

TOWER HILL SCHOOL

UPPER SCHOOL
STUDENT HANDBOOK

2024-2025



Contents

| | | | |
|----|--|----|--|
| 4 | Overview | 15 | Study Hall |
| 4 | Purpose of this Handbook | 15 | Homework |
| 5 | General Information | 16 | Tests and Test Calendar |
| 5 | School Schedule | 16 | Semester Final Assessments |
| 5 | School Closings and Delays | 16 | Incomplete Work |
| 5 | Features of the Schedule | 16 | Course Failures |
| 5 | Morning Meeting | 17 | Academic Support Process |
| 6 | Classes | 17 | Academic Probation |
| 6 | Class Meetings (Homeroom) | 17 | Blackouts |
| 6 | Lunch | 18 | Student Leadership and Involvement |
| 6 | Athletics Requirement | 18 | Student Government Association |
| 7 | Attendance | 18 | Position Descriptions |
| 7 | Absences | 20 | Class Representatives |
| 8 | Medical Leave | 20 | Student Boards |
| 8 | Concussion Policy | 20 | Elections |
| 8 | Lateness | 20 | Leadership Conduct |
| 8 | What to Do When You're Late to School | 21 | Clubs |
| 8 | Check-out During the School Day | 21 | Senior Speeches |
| 9 | Going Home Sick | 21 | Community Engagement/Service Learning |
| 9 | Leaving School Without Permission | 21 | Types of Service |
| 9 | Academics and Achievement | 21 | Theater Productions |
| 9 | General Information | 22 | Forum |
| 9 | Course Selection | 22 | Conduct Guidelines and Expectations |
| 10 | Honors and Advanced Courses | 22 | Purpose and Goal |
| 10 | Enrollment Against Recommendations | 22 | Expectations of a Hiller |
| 11 | Self-Advocacy and Student Responsibility | 23 | Class Attendance |
| 11 | Tower Hill School Academic Program – Grades 9-12 | 23 | Cell Phone and Video Game Policy |
| 12 | Drop/Add and Level Changes | 24 | Displays of Affection and Other Forms of Inappropriate Student Interaction |
| 13 | Report Cards | 24 | Dress Code |
| 13 | Progress Updates | 26 | Honor at Tower Hill |
| 13 | Grading Scale, Associated Grade Point Averages, and Academic Distinction | 27 | Major Infractions |
| 13 | Weighting | 28 | Disciplinary System |
| 13 | Grading | 28 | Honesty |
| 14 | Grades and Their Numerical Equivalents | 28 | Investigations |
| 14 | Global Scholar Certificate Program | 29 | Disciplinary Process |
| 15 | Extra Help | 29 | Disciplinary Responses |
| | | 31 | Releasing or Reportig Honor/Disciplinary Violations |

| | | | |
|-----------|--|-----------|---|
| 32 | Substance Abuse | 47 | Health |
| 32 | General | 47 | Wellness Support |
| 32 | Smoking/Vaping/Tobacco Products | 48 | Accidents |
| 33 | Testing | 48 | Health Information Sharing |
| 33 | Self-Reporting | 48 | Student Illness and Communicable Diseases |
| 33 | Guidelines for Social Events | 49 | Athletics Limitations |
| 34 | Student Safety | 50 | Illness Overview |
| 34 | Child Abuse Reporting | 50 | Notification |
| 34 | Student/Adult Interaction and Communication | 50 | Medications |
| | | 50 | Appointments |
| 35 | Harassment and Other Misconduct | 50 | Student Support |
| 35 | General Statement | 51 | Meeting with Teachers |
| 35 | Harassment | 51 | Advisory |
| 36 | Sexual Harassment | 52 | Student/Advisor/Class Dean Relationship |
| 36 | Sexual Misconduct | 52 | What to do if you need support in: |
| 37 | Hate Speech and Conduct | 53 | The Teaching and Learning Center (TLC) |
| 37 | Bullying and Hazing | 53 | Services for Students with Disabilities |
| 38 | Investigation of Complaints | 55 | College Counseling |
| 39 | Prohibition on Retaliation | 55 | Reporting to Colleges/Universities |
| 39 | Weapons and Threats | 56 | Tutoring |
| 39 | Academic Technology | 56 | Upper School's General Philosophy on Outside Tutoring |
| 40 | Application of the Tower Hill Technology Policy | 56 | Peer Tutors |
| 40 | Tower Hill Accounts and Personal Devices | 57 | For Parents |
| 40 | On-Site Technology and Network Guidelines | 57 | Parent-Teacher Student Conferences |
| 41 | General Responsibilities | 57 | Other |
| 42 | Inappropriate Personal Use | 58 | School Closure or Modifications Due to a Force Majeure Event |
| 42 | Social Media Use | 58 | Residence |
| 44 | Responsibility to Others | 58 | Student Records and Information |
| 44 | Violations of Policies and/or Laws | 58 | Parent/Family Cooperation |
| 44 | Communications with School Employees | 58 | Non-Discrimination Policy |
| 44 | Violations of this Policy | | |
| 45 | Warranty Disclaimer | | |
| 45 | Distance Learning Policy | | |
| 47 | Personal Information; Online Learning Management Systems and COPPA Information | | |

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.

General Information

School Schedule

2024-25 Upper School Schedule

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------|--------------|----------|--------------|--------------|--------------|--------------|----------|--------------|--------------|-------|
| 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 | Office Hours | Advisory | Office Hours | Office Hours | Office Hours | Office Hours | Advisory | Office Hours | Office Hours | Clubs |
| Office Hrs. 3:15-3:45 | | | | | | | | | | |

Assembly Schedule: 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 take brain breaks. Managing this time is a skill students learn at Tower Hill with support from advisors.

Morning Meeting

We begin school days in the theater at 8:30 a.m. sharp with daily Morning Meeting in the duPont Theatre. 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. Classes begin five minutes later. 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.

Class Meetings (Homeroom)

Class meetings occur at regular intervals throughout the school year as needed. Each class meets in its Homeroom to discuss grade-specific information, develop a positive class culture and engage in enriching activities as a class. The Class Deans and elected Student Government Officers run Homeroom meetings.

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).

Season of Service at Tower Hill

When offered, a student in eleventh or twelfth grade may participate in Season of Service during the one interscholastic season in which they are not participating on a Tower Hill Team. Involvement in Season of Service will not replace required participation on a Tower Hill team for students in any grade level.

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.

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 eight 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.

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.

Medical Leave

A student in need of medical leave will be asked to present a doctor's note stating the reason for the leave and the expected duration of the leave. After determining whether the school can accommodate the leave, members of the school administration and the family will meet to determine a plan for Return to Learn with the necessary support and expectations. While on leave or upon return from leave, students are typically required to make up all missed work. In certain circumstances, the Assistant Head of Upper School and grade dean will work with a student's teachers to define work qualifying as essential.

Concussion Policy

For a student diagnosed with a concussion, the academic and extracurricular impact will be varied and unique to the situation. Concussions are both a medical and educational issue. Assessing and addressing problems with learning and school performance, as well as athletic participation, do not involve only medical decisions, but educational ones as well. It is important to note that medical recommendations, while not educationally binding, will certainly be taken into consideration as the school determines the proper plan for each student. Tower Hill will use an individualized approach to determine a student's Return to Learn and Return to Play. For additional information, please see the Concussion Protocol in the nurse's office, HillersSports.com and/or athletic trainer's office. A digital version is available on HillersSports.com under the THS Emergency Action Plan.

Lateness

If you arrive after 8:30 a.m. on Monday through Friday, you will be considered late.

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. If you are leaving, follow the checkout procedures listed above.

Leaving School Without Permission

Our most important priority is your safety. Therefore, we must know your whereabouts at all times. Leaving school without permission is considered a major disciplinary infraction.

When you are at school, you are expected to remain in or immediately adjacent to the main school buildings during the 8:30 a.m. to 3:15 p.m. school day unless you have permission to leave early. You should not be wandering the campus outside or in prohibited areas of the building. If you need to go to your car to retrieve something, you need permission from the Upper School Office. If you participate in a sport, you must remain until the end of your athletic commitment.

Academics and Achievement

General Information

The Tower Hill curriculum provides graduates the ability to thrive in courses at the world's most demanding colleges and universities and the intellectual habits to live fulfilling lives of the mind. Students who show an exceptional interest and ability in one or more academic disciplines are encouraged to take honors and advanced level classes, upon being recommended to do so, which allow deeper exploration into the subject matter and enable our alumni to excel in similar coursework in college and graduate or professional school. We balance our core curriculum with a rich extra curricular life in the arts, athletics and student life. Beyond academics, our students are able to operate in a global world, are good citizens, engage in the democratic process, have a deep appreciation of the arts and literature, have the ability to evaluate quantitative and scientific information and have the ability to remake their profession and career to meet the demands of a rapidly changing world. We live by our motto *Multa Bene Facta* and believe a well-rounded secondary school experience is a necessity to prepare students for the 21st century.

Course Selection

As you select your courses from the online Curriculum Coursebook, please know you do not need to make selections alone. Your advisor, teachers, and college counselors are here to assist you in the

selection of your academic plan of study. While your advisor and others are ready to help in making decisions concerning the number and difficulty of courses you might take, ultimately the decisions are up to you if you are deciding between recommended courses. You are responsible for your own program and performance.

Course Recommendations

We are committed to placing students in courses that are both sufficiently challenging and sufficiently supportive. We are likewise committed to avoiding “tracking” in any form or fashion; in keeping with our belief that adolescents are continually growing and developing, placement at a given level one year does not prevent placement at a different level in following years.

Provisional departmental placement recommendations for rising 10th through 12th grade students are made at parent-student-advisor conferences in mid-February. These recommendations are based on factors that include, but are not limited to: classroom performance, ability to work independently, preparation for and participation in class, and standardized test scores, where appropriate. A recommendation means that a student may take that course, not that they must or should take it. Students interested in pursuing a course other than the one recommended may request review of that recommendation by discussing their interest first with their advisor and second with their classroom teacher in the given discipline. While no changes to recommended placements will occur at the time a review is requested, teachers will discuss with students what the student can do—and what the teacher and student can do together—to work toward placement in the desired class. At the April comment reporting period and in June following exams, the teacher will communicate whether a change in the initial, provisional placement is recommended.

All placements are entirely provisional until June after exams and may be changed in response to teachers’ and Chairs’ evaluation of students’ preparedness throughout the spring.

Rising ninth grade placements are made in the late spring and take into account a variety of factors including academic achievement in Middle School, standardized testing results and performance on placement assessments as appropriate for each discipline. All final placements are communicated to all students in early summer after graduation.

Honors and Advanced Courses

Honors and advanced courses are accelerated courses for qualified students who have shown exceptional ability and who work well independently. Honors and advanced designation indicates one or more of the following about a course as compared to a standard course or offerings at that grade-level: it moves more quickly, covers more topics or delves more deeply into subject matter, and/or requires a greater level of inquiry and comfort with a greater degree of abstraction. Honors and advanced courses require students to produce more creative and extensive individual work, and students should expect to be asked to apply material to novel contexts in assessment circumstances. Placement in honors and advanced courses is not appropriate for all students, and a manageable course load is important.

