

TOWER HILL SCHOOL

UPPER 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.

Students who reach 18 years of age while enrolled in the school remain bound by all student and parent/guardian obligations in this handbook. In addition, even after the student turns 18 the school will continue to share all health/medical, disciplinary, grades, progress reports and other school record information with the student's parents/guardians throughout the student's enrollment at the school. Should a student have a concern about particular information being shared with their parents/guardians, the student should consult with the Head of Upper School or the Dean of Students.

This handbook aims to provide students with the most important and relevant information related to daily life in the Upper 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

General Information

School Schedule

	1	2	3	4	5	6	7	8	9	10
Office Hrs. 7:50-8:25										
Morn. Mtg. 8:30-8:40										
Period 1 8:45-9:45	A	D	C	A	E	C	B	E	D	B
Snack										
Period 2 9:55-10:55	B	E	D	B	A	D	C	A	E	C
Period 3 11:00-12:00	G	G	G	F	G	G	G	F	G	G
Period 4 12:05-1:05	F	A	F	C	F	E	F	B	F	D
Lunch 1:10-1:40										
Period 5 1:45-2:45	C	B	E	D	B	A	D	C	A	E
Period 6 2:45-3:15	Advisory	Office Hours	SGA	Office Hours	Office Hours	Advisory	Office Hours	Office Hours	Office Hours	Boards
Office Hrs. 3:15-3:45										

Assembly Schedule: Office Hrs. - 7:50-8:20, Advisory - 8:30-8:40, Per. 1 - 8:45-9:35, Snack, Per. 2 - 9:45-10:35, Assembly - 10:40-11:20, Per. 3 - 11:25-12:15, Per. 4 - 12:20-1:10, Lunch 1:15-1:45, Per. 5 - 1:50-2:40. Per. 6 - 2:45-3:15, Office Hrs. 3:15-3:45

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.

Features of the Schedule

The Upper School uses a 10-day cycle, which typically includes a Morning Meeting, class time, a daily snack, study hall for students in grades nine and 10 and free time for students in grades 11 and 12, lunch at 1:10 p.m. and office hours at the end of each day. A weekly assembly period is held every Wednesday from 10:40 to 11:20 a.m. The schedule is built deliberately to preserve free time for students' use to complete homework, socialize, and to take brain breaks. Managing this time is a skill students learn at Tower Hill with support from advisors.

Morning Meeting and Morning Advisory

We begin school days in the theater at 8:30 a.m. sharp with daily Morning Meeting in the Pierre S. du Pont Theatre and Arts Center. Morning Meeting is a time for community in which we gather as an entire division to share announcements and highlight student achievements and is where attendance will be taken. Morning Meeting is also where Senior Speeches take place. Parents/guardians are welcome to attend Morning Meeting when their child gives their Senior Speech. On Wednesday mornings, in lieu of Morning Meeting, students meet with their advisors in their advisory locations, where attendance is taken.

Classes

Class length is 60 minutes. There are five academic periods scheduled each day. Major academic classes meet seven 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

All Upper School students are scheduled into the meal plan and are expected to attend lunch from 1:10 to 1:40 p.m.

Athletic Requirement

Athletics are a required element of the school day for most students. On a typical day, practice occurs from 3:45 to 5:45 p.m. Depending on the sport, games occur a few times a week or on the weekend. Go to HillersSports.com for team schedules and information.

Upper 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 ninth and tenth grades are expected to fully participate in interscholastic athletics during each season. Students in eleventh and twelfth grades are expected to fully participate in interscholastic athletics during at least two of three seasons. 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. While most athletic practices and competitions take place during the week immediately after school, practices and competitions may occur in the evening, on Saturdays, or on certain days when school is not in session. Additionally, students are expected to be present for the following: fall preseason practices during the three weeks leading up to Labor Day, winter season practices or competitions during the second half of winter break, and spring season practices or competitions during the second half of spring break.

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 varsity and various sub-varsity levels being offered for most programs, students of any skill or experience level can find the right fit each season. Unless a student has received approval from the Director of Athletics for one of the exceptions outlined below, fulfillment of the expectation is required.

Sports Not Offered at Tower Hill

If an Upper School student has developed an elite or varsity talent level, not just a recreational interest, in a sport not offered at Tower Hill, the student may request to pursue that outside sport in place of a Tower Hill sport during no more than two interscholastic seasons 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 third interscholastic season, a student would be expected to fully participate on a Tower Hill team. Requests for such exemptions from Upper School athletics will be made to the Director of Athletics, and they will consider and respond to them in their sole discretion. During the third interscholastic season, a student would be expected to fully participate on a Tower Hill team.

Offseason Opt-Out for Sport Offered at Tower Hill

If a student in ninth or tenth grade has earned a varsity letter in a sport offered at Tower Hill, the student may request to pursue an offseason opt-out for that sport during no more than one interscholastic season per academic year. Such opt-out 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 sport while in season. Requests for such exemptions

from Upper School athletics will be made to the Director of Athletics, and they will consider and respond to them in their sole discretion. A student in eleventh or twelfth grade may only pursue such offseason opportunities during the one interscholastic season in which they choose to not participate on a Tower Hill team.

Theater Productions at Tower Hill

With approval from the Theatre Department Chair, a student who is heavily involved in a theater production at Tower Hill as either a member of the cast, stage crew or pit orchestra may have such involvement replace participation on a Tower Hill team for one interscholastic season per academic year (fall season: play or winter season: musical).

Attendance

In addition to being taken in Morning Meeting and advisory, attendance will be taken at the beginning of each class period.

School starts promptly at 8:30 a.m. If you are going to be absent or late, a parent/guardian must contact the Upper School Administrative Assistant by 9:45 a.m. If a student does not arrive at school, the Upper School Office will call home to ask after the student's whereabouts. This policy applies for any mandatory school event.

If you are absent on a given day due to illness, you 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.

Absences

All Tower Hill students are required to attend school during the academic calendar year in order to matriculate to the next grade level. If you are sick or have an illness that lasts for more than three days, a note from your doctor must be given to the Upper School Administrative Assistant.

