularly during a 10 day cycle in a relaxed, engaging environment with on-going support from their advisor. Advisors will communicate on a regular basis with parents about the student's progress and any issues that will have an effect on the student's day-to-day progress in the Middle School.

Role of the Advisor

- **Build personal connections beyond academics:** Show genuine interest in students' lives outside of school, understand their strengths and struggles holistically, and create space for honest conversations.
- **Advocate and support their growth:** Be their voice when needed—help them communicate with teachers, write emails, and develop confidence in self-advocacy.
- **Consistent check-ins matter:** Stay accountable in checking on all students—not just those who are struggling. Don't forget the high performers who may also need support.
- **Engage families and understand the whole child:** Communicate proactively with parents, help them navigate tools like TownerNet, and strive to understand students socially, emotionally, and academically—always remembering they're still just kids.
- **Provide an opportunity for team-building:** Strategically create opportunities for students within your advisory to interact meaningfully.

What to do if you need support in:

Emotional Wellbeing

If a student is experiencing personal problems, such as conflict with a friend or social issues, the advisor can be the first point of contact. If appropriate, the advisor directs you to our school counselors. Students can meet with them individually or with your advisor. Students may also reach out directly to the Wellness Center and members of our Wellness team for support.

The Wellness Center is a structural and symbolic hub for community wellbeing at Tower Hill. “A Haven for Hiller Health,” the Wellness Center is committed to the mission of supporting the emotional growth and mental health of all of our students. The Wellness team collaborates directly with students, families and faculty to lessen the impact of social-emotional difficulties on daily life for students. The goals are to identify specific needs, to plan for student support and to determine the appropriate level of intervention that is required, so that all students may function to the best of their capability. Helping students to develop positive habits of self-care and a true sense of self-awareness is also part of this process. The Wellness Center is simultaneously focused on the proactive establishment of healthy life patterns through teaching, programming and parent/guardian education. Collectively, these endeavors allow our students to cope as needed and thrive when possible.

Physical Wellbeing

Whenever students are not feeling quite right, the School Nurse is always available in the Health Center. Students can visit them at any time within the school day for help. If students are in class or will miss a class due to a visit to the nurse, teacher. Students should always see the nurse before making arrangements with a parent/guardian to go home sick.

Academics

The first step is to talk to your teacher if you have an issue. If you feel you are not making progress, go to your advisor. Your advisor helps to advocate for you as well as helping you to advocate for yourself. The two of you can make a plan regarding how to proceed. If your issue is academic in nature, you and your advisor can talk to your teacher.

Learning

Sometimes academic problems are related to a certain class, but sometimes they are bigger. If persistent challenges with studies are noticed (for example, homework takes too long, tests not finished on time,, etc.), families should contact the advisor or learning specialist. If students have a learning difference that is documented in a formal educational evaluation, families should contact the Director of Teaching and Learning so that eligibility for learning/testing accommodations can be determined.

The Teaching and Learning Center (TLC)

Mission

Growth is the central tenet of the mission of the Teaching and Learning Center at Tower Hill. Established in 2016, the Center is a resource for students and teachers who wish to maximize learning processes, address specific academic challenges, engage in best practices, seek support for documented learning differences or challenge themselves to achieve new levels of excellence. The Center is a process-oriented nucleus of the school that fosters dialogue, innovation, flexibility and excellence in individualized teaching and learning in the 21st century. Existing to uphold the mission and philosophy of the school in all circumstances, the Center is in a position to recommend reasonable accommodations for students with documented needs but cannot support requests to modify curricula. Our Learning Specialists endeavor to equip students and teachers with tools, strategies and opportunities to learn about learning so that they may build repertoires, excel and nurture the mindsets needed for continuing education.

Advisors are typically the preliminary contact in the student referral process to the TLC. The TLC is located in The Center for Innovation, otherwise known as THE Hub. Research strongly suggests that learning strategy instruction can make a positive difference for all students, not just those who learn differently. To that end, the TLC is available for any student who may benefit from academic coaching. Learning support in the TLC is not designed to supplant classroom instruction or tutoring services, as interventions are process-driven rather than content-driven.