Enrollment Against Recommendations

If students or families have questions about or wish to request review of a final placement decision, they should contact the appropriate Department Chair, who will consider the placement again. In some cases, though it remains the opinion of the Department Chair that the teacher’s placement recommendation was in the student’s best interest, students or families may request to enroll in a course against that recommendation. In these cases, students and families will be asked to sign a letter acknowledging the circumstances of the enrollment, the potential impact to student scheduling and academic progress if the enrollment should turn out to have been inappropriate, and similar.

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.

Tower Hill School Academic Program – Grades 9-12

The Upper School academic program is built around three content areas: Humanities, Sciences and Visual and Performing Arts. The Humanities program consists of courses offered in English, language, history and social science. The Sciences program consists of courses offered in science, technology and engineering and mathematics. The Visual and Performing Arts program consists of courses offered in music, theater, visual art and design and yearbook.

As outlined below, students take foundational courses in each of the content areas in grades nine and 10 and then move into more advanced work in grades 11 and 12. Students in grades 11 and 12 have minimum credit requirements for graduation that must be completed in each content area, but they also have the opportunity to focus on areas that are of greatest interest to them and to experience coursework that is interdisciplinary in nature. All Upper School students participate in Tower Term, which serves as the culminating experience of each academic year.

Summary of Credit and Course Requirements

Humanities (English, history, social science, language)

Grade 9 – English 9, Modern World History, language

Grade 10 – English 10, U.S. History, language

Grades 11/12 – minimum of 18 total credits, which must include the following:

English – two credits per semester

History and/or Social Science– minimum of four total credits

Language – any credits needed to complete a minimum of level 3 coursework in one language or a minimum of level 2 coursework in two languages

Sciences (science, technology and engineering, mathematics)

Grade 9 – Biology, mathematics

Grade 10 – Chemistry, mathematics

Grade 11 – Physics (four credits), mathematics

Grades 11/12 – minimum of 12 total credits

Visual and Performing Arts (music, theater, visual art and design, yearbook)

Grades 9 – minimum of one credit

Grades 9/10 – minimum cumulative total of two credits completed in grades 9 and 10

Grades 11/12 – any credits needed to reach a minimum cumulative total of four credits completed in grades 9-12

Additional requirements

Grade 9 – Freshman Seminar; minimum of 21 total credits

Grade 10 – Health and Decision Education; minimum of 21 total credits

Grades 11 – minimum of 20 total credits

Grade 12 – minimum of 19 total credits; at least four major courses each semester

Grades 9-12 – Tower Term

Winterim

Winterim is a dedicated period of time between first and second semesters when each grade level will focus thematically on a topic. Freshmen will continue with an extension of their seminar on Self Care, sophomores will typically contribute in Sophomore Service, juniors will participate in a College Counseling seminar and seniors will participate in a Life Skills course.

Tower Term

Tower Term is a requirement for every Tower Hill student that must be completed for each year they attends the Upper School. It is a space where the Tower Hill community can explore learning together in an interdisciplinary, experiential way. This time allows for creative and dynamic programming that promotes deep engagement, critical thinking and real life application. This dedicated period allows students and teachers to explore ideas, take risks and run experiments. These courses will set the stage for collaborative, interdepartmental, student-driven activities that provide diversified preparation for lifelong learning and personal growth. Tower Term will take place after Upper School exams.

Tower Term registration happens in the winter around first semester exam time. Students and families should check their calendars carefully before selecting a Tower Term that requires travel. Changes to course requests are often not possible. In the event that a student cannot travel and the school can accommodate the student in another course, the family will be responsible for any expense incurred by the school for any non-refundable trip purchases such as tickets, room reservations, etc. Participation in Tower Term is contingent upon students' having completed all academic work in all classes prior to the first day of Tower Term. If students are still incomplete in any classes, those students will be expected to come to campus during Tower Term to complete outstanding work; once all academic work is completed, students must begin attending Tower Term.

Drop/Add and Level Changes

During the first three weeks of each semester, students may add a course. Students may drop a course (i.e., may have it removed from their list of courses with no notation on a transcript) up until the midpoint of a semester. After that time, students leaving a course will typically have a withdrawal (WP if the student is passing the course and WF if the student is not passing the course) noted on the transcript. Students intending to drop a course after the drop/add period concludes should remember that they may only drop a course thereafter if they otherwise carry the requisite number of credits outlined in the graduation requirements section of this handbook for the specific year.

Students wishing to drop or add a course should first have a conversation with the teacher to discuss this change. From there, students should then discuss this with their advisor. After approval has been given, students may then pick up a drop/add form from the Director of Scheduling and return the form after appropriate signatures have been obtained. Official registration occurs through the Director of Scheduling and Registrar, and a completed drop/add form is necessary to receive credit for a course. Any junior or senior dropping or adding a course must receive approval from the Director of College Counseling and the Head of Upper School. Students must continue to attend the original course until the change has been made in TowerNet.

Schedule changes will typically not be made after the drop/add period unless they are initiated by the school for extenuating reasons. Moving between levels of a course (i.e., from an honors section to a college preparatory section) may happen outside of the drop/add period with the approval of the Assistant Head of Upper School.

If a student moves from a college preparatory level of a course to an honors section of that course, the student's grade in the new course is adjusted to reflect the increase in rigor; the student will begin with an average five points lower than the average they were carrying in the college preparatory level of the course. If a student moves from an honors level of a course to a college preparatory section of the same

course, the student will begin in the new class with an average five points higher than the average they were carrying in the honors level of the course.

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

Teacher 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.

Grading Scale, Associated Grade Point Averages and Academic Distinction

Tower Hill uses numerical grading on a 100-point scale for report cards and transcript marks. Only major courses are calculated into the grade point average (GPA). Major courses are two-credit semester courses and four-credit year-long courses, including English, history, language, math, science and advanced studio art.

Weighting

While our GPAs are based on a 100-point scale, honors and advanced course receive additional weighting toward the GPA in the following manner:

1. Grades earned in Honors and Advanced courses receive additional weighting of five points, e.g., a grade of 84 would be calculated as an 89 (84 + 5) in the GPA.
2. Advanced English Seminar and Advanced Studio Art courses do not receive additional weighting.

Grading

Grades are calculated in the following way:

- **First semester grade:** 80% work completed during the semester + 20% semester exam/paper/project
- **Second semester grade:** 80% work completed during the semester + 20% semester exam/paper/project
- **Final grade:** 50% first semester grade + 50% second semester grade
- A **GPA** is calculated by multiplying each final mark by the number of credits for the course. The GPA is the sum of these values divided by the total number of credits taken.

Academic Distinction - "Scholar" Recognition

Scholars are recognized for outstanding achievement at the end of each semester.

Scholar with Honors

Weighted GPA: 90-94.9

Scholar with Distinction

Weighted GPA: 95 and above

Cum Laude Society

Founded in 1906, the Cum Laude Society is an international fellowship of scholars whose purpose is to recognize excellence in academic work. Membership in the Society is one of the highest academic honors at Tower Hill. The first 10% of the student members of Cum Laude are recognized at an assembly when they are selected in the fall of the twelfth grade year, and the full complement of Cum Laude Society members—up to 20% of the class—is formally inducted at the spring Awards Ceremony preceding graduation.

In keeping with the original purpose of the Cum Laude Society, selection is based primarily on a high standard of academic achievement, as reflected by a student’s weighted GPA and the relative academic

Grades and Their Numerical Equivalents

| <u>Letter Grade</u> | <u>Number Equivalent</u> |
|---------------------|--------------------------|
| 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 |

rigor of the student’s course of study during the 10th, 11th and 12th grade years. Students who join the Upper School during their 11th or 12th grade years may be considered for membership; in these cases, the portion of the student’s academic record earned at Tower Hill is considered most closely.

The Cum Laude Society interprets its motto of “Excellence, Justice, Honor” in the broadest sense to include “good character, honor, and integrity in all aspects of school life.” A student’s honor and disciplinary records, including the timing and seriousness of any infraction(s), are considered during the selection process. Violations of the Honor Code typically preclude a student from consideration, and a serious disciplinary transgression may do the same. Further, honor and disciplinary violations after selection typically result in a student’s removal from the Cum Laude Society.

Global Scholar Certificate Program

The Global Scholar Certificate Program is a way of systematically guiding and recognizing students that go above and beyond in the realm of global studies. By offering our students cross-cultural experiences and opportunities, we provide them the necessary tools to engage in mutually beneficial interactions with people from around the world.

The National Education Association defines global competency as “the acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community.” As we move forward in our global efforts, the certificate program promotes global awareness, language proficiency and exposure to

cultural diversity. Through carefully selected academic courses, active club participation, service with global inquiry, travel and a senior culmination portfolio, students are encouraged to reach beyond their comfort zones and explore different perspectives.

Upon completion of the requirements, students will be recognized as official Tower Hill School Global Scholars, receive a certificate at Senior Awards night, and have the distinction marked on their transcripts. A byproduct of this program will include the exploration of varied themes such as business, economic and entrepreneurial literacy, environmental awareness and civic literacy. For more information, please contact the Director of Global Initiatives or the Global Scholars Coordinator, or visit the Global Initiatives page on the school's website.

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 and 10th 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. Eleventh 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 June. Students are expected to sit for exams on the scheduled dates. All examinations are up to two hours 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 Upper School Class Deans and Assistant Head of Upper School review the performance of any student who has failed two or more courses. The Deans 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

The Class Deans, Assistant Head of Upper School and Head of Upper School will determine whether any student's performance warrants placing that student on academic probation. Students are typically placed on academic probation if they are carrying two grades of D or below at the first semester reporting period OR if they have entered the Academic Support Process detailed above and at the discretion of the Upper School Administration have not accepted the supports put in place. Students on academic probation are not offered re-enrollment contracts for the next school year; contracts are held until the conclusion of the academic year, at which time the student's final performance and whether the student should continue at Tower Hill can be evaluated by the Upper School Administration and Head of School. Students on academic probation are automatically placed in a structured study hall, offered support by their advisor, Class Dean and the TLC, meet regularly with the Assistant Head of Upper School, and participate in a family meeting with the Upper School Administration to discuss academic strategy and support. In certain cases, students on academic probation may be restricted from participating in non-academic activities to ensure dedication of time and energy to improving academic status and remaining enrolled.

Blackouts

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 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.

Special required school events: If students are required to attend an evening school-sponsored function (e.g., Forums and College Counseling programming, etc.) they should not be expected to turn work in or take assessments the day following.

Holidays: 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.

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 should not be expected to turn work in or take assessments the day following these engagements. Thesians participating in lengthy evening or daylong rehearsals during tech week should be similarly accommodated.

State tournament athletic competitions: Students competing in state tournament play for Tower Hill which lasts into the evening hours should not be expected to turn work in or take assessments the day following their competitions. For final exams, students may need to continue with the original assessment schedule. Any accommodations should be made in consultation with the Head of Upper School. In the case of a team entering a semi-final or final round of competition, a blackout may be given to all students in the interest of fan support.

Illness: If a student is absent from school for 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.

The Upper School Administration can call a blackout outside of these specifically named circumstances and will give as much notice to students and teachers as possible in these cases.

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-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 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: Arts, Athletics, Discipline, Environmental, Global Initiatives, Honor, Service, Social Justice, Student Life 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 elected by the All-School SGA and Class Representatives.