Students who miss more than 15 academic days (three weeks) or 15 meetings of a single year-long class, or 8 meetings in a semester-long class, in an academic year will be asked to meet with the Class Dean, Assistant Head of Upper School and/or the Head of Upper School to determine their eligibility to progress into the following year of study. If a student is in jeopardy of not meeting this attendance threshold due to an ongoing or acute medical condition, the student and their family will be asked to meet with the Class Dean, Assistant Head of Upper School, and/or the Head of Upper School to determine a reasonable accommodation plan for attendance. Medical documentation of this condition should be submitted to the school nurse, and a medical leave may be necessary. For information about extended medical leaves and concussion policy, please reference the school-wide Health Policies.

Parents/guardians are asked to request permission for students to be excused from school for predicted absences of three or more days. Parents/guardians are asked to make this request of the Head of Upper School one month in advance of the predicted absence or as early as possible.

Seniors are allowed to miss five days of school for college visits. Please stop by College Counseling to complete the green college visit absence form. These absences must be approved three school days in advance by their teachers, college counselor, and Head of Upper School.

What to Do When You're Late to School

When you arrive late, you should enter through the front of the School and check in with the Upper School Administrative Assistant's office as soon as you get to school. Proceed to class as quickly as possible. To participate in after-school activities, including sports, you must arrive by 9:45 a.m.

If you arrive after the beginning of First Period, you must provide an email from a parent/guardian or from a doctor to the Upper School Administrative Assistant, explaining the reason for the lateness by 9:45 a.m. If you do not have an excuse, you will need to see the Class Dean, Dean of Students or Head of Upper School. No matter the circumstances, you will still need to sign in with the Upper School Administrative Assistant in order to be marked present. If the Upper School Administrative Assistant is unavailable, contact the Dean of Students.

Check-out During the School Day

If you need to leave school for an appointment or other obligation prior to the end of the academic day, your parent/guardian must email the Upper School office and receive confirmation that the Administrative Assistant is aware of the appointment. The email should contain specific information about the time and nature of the appointment or obligation and should indicate whether or not the student will return to finish the school day. The school asks that, whenever possible, appointments be scheduled so as not to conflict with academic classes and athletic contests. Before leaving campus, make sure you stop by the Upper School office and check out with the Upper School Administrative Assistant. If the Upper School Administrative Assistant is unavailable, contact the Dean of Students. You must leave through the front entrance of the building.

When you return on campus from having checked out of school, you must enter through the front entrance of the school and check in at the Upper School office before returning to class. The Administrative Assistant will send you and your teacher a readmission slip via email or in writing. If the Administrative Assistant is unavailable, contact the Dean of Students.

Going Home Sick

If you are not feeling well in school, simply ask your teacher if you can see the nurse. You must always see the nurse before making arrangements with a parent/guardian to go home sick. While no one will force you to stay in school if you are not feeling well, you will not be excused from school for illness without going through the office of the school nurse.

Academics

For detailed descriptions of our academic program and associated policies, please refer to the Academic Guide, released each year in February.

Self-Advocacy and Student Responsibility

Since an important part of the learning process occurs through interaction in classes and student self-advocacy, it is important for you to be prepared to participate actively. Therefore, you are expected to do your 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.

Report Cards

Report cards note a numerical mark for each course and are sent at the end of the first semester and at the end of the school year. A narrative comment and in-progress grade is sent home at the midpoint of the first and second semesters. The in-progress grade sent home at the midpoint of the first semester is the grade that will be sent to colleges for twelfth grade students in the event that a college requests such an update in the fall. A narrative from the student's advisor is included on each semester's report card, additionally. Only the final, yearlong grade is noted on the student's official transcript.

Progress Updates

Teachers will write brief narrative progress reports, sent through the school's TowerNet system and announced via email, on Day 10 of the cycle for students missing work for any reason; carrying an average of 70 or below; or performing at a level significantly beneath OR above previously demonstrated in the class.

Extra Help

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, including shared free periods or at 8 a.m. before Morning Meeting. Any student having difficulty may be assigned to study hall or to extra help sessions. Each school day concludes with a period of Office Hours when students may find teachers in their classrooms or offices for extra help either by appointment or without one.

Study Hall

Ninth graders will be assigned a year-long study hall proctored by a faculty member. Throughout the year, students' academic performance will be evaluated to ensure that they have the appropriate support from proctored environments as necessary. Tenth, 11th, and 12th grade students may also be scheduled into a proctored study hall by the Assistant Head of Upper School if their academic performance necessitates structured work time.

Homework

Given the additional responsibilities of athletics and other extracurricular activities, it is the philosophy of the Upper School that homework should not be so laborious or time consuming that it creates an overwhelming or unhealthy burden on a student's education. Rather, it should be a productive tool in advancing learning and should contribute to academic rigor and foster time management skills that are necessary for college and beyond.

Assigning homework is in itself an inexact science. The same assignment that takes one student 30 minutes might take another closer to an hour depending on work style, work habits and the work environment. (Any student, irrespective of learning style, is served by removing distractions like cell phones, iMessage, YouTube, gaming or other technological interruptions from the work space entirely. Struggling students are often served by working in communal, though quiet, spaces in the home as they cultivate these habits with support.) Each day that class meets, students may expect up to approximately 40 minutes of homework per class day per subject in regular courses, and up to 60 minutes in accelerated or advanced courses. However, teachers will strive to assign only the amount of work that is necessary, recognizing the importance of balance in students' lives.

While long-term assignments are common and should be factored into the daily load, students should only be assigned homework on days when class meets. Homework should not be assigned on days when a class drops from the schedule. We acknowledge that in the basic cyclical nature of school, the homework load can vary—some nights are lighter, while other nights (before tests or larger assignments are due) can be heavier. However, if a student is consistently spending beyond three hours per day (including homework completed in school), the student should consult with their advisor to investigate appropriate strategies and possible support.

We design our academic program in a way that intends to facilitate students' ability to complete their work while still maintaining balance in their lives and preserving time for other important pursuits. We hope that Tower Hill students who make good use of their free time at school to complete work will not find themselves overburdened by homework in the evenings. If this is not true for you there are advisors, learning specialists and administrators who can provide support.

