



ALMANAC COMMUNITY LIFE GUIDELINES

SCHOOL YEAR 2024-25

HOTCHKISS

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1 INTRODUCTION

1.1 HEAD OF SCHOOL'S WELCOME

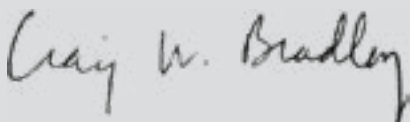
Dear Hotchkiss Community,

The Hotchkiss motto is *Moniti Meliora Sequamur*, which we loosely translate from the Latin as “guided by each other, let us seek better paths.”

Within the pages that follow, you will find information on support, School policies, and some community requirements that enable us to follow the spirit of the motto. All of us are here to guide one another, and be guided ourselves, on the journey through this incomparable community of learning.

For those of you who are new, I welcome you. For those who are returning, we are glad you are back. And for those who have spent lives and careers here, we are deeply grateful. Each and every one of you strengthens this community.

All good wishes,



Craig W. Bradley

1.2 THE ALMANAC'S PURPOSE

The *Almanac* serves as a guide and handbook for Hotchkiss students and their families and guardians. It explains the values, philosophy, and expectations of the School and provides information about school rules, policies, programs, and services.

The policies and procedures detailed here are intended to apply under normal circumstances. The *Almanac* presents our community's expectations of all students regardless of age, and including those who have turned 18.

This handbook does not limit the authority of The Hotchkiss School to deviate from the normal rules and procedures set forth here to address circumstances as they arise in the manner deemed most appropriate by the School (including, but not limited to, student discipline), taking into consideration the best interests of the School, its students, faculty, staff, families, and community. These policies may be revised or updated periodically to reflect emerging situations or changes in policy. Such changes, if and when they are made, are publicized to the community.

Integrity, openness, responsibility, and empathy are the cornerstones of our community.

Compassionate interactions between students, families, faculty, and staff are essential to sustaining the health of our School.

1.3 PARTNERING WITH HOTCHKISS

Hotchkiss believes a positive and constructive working relationship between the School and a student's parents/guardians is essential to the fulfillment of the School's mission. Hotchkiss will work with parents/guardians to the best of its ability. However, the School reserves the right, in its sole discretion, to require withdrawal or deny enrollment or reenrollment if the actions of any parents/guardians are not in support of Hotchkiss's rules and policies. Such lack of support compromises a positive and constructive relationship and interferes with the School's mission. The School's decision regarding discontinuing a student's enrollment is final.

1.4 MISSION & VALUES OF OUR LEARNING COMMUNITY



MONITI MELIORA SEQUAMUR
*Guided by each other, let us seek better paths.*¹

The Hotchkiss School Mission

The Hotchkiss School seeks to inspire a diverse range of students who are committed to the betterment of self and society, and to cultivate in them at the highest standards of excellence

*imagination and intellect,
openness and personal integrity,
empathy and responsible citizenship*

that they may discover and fulfill their potential as individuals fully engaged in our world.

Values of Our Learning Community

The aim of The Hotchkiss School, since its foundation, has been to provide a dynamic environment for teaching and learning, as well as exceptional preparation for future study and fulfilling adult lives. Our residential community—the network of relationships created by the School’s people, place, and opportunities—is our most effective means of providing a transformative educational experience, where students may grow and gain greater understanding of themselves and their responsibilities to others. We believe that a healthy and inclusive learning community nourishes students physically, emotionally, and intellectually; fosters joy in learning and living with others; and ensures that all feel safe, seen, and supported.

All members of the Hotchkiss community have a role in sustaining this environment. Therefore, we expect all to:

- commit to high standards of scholarship and personal conduct;
- open their minds and hearts to the views and experiences of others, creating space for all to belong and to thrive;
- practice the values that nurture healthy relationships: respect, honesty, and compassion in particular;
- risk and reflect in the pursuit of continual growth; and
- exercise responsible citizenship through local and global engagement, service, and environmental stewardship.

¹ The School seal depicts Athena, goddess of wisdom and war and patron of ancient Athens. Because of our commitment to our Latin motto, we refer to the goddess as Minerva, Athena’s Roman counterpart.

1.5 CODE OF ETHICAL CONDUCT

All members of Hotchkiss community — students and adults alike — pledge to:

- Promote a culture of dignity and respect;
- Nurture the well-being and safety of our students at all times, always to be focused on their interests, and stand ready to act accordingly;
- Acknowledge that faculty and other community adults recognize the inherent imbalance of power in adult-student interactions and vow to maintain healthy boundaries in such interactions. Adults adhere strictly to the relevant sections of the Employee Handbook that prohibit adult-student relationships in all forms of sexual or romantic contact; and
- Observe appropriate boundaries in speech and writing, including electronic communication, and uphold the clauses of the [Appendix I: Responsible Use Policy](#) that refer specifically to electronic communication.

For the full Code of Ethical Conduct policy, please see [Section 7.2](#).