Leadership Conduct

All students at Tower Hill are expected to abide by the core 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. Any student interested in starting a club should reach out to their Class Dean or the Dean of Students in September.

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.

Community Engagement/Service Learning

The Service Learning Program at Tower Hill provides students with an opportunity to connect the school's motto, philosophy and mission by engagement within their community. Through intentionality and design, service learning at Tower Hill provides meaningful and relevant opportunities for students, enhances academic learning that links to the curriculum, promotes social awareness and responsibility, introduces a diversity of viewpoints, and encourages reflection. By participating in service learning, students will learn through doing, be active citizens and develop respect for all people.

Types of Service

- Direct service is that which takes place in a non-profit agency and places the volunteer in communion with the clients. Examples of these include: teaching children in an after school program, reading to the elderly.
- Indirect service provides structural and organizational assistance to an agency but generally does not involve interaction with clients. Examples of indirect service include: cleaning up the community, preparing food, building playgrounds, raising money for a worthwhile cause.
- Advocacy includes creating social change through government or grassroots action. Students may work to change laws and regulations or inform politicians and community members about pertinent issues. Examples include: creating a letter writing campaign to one's state or federal representatives to petition action.

Whether direct, indirect or advocacy, service should:

- Contribute to the completion of tasks that will benefit the community.
- Be done voluntarily, with no monetary compensation for the student.
- Not be for a political party.
- Provide students with a learning experience.
- Not cause a reduction in the number of employees in the participating organization.
- Be situationally appropriate for the student's age, background and level of maturity.
- Be safely conducted by the student.

Theater Productions

Two major theater productions are held each year, and often there are additional opportunities to participate in the program. Tryouts for each production are held the semester prior. Each production offers you opportunities to participate on the stage or behind the scenes in stage management. A student

who is heavily involved in a theater production may apply for an exemption from participating in athletics during one season per year by using the Outside Athletic Activity Request Form.

Forum

The Forum Speaker Series is a unique opportunity for you to interact with personalities of national prominence. We usually chose two speakers, one in the fall and one in the spring. These events occur in the evening, and semi-formal attire is required (see Forum and Special event dress for specifics). Attendance at Forum is mandatory for all Upper School students; early, advanced arrangements should be made to secure transportation and account for other evening activities that will need to be missed.

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 (as outlined in our Student/Adult Interaction and Communication Policy) 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

Attendance is mandatory for classes, study halls, assemblies, advisory periods and other events during the school day. You should not miss class for any reason unless you have written permission received by the Upper School Office 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.

If you do not have a class, you should work in a classroom, THE Hub or in a lounge area. Access to athletic fields, gyms, playgrounds or other areas outside of the main building 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 and on their person throughout the school day. However, students may not have their phones visible (out of their pockets, book bags or lockers) 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 be asked to leave their device in the Upper School Office for the remainder of the school day.

Our expectations of each Hiller is that they are present and engaged throughout the academic day. Cellular devices are a distraction and interfere with our mission as a school. Moreover, habitual reliance on a cell phone increases negative emotions and is correlated with poor mental and physical health outcomes. As we try to foster an environment in which students thrive and in which healthy lifelong habits are formed, we take seriously the role of freedom from digital dependence. If your parent/guardian needs to get in touch with you during these hours, they may contact the Upper School Office and a message will be given to you promptly.

Video games and/or “gaming” is not permitted at Tower Hill during the academic day.

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

Tower Hill’s dress code is written to facilitate students’ self-expression within the bounds of propriety and seriousness of purpose. Any student can wear any of the items permitted in the dress code. 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. Any questions regarding dress code should be directed to the child’s appropriate Division Head or Dean of Students. Final decisions regarding the appropriateness of a student’s dress rest with the school’s administration. Parents and students are urged to contact their specific divisional office if they have questions regarding this information before garments are worn.

School Dress During The Academic Day

The dress code is a requirement during the academic day in all areas of the school. The following dress is always appropriate:

- Polo, blouse, or buttoned-down collared shirt that covers shoulders and midriff; and
- Skirt, dress, shorts, or slacks; and
- Dress shoes, sneakers, or dress-sandals

The following dress is never appropriate:

- Writing or images other than Tower Hill shirts, except for logos smaller than two inches.
- Visible undergarments, including undergarment straps, except for undershirts at the collar.
- Halter tops, spaghetti straps, tube tops, backless shirts, crop tops, and strapless shirts.
- Face or body piercings, besides in ears.

Dress Down Days

Dress-down days occur on Fridays of five-day weeks, and otherwise will be announced by division. Tower Hill spirit wear is appropriate. In addition, jeans, sweatpants, athletic pants, opaque leggings, yoga pants (no cut-outs), sweatshirts, t-shirts, flip-flops, and athletic sandals (if appropriate to a student’s daily activities) may be worn. “Never appropriate” dress code rules remain in effect.

Athletic Dress

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.
- No undergarments should show at any time.
- Shirts must be worn at all times.

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. If there is a question about the appropriateness of a garment, the student should check with the teacher or school administration before wearing it.

Answers to Frequently Asked Questions

Final decisions regarding the appropriateness of a student's dress rest with the school's administration. Parents/guardians and students are urged to contact their child's division office if they have questions regarding this information before garments are worn.

Shirts/Dresses/Tops:

Permissible:

- Dress shirts, turtlenecks, collarless dress shirts, or polo shirts with a naturally turned collar
- Collared and collarless dresses.
- Sleeveless tops with a strap width of more than one inch.
- In Lower and Middle School, short-sleeved, non-graphic, t-shirts may be worn

Not Permissible:

- Unbuttoned shirts. Shirts must be buttoned to the second buttonhole from the top.
- Writing on shirts, except on logos (smaller than two inches) denoting the apparel designer or on Tower Hill shirts.
- Clothes with images, except school-designed Tower Hill shirts.
- Visible undergarments, including undergarment straps, except for undershirts at the collar.
- Low-cut shirts and dresses (v-neck or deep scoop neck), halter tops, spaghetti straps (including on dresses), tube tops, backless shirts, crop tops, and strapless shirts.
- Athletic t-shirts or tops

Pants/Shorts/Skirts/Dresses:

Permissible:

- Khaki-style pants or shorts.
- Capri pants or full-length pants.
- Shorts, pants, rompers, dresses, and skirts no higher than mid-thigh.
- Opaque leggings are permitted in the Lower School.

Not Permissible:

- Leggings (unless worn as tights with an article of clothing on top that could be worn on its own), yoga, or athletic pants and shorts, including sweatpant material.
- Denim material clothing and jeans, except on dress-down days.

Footwear:

Permissible:

- Shoes appropriate to students' daily activities, including closed-toe shoes for science lab days and athletic shoes for Physical Education (MS/LS).
- If laces are present on the shoe, laces must be tied.
- Waterproof shoes/boots are permitted during inclement weather.

Not Permissible:

- Flip-flops, backless slides, athletic sandals, clogs, Crocs, other backless shoes, and shoes with heels greater than one inch.

Outerwear:

Permissible:

- Sweaters, quarter-zip, and full-zip fleeces provided that code-appropriate tops are worn underneath.
- School-designed Tower Hill sweatshirts or hoodies.

Not Permissible:

- Hats indoors, religious head coverings exempted.
- Clothing with images or writing. All logos, other than the Tower Hill logo, are to be smaller than two inches and must only denote the clothing designer.
- Students should not wear outdoor jackets or coats indoors during the academic day.
- Sunglasses inside the building (except for color-changing prescription lenses).
- Face or body piercings, besides in ears. Ear gauges are not permitted.

Forum and Special Event Dress

Periodically, students will be expected to attend events in what is considered formal dress. Such events include, but are not limited to, Forum, graduation and academic award assemblies. The Upper School Administration may call for special event dress at any point throughout the year as circumstances arise. If a special event dress poses any difficulties for you, please contact your Class Dean.

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

Honor at Tower Hill

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 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.

Students are required each year to sign a statement that they have read, understand and will actively support and comply with the Honor Statement and policies outlined in the Upper School Student Handbook.

Honor Statement

As a member of the Tower Hill community, I pledge to uphold the core values of honesty, responsibility, and respect and will not lie, cheat, mislead or steal. I will commit to the spirit and letter of this code by making good decisions, leading by example and taking accountability for my actions. I realize I am responsible for enforcing the Honor Code by reporting any infraction I witness or become aware of within the community. I agree to comply with this Honor Statement and the policies outlined in the Upper School Student Handbook.

Honor Pledge

The following Honor Pledge is required for any work submitted for credit or a grade:

On my honor, I have neither given nor received any unauthorized assistance on this assignment or assessment.

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 Policy on Substance Abuse on page 32
- Any violation of our Weapons on School Property Policy on page 39
- Any violation of our Policy on Harassment, Bullying and Hazing on page 35 and page 37
- Any violation of our Sexual Misconduct Policy on page 36
- Any violation of our Hate Speech and Conduct Policy on page 37
- 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 disrespecting 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 Head of the Upper School and 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.

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.

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. As such, everyone is expected to behave in a manner consistent with Tower Hill's standards of conduct, both on and off campus, at all times during enrollment.**

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.

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
- Disciplinary Board and subsequent assigned consequences
- Letter of Disciplinary Probation
- Loss of privileges for a period of time (free periods, sports, clubs, etc.)
- Letter of or in-person apology
- Rewriting 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 any leadership position
- Suspension
- Withholding of enrollment contract
- Expulsion from Tower Hill

Description of Responses

Detention

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.

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.

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 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 to 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.

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. Therefore, 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.

Consistent with federal, state and local law, Tower Hill reserves the right to report and/or release records reflecting an honor or disciplinary violation or a resulting sanction to colleges/universities or, in case of transfer, other schools if deemed necessary and/or if requested by the school that would be receiving the student. If requested by a college/university, by any form of communication, Tower Hill will report honor or disciplinary violations. Guidance on self-reporting honor or disciplinary infractions will be given to students and families during the college application process.

Substance Abuse and Use

Tower Hill School's top priorities are always the safety of its students and community, both on and off campus, and providing the most conducive environment for a student's well being and growth, academically and personally, both inside and outside of school.

General

Students are prohibited from possessing, using, selling or purchasing any alcoholic beverages or other mind-altering substances (including synthetic salts or other substances), or possessing drug paraphernalia on or near school property or at school-related activities. "Mind-altering" substances include any type of substance ingested, snorted, smoked or inserted into one's body that may impact the individual in some way. Such substances include, without limitation, alcohol, legal or illegal substances, over the counter salts, spices, vapors, incense or other similar items. Off-premises possession, use, sale or purchase of alcohol and other mind-altering substances is also prohibited. This policy applies to any on or off campus function, event, contest or activity in which Tower Hill participates or that it sanctions, including travel to and/or from an off-campus activity.

This policy does not prohibit the proper use of medication under the direction of a physician.. However, the misuse or abuse of such drugs is prohibited. Students who are taking prescription or nonprescription drugs must notify the school nurse of this fact when they report to school and all prescription and nonprescription medications taken during the school day must be administered by the school nurse and stored in the nurse's office.