Student Life

Student Leadership - Student Council

Under the leadership of faculty mentors, the Student Council meets on a regular basis. Eighth grade officers are elected in the spring of their seventh grade year. The primary responsibilities of the Student Council are to work with the faculty in discussing the quality of life in the Middle School, to guide service learning opportunities, to arrange social activities and to organize the Middle School Fair for the Lower School. The Student Council decides where the proceeds from its functions are to be sent.

The Student Council represents an opportunity for students to exercise responsible leadership in the Middle School and helps to teach students the processes involved in representative government. Representatives are expected to make a report to each homeroom following the meetings.

Students in each grade have the opportunity to participate in Student Council. Class Representative are selected at the beginning of the school year during a formal process. Representatives meet one-to-two times a month to discuss issues and they are expected to make a report to their class following the meetings.

8th Grade Student Council Officers for 2025-2026

- Grace Griffith
- Abigail Lewis
- Theo Liappis
- Elsie Wagner

Grade Level Meetings

Each grade level meets together once a week under the leadership of the Grade Level Dean. These meetings are designed to foster communication and effective ways of relating within a class and to allow students and teachers to discuss an issue as a whole. Sometimes these meetings focus on upcoming events and how to approach them in the most positive way possible. Issues discussed include friendship, peer pressure, the codes of conduct, and how to organize and study effectively among many other things.

Middle School Assembly

A longstanding tradition at Tower Hill, assemblies are designed to offer students an opportunity to present and consider important values. The themes for assemblies in 2025-2026 will be connected to our advisory program. Topics will include our core values of Honesty, Gratitude, Community, Kindness, Empathy, and Leadership.

Clubs

Middle school clubs offer students the opportunity to connect with peers who share a common interest or passion. These activity-based groups are designed around personal and student-driven interests, encouraging students to explore and commit to something they genuinely enjoy. Clubs meet once every 10-day rotation during X Block and are a time for students to engage in meaningful, interest-based activities outside of the traditional classroom setting.

Clubs are presented twice a year (once each semester) allowing students the flexibility to join a new club, continue with one they enjoy, or even propose a new club idea of their own. These experiences give students the chance to shine in unique and creative ways while building community across grade levels around shared affinities.

Social Events

Though the school schedules a few social activities, most social activities are put together by class parents, as coordinated by the parent representatives to the Parents' Committee of the Home and School Association.

It is important that behavioral guidelines for all activities be agreed upon by the parents in charge and that these guidelines be made clear to the students involved.

Middle School students become progressively more socially aware, and parents often ask the school for some basic guidelines about how best to entertain young people. Parties and social events can be great fun. But, in no other area of life are students' feelings more easily hurt and friendships tested. Therefore, some systematic way of inviting guests for parties, dances or outings is suggested, especially if the guests at dances or outings are predominantly members of a student's class at school.

For parties, past experience has shown that the happiest formula is to invite: (1) a small group; or, (2) the entire class (with several sets of parents organizing and chaperoning, which can be arranged in concert with the parent representatives); or, (3) an entire section of a class (about 15 or 20 people); or, (4) all the boys or all the girls in a class or section. Students are not to issue invitations or to invite friends to parties at school! If your child is giving a smaller party, please remind them not to discuss it at school. The school will be happy to provide class lists if desired. Skating, bowling, swimming, hiking, tubing, skiing, canoeing, rafting parties, picnics, and other activity-centered get-togethers are excellent ideas for large group gatherings of Middle School age students. The school's facilities are available for groups of parents wishing to sponsor dances or other activities.

Class Representatives to the Home and School Association

Class representatives to the Home and School Association are interested in helping to organize class activities. If you have an idea for an activity, please contact the appropriate person.