Tests and Test Calendar

Test content and frequency are determined by departments and individual teachers. There may be no more than three total assessments per day, per student, which includes two announced tests (or major papers or projects) and one announced quiz. Teachers must place all tests, quizzes and major assignments on the test calendar through the Upper School office. If students see that a fourth assessment (or third test) has been announced on a given day, it is the students' responsibility to contact the last teacher who scheduled an assessment to discuss when the student may make up the assessment. Students should make this request as soon as they notice the conflict to ensure that teachers can accommodate the request. A student's advisor can support the student in roleplaying or otherwise preparing for this conversation.

Semester Final Assessments

Semester exams are offered in late January and early June. Students are expected to sit for exams on the scheduled dates. All examinations are up to ninety minutes in length. Teachers will notify families directly in the event of a final assessment failure.

Incomplete Work

All assigned work must typically be completed for a student to receive credit for a course and matriculate to the next level. Teachers' classroom policies and discretion, in consultation with the Upper School Administration as necessary, will determine how long a student has to complete a given piece of work for credit after it was assigned. Teachers will communicate to families regarding missing work promptly and will make clear how and when the student can complete the work and with what support.

If, anticipating the impending end of the semester and grade reporting period, the teacher and administration agree that circumstances prevail that should entitle a student to more time to complete a given piece of work, an Incomplete (I) may be entered in lieu of a numerical grade. Students are typically given up to two weeks to complete the missing work before an average is calculated in the course. If work is not submitted by the set time, a zero may be entered for that missing work and average calculated.

Course Failures

In June, the Department Chairs and Assistant Head of Upper School review the performance of any student who has failed two or more courses. The Department Chairs and Assistant Head of Upper School will make a recommendation to the Upper School Head and Head of School, who will in turn determine whether the student will return to Tower Hill.

Twelfth Grade Students

Seniors must pass all courses to graduate. In the event of course failure or incomplete, the diploma will be withheld until the failure has been resolved.

Ninth through 11th Grade Students

Department Chairs will collaborate with the Head of Upper School to determine a course of action when a ninth, 10th or 11th grade student fails a class. Actions may include repeating the course the following year or passing an exam prepared by the department. Re-examination may be offered in conjunction with the attendance of an equivalent online or in-person course, individual review, or private tutoring. All action must be taken prior to the beginning of the next school year.

Academic Support Process

The Upper School Student Support team, under the direction of the Assistant Head of Upper School, is committed to ensuring that every student receives the necessary support to thrive in and out of the classroom. When a student's academic progress is such that extra support is needed, the student will be placed on an academic support plan.

Support plans are meant to be responsive to the specific needs of each student and so have a range of possible supports. These can include regular meetings with teachers, peer tutors, the TLC, and/or the student's advisor. When a student is placed into a support plan, the student's Class Dean or the Assistant Head of Upper School will notify the family of this process and provide the action steps that will be taken in order to best support the student. Parents/guardians can expect regular communication from teachers and administration throughout this process to ensure that the faculty and family are jointly able to support their student's academic progress.

Academic Probation

Academic Probation is a formal designation used to identify and support students whose academic performance has fallen significantly below school expectations. It is intended to provide structure, accountability, and partnership in service of student improvement.

A student will be placed on academic probation if they meet either of the following criteria at the end of the first or second semester:

- Earning one failing grade (F) in any course
- Earning two or more grades of D or below

When a student is placed on academic probation, the school will convene a family meeting with a member of the Upper School Administration to develop a personalized academic support plan. This plan will include:

- Clearly defined conditions and a timeline for the student to be removed from academic probation.
- Specific academic interventions and support strategies the school will implement to assist the student.
- Any responsibilities or commitments expected of the student's family to help ensure the student's success.
- If a student remains on academic probation for consecutive semesters or if they and their family do not meet their obligations as outlined in the academic probation support plan, their re-enrollment for the following school year may be in jeopardy, subject to review by the Upper School Administration and Head of School.

Academic Eligibility for Athletics

In accordance with DIAA policy, students must be passing at least 5 courses at the end of each semester to be eligible for athletic competition or scrimmages in the following semester. For students in ninth, 10th, and 11th grades, two of those courses must be in English, Math, Science, Language, and/or History. Students who make up a course failure or earn the credits for the course over the summer before the first day of the following school year are eligible for competition in the first semester of the following school year. For students in twelfth grade, students must be passing all courses necessary to fulfill any outstanding graduation requirement(s). Students may be permitted to practice with their teams but are ineligible for any varsity or subvarsity competition or scrimmage.

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, Dean, or the Assistant Head of Upper School 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 can be accommodated with a later deadline or testing date so as to enable them not to work on the evening of the holiday. An absence of one day can 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 Assistant Head of Upper School.

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 and Dean 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 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

Your Support Team - Resources

- Head of Upper School - Jack Phillips
- Assistant Head of Upper School - Greg Spear
- Dean of Students - Jessica Douglass

Class Deans

- Class of 2026 - Maurice Rapp
- Class of 2027 - Michelle Wrangel
- Class of 2028 - Dave Marshall
- Class of 2029 - Carlos Martinez

College Counselors

- Lindsay Acevedo, Molly Elton, Will Yarnell, and Casey Yuros

Director of the Teaching and Learning Center (TLC) and Chair of Learning Support - Dr. Kelly Hunter

Teaching and Learning Specialist - Sarah Orysiek

Upper School Psychologist - Dr. Lauren Lineback

School Nurse - Alexis Herbein

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.

Meeting with Teachers

Meeting with teachers outside of class time is commonplace at Tower Hill. These meetings can occur during common open periods or after school, as detailed above in the Extra Help section of this document. Students may make these appointments voluntarily or may be scheduled for extra help by the teacher, advisor or Class Dean. Regardless of the reason, you should not be shy about seeing your teacher outside of class.