Smoking/Vaping/Tobacco Products

School policy expressly forbids students from smoking, vaping, juuling or using tobacco products, as well as possessing such products (as well as oils or liquids associated with same), at any time in or on school property, buses or other school vehicles, adjacent properties or school-sponsored trips. All cigarettes (including electronic), vaping devices, smokeless tobacco, lighters, matches, etc. or other

devices similar to cigarettes, lighters, matches, etc. brought on campus by students will be confiscated. Discipline will be imposed based on the circumstances existing at the time and may include suspension, probation or expulsion. Depending on the circumstances existing at the time, a violation of this policy may also be a violation of the School's Drugs and Alcohol Policy and reportable to law enforcement.

Testing

Students may be required to submit to urinalysis drug screens, blood alcohol tests, breathalyzer tests and medical examinations under the following circumstances: (a) when a student is suspected of attending school or school-related activities with intoxicants or mind-altering substances in their system; (b) when a student suffers an injury or is involved in an accident while at school; (c) on a periodic or random basis, including but not limited to, in connection with the student's participation in extracurricular activities; or (d) when a student is placed under disciplinary contract and such screenings or examinations are terms of the contract. The presence of alcohol or the presence of any other intoxicants or mind-altering substances in the body is a violation of this policy. Refusal of a student (by the student or the student's parent) to undergo testing or to cooperate fully with any of these tests (including signing consent forms or providing testing results promptly to the school) is also a violation of our policy and will result in expulsion.

This policy does not prohibit the proper use of medication under the direction of a physician, although the use of medical marijuana is prohibited in all circumstances. However, the misuse or abuse of such drugs is prohibited. Students who are taking prescription or nonprescription drugs must notify an administrator in the School Office of this fact when they report to school and all prescription and nonprescription medications taken during the school day must be administered by the School Nurse and stored in the nurse's office.

Self-Reporting

The school wants to help students who may have difficulties with substance abuse. Therefore, students who choose to self-report their use of mind-altering substances to counselors or the administration prior to being selected for testing under this policy will not be subject to discipline for the self-report or use as long as the student complies with the terms of the school's guidelines, which will be set forth in a contract with the student and family. The contract will be specific to the individual and may include the following requirements: completing educational programs on substance abuse; completing a rehabilitation program; testing for substance abuse within the school's discretion, and other similar processes.

Guidelines for Social Events

We encourage you and your parents/guardians to partner with the school to ensure the health and welfare of our community, particularly the students'. When you are attending any school-related event, or any event chaperoned or sanctioned by a member of the school or held on school property, it is considered a school function. At such an event, all school rules are enforced. You are expected to abide by all school rules and policies.

We, as a school, reserve the right to use practical means (such as a breathalyzer test or consultation with police officers) to determine whether or not you are under the influence of illegal substances at such an event. The school reserves the right to ask you to leave an event if you are suspected of being under the influence, and will communicate with a parent/guardian in such a case. You and your parents/guardians will also want to be familiar with your state's hosting laws as they pertain to minors.

If a violation of this policy is suspected or confirmed, the student will be placed under the care of a teacher, chaperon or administrator and their parents/guardians will be contacted immediately. If a student is suspected of being under the influence, they will be administered a breathalyzer test and/or sent for an appropriate substance abuse test at the parent's expense. If parents/guardians are not

available and the incident occurs during school hours, the student will be accompanied to the Nurse's Office and/or sent for an appropriate substance abuse test. If the incident occurs outside of school hours or off campus and parents/guardians cannot be reached, the school reserves the right to contact appropriate medical assistance (Emergency Services) and/or law enforcement officials.

The school will always consider the wellbeing of the student first and will help them in seeking the appropriate support(s).

In addition to determining the appropriate disciplinary action pursuant to the School's Conduct Guidelines. The school reserves the right to impose the following additional or different requirements as appropriate for the circumstances: determination of possible legal action; required professional counseling approved by the administration; removal from all elected or appointed positions of leadership in the school; required random and/or regularly scheduled drug and/or alcohol testing at a school-approved local clinic or doctor's office for a time period and at intervals to be determined by the school's administration. Refusal of a student (directly or through a parent/guardian) to undergo testing or to cooperate fully with any of these tests is considered a positive result and will result in automatic expulsion (and will not be referred to the Disciplinary Board.)

Student Safety

Child Abuse Reporting

School teachers and other personnel are mandatory reporters under the Delaware child abuse reporting laws. Please understand that we must take our obligations seriously and if we assess that a situation requires it, we will make a report to child abuse authorities of situations that we reasonably suspect constitute abuse, neglect or dependency as outlined in our Child Protection Policy. Depending on the circumstances, we may not be able to communicate with parents/guardians about the report until authorized by child abuse authorities to do so.

Student/Adult Interaction and Communication

Our students and adults (teachers, administrators, staff members, parents/guardians and visitors) are expected to interact with each other in a professional and respectful manner based on mutual respect and trust with an understanding of appropriate boundaries between adults and students.

Although our adults can and should be friendly with the students, becoming too friendly with each other can sometimes blur the line between professional and personal relationship. We are mindful that healthy boundaries are positive for both students and adults. If a student or the student's parents/guardians become aware of any adult's communications or actions toward one or more students that seems unusual, overly friendly or otherwise inappropriate, such information should immediately be reported to the school psychologist, Assistant Head of School, Head of School or administrator of the division.

Further, students and their parents should promptly notify the school psychologist, Assistant Head of School, Head of School or administrator of the division if they believe an employee has engaged in any of the following prohibited behaviors or similar activities (regardless of the age of the student):

- Initiating or continuing communications with students for a non-school matter, including oral or written communications; telephone calls; electronic communications (emails, texts); social media communications, etc.
- Touching students or their clothing in non-professional ways or inappropriate places, or touching a student with aggression or in frustration;
- Making comments that are too personal (about a student's clothing, hair, personal habits, etc.);
- Giving gifts to a student or exchanging cards and letters;

- Inviting a student into their home;
- Taking students off school property other than for approved field trips and school activities;
- Flirting or asking a student on a date;
- Excessive attention shown toward a particular student or students or calling or referring to students by pet names or inappropriate nicknames;
- Visiting students to “hang out” in their hotel rooms when on field trips or sporting events;
- Visiting a student in their home or another location;
- Socializing or spending time with students (including but not limited to activities such as going out for meals, movies, shopping, traveling and recreational activities) outside of class or school-sponsored events;
- Asking students to sit on a teacher’s lap;
- Telling secrets or telling the student not to tell something that’s a secret;
- Swearing, making inappropriate sexual, racial/or ethnic comments;
- Inviting students to visit the employee’s social networking profile or become a “friend” or “follower” on a social network;
- Telling off-color or other inappropriate jokes or stories, or showing pornography to students;
- Providing students with alcohol or other mind-altering substances; or
- Vaping, smoking or drinking with students.

Harassment and Other Misconduct

General Statement

As a community, we embrace diverse perspectives, experience and backgrounds including, but not limited to, sex, race, religion, color, ancestry, national origin, gender and gender expression, sexual orientation, mental or physical disability, and/or political beliefs. We strongly believe that all members of the community should feel safe within Tower Hill. It is expected that all students will treat every member of the community with respect and dignity. Any harassment, bullying or hazing of others, including sexual harassment, is prohibited; this includes when a student is on campus, off campus and online.

Because Tower Hill community members are expected to act appropriately and because students’ behavior, whether inside or outside of school, reflects on the school and can have a significant impact on life at school, there are times when it is appropriate and important for the school to respond to incidents that occur outside of school and beyond school hours. Therefore, the school reserves the right to address harassment, hate speech, bullying or hazing, regardless of where such harassment takes place, if such harassment causes a disruption or could have a negative impact on the Tower Hill community.

Tower Hill strives to maintain a community free of all forms of unwanted or unacceptable behavior toward others that is intended to or has the effect of harassing, intimidating, humiliating, degrading or hazing an individual. Any such behavior is unacceptable, a violation of school policy, and subject to school disciplinary procedures. The intent of this policy is not to suppress respectful thought, study or discussion concerning controversial issues, all of which are critical to a vibrant educational environment. The purpose of this policy is to prohibit harassment, bullying and hazing so that each member of the school community has an equal opportunity to work, learn and develop to their full potential in a safe environment.

Harassment

Tower Hill School prohibits harassment by any member of the Tower Hill community. Harassment includes but is not limited to any physical, verbal, written or electronic behavior that creates a threatening, intimidating, hostile or offensive environment. This prohibition includes harassment

on the basis of sex, gender identity, race, religion, color, ancestry, national origin, gender and gender expression, sexual orientation, mental or physical disability, and/or political beliefs. Harassment can result from the conduct of (i) any student, directed towards any other student; (ii) any student, directed towards any employee; or (iii) any employee, directed towards any student.

Examples of harassment based on race, religion, color, national origin, citizenship or disability include, but are not limited to:

- Offensive, intimidating or inappropriate comments, postings or conduct relating to race, ethnicity or color (using racial slurs, racial or ethnic jokes, comments, name calling based on race or ethnicity, etc.)
- Offensive, intimidating or inappropriate comments, postings or conduct such as teasing or joking about another person's disability, failure to speak English clearly, religious background, clothing, or beliefs or similar behaviors.

Sexual Harassment

Sexual harassment is a type of harassment that is based on a person's sex, gender identity or expression or sexual orientation. Sexual harassment will not be tolerated. Sexual harassment includes denigrating or insulting behavior or comments based on a person's status, unwelcome sexual advances, requests for sexual favors, stalking and other verbal or physical conduct of a sexual nature without the explicit consent of the recipient.

By way of example, sexual harassment includes but is not limited to:

- Demanding sexual favors
- Requests for pictures of a sexual nature
- Taking, sending or posting images of a sexual nature without consent
- Spreading lies or information about another individual's sexual activity
- Coercing sexual activity by threat of punishment or offer of reward
- Obscene or sexually suggestive graffiti
- Displaying or sending pornographic pictures or objects
- Offensive touching, pinching, grabbing, kissing or hugging
- Restraining someone's movement in a sexual way
- Sexual or lewd jokes, remarks, leering, whistling, brushing against the body or other suggestive or insulting gestures or comments about another's body
- Intimidating or suggestive remarks about an individual's sexual orientation or gender identity, whether actual or implied
- Using Artificial Intelligence tools to generate images of a sexual nature in the likeness of another student

Sexual Misconduct

We are committed to creating a learning environment characterized by safety, trust, and respect for all. Sexual misconduct whether between students or adults and students is contrary to the standards and ideals of our community and will not be tolerated.

Sexual misconduct includes any of the following types of activities:

- Any sexual activity between students and adults (see school's Student/Adult Interaction and Communication Policy);
- Any sexual activity between age appropriate students for which clear and voluntary consent

has not been given in advance or in which consent has been exceeded; Any sexual activity with someone who is incapable of giving valid consent because, for example, that person is under the age of consent, sleeping or otherwise incapacitated or impaired;

- Any act of sexual harassment, intimate partner violence or stalking;
- Any digital media stalking and/or the non-consensual recording of sexual behavior and the non-consensual sharing of any recording; or
- Non-consensual sexual advances and propositions, or other undesirable verbal or physical conduct of a sexual nature (see the school's Harassment/Bullying policy for additional information on sexual harassment).

Consent is defined as an affirmative, unambiguous, informed and voluntary agreement to engage in specific sexual activity. Consent can be revoked at any time.