5th Di Yang diyang382@gmail.com Scott Craig scottcraig33@gmail.com	6th Sarah Acuna sgacuna21@gmail.com Allison Buonocore adkbunocore@gmail.com
7th Alexis Ogdie alexisogdie@gmail.com Kellie Smith kelliesmith678@gmail.com	8th Sophie Shen sophie.x.shen@gmail.com Heather Lowry heatherwlowry@gmail.com

Conduct Guidelines and Expectations

The Character Code of Conduct, Academic Honor Code and Responsible Use Policy formulate the basis of Tower Hill's expectations in Middle School. The following section codes which provide guidance for Middle School students

All Middle School students agree to abide by the Honor Code, Character Code of Conduct, Responsible Use Policy for technology devices, and the Academic Honor Code.

Academic Honesty

Academic honesty is an important quality which is expected of each student and reinforced constantly by the faculty.

- Each student turns in work which only the student has completed, unless a group project has been assigned.
- Copying the work of others, either on homework assignments or on quizzes and tests, is misrepresenting one's work, and will be treated as a form of dishonesty.
- Faculty are highly encouraged to have students sign "On My Honor" on tests/quizzes/assignments that need to be completed with the honor code.
- Students will be asked to redo assignments that are a misrepresentation of their work and may be subject to other discipline.

Middle School students will sign the honor code which appears below:

Honor Code

Tower Hill provides an enriched and challenging program in which each student's abilities and talents are recognized and respected. The Tower Hill community places honesty as its highest value and feels that a community of trust must be maintained through the effort of students, faculty, administrators and parents. All work that is to be done for a subject should be the work of only that student, unless the assignment is a group project or one on which collaboration (working with peers, family members and other outside help) has been specifically required, suggested or permitted by the teacher. This includes all exams, tests, quizzes, classwork and homework. Students are not to communicate unannounced quizzes or tests or the contents of quizzes or tests to students in other sections. Copying another student's homework is always an honor code violation. All work should be created by the student unless otherwise noted/cited/referenced, including that generated by AI (artificial intelligence tools like ChatGPT).

Character Code of Conduct

Tower Hill has high standards of performance in all areas, including personal conduct. Students are expected to be on their best behavior whether in classes, at assemblies, in the dining room, in the halls, on the athletic fields, and even outside of school. Students are, at all times, ambassadors of their school as well as of themselves and their families.

Students will sign the Character Code of Conduct which appears below.

As a member of the Middle School COMMUNITY at Tower Hill, I have agreed to follow and sign the Character Code of Conduct described below, created and written by Middle School students.

- I will be RESPECTFUL toward my classmates and their belongings. I will be mindful of what I say to other people whether it is on paper, through an electronic device, or spoken out loud.
- I will be KIND and treat my classmates the way I want to be treated.
- I will demonstrate all of these character traits on a daily basis by actively participating in class, by keeping my locker clean and my belongings organized, by seeking out a teacher for help when I am struggling and by being RESPONSIBLE for everything I put my name on.

Progression of Suggested Responses when students witness others violating any of the codes of conduct:

1. Confronting the individual as soon as you can, telling the student you saw what happened.
2. Ask the student to take responsibility with the teacher most connected to the situation.
3. Reporting the student to a teacher yourself.
4. Letting your advisor or parent know what has happened and seeking advice from them.

Dress Code

Tower Hill Dress Code: A cross-divisional approach to dress code that balances comfort, respect for our learning environment and a sense of belonging for all students.

Dress During The Academic Day

The dress code is a requirement during the academic day in all areas of the school. Students are expected to be well-groomed and all clothing should be appropriate to a learning environment, clean, in good repair and should fit appropriately.

Dress During The Academic Day

The dress code is a requirement during the academic day in all areas of the school. Students are expected to be well-groomed and all clothing should be appropriate to a learning environment, clean, in good repair and should fit appropriately.