1.6 ENVIRONMENT & SUSTAINABILITY

As a leader in sustainability among independent secondary schools, Hotchkiss incorporates environmental stewardship into every facet of School life. Our institutional practices reflect what we teach: we serve local and sustainably sourced food; use renewable energy sources; and have reduced our carbon emissions substantially and continue to seek ways to reduce our carbon footprint. We relate complex environmental issues, including climate change, to students' everyday lives using the School's natural landscape and built environment as a real-world laboratory. We intend for students to graduate from Hotchkiss with the tools they need to take responsibility for a collective ecological future.

Above all, our goal is to make the complexities of sustainability accessible to students so they are a part of future solutions.

1.7 HARASSMENT & ANTI-DISCRIMINATION STATEMENT

Hotchkiss is committed to being a place where students, faculty, and staff can succeed and thrive. The School expects all community members to dedicate themselves to creating an environment that promotes respect, dignity, and equality and that is free of all forms of harassment, bias, bullying or intimidation, hazing, exploitation, unlawful discrimination, and retaliation.

1.8 RESPONSIBLE CITIZENSHIP

Hotchkiss is committed to helping students develop a heightened sense of purpose and to being a place where students will learn how to engage authentically with others so that they may lead lives of consequence. Authentic engagement requires taking responsibility for oneself, one's environment, and the experiences of others.

1.9 STUDENT NAMES & PRONOUNS

Every student is entitled to be addressed by their preferred name and pronouns; parent/guardian consent or a court-ordered name and/or gender change is not required. The School invites students to use chosen names and pronouns that reflect their identity. All students who wish to discuss changes should speak with the director of diversity, equity, and inclusion and the dean of student life.

Please note that some official school documents, such as transcripts, are required to use a student's legal name.

1.10 A WORD ON NOMENCLATURE

As is true of many independent schools, Hotchkiss uses its own traditional nomenclature for different grade levels. In the *Almanac* and elsewhere, 9th graders are referred to as preps, 10th graders are referred to as lower mids, 11th graders are referred to as upper mids, and 12th graders and postgraduates are referred to as seniors.

2 OUR COMMUNITY

2.1 A COMMITMENT TO WELL-BEING & BELONGING

“The Hotchkiss School seeks to inspire a diverse range of students who are committed to the betterment of self and society and to cultivate in them, at the highest standards of excellence, their imagination and intellect, openness and personal integrity, and empathy and responsible citizenship.” As such, all of us have a role in creating and sustaining a respectful and inclusive environment by behaving in accordance with our shared values and the regulations outlined in the *Almanac*. We ask that all community members read the *Almanac* and familiarize themselves with our community’s standards of behavior, policies, protocols, and available resources.

Hotchkiss fully understands, embraces, and celebrates the responsibility that comes with welcoming students of all races, ethnicities, socioeconomic backgrounds, religions, sexual orientations, and gender identities, and we are committed to ensuring that diversity, equity, and inclusion are integrated into every facet of the community so that “all feel safe, seen, and supported.” All members of the community are expected to adhere to our behavioral standards, including [Section 7.2 Code of Ethical Conduct](#) and our [Section 7.4 Harassment, Discrimination, Bullying, & Hazing Policy](#), because these reinforce the mission and the values of our learning community.

As part of their education and growth during their time at Hotchkiss, all students learn to succeed in their own individual ways and on their own terms by organizing their time and responsibilities to allow them to be successful in meeting myriad obligations while keeping themselves healthy. Students are expected to increasingly develop: self-awareness, self-management, social awareness and cultural competency, relationship skills, and responsible decision-making. Student development of these competencies is typically observed in a student’s fulfillment of academic requirements, attendance, autonomy when navigating daily responsibilities, and in healthy decision-making in relation to oneself and others. For more detail, please see [Section 2.4 Student Competencies](#).



2.2 A NETWORK OF SUPPORT: ADVISORS, DEANS, TEAMS, & PROCTORS

Faculty and staff work together to ensure that all students feel safe, seen, and supported. Advisors, class deans, dorm teams, teachers, coaches, club advisors, counselors, and proctors all work together to guide students in their daily lives and to monitor their progress throughout the school year.

Faculty Advisors

The relationship among faculty advisors, students, and families/guardians centers our approach to student support and learning. Every student is assigned a faculty advisor who is responsible for engaging with that student and for monitoring their academic, personal, social, and emotional progress. The faculty advisor is the primary contact for an advisee's parents/guardians and serves as the point person for communication regarding the advisee.

Each faculty advisor meets regularly with advisees individually and as a group and follows a common calendar designed to address advisees' needs.

Advisee groups are limited in size in order to ensure that faculty advisors can give each advisee appropriate attention. A student may request a new faculty advisor at any time. At the end of each academic year, returning students are invited to request a new advisor for the coming school year. A student may continue with their current advisor (unless the advisor will be away).

Class Deans

Class deans are responsible for monitoring the academic and social progress of the students in the class to which they are assigned. The prep class dean works exclusively with each prep class; other class deans serve the class to which they are assigned from lower-mid year to graduation. Class deans work closely with the deans of student life, the dean of academic life, the registrar, and faculty advisors. They track attendance, report official concerns and actions to families or guardians, conduct weekly class meetings, and support the class as they progress through the year. Students should direct requests for permission to miss any academic or School-related commitment to their class dean.