It is not our intent to discourage dating between students or physical contact between or among students that is intended and perceived to be by those involved as positive, healthy and appropriate to their age and experience. However, sexual conduct between or among students that is non-consensual, offensive or makes a student uncomfortable, whether it occurs on or off campus, and affects the student's ability to be comfortable in the school environment is a violation of our school values.

Reports of sexual misconduct or sexual assault are taken seriously; the safety and well-being of our students is our first priority. Parents/guardians and students who become aware of any form of sexual misconduct, whether on or off campus, should immediately report the information to the appropriate Division Head, Assistant Head of School or the Head of School. The school reports suspected instances of sexual misconduct to the Division of Family Services consistent with Delaware law.

Upon a report of student-to-student sexual misconduct, including harassment, the school will provide interim support and reasonable protective measures to support the complainant and/or the accused party and the safety of the community. Until all procedures have been completed, the complainant and the accused must avoid all unnecessary contact. If the school determines at any stage that a student poses a threat of harm or disruption to the school community, the school may take immediate action, including, but not limited to, removing the student from school, restricting the student's movement on campus.

As stated elsewhere, the school expects that students will treat all persons with dignity both at school and beyond. The school reserves the right to act if it learns that a student's actions violate the school's rules and expectations, regardless of when and where the conduct occurred or who was affected by the student's inappropriate behavior.

Hate Speech and Conduct

The school is committed to having a diverse, equitable and inclusive community. Speech or conduct that is offensive, insulting, intimidating or threatening based on a person's trait or attribute, political viewpoint, economic standing or similar aspects is unacceptable on campus, away from campus or on the internet. Speech includes any form of communication, whether spoken, written, worn or reflected in body behavior. Being a part of the Tower Hill community is a privilege; not a right. We expect every community member to model our expected behaviors. Incidents of hate speech, such as a student's use of racist and/or bigoted language, will result in an automatic discipline process. The goal of this process is to investigate the incident and determine the best course of reparative and disciplinary actions.

Bullying and Hazing

Hazing or bullying in any form is unacceptable within the Tower Hill community.

Bullying is defined as any intentional and repeated verbal, physical, written or electronic behavior that:

- Physically harms or damages a person or person's property;
- Has the effect of interfering with someone's education or life in or out of school;
- Creates an intimidating or threatening environment; or
- Has the effect of disrupting the orderly operation of the school.

Bullying may be physical or emotional. Physical bullying includes hitting, punching, poking, shoving, tripping, vandalizing and stealing. Emotional bullying includes name-calling, threatening, taunting, malicious and incessant teasing, spreading rumors and persistently excluding others from a group or activity. Bullying includes cyberbullying.

Bullying also includes coercing or encouraging others to engage in such behavior.

Bullying is also harassment when it includes behavior shown to be motivated by race, color, religion, ancestry, national origin, sex, sexual orientation, gender expression or identity, mental or physical disability or other distinguishing characteristics.

Hazing is defined as any action or situation that recklessly or intentionally humiliates, intimidates or endangers the health or safety of a student, or which willfully destroys or removes the property of another for the purpose of initiation or admission into, or affiliation or continued involvement with, any organization or group. A student's consent to hazing does not excuse the behavior.

Investigation of Complaints

If a student believes that they—or someone they know—has been a victim of any occurrence or potential occurrence of misconduct involving harassment, sexual harassment, sexual misconduct, hate speech, bullying or hazing under this policy, that student should immediately report that incident to the Dean of Students or the Head of Upper School, or any other teacher or administrator with whom the student feels comfortable.

All complaints will be investigated in the manner Tower Hill determines appropriate in light of the specific circumstances of the complaint. The investigation may be conducted by Tower Hill or by a third party designated by Tower Hill. The steps to be taken during the investigation will vary depending upon the nature of the allegations. Depending on the situation, the investigation may consist of personal interviews with the complainant, the individual against whom the complaint is made and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations.

Due to their sensitive nature, allegations of sexual harassment and sexual misconduct will be handled directly by a member of the Tower Hill staff trained and certified in handling such matters. Complainants will be given the option of anonymity and under no circumstances will be compelled to meet with the individual against whom the complaint is made.

Reports of misconduct under this policy and information gathered in investigating and responding to such reports, will be treated as confidential subject to the school's need to disclose such information in order to conduct its investigation and to take appropriate, responsive action. The school also may be required to disclose certain information to comply with its legal obligations.

In the event an investigation results in the conclusion that a violation of this policy has occurred, Tower Hill will take prompt, appropriate action to address and, where appropriate, remediate the violation. Appropriate remedial action may include but is not limited to counseling, awareness training, parent-teacher conferences, a warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. The school reserves the right to address violations of this Harassment, Sexual Misconduct, Hate Speech, Bullying and Hazing policy without an appearance before the Disciplinary or the Honor

Boards. In the event that the investigation suggests that the harassment or bullying at issue also may violate Delaware criminal or child abuse statutes, Tower Hill may report the results of the investigation to law enforcement or the Division of Family Services.

Prohibition on Retaliation

Submission of a good faith complaint of harassment, sexual misconduct, hate speech, bullying or hazing will not affect a student's future grades, assignments, learning environment or opportunities. Retaliation is a serious violation of this policy and should be reported immediately. Tower Hill will discipline or take appropriate action against any student, teacher, administrator or other member of the school community who retaliates against any person who reports an incident of alleged harassment or bullying or who retaliates against any person who assists or participates in an investigation. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Weapons and Threats

The school takes all threats seriously, even when students make comments in jest, on the Internet, by text or away from school toward or about another student, employee or the school. Students are prohibited from bringing any type of weapon (whether operable or not and whether licensed or not) to school (including, without limitation, parking lots, athletic fields and out buildings) or school-sponsored events, including knives, guns (all types), fireworks, etc. This prohibition includes, without limitation, pocket knives (even those that are part of a key chain), firecrackers, matches, lighters, smoke bombs, stink bombs or any type of explosive device. Any such item may be confiscated and, if appropriate, reported to and turned over to law enforcement. Any pictorial depictions of weapons, or verbal or written comments that the administration determines in its discretion to be threatening in nature, or any behavior that is threatening, will result in disciplinary consequences. Violators of this Weapons and Threats policy will be subject to disciplinary consequences from the school, up to and including, expulsion, as well as subject to penalties imposed by state authorities.

All members of our community are required to immediately report any comment, posting, text or other form of communication or information that they receive or learn about that reflects that someone has made a threat toward or about another student, an employee or the school. If there is any communication or behavior that concerns you, report it to one of the deans or to any administrator.

Threats of violence or acts of violence by a student, employee, parent/guardian or other individual may be reported to law enforcement and any other authorities the school deems appropriate. The school will cooperate with investigations by authorities, and the school may also conduct its own investigation. With respect to such threats or acts by students, and consistent with federal, state and local law, the school may report such threats or acts of violence to future schools, camps, athletic programs and other organizations in which the student participates. The student's transcript or report card may also note the threat or act. In determining whether to report such threats or acts of violence, the school may consider, among other factors, the gravity and nature of the threat or act of violence, the disciplinary history of the individual, academic or work performance, behavioral history, social profile, other information available to the school (i.e., access to weapons, mental health information, family situation, etc.), and/or the outcome of any investigations.

Academic Technology

The use of technology at Tower Hill is designed to support the educational program of our students and enhance the learning experience. Students are expected to use technology resources:

1. appropriately, to support their educational program or appropriate recreational use as determined by faculty and staff. Students should always be able to justify their use of technology by explaining how their actions are appropriate; and

- responsibly, respecting the rights of other users, protecting the integrity of the resources, following all licensing agreements and applying the principles of the Honor Code and proper behavior to all activities.

Access to Tower Hill's technology resources may be revoked or limited for violations of this policy. It is the sole and exclusive right of the school to provide or deny such access. Students who act in a manner that is inconsistent with Tower Hill's standards and expectations may be denied access and/or subject to discipline.

Any technology use that becomes problematic because it is inappropriate in its content, disruptive to others or negatively impacts a student's academic performance will not be permitted and may be subject to disciplinary action.

Application of the Tower Hill Technology Policy

This policy applies to students (1) in their use of the Tower Hill "Network," Network-related devices and activity; (2) in their use of their own personal technology devices at school or on the Network, and (3) in their personal technology, social media and communication systems use.

The Tower Hill Network comprises technology and communications systems, including but not limited to TowerApps, TowerNet and TowerMail accounts, computers, tablets, cell phones, cameras, internet or wi-fi access, social media tools and applications, and other related systems and applications. Therefore, this policy applies to all devices, technology or communications systems provided by Tower Hill (even if used for non-school purposes) as well as all devices, technology or communications systems that use or affect the school or the school's Network (whether or not they are school-owned or provided). For the avoidance of doubt, this policy applies to the use of email, internet, texting, SnapChat, Instagram, Facebook, Twitter, TikTok, Kik, social networks, blogs, games, personal web pages, GoogleDrive and other web-based sites, social media and related applications.

Tower Hill Accounts and Personal Devices

New students will be issued logins and passwords that will allow them access to most Tower Hill computers on campus. Additionally, new students will be given accounts on TowerNet (website) and on TowerApps, which will provide them with a TowerMail account, shared documents accessible both at school and at home, a shared calendar and all course pages and homework assignments.

Personal devices are permitted on campus, but they are the sole responsibility of the owner. Tower Hill does not provide support for personal hardware or software on devices not owned by the school nor is it responsible for the loss, theft or damage to any such device.

If a student brings in their own device, they will be given access to the school's wi-fi. At the beginning of the school year, students must digitally register their devices with the school's technology office to be granted access to the wireless network.

Students are expected to engage in responsible use of personal technology and technological devices, whether such use is for school-related purposes or using the school's Network.

On-Site Technology and Network Guidelines

The Network is maintained for the use of the entire school community. Users enjoy certain rights and privileges and are expected to comply with the school's guidelines and standards which include:

Privacy

The school monitors the use of its Network, and students should have no expectation of privacy in their use of technology on campus, in their school activities, when using school technology resources, or when

interacting with other members of the school community. Be aware that server storage, TowerApps and TowerNet accounts, and internet use may be accessed, reviewed and monitored at any time. Students should have no expectation of privacy in files, disks, documents, etc., which have been created in, entered in, stored in, downloaded from or used on the Network. The school may confiscate or examine the contents of any electronic device owned by the school, used on school property or connected to the Network if the school, in its discretion, believes that doing so is appropriate, including where the device is being used in violation of school policy or in a manner that may create injury or harm to a member of the school community.

Safety

Even though the school attempts to limit internet access to only those sites that are reliable and safe, it is impossible to assure that inappropriate information will be blocked, and Tower Hill's policies should not be construed as a guarantee of any such filtering.

Ultimately, students must be responsible for their own use, in accordance with the following guidelines:

- Use personally-identifying information sent over the Network with extreme caution. Do not use the Tower Hill computer resources for any monetary or financial transaction (shopping, auctions, purchases, banking, etc.).
- Do not give out your password or let anyone else use your account.