The following dress is always appropriate:

- Shirts that cover shoulders, chest, back and midriff.
- Skirts, dresses, shorts, or pants that are not denim or sweatpants.
- Closed toed shoes, with sneakers required for grades participating in daily PE classes.

The following attire is never appropriate:

- Clothing with inappropriate, suggestive or distracting writing or images.
- Visible undergarments, including straps
Exception: Undershirts visible at the collar are allowed.
- Hats or raised hoods
Exception: Permitted only for medical or religious reasons.
- Sunglasses inside the building
Exception: Prescription lenses that adjust to light are permitted, as well as sunglasses when required for medical reasons.
- Headphones
Exception: May be used only while seated during class, a study hall, or Upper School free period.
- Smartwatches in Lower and Middle School.

Dress Down Days

- Dress-down days occur on Fridays of five-day weeks and otherwise will be announced by division.
- Dress-down days are a time for students to enjoy jeans and sweatpants.
- “Never appropriate” dress code rules remain in effect.

Athletic Dress (Grades 7-12)

Students should respect the dress codes of their specific sports and observe the guidance of their coaches. Students may wear Tower Hill athletic clothing on days when sports require an early dismissal and there is no ability to change before travel or competition.

- Clothing that is excessively tight, overly revealing, inappropriately short or revealing while standing, bending, sitting or moving should not be worn.
- Shirts must be worn at all times.

Special Event Dress (Grades 5-12)

The Middle and Upper School Administrations may call for special event dress at any point throughout the year as circumstances arise. Such events include, but are not limited to:

- 8th Grade Moving Up Day
- US Forum, graduation and academic award assemblies.
- Special Event Dress guidelines are as follows:
- Dress pants, shirts, and shoes with coat and tie
- Dress pants and a blouse, dresses or skirts of an appropriate length
- No shorts, sneakers, sandals or slippers are permitted.
- If a special event dress poses any difficulties for you, please contact your Class Dean.

Costume/Dress Up Guidelines

On dress-up days, students from all grade levels often cross paths. For this reason, costumes should be appropriate for our whole school community—Lower, Middle, and Upper School. Please keep these simple rules in mind:

- Be *respectful*—no costumes that make fun of a culture, religion, race, disability, or life situation (for example: no headdresses, sombreros, sumo suits, or costumes about homelessness). No costumes that promote the use of illegal substances or activities, or portray violence.
- Be *safe*—no weapons or weapon-like props, masks that cover your face, skates, scooters, or anything that could cause harm.
- Be *school-ready*—costumes should follow our regular dress-down rules (clothes must cover shoulders, back, and midriff; no visible undergarments).
- Be *kind*—if you’re not sure whether a costume might hurt or offend someone, choose something else.

Dress Code Violations

The division’s disciplinary policy may be enacted for dress code violations, circumstance dependent. Infractions of the dress code are additionally addressed by asking the student to remediate the infraction, in some cases,

helping the student to do so with clothing from home or provided by the school. Repeated or flagrant violations will likely result in disciplinary action. Final decisions regarding the appropriateness of a student's dress rest with the school's administration. If there is a question about the appropriateness of a garment, the student should check with the teacher or school administration before wearing it.

Cell Phones

Cell phones can cause an incredible amount of distraction for our students. With phones in each classroom and a phone in our main office, there are ample ways to get messages to our students from their parents during the school day. Therefore, students are not allowed to have their cell phone with them during the school day. Students are to turn their phone off and place it in a designated area identified by the Grade Level Dean. This should be done before school begins at 8 a.m. After school, the student may pick up their phone from their homeroom.

Middle School Conduct: Kudos and Demerit System

The School recognizes that Middle School students must make mistakes as they learn and that appropriate and proportionate consequences for these mistakes are part of the learning process. Because one mistake is not always the same as the other and because certain actions have a greater impact on the community than others, the Middle School administration and faculty will assess and determine appropriate consequences by using a tiered system that considers the importance and impact of infractions in a graduated system with kudos and demerits as follows:

Kudos are typically awarded to students for:

- Particularly exemplary classroom conduct
- Specific acts of kindness toward another student
- Outstanding contribution to a class or classroom activity
- Exceptional leadership in athletics
- Support of another student
- Excellent sportsmanship

Demerits - Poor decision making and choices may result in a demerit dependent upon the infraction.