Advisory

The mission of the Upper School Advisory Program is to create a safe and supportive space for students where they can connect, reflect, create academic goals, and discover ways in which they can engage with their community both in and out of Tower Hill. The advisory program is a partnership between the advisor and advisee with the following core responsibilities:

Advisor

- Be a coach and advocate.
- Oversee each advisee's academic profile and its progression through the program.
- Find ways to encourage advisees to get involved with the community.
- Help students maximize their academic potential through goal setting.
- Serve as a starting point for advisee questions with appropriate follow through.
- Engage in conversations with advisees both individually and as a group.
- Liaise between advisee parents and teachers.
- Advocate for advisees if behavioral infractions occur.
- Aid students in problem solving including connecting them with the Teaching and Learning Center and Wellness Center as appropriate.

Advisee

- Foster a spirit of community within the advisory group and support each member through kindness.
- Read and understand the Upper School Handbook and its policies through group activities and discussions.
- Arrive on time to each advisory session ready to participate.
- Reflect, identify and work towards achieving academic goals.
- Take responsibility and ownership of personal and academic choices.

Student/Advisor/Class Dean Relationship

Your advisor is a teacher with whom you will form a close trusting relationship. This person is the equivalent to a faculty coach who is here to help you navigate your daily life at Tower Hill. They can advise you academically and personally.

Your advisor will also have other advisees in your grade, who make up your advisory. Advisories meet twice a cycle and every Wednesday morning, but you should consult your advisor whenever you have a question or encounter a rough spot in the road. Advisory focuses on the academic and character development of the individual, as well as the important role one assumes as part of a group. The advisory program offers meaningful opportunities for active citizenship, leadership and cooperative group experiences, serving as a forum for the sharing of ideas relevant to school life, and team building.

Your Class Dean is the steward of your class and is available as another layer of support throughout your Upper School career. Your Class Dean works in close collaboration with your advisor to ensure that you have all of the support you need in order to be successful. You may always come to your Class Dean with requests, especially when thinking about your grade as a whole.

What to do if you need support in:

Emotional Wellbeing

If you are experiencing personal problems, such as conflict with a friend, social issues, depression, addiction or decision making, your advisor can be your first point of contact. If appropriate, they can direct you to our school counselors. You can meet with them individually or with your advisor. You may also, at any time, 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 you are not feeling quite right, the School Nurse is always available in the Health Center. You can visit them at any time within the school day and they will help you. If you are in class or will miss a class due to a visit to the nurse, make sure to notify your teacher. You 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, your Dean and/or the Department Chair.

Learning

Sometimes academic problems are related to a certain class, but sometimes they are bigger. If you notice persistent challenges with your studies (for example, homework takes too long, you don't finish tests in time, etc.), you should talk

to your advisor, Class Dean, Assistant Head of Upper School, Dean of Students, Director of Teaching and Learning and/or the US Teaching and Learning Specialist. If you have a learning difference that is documented in a formal educational evaluation, be sure to contact the Director of Teaching and Learning so that your eligibility for learning/testing accommodations can be determined.

The Teaching and Learning Center (TLC)

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.

Peer Tutors

The Director of Teaching and Learning runs a peer tutoring program that gives students who are struggling in an academic class the opportunity to work with another student. The tutors are typically 11th or 12th grade students who show strong interest and aptitude in a field or subject. Tutors are nominated by teachers and then invited to be in a pool of tutors provided that they attend a training session that includes fundamentals of direct instruction. Students who would like to enlist the help of a peer tutor can log on to TowerNet and select the “Resources” tab. A link to the Peer Tutoring Program (PTP) request form is listed as a window on the Student Resource Board. Students may make requests after the midpoint of the first semester and are paired with tutors based on their comfort and preferences. Many students find that a peer tutor can be a helpful supplement to the support of a teacher.

Student Leadership and Involvement

Tower Hill believes that every student is capable of developing leadership skills and offers a wide range of opportunities for students to get involved and lead. Leadership skills include communication, cooperation, team-building, leading by example, problem solving and implementation of initiatives. In the Upper School, we believe that good leaders are active leaders, and so students interested in running for positions should be prepared to roll up their sleeves and work. Positions available include student government offices, board chairs, board representatives, club leaders, athletic captains, and peer tutors.

Student Government Association

The goals of the Tower Hill Upper School Student Government Association (SGA) are as follows: SGA upholds Tower Hill’s core values of honesty, responsibility and respect throughout student life. The SGA serves as a voice for the student body (listening to problems and concerns), helps facilitate change, strives to increase community pride, upholds the honor code and fosters leadership and citizenship among all students in the Upper School community. SGA comprises three All-Upper School SGA positions (President, Vice President and Press Secretary) and two class representatives for each grade. Any student who holds a leadership position on SGA must commit to attend all meetings and SGA events throughout the school year.

The specific delegated responsibilities of the SGA shall be to:

- Serve as the official representative of the student body to the faculty and administration.
- Act as consultants to the faculty and administration concerning all matters of student life.
- Promote school spirit and unity by sponsoring a variety of social events.
- Work in conjunction with the Dean of Students concerning all matters of student life.

Position Descriptions

SGA President

The President of SGA oversees all aspects of the Student Government Association. This position requires someone who is able to multitask, organize events, and motivate people. This person must be positive, creative, a dedicated worker and a leader to all students regardless of grade. The SGA President shall strive to be a role model to the student body and will act as the head ambassador of the Upper School. This person must be willing to dedicate many hours to the community and its student life events. The SGA President takes on the responsibility of seeking to better the programs and activities that are currently in place.

The SGA President will:

- Preside over school assemblies, rallies, and Morning Meetings.
- Oversee the Chairs of the Boards and ensure monthly meetings occur.
- Solicit feedback from students and faculty in a variety of mediums and forms to guide decision making from SGA.
- Collect information from class officials to share with the rest of SGA.
- Work in conjunction with the SGA Vice President and the Dean of Students to ensure that all SGA work gets done in a timely and efficient manner.
- Serve as a point of contact for students in the Upper School.
- Represent the student body of THS at special events.
- Serve as an exemplar of respectful, responsible and reliable leadership to other students.
- Commit to the continued growth of SGA as well as Tower Hill School.

SGA Vice President

The Vice President of SGA is in charge of assisting the President in their duties. The Vice President, like the President, must be able to multitask, organize events, and motivate people. They must also be positive, creative, a dedicated worker and a leader to all. The Vice President assumes the role of President should a vacancy occur. The Vice President will help in organizing and leading SGA meetings.