Security

Students must maintain the integrity and security of the school's technology and Network. It is a violation of school policy to access or try to access the school's Network or an individual's email or other accounts, or to use another person's password and username. Additional security guidelines include but are not limited to:

- Do not use technology belonging to others without first obtaining permission from the owner of the technology.
- Use the school's technology only when given permission or authorization to do so during the normal course of the school year.
- Do not change the settings or add or install software files to school devices, without prior approval from the technical staff.
- Do not bypass or attempt to bypass firewalls, filters or other protections. Do not access, copy, delete or alter information or files that are not your own. Do not attempt to acquire a password from another student or teacher. If you access or become aware of inappropriate or objectionable material, immediately close the inappropriate site and alert the attending teacher.

General Responsibilities

Tower Hill is a community in which all members are expected to show mutual respect and consideration for others. Since the network reaches beyond the school, all members of the community are expected, at all times, to act as ambassadors for the school.

You must not use the network, other technology, or the internet in a way that compromises the security of the school's network, disrupts the community, or interferes with academic pursuits, as detailed below.

Students are expected to report broken or malfunctioning equipment or problems with the network. This includes any problem that jeopardizes network security, problems with its hardware and software, and potential viruses. Students are expected to take precautions to prevent the inadvertent spread of computer viruses. Deliberately spreading a virus will be considered vandalism.

Students should work only in the account(s) assigned to them and can be held responsible for the activity in those accounts. Because the network is a resource shared by the entire school, responsible use of

bandwidth is essential. It is expected that every user will be cognizant of and careful about the bandwidth of the applications they use(s) and that they will take care not to use internet services in any way that compromises other users' access.

Inappropriate Personal Use

At all times you are expected to behave and act in a manner that is consistent with the school's values and standards. Below is a list of some but not all school rules governing appropriate personal use of technology:

- Use TowerMail for educational purposes and school coursework.
- Use the network only for authorized and appropriate educational or recreational uses.
- Do not visit sites that are pornographic or otherwise inappropriate or sites that hinder overall network performance (for example, videos or streaming music).
- Do not participate in chat rooms or similar activities, unless the chat is part of a class.
- Do not download audio or visual files (MP3s, music videos, sports clips, etc.), unless they are a part of an academic project.
- Always use a headset when accessing technology that involves sound.
- Do not use the network or any related resources for private financial gain, or commercial, advertising, or solicitation purposes.
- Do not participate in or play games, unless as part of an academic project.
- Do not create, send or forward documents or messages that are inappropriate, malicious, pornographic, harassing, wasteful or annoying (for example, chain letters).
- Impersonation and anonymity in the use of the network, including email, are unacceptable.
- Do not use technology in any way that is harassing, offensive, intimidating or discriminatory. Cyberbullying, stalking and trolling are strictly forbidden and will not be tolerated.

Social Media Use

Social media is any form of online publication or presence that allows interactive communication, including social networks, blogs, photo-sharing platforms, websites, forums and Wikis. Examples include, but are not limited to Facebook, Twitter, Instagram, Snapchat, YouTube, TikTok and GooglePlus.

Students are expected to conduct themselves while using technology as they would in any in-person interaction; such conduct falls under the same rules and standards of conduct as face-to-face interactions. All conduct online that reflects poorly on an individual or on the school, regardless of when or where it occurs, may be grounds for disciplinary action up to and including dismissal. Inappropriate language, statements or references to or about another student, or other school community member (teachers, staff, parents/guardians, students, and alumni) that may be interpreted as demeaning, harassing, provocative or threatening, are in violation of the school's technology and disciplinary policies.

It is critical for students to remember that, once something appears online, it never really goes away, even if someone takes steps to erase or delete it. Copies of email messages, texts, Instagrams, Snapchats, Facebook posts, pictures, and other history of internet activity may be retained and available to others without the creator's knowledge.

Sometimes, it may be difficult to draw the line between a harmless joke and one that goes too far and is hurtful. If you feel that you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior and get help. Bullying of any kind can be reported to a teacher, Class Dean or other adult employee at the school.



Responsibility to Others

Students may not take pictures, videos or sound recordings of teachers, staff, other students or anyone on campus without permission. If photographing a school activity for a student publication, you must obtain prior authorization from your publication's advisor. Regardless of permission, the camera or recording features of any device may not be used in bathrooms or locker rooms under any circumstances. Any use or posting online of personally identifying information about any members of the school community (including photos, videos, names, addresses, phone numbers, email addresses, etc.) without their permission is prohibited.

Violations of Policies and/or Laws

Use of the network or network-related resources for any illegal activity or in violation of Tower Hill policies is prohibited.

Such violations include, but are not limited to:

- Accessing, downloading, forwarding or being in possession of offensive or sexually explicit (pornographic) material. This includes “sexting” or any transmission of nude or explicit images or videos of oneself or others.
- Violation of copyright laws or intellectual property rights of others. Students are urged to consider the Honor Statement when accessing and citing material content and documents available on the internet.
- Unauthorized entry into computers (“hacking”).
- Deliberate vandalism, destruction of data or computer files, or use of malware.
- Gambling.
- Using Tower Hill's name or logo in any way that could be interpreted to suggest the school's endorsement of your online activity, without express permission to do so.

Communications with School Employees

Students must use school-approved methods (primarily, school email) when contacting school employees. Contacts with school employees via text message or their personal cell phones should be limited to special circumstances requiring such use (for example, when communicating about a group meeting point while on a school trip).

Students should know that the school employees may not “friend” or participate in the social networking sites of current students of the school (other than their own children) or former students unless the former student is 18 years of age or older and at least three years have passed since the conclusion of the former student's attendance at the school.

Violations of the Technology Policy

The school will respond to violations in accordance with the policies and procedures set forth in the Honor at Tower Hill and Disciplinary System sections of this handbook. As such, any violation of this policy is grounds for the School to:

- Take disciplinary action against the student;
- Revoke and/or restrict the student's use of or access to the school's network or school provided devices;
- Take such other action as the school determines appropriate.

Depending on the violation, Tower Hill students also may be subject to criminal charges by local, state or federal authorities. Students should be aware that the use of Tower Hill's technology resources and their

TowerApps and TowerNet accounts may be necessary for their school work; therefore, any revocation or limiting of their privileges also may have academic implications.

Students will be financially responsible for damages resulting from improper use of the school Network. When appropriate, law enforcement agencies may be involved. Students should report any policy violations to the the Assistant Head of Upper School, Dean of Students or the Head of Upper School.

Warranty Disclaimer

Tower Hill makes no warranties of any kind, whether express or implied, for the service it is providing. Tower Hill will not be responsible for any damages users suffer. This includes loss of data resulting from delays, non-deliveries, mix-deliveries or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the network is at the user's own risk. Tower Hill specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Distance Learning Policy

All persons using the school's computers, the school's computer systems or personal computers for distance learning courses are required to abide by the rules set forth in the student handbook and the following rules. All computers and devices while participating in distance learning courses should be used in a responsible, ethical and legal manner. Failure to abide by these rules will result in appropriate disciplinary action up to and including expulsion.

Purpose

Students who are home sick or injured from school should take the time necessary to rest, recover, and heal. Access to distance learning (that is, "Zooming in" to class) will only be available when the school determines circumstances necessitate such an accommodation. Eligibility for distance learning will be determined by the school nurse and/or the appropriate Division Head in their sole discretion and in consultation with the respective teacher to determine if Zooming in will be available. Such accommodations will only be considered when deemed medically necessary and supported by appropriate documentation. Students may not access the program remotely while on vacation or traveling.

Most instances of distance learning will be initiated by the school during conversations surrounding a school-imposed COVID-19 quarantine. If a family believes that their child should be granted access to distance learning, the family should contact the School Nurse or the appropriate Division Head to make a request. If the request is approved by the School Nurse or the Division Head, teachers will then be asked to provide remote access information to the student.

Expectations

Our expectations of our students are as though they were on campus in their classrooms. Students are expected to fully engage in all courses, complete all course-work and submit all course-work, including homework as instructed. Students are held to the same academic standards, as in face-to-face instruction and subject to the school policies on plagiarism and cheating, dishonesty, and all other conduct policies.

Absences

Parents must report a student's absence (regardless of student's age) in accordance with the school's absenteeism policy.

Live and Recorded Sessions

Distance learning courses will have both live sessions (which will be recorded) and pre-recorded sessions. Students are responsible for attending live courses as scheduled and reviewing pre-recorded sessions as directed by the teacher. Only enrolled students, their parent/guardians and approved staff will

be allowed to enter and participate and to review the recordings (live and pre-recorded). Students are prohibited from sharing course passwords or links with others.

For all live sessions, it is the parents'/guardians' responsibility to ensure that the student participating in the course is participating in an appropriate environment, is appropriately dressed and that the computer and camera that the student is using does not show anything inappropriate. Virtual backgrounds or blurred backgrounds are allowed only if they are appropriate. Students are encouraged to place their computer on a stable surface like a table, rather than a soft surface (like a couch or bed).

The live sessions may be recorded. Students might be asked to participate in video conferencing, podcasts and live chats, which means that their identity will be revealed, their voice will be heard and their image displayed to others participating in the course, all of which may be recorded. If the parents/guardians do not want the student to be recorded, it is the parent's responsibility to: (1) cover the webcam on the student's computer or turn off the video button; (2) tell the student not to respond to questions posed by the teacher; and (3) email the teacher at least one day before the class is set to start to advise them that the student will not be speaking up during the session so their voice and image are not recorded.

Internet Safety

The school will provide strict security protocols while participating in live distance learning sessions, but online security for the student will be the responsibility of the parents/guardians and students. The school is not liable in any way for irresponsible acts on the part of the student while participating in distance learning courses. Students should never access or share any material that is pornographic, violent in nature or otherwise harassing. Students also should never give out personal information (address, telephone number, name of school, address of school, date of birth, Social Security Number, credit card number, etc.) over the internet.

Equipment

It is the parents'/guardians' responsibility to provide any equipment needed for distance learning, such as a computer, tablet, internet access, headset, earphones, microphone, digital camera, supply kits, etc. Any damage to said equipment will be the sole responsibility of the students and the parents/guardians.

Appropriate Interactions and Communications

Appropriate behavior for students is expected. Standard handbook policies apply. Any student who believes that they have been bullied, threatened, harassed or received any inappropriate remarks or comments should immediately contact the Dean of Students or the Head of Upper School, or any other teacher or administrator with whom the student feels comfortable.

Bullying, including cyberbullying, threats and harassment during a session or outside of a session is not appropriate. All students should always use respectful language and never use profanity or threatening, aggressive or abusive language. No one should ever make sexual, racial, ethnic or other inappropriate remarks or jokes. There may be some situations in which students will want additional information from a teacher. That communication may be by email or phone call or online. We have established the following reasonable guidelines: (1) the communications from/to students and any teacher must be copied to a parent/guardian or must involve parental oversight. If it is online (Zoom or other), the parent/guardian must be involved or in the room to supervise. If it is by phone call, the parent/guardian must be in the room and the call should be on speaker on student's end; and (2) all communications should take place during what would be considered the standard school hours (8 a.m. - 4 p.m.). In all communications and interactions, all parties will continue to respect appropriate boundary guidelines. If a student or a parent/guardian becomes aware that any adult's communications are inappropriate, such information should be immediately reported to Jack Phillips, Head of Upper School or Jessica Douglass, Dean of Students.