MS Tiered Discipline System: Negative behaviors/decisions fall within a tier with escalating consequences based upon the severity of the event. Students who consistently make Tier 1 infractions will accumulate them and earn consequences to Tier 2 or 3 over time. Tiers 2 and 3 have more immediate and serious interventions as students have broken our norms and jeopardized the physical, mental, or emotional well-being of our students and school. Notably this approach is meant to support an optimistic belief in children and improve decision making.

<p>Tier 1</p> <ul style="list-style-type: none"> • Infraction is Documented internally • Advisor May Communicate Home 	<p>Tier 2</p> <ul style="list-style-type: none"> • Infraction is documented in the form of a demerit • Input of demerit results in notification of parents • Lunchtime Detention is Served 	<p>Tier 3</p> <ul style="list-style-type: none"> • Faculty immediately interrupt inform MS Administration • Possibility of Suspension/ Expulsion • Parents Notified by Middle School Administration
<ul style="list-style-type: none"> • Mildly Disruptive Behavior • Challenges following directions • Minor Unkindness • Misuse of School Equipment • Inappropriate Language/Gesture • Late to Class • Out of Assigned Area • Gum chewing • Misuse of Technology • Dress Code Violations 	<ul style="list-style-type: none"> • Any repeated infraction from Tier 1 or egregious Tier 1 systems • Disruptive behavior • Disrespectful treatment of others • Careless or disrespectful treatment of physical spaces • Violations of our honor code 	<ul style="list-style-type: none"> • Any repeated infraction from Tier 2 or egregious Tier 2 systems • Any violation of our Policy on Substance Abuse • Any violation of our Weapons on School Property Policy • Any violation of our Policy on Harassment, Bullying and Hazing • Any violation of our Sexual Misconduct Policy • Any violation of our Hate Speech and Conduct Policy • Physical violence towards others • Disregarding the safety of others • Leaving campus without permission during the school day, including during athletic practice time • Defacing or damaging school property • Inappropriate use of cellphone, or technology, in a way that creates harm • Inappropriate possession of a school key or key card not assigned to the student

The lists above do not include every possible behavior, but it groups poor choices and decisions into a tiered system. Any poor decisions by students not listed may still result in disciplinary action as decided by the Division Head, Assistant Division Head and Head of School.

Disciplinary System

The welfare of the school community as well as the school's ability to grow and be effective in its programs is directly related to each student's willingness to suspend a portion of their individuality. Students attending Tower Hill are expected to conduct themselves with honor, responsibility and respect and to have the integrity and self-discipline needed to accept the rules, policies and expectations of the school. It is a privilege not a right to be a member of the Tower Hill community and, as such, everyone is expected to behave in a manner consistent with the standards of conduct, both on and off campus, at all times during enrollment. If a student exhibits negative behavior while clearly representing Tower Hill at an event that is not sponsored by or does not take place at Tower Hill (such as another school's dance or an away athletic contest); during any trip or travel

sponsored, organized or sanctioned by the school; or in a way that affects the school community, regardless of the time or location of such behavior, that behavior will be subject to discipline and responded to accordingly. This also holds true for a student's online presence—students who are found to have openly disparaged Tower Hill or members of its community in a libelous, inappropriate or harassing manner in a public internet forum—Facebook, Instagram, Snapchat, Kik, X (Formerly Twitter), TikTok, Yik Yak, etc.—may face disciplinary action, comparable to if the offense occurred in school.

The school reserves the right to require the immediate withdrawal of any student whose behavior or academic performance, in the judgment of the Head of School, indicates an inability or unwillingness to meet the requirements of the school or whose actions are injurious to self or others or to the community.