Dorm Teams

Dorms are places of rest, study, leisure, and fun. They are also places where students learn and grow intellectually, emotionally, and socially. Dorm teams—dorm heads, residential faculty, affiliates, and proctors—ensure an environment conducive to academic study and positive social development. Dorm heads supervise each dorm team. Dorm heads meet regularly with their dorm teams and also with the deans of student life.

Proctors

Proctors are carefully selected seniors and upper mids who are assigned to dorms. They support other students, have been trained to nurture a sense of community in their dorms, and are selected based on their potential to serve as respected role models. Proctors live alongside fellow students, are alert to students' well-being, and help care for them. They work closely with dorm faculty to create a safe, healthy environment for learning and growth. The close bonds cultivated between students and their proctors are frequently among the most transformative relationships nurtured at Hotchkiss.

2.3 KEY CONTACTS

Questions regarding School policies and procedures may be referred to the dean of student life. Faculty and staff members, faculty advisors, dorm faculty, and proctors are all available to help. Visit the website for an online faculty/staff directory.

MAIN SCHOOL NUMBER
860-435-2591
FROM ANY CAMPUS PHONE: PRESS 0

Head of School
 Craig W. Bradley

Associate Head of School
 Amber Douglas, Ph.D. P'27

Dean of Faculty
 Shannon Clark

*Assistant Head of School and
 Dean of Admission and Financial Aid*
 Erby Mitchell P'21

Dean of Academic Life
 Richard Davis

Dean of Student Life
 Andrew D'Ambrosio

Associate Dean of Student Life
 Amanda McClure P'18,'22

Director of College Advising
 Serena Oh Castellano

*Director of Diversity, Equity,
 and Inclusion*
 Daymyen Layne

*Director of Student Wellness and
 Sexual Misconduct, Prevention,
 and Response Coordinator*
 Carrie Smith P'18,'20,'24

Prep Class Dean
 Maggie Crain

Dean of the Class of 2027
 Kinyette Henderson

Dean of the Class of 2026
 Mario Williams '12

Dean of the Class of 2025
 Carita Gardiner P'17,'20

Campus Safety & Security, located on the ground floor of Coy dorm, is open 24 hours a day, seven days a week. Security manages the main phone switchboard and can be reached by pressing 0 from any campus phone or calling 860-435-2591.

Absence Requests	860-435-3189
Academic Life and Registrar (grades, transcripts, course selection)	860-435-3186
Admission and Financial Aid	860-435-3102
Athletics	860-435-4430
Class Deans	860-435-3189
College Advising	860-435-3180
Counseling	860-435-3659
Student Life (Community/Residential)	860-435-3739
Dean on Duty	860-435-2591
Head of School's Office	860-435-3205
Health Center	860-435-3226
International Students and Programs	860-435-3179
Information Technology Services	860-435-4487
Laundry Services	860-435-3275
Library	860-435-3247
Post Office	860-435-3299
Student Activities	860-435-3192
Business Office (student billing, payment plans, tuition payments)	860-435-3168
Teaching and Learning Center	860-435-3206

2.4 STUDENT COMPETENCIES

At Hotchkiss, students learn to succeed in individual ways and on their own terms: organizing their time; fulfilling responsibilities; balancing obligations; and practicing healthy habits. Students are expected to increasingly develop the following competencies during their time at Hotchkiss:

- **Self-Awareness:** the ability to accurately recognize one's emotions and thoughts and their influence on behavior;
- **Self-Management:** the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations;
- **Social Awareness and Cultural Competency:** the ability to communicate, interact with, understand, and empathize with others from diverse backgrounds and cultures; to recognize and follow social and ethical norms for behavior; and to identify and use parent/guardian, school, and community resources and supports;
- **Relationship Skills:** the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups; and
- **Responsible Decision-Making:** the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

At Hotchkiss, student development of these competencies is typically observed in the following behavioral categories:

Academic Requirements: This includes completing work independently and reaching out for appropriate support when needed. The extent to which students struggle to meet minimum academic expectations may be an indication of underlying stresses. Teachers, class deans, the dean of academic life, and study skills coordinators help assess the need for support. They also identify students whose academic needs are beyond the scope of the School's support system.

Attendance: Students are expected to attend all of their obligations, including advisories, All-School Meetings, co-curricular activities, and class. An increase in excused and unexcused absences is often a warning sign that students need additional support; students who are consistently unable to attend their obligations may be struggling with larger issues.

Autonomy: Autonomous students are able to help themselves and support others. They are able to self-advocate and seek assistance when needed. Increasing independence for daily actions including getting up in the morning, maintaining clean dorm rooms, practicing personal hygiene, and a degree of personal organization are all important indicators of self-sufficiency.

Making Healthy Choices: In areas such as eating, sleeping, socializing and relationships, and self-care, students increasingly make healthy choices. The Health Center and class deans support students facing challenges in these areas. When necessary, medical and counseling professionals will assess concerns and address unhealthy choices or behaviors, including unhealthy eating patterns, self-harm, and substance use.

These behavioral categories will help guide the School's decision-making. The progressive development of these competencies, which serve as the foundation of the Values of our Learning Community, is the expectation of every student. Failure to cultivate these competencies may take many different forms. If Hotchkiss, in its sole discretion, determines that a student is not developing these competencies along a timeline that it deems developmentally appropriate, then the School reserves the right to withhold and/or deny enrollment or reenrollment.