The SGA Vice President will:

- Oversee the Chairs of the Boards and ensure monthly meetings occur.
- Solicit feedback from students and faculty in a variety of mediums and forms to guide decision making from SGA.
- Collect information from class officials to share with the rest of SGA.
- Work in conjunction with the SGA President and the Dean of Students to ensure that all SGA work gets done in a timely and efficient manner.
- Serve as a point of contact for students in the Upper School.
- Represent the student body of THS at special events.
- Serve as an exemplar of respectful, responsible and reliable leadership to other students.
- Commit to the continued growth of SGA as well as Tower Hill School.

SGA Press Secretary

The SGA Press Secretary must be an organized person. This person must be motivated and work to ensure that all proper communications are in order for the SGA Senate. This person must be able to meet deadlines and remember to make the minutes available to the Student Body.

The SGA Press Secretary will:

- Prepare and distribute minutes of SGA meetings to all members of the Upper School.
- Work in coordination with the Dean of Students to create a physical and digital folder which documents how SGA events are run and organized.
- Help run any Upper School social media pages.

- Stay current with the Tower Hill Upper School events calendar.
- Serve as a point of contact for students in the Upper School.
- Represent the student body of THS at special events.
- Serve as an exemplar of respectful, responsible and reliable leadership to other students.
- Commit to the continued growth of SGA as well as Tower Hill School.

Class Representatives

The class representatives (two per grade) will work closely with the Class Dean and act in the best interest of their respective class. They are expected to act as positive role models and point of contact to their peers. The two positions will actively seek to improve community and unity among the entire class. Class representatives are in charge of leading and planning class meetings with their Class Dean, organizing events with their class, and bringing reports to SGA Meetings.

Student Boards

Boards are essential to the student leadership experience and involvement within school life. They represent the core pillars of our Upper School program and work collaboratively to promote their mission and greater awareness of their area within the community. Student Boards include: Academics, Arts, Athletics, Discipline, Environmental, Global Initiatives, Academic Honor, Service, Social Justice, Student Events and Wellness. Boards are asked to present/host at least one event during the year and/or make a presentation to the Upper School about their work. Each Board has a faculty advisor who helps facilitate meetings of the Board, review the Board's purpose, and plan events/activities for the year.

Students in 11th and 12th grade have the opportunity to hold leadership positions within each board as board chairs. Board Chairs are responsible for calling and running meetings, providing agenda, posting minutes, listening, and helping to implement initiatives. The student chair(s) of each Board attend SGA meetings run by the SGA Vice President, and should report back to their Board members when they meet.

Elections

Students will self-nominate for any of the SGA positions, as eligible on the basis of strong academic standing and overall citizenship; submitting a self-nomination for a position confirms the student's intent to follow all elections procedures. The Dean of Students will confirm a nomination and inform the student of their candidacy. Candidates must follow the process outlined in the SGA elections packet provided by the Dean of Students to be eligible for the positions; those who do not follow the outlined rules will be disqualified. This process entails making a speech to the Upper School student body or grade level and running a campaign. Freshmen, sophomores and juniors vote for SGA President, Vice President and Press Secretary. Following the election of the All-School SGA, individual classes will hold elections for class representatives during their class meetings. Student Board representatives and chairs are selected by the Dean of Students, Class Deans, and Faculty Board Advisors.

Leadership Conduct

All students at Tower Hill are expected to abide by the values of honor, responsibility and respect. Student leaders are expected to lead by example and should serve as role models in the classroom, on the athletic field, in a performance, and anywhere else they represent Tower Hill, both on and off campus.

Failure to meet the obligations of office, such as regular attendance at meetings, or helping to plan/run events, may lead to removal from the Student Government. A student may be asked to step down from an elected position if they are not fulfilling responsibilities or if they engage in behavior that reflects poorly on themselves, the class or the school. Likewise, if a leader violates a school rule or is assigned consequences pursuant to a discipline process, they may be required to resign from their post.

Clubs

Clubs are an additional opportunity for student leadership and engagement. It is recommended that students participate in at least one club, but many find they enjoy being involved in multiple clubs. The clubs offered vary each year depending on the interest of the students, and the time commitment for clubs varies depending on the goals of the club. Any student interested in starting a club should reach out to their Class Dean or the Dean of Students in September for a club application.

Senior Speeches

Tower Hill believes that developing communication skills is of utmost importance for our graduates. Each member of the senior class must prepare a Senior Speech on a meaningful topic of their choice, which they will present to the entire Upper School. Speeches must be age appropriate, constructive and approved by the student's advisor and Class Dean. This is not a place where students should air grievances, but rather share experiences, stories or viewpoints. We ask seniors to work closely with their advisor, not only in regard to their preparation but also their presentation. Presentations should be about five minutes in length.

Conduct Guidelines and Expectations

Purpose and Goal

In fostering strong character development and a positive culture, our goal is to maintain a secure, challenging and nurturing school in which and because of which students thrive. We strive to help students to develop and maintain a strong sense of their own integrity and a respect for others. To promote this goal, students are expected to be honest, kind, socially responsible, diligent and dignified.

Students are held to a high standard of integrity and are expected to appropriately seek help and report problems when difficult or questionable circumstances arise. We encourage students to seek help and report problems on their own without parental involvement as much as possible to take ownership for their own growth and the stewardship of their community.

The standards of student conduct are designed to provide students with guidance to help them meet the goals and expectations of our community. The list of rules and policies should be read carefully. Violations will result in serious consequences, up to and including suspension or dismissal from school. Students may also be held responsible for any damage or harm that they cause to individuals, property and/or the school community at large.

Expectations of a Hiller

At the heart of Tower Hill School is a culture defined by active, responsible, honest, collaborative, empathetic and respectful behavior, as well as, a commitment to the safety and health of students. All members of the community have an obligation to know and uphold the school's values and strive to embody them in word and deed.