Major Infractions (Tier 3)

Students involved in “major infractions” of school policies or who repeatedly demonstrate their unwillingness to accept what is asked of them will meet with the Class Dean, Assistant Head of Middle School and/or Head of the Middle School at which point an appropriate course of action will be determined. Sanctions for major infractions may include, but are not limited to, loss of privileges, Letter of Warning, Disciplinary Probation, suspension or expulsion.

A Letter of Warning may be sent to the student and their parents when a pattern of infractions occurs or when the infraction is serious enough to warrant such a letter. The letter puts the student on notice that their behavior needs to be exemplary, and that a future infraction of any kind will be treated more severely.

Loss of privileges may be warranted. Loss of privileges may include temporary or permanent loss of permission to participate in athletic practices and contests, and/or extracurricular activities. With serious infractions, or repeated minor infractions, eligibility for or the holding of, a leadership position may be revoked. Students who hold leadership positions are expected to resign those positions in the instance of a major infraction.

When a serious question arises about whether a student should continue at Tower Hill, the student may be placed on Disciplinary Probation for a specified period of time. Prior to the end of the probation period, the student must submit to the Head of Middle School a letter indicating what the student feels they gained by remaining at Tower Hill, and what the school has gained by their presence. The student will discuss the letter with the Head of the Middle School, who will make a recommendation to the Head of School concerning the student's future at Tower Hill.

In-school suspension is a one to three-day period in which the student remains on campus, but may not attend classes, participate in the school day or participate in any athletic or extracurricular activities. Intentional, intensive educational opportunities are designed for the student dependent upon the major infraction that occurred. School work may be completed during this time.

Out-of-school suspension is a specified period during which a student is not to be on campus. The student will not attend classes or participate in any athletic or extracurricular activities until the suspension is over. Though teachers will support a student's re-entry, faculty members are not responsible for re-teaching material that is missed due to a suspension. Tests, quizzes and assigned work missed during a suspension may be made up. However, it is up to the student to make these arrangements. The Advisor, Class Deans, coaches and teachers will be informed when a student is on suspension.

Parent Partnership

During the school year, parents, learning specialists, school psychologists, Assistant Head of Middle School, Head of Middle School and other resource people get together to discuss pertinent developmental and learning-related topics. An essential guideline for these meetings is that we discuss topics and not people—teachers, other parents and/or other people's children. Agendas are set, and the meetings are hosted by the parent representatives of each class. More information will be forthcoming from parent representatives.

Student Records and Information

Requests for student records and transcripts must be directed in writing to Bret Kroeger, Upper School Math Teacher and Registrar. The school reserves the right to withhold student transcripts and records for non-payment of tuition or fees. The school will also require the parent to sign a consent form before a student's transcript or other records/information will be released.

The school makes reasonable efforts to ensure that both natural parents (or legal guardians) receive substantially the same information (transcripts, records, appointments, etc.). The school must rely upon the correctness and completeness of parental information when the student is enrolled. In situations of divorced or separated parents, if one parent believes that the other parent is not entitled to receive certain information, the parent wishing to restrict information provided by the school must provide the school with a court order that is still in effect that specifically restricts the other parent from receiving such information.

Parent/Family Cooperation

As stated elsewhere, the school believes that a positive and constructive working relationship between the school and family members (defined as parent, student or other person associated with the student) is essential to the fulfillment of the school's educational purpose and responsibilities to its students. If the parent's or other family member's behavior, communications or interactions on or off campus (including during school-sponsored events) is disruptive, intimidating, overly aggressive or reflects a loss of confidence or disagreement with the school's policies, methods of instruction or discipline, or otherwise interferes with the school's safety procedures, responsibilities or accomplishment of its educational purpose or program, the school reserves the right to dismiss the family or family member from the community. In addition, the school reserves the right to place restrictions on parents' or other family members' involvement or activity at school, on school property or at school-related events for reasons that the school deems appropriate.