3 ACADEMIC LIFE

Teaching and learning permeate every facet of life at Hotchkiss. The academic program sits at the heart of our mission. Through the breadth and depth of the curriculum and the flexibility of the diploma requirements, Hotchkiss provides students with the opportunity to craft a rigorous course of study around their academic interests.

3.1 DIPLOMA REQUIREMENTS

To qualify for a diploma, students must be currently enrolled and in good standing at the School, earn a minimum number of credits, and satisfy various departmental requirements regarding level of study and proficiency through successful completion of courses. Seniors must pass all of their courses.

Students should carefully plan their academic program with their faculty advisors, making sure that they will meet Hotchkiss diploma requirements and complete a challenging, comprehensive course of study that complements their interests and talents.

Student-athletes interested in interscholastic competition at the Division I or Division II level after Hotchkiss must meet the NCAA initial eligibility requirements in addition to Hotchkiss diploma requirements. For more information, see [Appendix A](#).

See [Appendix A: Diploma Requirements](#) for course load and subject requirements and for information on the classics diploma.

3.2 ACADEMIC SUPPORT

The Study Skills Program

The study skills program in the Teaching & Learning Center offers support and specific assistance to all students with time management, study skills, reading comprehension, and writing. Academic coaches help students improve study skills, time management, reading, and writing. Science and math learning support is also offered.

The office is located on the second floor of Main Building and is open during the class day and by appointment: [email studyskills@hotchkiss.org](mailto:studyskills@hotchkiss.org) or call 860-435-3206.

Additional Support

- **Study Halls:** A two-hour period each evening is set aside for studying. Most students study in their dorm rooms, but some preps and lower mids with identified needs will be assigned to study halls.

- **Extra Help:** Faculty members are always willing to meet with students who need extra help.
- **Peer Tutors:** Tutors are available to help students in specific disciplines.

3.3 ACADEMIC ACCOMMODATIONS

The dean of academic life and the study skills coordinator oversee academic accommodations. Students with disabilities who need academic accommodations are asked to make their need known and to file timely requests with the dean of academic life and the study skills coordinator. A student or a parent/guardian seeking accommodations will be required to provide documentation of the student's disabilities, after which reasonable accommodations will be determined by the dean of academic life and implemented by the study skills coordinator.

See [Appendix B: Accommodations Policies](#) for more information on accommodations, including responsibilities, and limitations.

3.4 ACADEMIC INTEGRITY

As outlined in “Values of Our Learning Community,” Hotchkiss is committed to high standards of scholarship and conduct. Academic integrity is integral to our purpose, because learning builds on a foundation of honesty, trust, fairness, respect, and responsibility.

A guiding principle of academic integrity is that all work that a student submits or shares, whether graded or not, should be entirely their own, unless properly cited or otherwise authorized by their instructor. This assures that the student maximizes their learning, and that teachers can fairly assess the student's work and guide progress.

It is impossible for this policy to encompass all aspects of academic integrity and all possible academic integrity violations. If students have any questions as to the expectations for academic integrity in their classes or for their assignments, they must consult with their instructor and not make assumptions.

VIOLATIONS

Cheating, plagiarizing, and unauthorized collaboration are the most common violations of academic integrity. Students will be reported for formal disciplinary action if they are dishonest in their work. Specific examples of academic integrity violations include, but are not limited to, the following:

Cheating

- Giving or receiving information about the content of a quiz, test, exam, or other assessment
- Giving or receiving answers during a quiz, test, or exam
- Consulting with others or outside resources when instructed not to do so
- Manufacturing or changing data, inventing outside sources, falsely attributing quotations, or making up quotations and crediting them to a real or fictitious source – this includes using quotations generated by Artificial Intelligence (AI) and/or using false data manufactured by AI, intentionally or unintentionally
- Doing someone else’s work or claiming ownership of someone else’s work, whether published or unpublished, or generated by AI or an outside entity
- Using text, images, audio, and/or video or other material generated by AI to prepare or complete an assignment, without explicit permission from the instructor
- Submitting the same paper, or largely the same paper, in more than one course, or reusing previous work in the same course improperly or without permission from the instructor
- Referring to notes, outlines, timelines, calculators, translators or other resources during quizzes, tests, essays, and exams, unless authorized to do so by the instructor
- Using a calculator or any other electronic device in a manner inconsistent with guidelines provided by the teacher

Plagiarism

- Intentionally or unintentionally using words, images, or ideas without proper citation
- Paraphrasing a source without proper citation
- Misrepresenting in any way someone else’s intellectual property
- Intentionally or unintentionally using text, images, audio, video and/or other material generated by AI to prepare or complete an assignment, without proper acknowledgment and/or citation

Unauthorized Collaboration

- Helping another student to complete (or being helped by another student to complete) assigned work in a manner not permitted by the teacher

See [Appendix C: Academic Integrity Roles & Adjudication](#) for more information.

3.5 COURSE LOAD, HOMEWORK, & ASSESSMENTS

Standard Course Load

A student’s course load can vary, especially by grade level. Preps and lower mids normally carry the following six-credit load: three core courses of the Humanities Program (a credit each in English, arts, and humanities and social science), a classical or modern language (one credit), math (one credit), and science (one credit). Preps and lower mids are also required to take Human Development, a once-weekly, not-for-credit course. Upper mids and seniors normally carry a five-credit load each semester. On occasion, some students may wish to carry a different course load. In order to do so, they must receive permission from their advisor and the Academic Life Office.