We therefore expect that all members of the community will:

- Respect other people and their safety, privacy and property, both within and beyond the school.
- Treat all human beings with dignity, refraining from behavior that intimidates, insults, threatens, bullies, coerces, abuses, exploits, harasses, humiliates or demeans, acting with tolerance, courtesy, and thoughtful regard.
- Have an open mind and heart to the views and experiences of others, creating space for all to belong, and thrive.
- Support and promote a school climate that does not discriminate against any individual or group.
- Use words constructively, avoiding gossip and other inappropriate or unproductive sharing of information.
- Maintain high standards of honesty, avoiding deception, half-truths and deliberately misleading words or behavior.
- Exemplify principles of responsibility and fairness in daily life.
- Observe safe behavior and report unsafe conditions or practices.
- Cultivate caring and compassion, seeking to serve others, both within and beyond the school.

Our school cultivates a school environment in which all members of the community feel valued and safe. Part of living our values includes every member's responsibility to support a safe school environment by refraining from harmful and unsafe behavior and reporting such behavior when observed. In addition, we prohibit all boundary crossing-behavior between adults and students and sexual misconduct (whether between students or adults and students). Adults are expected to identify and report suspicions of harassment, abuse and sexual or other misconduct and will not engage in such behavior themselves. In addition, school employees are mandated reporters of suspected abuse, neglect or abandonment as specified by Delaware law. The school has conducted and will continue to conduct training for adults and students on these important issues and encourages all students and their parents/guardians to report any concern about boundary crossing behavior, sexual misconduct or any other situation that impacts the safety, health or security of any member of our community to their Division Head or the Head of School.

Students must be mindful of the power they have in various roles at school. They must use their roles constructively, always avoiding intimidation and abuse of authority. Older and returning students must take seriously the power of their example on younger and newer students, accepting the responsibility to model and transmit our school values.

These community standards apply to our words and behavior not only in personal interactions, but also in all forms of electronic media and communications.

All members of the community help others to develop a sense of belonging, encourage empathy and compassion, and promote an environment that is safe, kind and inclusive. As members of this community, we acknowledge that our actions both in and out of school reflect not only on ourselves, but also on the school as a whole and therefore strive to live in a way that is consistent with our values.

Class Attendance and Permitted Locations

Attendance is mandatory for classes, study halls, assemblies, advisory periods, and other events during the school day. Students should not miss class for any reason without permission ahead of time from a parent, guardian or teacher. Any student who is feeling ill and wishes to be excused from class should get permission from the teacher and report to the Nurse's Office.

Students must follow sign-in and out procedures if they are late to school, leaving school early and/or returning to school. Students participating in sports are expected to attend all scheduled practices and games and to remain until the end of their athletic commitment.

During any periods of time during school hours between 8:30 and 3:15 when a student does not have a scheduled class, students must work in a classroom, THE Hub or in an Upper School lounge area. Access to athletic fields, gyms, playgrounds, the student parking lot or other areas outside of the main building and Upper School spaces are only accessible through explicit permission from an adult.

Cell Phone and Video Game Policy

Upper School students are permitted to have their cell phones on campus throughout the school day. However, students may not have their phones visible during the academic day, unless they have express permission from a teacher in a classroom setting for a classroom activity. Students who violate this policy will face consequences that could include detentions, leaving their phone in the office for a day or longer period of time, parent/guardian collecting phone from campus, or loss of cell phone privileges on campus. If a parent/guardian needs to get in touch with a student during school hours, they may contact the Upper School Office.

Video games and/or "gaming" on other devices is not permitted at Tower Hill during the academic day.

Student Parking

Students may only park on campus in the gravel student parking lot adjacent to DeGroat Field, following safe parking expectations. Students are only permitted to park in their assigned lot. Student parking is limited to the student gravel lot at all times within the academic day, including sports and extracurricular practices.

Students must park in a designated parking spot, not in driveways, aisles, or on grassy areas. Students are to drive carefully and obey the applicable laws while parking on campus. Excessive noise (stereo, gunning engine, squealing tires, etc.) is not permitted.

Only in the event that the student parking lot is full, students may park in any legal public parking space (public roads or public parks), and still may not park in any other campus parking lot. Additionally, if there are planned events on campus that will limit availability of parking in the student lot, students will be directed to an auxiliary parking location that will be communicated to the Director of Security and Operations.

Students who wish to park on campus must register their vehicle with Security prior to parking on campus, and display their parking permit in their car while parked at school. The parking permit is solely for the vehicle(s) registered to each individual student and is not transferable to other drivers.

Failure to follow parking expectations may result in loss of parking privileges either temporarily or permanently. In addition to loss of parking privileges, students that are in violation of these expectations may face disciplinary consequences. Students may also be ticketed by the police and/or towed away at owner's expense without prior notification.

Displays of Affection and Other Forms of Inappropriate Student Interaction

Students are prohibited from inappropriate displays of affection on campus or any school related events. In addition, any type of sexual conduct anywhere on campus, on school buses or at a school-related event is prohibited. Any unwanted or offensive sexual conduct occurring on school property or a school event must be immediately reported in accordance with the Harassment and Bullying Policy.

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.

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.

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.

Honor Code

Tower Hill recognizes that achievement by an individual or as a school in academics, athletics and the arts is meaningless without integrity. We believe that honesty, respect for others and self and concern for others' person and property are fundamental standards; therefore, Tower Hill insists upon active support of these standards by students, faculty, and parents/guardians.

Breaches of honorable conduct include, but are not limited to, lying, misrepresentation of facts in academic work, cheating, deceiving, stealing and passing the work of another off as work of one's own. Some common examples of infractions are: unauthorized copying of work from a peer, the internet or other source (whether on homework, summer reading, labs, quizzes, tests, projects, etc.); handing in a paper without citing appropriate sources; having assignments ghost-written by another or generated in whole or part by AI tools like Chat GPT; and unauthorized verbal or written sharing of content that will be on an upcoming quiz, quest or test with peers.

Disciplinary System

The disciplinary system at Tower Hill is designed to reinforce prosocial behavior and prepare students to engage in the world in a positive and constructive manner. The processes honor growth and encourage responsibility and accountability, while considering the developmental stages of our students. In prioritizing relationships among students and their adult support networks, the disciplinary system aims to promote individual development as well as positive community culture.