Personal Information; Online Learning Management Systems and COPPA Information

We are committed to high quality teaching and learning. We realize that part of 21st century learning is adapting to the changing methods of communication and providing rich and varied content and experiences for our students. The importance of teachers and students engaging, collaborating, learning, and sharing in digital environments is a part of 21st century learning and provides students the opportunity to develop as literate and technologically competent individuals. Educational standards are now requiring the use of online education tools and our school uses several computer software applications and web-based/cloud-based education technology services operated not by the school, but by third parties. These applications include, but may not be limited to the Google Education Suite, Blackbaud, Discovery Education, Schoology, Explain Everything, See Saw, Scratch, MineCraft, Kodable, Zoom, Canvas, Code Monkey and other similar educational programs.

In order for our students to use these programs and services, certain personal identifying information—generally the student’s name and school email address—must be provided to the website operator. Please note that any personal information provided by the school is for educational purposes only and is used by the school solely to communicate with the service provider. Students will receive a school email address to participate in certain of these computer software applications and web-based/cloud-based services. Under federal law entitled the Children’s Online Privacy Protection Act (COPPA), certain website providers must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. For more information on COPPA, please visit <https://www.ftc.gov/tips-advice/businesscenter/guidance/complying-coppa-frequently-asked-questions>.

COPPA permits schools such as ours to consent to the collection of personal information on behalf of its students, thereby eliminating the need for individual parental consent to be given directly to the website operator. Your signature on this handbook will reflect and constitute your consent for our School to provide personally identifying information for your child consisting of first name, last name, an email address, username, and school-related information, such as school name, class and teacher name. Your signature will also reflect and constitute your consent for your child to participate in video conferencing, podcasts and live chats, which means that their identity will be revealed, their voice will be heard and their image displayed to others and both may be recorded. If you do not want your student to participate in these programs, please notify the Head of the Upper School or the Assistant Head of the Upper School.

Health

Wellness Support

The Health Office, staffed from 7:30 a.m. to 3:30 p.m. is located on the lower level of the school building right under the Main Entrance on 17th Street. Parents/gaurdians picking up children who are ill or injured must park on 17th Street at the main entrance and call the School Nurse (302-553-0005) upon arrival. After 3:30 p.m., medical needs will be handled by the athletic trainers. In extreme emergencies when trainers and the school nurse are not on campus, the school will dial 911, concurrent with a call to the child’s parents/guardians.

A physical examination, immunization record and evidence of tuberculosis (TB) screening are required for ALL NEW students. Physical examinations are required for all students in Upper School each year and clearances must be signed after April 1 for the next school year. Forms must be completed by a licensed practitioner. Per school policy, forms completed by a family member will not be accepted.

Upper School students with food allergies and/or asthma must submit an action plan from their physician via the Magnus Health Portal. The deadline for all medical forms is Aug. 1.

Parents are expected to update contact information in TowerNet whenever there is a change in address, phone number, etc. Information from TowerNet will sync to the Magnus system within 48 hours. All medical information should be updated directly in the Magnus Portal.

STUDENTS WILL NOT BE PERMITTED TO PARTICIPATE IN ATHLETICS OR ANY TOWER HILL SPONSORED EVENT THAT REQUIRES A STUDENT TO BE PHYSICALLY ACTIVE UNTIL THEIR PHYSICAL AND IMMUNIZATIONS HAVE BEEN SUBMITTED VIA THE MAGNUS HEALTH PORTAL.

Accidents

Any accident/injury in a school building, on the school property, at athletic practices or at any athletic event sponsored by the school must be reported to the person in charge immediately. Students should not assume that someone in authority knows there was an accident or injury.

Health Information Sharing

Parents/guardians and student agree, as a condition of continued enrollment, to consent to the release of any of the student's health related information, including information relating to drug treatment, testing, medical and mental health records, to employees or agents of the school, as determined by the Head of School or their designee, to meet the medical or safety needs of the student and the community or the legal responsibilities of the school.

The school will maintain appropriate administrative, technical and physical safeguards to protect the security of all health-related information within its care or custody. While the school strives to safeguard student medical information, we must also balance matters of privacy and confidentiality with safeguarding the interests and wellbeing of our students and our community. Thus, parents/guardians and students consent to allow employees and agents of the school, who have a need to know, to receive and/or share medical and/or psychological information necessary to serve the best interests of the student and/or community. In the event of a disclosure required by law, every effort will be made to notify the student and/or parents/guardians in advance.

Student Illness and Communicable Diseases

The school has a responsibility to provide a safe and healthy environment for employees, parents/guardians, students and visitors. In the case of global or local threats of a communicable disease, the school will take all reasonable measures that may be necessary to protect the safety and health of members of the school community. These may include implementing infection control guidelines designed to stop or slow the spread of infectious diseases. The school will apply guidance from the Center for Disease Control (CDC) and its affiliate, NIOSH, state and local health departments, and World Health Organization (WHO), and other agencies and resources as appropriate. Each communicable disease is unique. The school's response depends on public health guidance for the specific communicable disease, the nature and stage of the disease, whether mitigation methods are or can be used and public health guidance on the risk and exposure. Response may include, without limitation, a determination that no risk exists or that no action is required, immunization programs may be put into place, mandatory health screening may be implemented, mitigation steps may be needed such as a student refraining from some activities, utilizing bandages or other barriers, enhanced housekeeping, cancellation of field trips, a medical exam and release and being sent home from school. Depending on the event, the school may require parents/guardians to disclose upcoming travel plans and to self-quarantine their child upon return. School closure may be necessary, or the school may need to modify its curriculum, schedules, length of the school year and/or means of learning and teaching methods. During certain communicable disease events, threat levels may change rapidly, and the school may need to modify various measures as additional information becomes available.

Examples of communicable diseases include: seasonal influenza; tuberculosis; measles; chicken pox; monkeypox; mumps; scarlet fever; hepatitis A, C, and D; meningitis; antibiotic-resistant staph; Severe Acute Respiratory Syndrome (SARS); H1N1 Flu; Swine Flu; Avian Flu; Ebola; and novel coronavirus such as COVID-19. Lice, ringworm, pinworms, impetigo, pink eye, strep infection, hand, foot and mouth disease, mononucleosis, and other similar childhood illnesses are covered by this policy. We recognize that some diseases may not be infectious under certain circumstances.

We rely on our parents/guardians as the first step in preventing infection in the school environment. We count on them to use good judgment in protecting our school community. A sick child should not be in school but should remain at home in an environment where proper care may be given. The School Nurse is available to students daily. If a student is not feeling well, they should inform the classroom teacher and ask to be excused to go to the Nurse's Office. If a student asks to go home, the student will be released only with permission from the parent/guardian or from the person designated on the student's emergency card. A student who presents at school with symptoms of an illness and/or is unable to participate in the day's activities will be removed from the classroom and the parents/guardians, or an emergency contact if the parents/guardians cannot be reached, will be contacted. Students must be picked up within the hour of the school's request that the child be sent home due to illness. The student should be signed out by the clinic. Teachers will be informed of the student's dismissal for illness. To prevent the spread of infection through direct contamination (coughing, sneezing, talking, sharing articles, etc.) students must be asymptomatic without the aid of medications before returning to school. In other words, students must have no fever, vomiting, etc. for 24 hours prior to their return to school.

Parents/guardians or students who know or have a reasonable basis for believing that a student has a communicable disease that may pose a threat to other students, parents/guardians, school employees, visitors or the public should immediately contact their health provider. Parents/guardians or students have a "reasonable basis" for believing that a student has a communicable disease when they show or feel signs or illness, such as coughing, sneezing, fever, joint aches, have an overall ill feeling or when they know that they have been exposed to someone with a known communicable disease or suspected communicable disease. For the health and safety of the school community, parents should report to their School Nurse if their child has a confirmed communicable disease that poses a risk to others in the school community. The Delaware Department of Health shall be notified when a student is sent home because of a communicable disease. In case of student absence due to the reportable communicable disease, a release card from the Department of Health or a letter from the family physician indicating that the Department of Health regulations have been fulfilled must be presented when the student returns to school (indicating that the student is no longer infectious).

The school will generally not identify an infected student to school employees or other students or their parents/guardians, although public health guidance will guide the school's communications. It may be necessary to alert others in the community who were in certain areas or at certain times that exposure could have occurred. The school will disclose sensitive medical information of students no further than is necessary to ensure the health and safety of our employees, students, parents/guardians, and visitors in a manner consistent with applicable law. The school will comply with all federal and state laws in regard to confidentiality and privacy requirements.

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 athletics. Temporary excuses for up to three consecutive days from 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/trainer.

Illness Overview

In consideration of others, children should not be sent to school when ill. A child should remain at home with a fever (100.0 degrees or higher), suspected strep throat, rash of unknown origin, vomiting or diarrhea or any possible COVID-19 symptoms. Students are not to return to school until they are without fever, vomiting or diarrhea, for at least 24 hours without medication. If a student's temperature is even slightly elevated in the morning (99.5 degrees or higher) it may be a fever by afternoon and they should not come to school. Students with suspected strep throat should remain at home until the throat culture result is obtained or until the student has been on an antibiotic for at least 24 hours.

Notification

Please inform the School Nurse of any serious illness or injury, or anything of a highly contagious nature, e.g., chicken pox, strep throat, head lice or an antibiotic-resistant infection, such as methicillin-resistant Staphylococcus aureus (MRSA). It is essential that the nurse have information regarding allergies to medications, food or bee stings, and chronic health conditions such as asthma, diabetes or seizures.

Medications

Whenever possible, medication should be taken at home. Often a doctor will be able to prescribe medication which can be given two or three times a day, so it can be given at home. If medication must be taken at school, the medication must be in the original container or prescription bottle with a note from the parent/guardian specifying: (a) dosage, (b) time to be given, (c) number of days to be given and (d) reason medication is being taken.

The nurse will not administer medication that is sent to school in plastic bags, wrapped in tissues, etc. Only properly identified medications as explained above, will be given. When having a prescription filled, it is helpful to ask the pharmacist for two identically labeled containers; one can be sent to school and the other can be kept at home.

Students are not to carry medications on their persons, at school or on travel programs/field trips/away athletic contests, or keep them in lockers. This is for the protection of all students. Students with asthma or severe life-threatening allergies are permitted to self-carry inhalers and/or epi-pens when the self-carry consent has been signed in Magnus. Additional emergency medication may also be kept in the Health Office at the discretion of the parent. No other medications may be carried by students.

Appointments

(Dismissal for doctor, dentist, orthodontist appointments)

Whenever possible, doctor's appointments should be scheduled for after school. If that cannot be arranged, Upper School students are expected to present a note to the Upper School Administrative Assistant from their parent/guardian indicating the time of dismissal and the reason.

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 2025** - Casey Yuros
- **Class of 2026** - Greg Spear
- **Class of 2027** - Michelle Wrambel
- **Class of 2027** - Dave Marshall

College Counselors

Lindsay Acevedo, Molly Elton, Jennifer Meeker 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)

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.

Services for Students with Disabilities

We understand that there may be circumstances in which a parent/guardian may request that the school provide an adjustment or accommodation for a student's medical needs or physical, mental or learning disability.