Adding or Dropping Courses

Students may add or drop yearlong courses at the start of the first semester and semester courses at the start of each semester. After the first two weeks of a semester, students who wish to drop a course must first discuss the matter with their faculty advisor, then receive permission from the Academic Life Office and the instructor. Semester courses dropped after three full weeks of instruction and yearlong courses dropped after the first marking period remain on the student’s transcript with the cumulative grade at the time the course was dropped, but no credit is awarded.

Students who seek a level change within the same course (e.g. from an honors to non-honors section) must consult with their faculty advisor and receive permission from the relevant head of department. Level changes in yearlong courses may be initiated up to a date two weeks after the end of the first marking period, or within the add-drop period at the start of the second semester. Level changes resulting from a departmental placement process may occur at any time.

Workload

Students should expect to complete three to four hours of homework per week for each of their classes. For most classes, this means up to 45 minutes of preparation per class period, though the greater demands of honors or advanced courses may require up to 60 minutes. Homework assignments in the prep/lower mid Humanities Program generally require 30 minutes or less in each course.

Homework must be assigned by instructors before 4 p.m. of the last day class met; assignments conveyed only verbally or after 4 p.m. on that day cannot be required before the next class meeting. Homework and other assignments completed outside of class may only be due during a class meeting time.

Compensated Classes

Classes are excused to compensate for mandatory attendance at evening presentations related to the class. Teachers granting excused absences to a class must also notify their head of department.

Grace Days

Grace days follow most evening All-School Meetings and the day after Family Weekend, the Thanksgiving holiday, and Long Winter Weekend. No major test, paper, or project may be due on a grace day. Homework assignments are limited to half the normal amount of time for that day for each teacher, no matter when the assignment was given.

Work During Vacations

Teachers may not assign or expect students to work on major papers or projects over the Thanksgiving, Winter, or Spring breaks. No new homework can be assigned for the first day back from the Winter and Spring breaks. Over the summer recess, students are expected to complete reading assignments by the English Department and an “All-School Read” assigned by the head of school. Some elective courses may require or encourage summer work; such requests are reviewed and approved by the relevant head of department and the dean of academic life.

3.6 LATE & POSTPONED COURSEWORK

Submission of Coursework to Instructors

Students are expected to take responsibility for the timely delivery of all coursework in the manner and format prescribed by the instructors.

Use of Computers and Postponement of Work

Problems that may arise from the use of computers, software, and printers normally are not considered legitimate excuses for late work. It is also expected that a student will exercise reasonable prudence to safeguard materials, including making backup copies of data or school work. Any computer work should be completed well in advance of the deadline in order to avoid last-minute technical problems as well as delays caused by heavy demand on shared computer resources. Authority to grant

extensions on the basis of computer difficulties resides solely with the instructor.

Extensions

Instructors may grant students permission to submit late work, provided that the assignment is submitted by the date determined by the instructor and before the end of the marking period. If students have grounds for seeking extensions that they do not wish to disclose to their instructors, please see [Section 3.7 Work Missed During Term](#).

Absences and Make-up Work

Make-up classes, quizzes, and tests are matters of faculty judgment. Students are expected to notify teachers well in advance whenever they know they are going to miss classes and to be responsible for work missed because of illness, weekends, athletic trips, college visits, field trips, etc.

Zeros may be given for daily work in class, but a zero may not be given as an automatic penalty for work missed due to an unexcused absence, though other penalties may be assessed.

For the “incomplete” policy, please see [Section 3.10 Work Incomplete at End of Term](#).

Limit on Assessments

If a student has three or more tests, papers, or projects due on the same day, the student has the option of having the paper or test that was assigned last postponed until the next day. It is the student’s responsibility to inform the teacher whose assignment is being postponed as far in advance as possible. It is not acceptable to inform the teacher on the day of the test.

3.7 WORK MISSED DURING TERM

The basic responsibility for permitting the submission of late work during the term is the instructor’s. However, students may occasionally have grounds for seeking extensions that they do not wish to disclose to their instructors. Students may also seek permission from their class dean to submit late work during the term in one of three carefully defined circumstances:

- (a) *Religious Observance*. Students should assume responsibility for anticipating conflicts between deadlines and their religious observances and should consult with their class dean at the earliest opportunity.
- (b) *Incapacitating Illness*. By definition, an incapacitating illness requires immediate medical attention. Students suffering from an incapacitating illness should proceed

directly to the Health Center in order to seek treatment and then notify their class dean of their condition at the earliest opportunity.

- (c) *Serious Emergency.* The death or injury of a family member, guardian, or close friend constitutes a serious emergency, and students who learn of such a distressing event should contact their class dean immediately. For these or other comparable crises, class deans are expected to employ consistent judgment in determining whether or not a given situation rises to the level of a serious emergency and to consult the dean of academic life.

Students in such circumstances may request confidentiality and ask that their class dean communicate with the dean of academic life who will notify instructors. Given the potentially sensitive nature of the need for an extension granted by the dean of academic life, instructors are encouraged to accept such extensions without comment to the student and to direct subsequent questions and concerns to the class dean.