If a student exhibits negative behavior while 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 (on or offline) of such behavior, that behavior may be subject to discipline and responded to accordingly.

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.

Honesty

Honesty is always the best policy at Tower Hill. Advisors, teachers, and administrators can help find solutions if students seek their guidance. You should understand that dishonesty in any form, including stealing, lying, cheating, falsifying notes and/or academic dishonesty, is inconsistent with school standards and is subject to the disciplinary process, including Disciplinary or Honor Boards. Dishonesty is considered a fundamental breach of our community's expectations. A student's dishonesty in connection with an investigation of misconduct will compound the disciplinary response, regardless of the severity of the original violation.

Investigations

Students are expected to cooperate in investigations. Students are expected to be honest, but honesty is not necessarily a mitigating factor and students' own statements may be used against them. Failure to cooperate with an investigation may be cause for disciplinary action. If a student refuses to participate or cooperate at any stage of an investigation, or is unable to do so for whatever reason, including without limitation, pending criminal charges, the school reserves the right to act, including proceeding without a statement from the student, or to require the student to withdraw from school.

Infractions

Students in violation of school policies will generally meet with the Class Dean or the Dean of Students, at which point an appropriate course of action will be determined.

The following are examples of infractions:

- Violation of our dress code policy
- Violation of our cell phone or video game policy
- Lateness and/or class attendance violations
- Disruptive behavior
- Inappropriate language
- Disrespectful treatment of others
- Inappropriate displays of affection
- Careless or disrespectful treatment of physical spaces
- Violations of our honor code
- Failure to follow student parking expectations

This list of infractions is not an exhaustive list. Repeated infractions can result in escalated disciplinary consequences.

Major Infractions

Students involved in "major infractions" of school policies will meet with the Class Dean, the Dean of Students and/or Head of the Upper School, at which point an appropriate course of action will be determined.

The following are examples of infractions that are considered major infractions and will be handled accordingly.

- Any violation of our Substance Abuse and Use Policies
- Any violation of our Safety Policies
- Any violation of our Policy on Harassment & Bullying Policies including Sexual Misconduct, Hazing, and Hate Speech
- Some violations of the Technology Acceptable Use Policy
- Unauthorized presence in any school building, including locker rooms, gym, field house, etc.
- 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

This list of major infractions is not an exhaustive list. The Dean of Students, Head of the Upper School and/or Head of School may determine in their sole discretion what discipline is warranted in any case without the involvement of either the Honor or Disciplinary Board. The Head of School will have the final authority to determine any consequences that should be imposed, in their sole and exclusive discretion.

Disciplinary Process

Determination of Process

When a student is alleged to have violated our major school rules or have violated standards of behavior repeatedly, a more serious disciplinary response will result. A Disciplinary Board proceeding may be called by the Dean of Students or the Head of Upper School, in their sole and exclusive discretion.

Prior to a Disciplinary Board proceeding, relevant parties are asked about the alleged offense (e.g., an advisor, teacher, or any other administrator as appointed by the Head of School may speak to the student(s) in question as well as any reporting parties, witnesses, etc.) and any findings will be reported to the Dean of Students. If the decision is made to proceed with the Disciplinary Board, the Dean of Students will inform the student and/or their family.

In some situations, when a higher level of confidentiality is required to protect a student from further harm the Disciplinary Board may meet without student representatives, at the discretion of the Head of Upper School and the Dean of Students. In some situations, a Disciplinary Board proceeding also may be called when there is an alleged honor violation.

The Head of Upper School may take disciplinary action without convening the Disciplinary Board. If the decision is made not to proceed with a Disciplinary Board, the Dean of Students, the Head of the Upper School, the Head of School, or any other administrator as appointed by the Head of school, will take the necessary steps to inform the student(s) and/or their family/families; investigate the allegation (or commission an external investigator to do so); and determine discipline, as deemed appropriate based on the circumstances of the case.

Whether or not a Disciplinary Board or Honor Board is convened, the Head of School, in consultation with the Head of Upper School, will have the final authority to determine any consequences that should be imposed, in their sole and exclusive discretion.

Disciplinary Responses

The teacher of each class is in charge of the ordinary discipline in the classroom. The student is expected to comply with whatever regulations or disciplinary measures the teacher may impose. Faculty and staff members should always be addressed in a polite and respectful manner. Confrontational behavior with the teacher is at variance with conduct expected from all students and parents/guardians. Each situation will be handled at the school's discretion in accordance with the school's rules, policies and practices, as well as the school's reasonable exercise of its judgment.

Disciplinary matters, or incidents in violation of school rules and regulations, will be handled initially at the most immediate level possible. Violations will subject the student to disciplinary consequences. The level of disciplinary response for any violation of school rules will depend on a variety of circumstances, including but not limited to:

- The number of people harmed;
- Whether there was property damage or other loss of property;
- The level of any class or school disruption caused by the student's behavior;
- The number, if any, of prior infractions of school rules and regulations;
- Whether there were illegal or prohibited substances (for example, drugs, alcohol, tobacco, vaping products, etc.);
- Whether the student had been earlier warned about the same or similar conduct;
- Whether there was a weapon or other dangerous item involved;
- Whether the conduct is of the kind also prohibited by criminal law; and/or
- Whether the student was honest and cooperative in connection with the investigation of the behavior.

Below is a non-exhaustive list of responses for disciplinary or honor offenses. The severity of a response may vary based on the nature or circumstances of each situation.

Disciplinary offenses may warrant one or more of the following sanctions:

- Detention
- Letter of Warning
- Meeting with the Disciplinary or Honor Board and subsequent assigned consequences
- Disciplinary Probation
- Loss of privileges for a period of time (free periods, sports, clubs, etc.)
- Apology (written or in person)
- Mediated conversation
- Redoing work in question (in the case of Honor Code violation)
- Grade penalty or failing grade on work in question (in the case of Honor Code violation)
- Loss of leadership position
- Suspension
- Withholding of enrollment contract
- Expulsion from Tower Hill

Description of Some ResponsesDetention

Detentions are typically one hour and could cause students to miss part or all of their after-school commitments on the day that the detention is scheduled. Students must attend detention at the time appointed by the Class Dean; missing an assigned detention will result in further disciplinary response. In certain situations, detentions could extend to longer periods of time and could result in missing academic classes and other activities.