General Policy

In general, it is our school's policy to provide reasonable accommodations or adjustments for a student's needs in circumstances in which the administration determines that doing so is within the reasonable ability of the school and/or its staff and will not result in undue burden to the school, which may include a significant disruption to the teacher's ability to instruct other students, to classroom or school order and discipline, will not require a threat of harm to the safety of other students or employees, will not

require a fundamental change course requirements, to our educational environment or mission and will not impose responsibilities on school employees for which they are not trained. We also ask parents/guardians to realize that, given the size of our school and our available resources, we may not be able to provide all requested accommodations. To the extent we agree to provide accommodations, we may require a sharing of responsibility for the accommodation.

Request and Documentation

For any type of medical accommodation, parents/guardians must contact the School Nurse to discuss the need. The School Nurse will then advise the parent/guardian of the type of medical documentation needed, which generally will state the student's diagnosis, how the condition limits the student, the recommended accommodations and the length of time that the accommodation(s) will be needed.

For learning and/or testing accommodations, parents/guardians must submit a psychological-educational evaluation or other documentation of learning disability, behavior disability or emotional diagnosis that impacts learning. When school is in session, evaluation reports go directly to the School Psychologist, who then issues a receipt for the submission that outlines confidentiality as well as next steps. If parents/guardians would like to submit documentation during the summer months, documentation must be sent to the Director of Teaching and Learning. Parents/guardians may mail a hard copy of the documentation to the school's address, drop off a hard copy to the school's reception desk or send an electronic copy via email. Accommodation plans are created to echo all reasonable recommendations found in the evaluation report. Parents/guardians and students are then invited to meet and discuss the plan. Teaching and Learning Specialists in the TLC work with teachers to help with the implementation of learning accommodations.

Many students at THS have accommodation plans in place. An accommodation plan will have absolutely no bearing on a student's academic track record.

Release for Communications with Physician

Sometimes, the documentation received from the physician may raise questions or be unclear as to the recommendations. For that reason, the parent(s) must sign a Release of Information form, permitting the school to contact the medical professional, when necessary. In addition, if there is any cost associated with the physician's cooperation (i.e., to answer a set of questions submitted, etc.), the parent/guardian must agree to bear the cost of such a process.

Assessment of Request

Once the parent's request and medical documentation has been received by the school, appropriate persons within the administration will meet with the parents/guardians to clarify information and to discuss whether the school will be able to implement the accommodation requested. In some cases, the parent/guardian may be asked to provide (at the parent's cost) any special equipment needed, training for the school's staff or other associated matters. In addition, in some situations the school may advise the parent/guardian that the school will allow a particular accommodation, but the full responsibility for doing so will rest with the parent. For example, if the student needs to be tested or have certain types of medicines administered during the day that the school or nurse believe are beyond the scope of the school's responsibility, the school may allow the parent/guardian to make arrangements to visit the campus for the purpose of testing and administering.

Limitations on Requests

Please understand that the school is not a medical facility and does not have the personnel, training or equipment to handle certain types of medical procedures best left to the student, parent/guardian or physician. Examples of accommodations made for students include appropriate classroom locations, extended time on tests, use of computers and/or dispensing with medication through the Health Office.

Extended Time

Students who qualify for extra time on tests must typically have current official documentation (within four years) on file with the school and be approved by the Director of Teaching and Learning to be added to the “Extended Time List.” Students also should make arrangements with each teacher as to how this will be utilized from class to class or teacher to teacher. Extended time can be provided to students during a free period, at the beginning of the day from 7:45 to 8:25 a.m. or at the end of the day from 3:15 to 3:45 p.m. Students may be late to athletics if they are taking extended time on a test or quiz.

Extended Time for Exams

Students who qualify for extended time take their midterm/final exams in a designated extended time room.

Extended Time for Standardized Testing

Students who qualify for extended time at Tower Hill need to follow an external approval process for standardized testing through the College Board or ACT. In order to qualify for extended time on standardized tests (SAT/ACT), students must have a current educational evaluation, documented in-school use of extended time for at least four months and the necessary paperwork completed by families. The Director of Teaching and Learning will send all paperwork to the College Board/ACT and wait for approval. Once approval is received or denied, our Director of Teaching and Learning will be in contact with families. Standardized testing agencies have their own criteria for test taking accommodations, therefore we cannot guarantee that accommodations accessed in school will be honored by these agencies. Please contact Dr. Kelly Hunter, Director of Teaching and Learning, if you have any questions or would like to start this formal approval process.

College Counseling

Throughout your freshman and sophomore years, there will be several introductory programs from the College Counseling office for you and your parents, but you will not formally begin this process until winter of your junior year. At this point, you will begin meeting individually with your assigned college counselor and attending college counseling classes. Please visit the College Counseling page on TowerNet to learn more about programming, resources and timelines. If you have specific questions or would like to meet with a college counselor before the winter of your junior year, please contact Ms. Yuros (Class of 2025), Mrs. Acevedo (Class of 2026), Ms. Elton (Class of 2027), and Ms. Meeker (Class of 2028).

Reporting to Colleges/Universities

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.

Tutoring

Upper School's General Philosophy on Outside Tutoring

Tower Hill School acknowledges that occasionally there may be situations where a student could benefit from working with a tutor outside of Tower Hill. This could be at the recommendation of Tower Hill faculty, or it might be a decision made independently by the student's family. In either case, Tower Hill School believes that the primary source of support for any student should be the classroom teacher, and any work done with a tutor should supplement the work done with the student's classroom teacher.

While Tower Hill is not in a position to recommend or endorse any private tutor or tutoring organization, the Director of Teaching and Learning has compiled a list that contains the names of individuals and agencies in the Wilmington area who are known entities to Tower Hill School. This list is located on the TowerNet Resource Board under "Parent Resources." The instructors listed are independent contractors who provide tutorial services to students for a fee. Tower Hill does not require parents/guardians to retain any of these instructors for their children, but parents/guardians who are interested in outside help are free to consider the individuals and organizations listed. Parents/guardians who wish to retain one of these instructors should make arrangements directly with the tutor or agency; any services would be a private contract between the parent/guardian and the tutor/agency. Tower Hill School cannot guarantee the instructors' licensure statuses, content of private tutoring services, background clearance, suitability for a particular child or costs.

Communication between teacher and outside tutor should cover general skills, concepts and material, but should never create an unfair advantage for students with tutors.

Most tutoring takes place outside of school time, but there are instances when students work with tutors on campus during the school day. In these cases, tutors may use school facilities only with the support of the teacher and the approval of the Head of Upper School. Tutors must review and abide by Tower Hill School's Child Protection Policy at all times. All contact between a tutor and student must take place in settings that are continuously observable and can be interrupted at any time.

Our goal is always to help students perform successfully in the classroom, and our school culture is built upon the idea that teachers are available to assist their students during and outside of class time. In cases when outside help is introduced, it is our desire to be certain that communication and collaboration is reasonable, fair and effectively supports both the student's learning and the institutional goals of the school.

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 extra help they seek from a teacher.

For Parents/Guardians

A home-school partnership is critical to students' success and happiness. As students are developing skills of self-advocacy, you should first direct your child to ask questions at school, which will help to empower them. We encourage students to take ownership of their learning, which includes decision making, conflict resolution and self-advocacy. Nevertheless, we recognize that parental support facilitates students' capacities in these regards. Parents/guardians who may have concerns about their child's performance, or perhaps a policy, practice or decision in a particular class, should start by reaching out directly to the teacher. If additional assistance is necessary, you should contact your child's advisor. If the issue persists, or requires additional guidance or perspective, you might also access the Class Dean, Department Chair, Dean of Students, Assistant Head of Upper School or Head of Upper School.

The gradebook is open to parents/guardians, though we advise that you (and your children) not access it so frequently as to become unsettled by small undulations in grades which will become less meaningful as more grades are added to the gradebook. Teachers are committed to communicating to parents/guardians when significant shifts occur in a student's average; when work is missing; or when it is the teacher's opinion that more communication between home and school could help a student's engagement and performance.

For more information on healthy parent/school relationships, read the National Association of Independent School's Principles of Good Practice: [Parents Working with Schools/Schools Working with Parents](#).

Parent-Teacher Student Conferences

The Upper School Office will contact you in the late fall and early winter to schedule a parent-student-advisor conference to discuss your child's goals, performance and course selection for the following year. While these are the only formally scheduled conferences, you should feel comfortable speaking with your child's advisor at any time of the year. We find it is helpful, whenever possible, that the student is included in these conversations, if not leading them.

Other

Inspection Policy

Parents/guardians and students authorize the school to inspect and conduct a search of any place or item on school campus or at a school-related event including, but not limited to, a student's locker, purse, book bag, backpack, vehicle, computer or personal electronic devices. Students may also be required to empty pockets and remove outer layers of clothing for inspection. Inspections and searches may be conducted on a routine or random basis or as deemed necessary. Students must provide any passwords or other access required to inspect such places or items upon request by a school administrator. Inspection of electronic devices includes laptops, phones, cameras and any other electronics, including the contents of same (texts, emails, photos, images, address books, applications, etc. whether such message or information was sent over the school's system or any personal account such as Facebook, Instagram, Snapchat, Yahoo, AOL, Gmail, etc.). Students and their parents/guardians consent to the school logging into the device and its contents and applications, as well as accessing all communications, including, without limitation, stored communications. Further, the parents/guardians authorize the school to seize and permanently retain property disclosed by an inspection or search which is considered potentially harmful, dangerous, illegal or inappropriate, or the possession of which is a violation of the school's rules, community standards, and/or local, state, or federal law.

School Closure or Modifications Due to a Force Majeure Event

Should events beyond the control of the school, including, but not limited to, any fire, act of God, hurricane, tornado, flood, extreme inclement weather, explosion, war (including armed conflict), governmental action, act of terrorism, risk of infectious illness, epidemic, pandemic, shortage or disruption of necessary utilities (water, electricity, etc.), or any other event beyond the school's control, occur, the school has the discretion to close the school and/or modify its operations, curriculum, schedules (including, without limitation, the provision of instruction on Saturdays and/or Sundays), length of school day, length of school year, and/or means of learning and teaching methods. The family's contractual financial obligations for tuition and fees remain in full force and effect. Should the school close, the school's duties and obligations shall be suspended immediately without notice until such time as the school, in its sole and reasonable discretion, may safely reopen. If the school cannot reopen due to a force majeure event, the school is under no obligation to refund any portion of tuition paid.

Residence

It is the school's position that in order for students to have the foundation necessary to excel in school and other endeavors, students must have appropriate living accommodations, support and supervision. As a result, the school requires that all students, regardless of age, continuously live with a parent/guardian or Delaware court-appointed legal guardian at least 25 years of age so long as the student is enrolled at the school. Failure to do so will result in the student's dismissal from the school. Living with friends, distant relatives, nannies, by themselves, etc. is not acceptable. There will be no refund of tuition where such enforced withdrawal occurs. A parent/guardian or legal guardian must immediately notify the school should a student's living arrangements change during the school year. The school reserves the right to request at any time and from time to time, satisfactory proof (in the school's sole discretion) of a student's living arrangements, including, without limitation, verification of with whom the student lives and where the student is living.

Student Records and Information

Requests for student records and transcripts must be directed in writing to the School Office. 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/guardian 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/guardians (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/guardians, if one parent/guardian believes that the other parent/guardian is not entitled to receive certain information, the parent/guardian 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/guardian 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 member (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'/guardians or other family members' involvement or activity at school, on school property or at school-related events for reasons that the school deems appropriate.