Students who seek to extend a deadline for reasons other than those listed above should seek the permission of their instructor, as the instructor is the only person who can decide whether such permission is appropriate. This permission may not, however, extend beyond the end of the term. Permission to submit work still incomplete at the end of term may be granted only in consultation with the dean of academic life.

3.8 SEMESTER FINALS

Scheduling Finals

At the end of each semester, the School creates a schedule for final assessments, which may include exams, papers, projects, and other assessment types. A reading day precedes the first finals slot to provide students with uninterrupted time for preparation. No mandatory activities may be scheduled on the reading day, including review sessions (unless the exam is the next day), rehearsals, extracurricular activities, or major social events. If written exams are given, they are typically two hours in length, and students must remain in the exam room for the entire examination period.

Exam Proctoring

Examinations start at the announced time and end at the announced time. Exceptions are made only for students who receive extra time as part of an approved accommodation plan and for late arrivals, as explained below.

Unexcused Late Arrivals and Absences

Attendance is taken at the beginning of a proctored examination period. Students who have not checked in within 15 minutes are referred to the Academic Office, which will attempt to locate them.

Students who arrive late should begin the exam on arrival. At the end of the exam period, those who arrived late are either handed a different color pen or a different examination book to differentiate work done during the normal exam period and work completed during extra time. The amount of extra time is

calculated based on the time lost due to lateness, and accounts for authorized accommodations as appropriate.

Work done on the exam during regulation time is to be graded as it is for all students in the course. Work completed during extra time is typically penalized at half a letter grade. The head of department and dean of academic life, in consultation with the teacher/course director, make the final determination if this grade penalty is warranted.

Students with an unexcused absence for the entire exam typically have their entire exam treated as though it were completed during extra time: one half of a letter grade penalty will be applied to the exam. The head of department and dean of academic life, in consultation with the teacher/course director, make the final determination if this grade penalty is warranted.

Final Examinations Interrupted by Sudden and Serious Illness or Other Emergency

It is normally the expectation that when a student begins a final examination but does not complete it, the student will receive credit only for the work completed on the examination. If, however, a student becomes unable to complete an examination because of a sudden and serious illness or other emergency during the examination, the student may request authorization from the dean of academic life to take a makeup final examination. In such a case, the student must explain their departure to the person proctoring the examination before leaving the room, proceed directly to the Health Center, and notify the dean of academic life as soon as possible.

Reporting Final Grades

Teachers may not share results from finals until the completion of the finals period. Teachers keep graded exams until the end of the next semester. Seniors are not required to take exams in

June, unless they fall below a certain grade point average as set by each department.

Rescheduling Finals

Only the dean of academic life may authorize an adjustment to a student's final assessment schedule. The dean of academic life may give such permission because of a religious observance, an incapacitating illness, a serious emergency, or a comparable crisis. Neither personal athletic commitments nor a student's end-of-term travel plans are an acceptable basis for rescheduling finals. Permission to reschedule a final assessment does not also include authorization for a student to submit other work late in that course.

Makeup examinations and extensions are coordinated—and in some cases administered—by the dean of academic life. Students who miss their agreed upon examination time or do not turn in work by their due date will have their grade on the assessment marked as an F.

3.9 GRADES & COMMENTS

Grades are reported four times a year: at the end of the first marking period, the second marking period (including first semester grades), the third marking period, and the fourth marking period (including second semester and full-year grades).

All students receive comments on their progress from teachers, advisors, and dorm faculty at regular intervals throughout the year:

- Classroom teachers write comments at the end of the semester and at the end of any marking period for a student who is failing or incomplete in the course for that marking period or cumulatively for the semester or year. Seniors do not receive classroom comments at the end of the second semester.
- Dorm faculty write comments for all residents of their corridor. Preps and lower mids receive dorm comments at the end of the first and third marking periods; upper mids receive dorm comments at the end of the second and fourth marking periods; and seniors receive dorm comments at the end of the second marking period.
- Faculty advisors write comments at the end of each semester.

Explanation of Grades

Hotchkiss grades on a traditional scale, with A+ being the highest grade and F considered a failing grade. Students with an A+ or A average earn first honor roll and students with an A- average earn second honor roll. Students placed on probation for academic dishonesty are not eligible for honor roll that semester.

Numerical equivalents for letter grades are listed as follows:

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 below 60		

Cumulative grade point averages for each semester and for the year are provided on a student's report card. A student's cumulative numerical grade point average for the year is also included on his or her transcript. For these calculations, letter grades are translated as such:

A+ = 12	A = 11	A- = 10
B+ = 9	B = 8	B- = 7
C+ = 6	C = 5	C- = 4
D+ = 3	D = 2	D- = 1
F = 0		

Cumulative grade point averages are calculated by weighting a student's numerical grade point average by the number of credits earned at the end of a semester for semester calculations and at the end of the year for year calculations.

Marking period grades report work completed during that marking period. The final grade indicates the overall grade in a course and appears on the student's transcript. Final grades are determined by semester coursework and exams or final assessments at the weighting set by the department and presented by the instructor to students at the outset of the course.