Disciplinary Probation

A student who is placed on disciplinary probation is identified as a student whose misconduct has put into question their ability to uphold community standards. Probationary periods are set for a defined period of time and are documented in official student records. While on probation, any additional disciplinary infractions will escalate and may result in suspension or dismissal. It is our hope that the school can support a student through this probationary period to demonstrate growth and a commitment to the school's values and standards. The school may communicate probationary periods to universities if asked directly. Students are encouraged to report disciplinary probations in good faith throughout the college application process.

Suspension

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.

Disciplinary Board Process

The Disciplinary Board is composed of the Dean of Students, Class Deans, and elected student representatives from each grade level. The purpose of the Disciplinary Board is to allow space for the student facing the board to account for their actions and initiate a process of growth. After listening, the Disciplinary Board is responsible for making recommendations for disciplinary responses to the Head of Upper School and the Head of School.

If a Disciplinary Board meeting is called, the student will meet with their advocate (typically their advisor) to discuss the following questions and to aid in writing their statement for the Disciplinary Board meeting.

- What happened?
- Who was impacted, and how?
- What have you been thinking about since this happened?
- What do you need?
- What do you think needs to happen now to make things right?

A Disciplinary Board is held in a private location, and all proceedings are confidential. In addition to the Board members, the student facing the board and their advocate (an advisor or another trusted faculty member) will be present at the start of the meeting. The Dean of Students will call the meeting to order with all members present, and begin with a

confidentiality agreement. The Disciplinary Board will review two written statements. The first statement is written by the Dean of Students describing the events either witnessed or discovered, including accounts from teachers, staff members, or administrators relevant to the situation. The second statement is written by the student facing the board which details their involvement with the situation and their responses to the questions outlined above. Disciplinary Board members (students and faculty) may ask questions of the parties for clarification and further information. The advocate for the student is then asked to speak on behalf of the student, providing additional context about the student's overall engagement with the community. The student may address the board after their advocate's statement of support has been offered, and then the student and advocate are dismissed from the room. After hearing the details of the disciplinary violation, the Disciplinary Board shall make a recommendation to the Head of the Upper School and/or the Head of School concerning appropriate consequences or action(s) that should be taken. The Head of Upper School and/or the Head of School may accept, reject, or alter recommendations from the Board.

After the Disciplinary Board meeting and the final decision regarding disciplinary response from the Head of School in consultation with the Head of Upper School, the Dean of Students will communicate the outcome of the board meeting with the student and their parents/guardians.

Honor Board Process

For academic violations of the Honor Code, the School most often holds an Honor Board rather than a Disciplinary Board. The purpose of the Honor Board is to uphold Tower Hill's expectation that students conduct themselves in an honorable fashion and to provide a safe place where questions of honor can be heard, questioned, and rectified. Ultimately, the goal of each Honor Board is to educate students on what is, and what is not, honorable behavior, with the understanding that we are all human and can make mistakes.

The process of the Honor Board mirrors the Disciplinary Board process. First, the teacher will have a conversation with the student in question to discuss whether academic dishonesty took place. The teacher will then report their findings to the Dean of Students who, in consultation with the Head of Upper School or any other administrator as appointed by the Head of Upper School, will make a finding as to responsibility and then determine whether to proceed with a Honor Board to address consequences or impose consequences without convening the Board. If an Honor Board is deemed appropriate, the same process outlined for the Disciplinary Board will be followed. In an Honor Board, the teacher may also present information to the board, with or without the student present.

Tower Hill may respond to an alleged honor violation without convening the Honor Board. At the discretion of the Head of Upper School and the Dean of Students, the Honor Board may meet without students. In some cases, a Disciplinary Hearing also may be called when there is an alleged honor violation. In other cases, automatic action may be warranted, and the School will not proceed with either an Honor Board or a Disciplinary Hearing.

If the decision is made not to proceed with an Honor Board, the Dean of Students or the Head of Upper School will take necessary steps inform the student(s) and their family/families; take steps to conduct an investigation, if necessary; and determine discipline, as deemed appropriate based on the circumstances of the case and subject to the approval of the Head of School.

Criminal Activities

A student engaging in conduct that is defined under law as a civil infraction, a serious misdemeanor or a felony (whether charged by law enforcement or not) may be grounds for expulsion. Violations of law that occur off-campus during the school day will be subject to review under school rules. Violations of law that occur after the school day may also be subject to review under school rules.

End-of-Year Violations

In the case of offenses that occur at the end of the school year, the school may require consequences to be served during the summer. Transcripts and other reports pertaining to the student's academic standing will be withheld until the completion of the assigned consequence. All decisions involving suspension or expulsion are subject to the final approval of the Head of School and the division head.

Releasing or Reporting Honor/Disciplinary Violations

The outcome of Honor or Disciplinary Board hearings are confidential and will be released only to the parties involved, school officials with a legitimate educational interest and in accordance with federal, state or local laws, including, but not limited to, a lawfully issued subpoena.

Information about honor or disciplinary violations or allegations of honor or disciplinary violations will remain private, subject to the school's need to disclose such information to conduct an investigation; determine appropriate, responsive action; and further the educational or learning experience of the Tower Hill community. For example, outcomes of certain violations may be shared by Upper School Administration in an anonymous and de-identified way with students should they believe that doing so would benefit the community and positively influence future behaviors of the student body.

Students should be aware that, in a manner consistent with the law, Tower Hill reports disciplinary infractions, significant changes in a student's academic status or qualifications and other events to colleges/universities, as Tower Hill deems appropriate and/or as requested by colleges/universities. Tower Hill reserves the right to report to colleges/universities during the admissions or application process; once applications or recommendations have been submitted but before the college/university's decisions are made; once the college/university's decisions are final but before a student accepts; and after a student has accepted the college/university's offer. If requested by a college/university, by any form of communication, Tower Hill will report honor or disciplinary violations. Reports may impact admission decisions and/or result in admission revocation.