3.10 WORK INCOMPLETE AT END OF TERM

With the consent of the relevant head of department and the dean of academic life, an instructor may grant an incomplete (INC) when circumstances deemed to be beyond the student's control preclude the completion of assigned work. Such circumstances may include prolonged injury or illness or instances when the student has been called away from campus during a period of final assessment. Prior to the close of a marking period, the instructor should inform the student how the incomplete work may affect their grade. The dean of academic life, in consultation with the student's instructor, faculty advisor, and class dean, will set a deadline for the incomplete work.

In authorizing an incomplete, the dean of academic life will stipulate the date on which the student's late work will be due and the date on which the instructor is expected to submit a course grade to the registrar. If the student's work has not been completed in time for the instructor to report a grade to the registrar by the deadline stipulated, then the instructor will submit a grade for the student that reflects the absence of the missing work, or the dean of academic life will convert the mark of INC to a grade of F.

In most cases, students resolve incompletes when they finish the work required for the course. In two cases, incomplete grades for a marking period may remain unresolved. First, students who must change levels within a course may be unable to complete the work missed in the course they join as a result of the level change. Second, students who miss a substantial portion of a course for medical reasons but who are cleared to earn credit for the course may be unable to complete all of the work of the marking period. An incomplete is not a grade and thus will not be reported on the student's official transcript.

3.11 FAILED COURSES

When students fail a course, they may be given the opportunity to make up the failure in one of two ways. If appropriate, the course may be repeated the following year. Students may also have the opportunity to take what Hotchkiss calls a condition exam, usually in August, after working with a tutor or completing coursework elsewhere, or to complete an appropriate conditional assessment as determined by the dean of academic life.

3.12 ON-CAMPUS ACADEMIC MEDICAL MODIFICATION POLICY

The School is committed to supporting students who need to remain on campus but have medical conditions that make it difficult or impossible for them to participate in the School's full academic and co-curricular program. To allow students to focus on their health and recovery, the School has created an On-Campus Academic Medical Modification Policy. The purpose of an On-Campus Academic Medical Modification Policy is to protect students, for a limited period of time, from having to meet the day-to-day academic expectations of the School and to allow them time and space to recover. Those students who cannot be supported with the On-Campus Academic Medical Modification Policy may require a Health Leave. See [Appendix J: Health Leave Policies](#) for details.

Note that there is a limit to the amount of academic work that can be excused on this protocol. Students who are not able to

engage in academic work for more than three weeks may be required to drop a class, make another significant adjustment in enrollment, or withdraw from School. The student's return to the School's regular academic program is managed by the dean of academic life through the Teaching and Learning Center.

3.13 ABSENCES AND ACADEMIC CREDIT

The accumulation of absences in a class compromises learning and can cause a student to fall behind. In more serious cases, significant absence from a course compromises a student's ability to earn credit. A student who misses 12 classes (excused or unexcused) in any course in a semester may become ineligible for credit for that course. Note that excessive absences from school commitments can also bring disciplinary consequences, for which please see [Appendix D: Consequences for Unexcused Absences in a Marking Period](#).

3.14 ACADEMIC REVIEW COMMITTEE (ARC)

ARC identifies students in significant academic trouble. The class deans, the dean of academic life, the associate dean of academic life, and the study skills coordinator will meet to review the records of students who are in academic difficulty. ARC considers a range of information across a student's experience in order to understand why a student is struggling and then recommends action for improvement.

The criteria for identifying a student in academic difficulty include: (1) unsatisfactory effort or engagement; (2) performance significantly below demonstrated academic ability; (3) one F, two Ds, or low grades across multiple classes for any marking period; and/or (4) potential to be unable to fulfill a diploma requirement. Once any of the above criteria has been met, the ARC process is set in motion (see ARC Responses below). Preps and new lower mids will not be placed on Academic Warning or Academic Probation as a result of their academic performance in the first marking period.

Academic Review Committee (ARC) Responses

When students meet the criteria for academic review, the Academic Review Committee responds in one of the following ways:

- **Academic Warning.** The student may be required to meet with and receive a list of recommendations from Study Skills. A warning is reviewed after the completion of the following marking period.

- **Academic Probation.** A student’s failure to demonstrate improvement following an Academic Warning, or falling subject to the ARC criteria for a second time within four marking periods, results in Academic Probation and signals that their position at Hotchkiss is in jeopardy. Academic Probation will carry with it specific directions to help the student improve and is reviewed after two marking periods. In rare cases, Academic Probation may be extended to a third marking period, but continued academic difficulty will result in an elevated ARC status.
- **Advice to Withdraw.** If the student’s schoolwork has not improved significantly by the time the Academic Probation is reviewed, or if the student’s performance warrants Academic Probation twice within the span of two years, the student may be advised to withdraw. If this advice is issued during the course of the academic year, and the student has still not met stated expectations by June, the School may require the student to withdraw.
- **Requirement to Withdraw.** The School informs the parents/guardians that the student may not return in the fall. If a student’s Academic Probation comes up for review at the June meetings and seems unlikely to improve, ARC may skip “Advice to Withdraw” and move immediately to this response.

Exceptions to the time frame outlined above: Preps and new lower mids would not normally be eligible for Academic Warning until the end of their second marking period at Hotchkiss. The School reserves the right, however, to disregard this in egregious cases (e.g., multiple failings). The School also reserves the right to accelerate ARC responses in egregious cases (e.g., require a student to withdraw at the end of the school year after one marking period on probation if no significant improvement has been made).

3.15 RECLASSIFICATION

In rare circumstances a student may request to move to a different graduating class. With guidance from the faculty advisor, class dean, and the dean of academic life, a student seeking reclassification submits a written petition to the Committee on Honors and Academic Standing (CHAS). According to CHAS guidelines, the student must provide a relevant context and compelling rationale for reclassification. See [Section 3.18 Committee on Academic Standing \(CHAS\)](#) for more information about this committee.

3.16 STUDENTS SEPARATED FROM SCHOOL

A student who is dismissed or withdraws from School prior to discipline will not receive credit from Hotchkiss for outstanding work. The dean of academic life will request an exit grade (i.e., the cumulative grade at the time of separation) and indicate it on the student’s final transcript. If requested, a written narrative of completed and outstanding work can be collected from each teacher to be sent to the separated student’s new school so it can determine the student’s credits. A student who is dismissed or withdrawn prior to disciplinary action in the last four weeks of the spring term may petition the Committee on Academic Standing (CHAS) to receive credit for the year. See [Section 3.18 Committee on Academic Standing \(CHAS\)](#).

Students who withdraw or are separated from School must return their School-owned computers upon departure.

Please also see [Section 4.20 Involuntary Withdrawal](#).

3.17 READMISSION

Students seeking readmission from a voluntary, medical, or required withdrawal or separation should complete the application for readmission, available through the dean of academic life. Readmission is not guaranteed. The application for readmission and all supporting documentation (e.g., letters, recommendations, transcripts) should be received by February 15. Students will be notified of a decision on their application on or around March 1 for fall return in the following academic year.

Students who are past the February 15 date should consult with the dean of academic life.

The readmission process is initiated when the Academic Office receives a student’s application. Students may request an application from the Academic Office in person or by calling 860-435-3186.

Review of Readmission Requests

The Readmission Committee, which includes the associate head of school, dean of student life, dean of academic life, associate dean of student life, dean of admission, and the student’s class dean, reviews requests and determines whether a student will be readmitted to the School. The Readmission Committee forwards a recommendation to the head of school. Factors that inform the Readmission Committee’s determination and recommendation include: coursework completed elsewhere since withdrawal; the

student's capacity to participate fully and safely in the academic and co-curricular program of the School; the student's needs; the impact on the well-being of the community; and the student's letter addressing the following:

- When and why did the student leave Hotchkiss?
- Why does the student wish to return to Hotchkiss at this time? (If appropriate, please address readiness to return to School).
- What has been done since leaving Hotchkiss and what has been learned from the experiences?
- If appropriate, an assessment of the issues confronted at Hotchkiss and how they have since been addressed.
- If the student attended another school following withdrawal or separation, an official transcript must be sent to the registrar by the February 15 deadline. Transcripts can be emailed to Registrar Heather Mechare at hmechare@hotchkiss.org or faxed to 860-435-3691.

If the student received treatment related to the reasons for the withdrawal or separation, the reapplication must include a letter from the physician and/or mental health provider detailing the length, frequency, and nature of treatment and an assessment of the readiness to return to Hotchkiss.

3.18 COMMITTEE ON HONORS AND ACADEMIC STANDING (CHAS)

CHAS convenes as necessary to respond to the petitions of individual students making requests for accommodations and exceptions to academic policy. CHAS is chaired by the dean of academic life and consists of a member of the faculty appointed as secretary and four elected faculty members. The dean of academic life may invite others to participate in discussion as non-voting members, including members of the student life team, a co-director of diversity, equity, and inclusion, or the director of the center for global understanding and independent thinking. The dean of academic life may also convene CHAS to advise on questions of academic policy beyond student petitions. At the end of the academic year, the authority of CHAS is transferred temporarily to the dean of academic life. Students seeking an accommodation or exception to academic policy should make an appointment with the dean of academic life to review the process for submitting a petition to CHAS.

3.19 ABSENCES FOR STANDARDIZED TESTS

PSAT, TOEFL, ACT, SAT

When students are given permission to take PSAT, TOEFL, SAT, or ACT, they are excused from all classes and homework due on the day of the test. Preps and lower mids are not excused from School commitments to take the SAT or ACT. To minimize disruption to students' studies, it is generally recommended that upper mids wait until the spring semester to take the SAT or ACT. However, upper mids who wish to test earlier should restrict their testing to dates communicated by the College Office (September or October for the ACT, and October or November for the SAT). If necessary, upper mids are only excused for one SAT or ACT in the fall. December testing is strongly discouraged as it occurs when students are completing finals. If questions arise, the student should consult with the College Office before scheduling test dates. The College Office will notify the dean of academic life and dean of student life to facilitate communication about absences.

Teachers must give students sufficient time to make up missed material; they may not give a double assignment for the next class. Students are responsible for scheduling an extra help session with their teacher to go over missed material, if needed. Missed quizzes or tests should be rescheduled within the next three class days.

AP Exams

Students taking a morning AP exam are excused from all appointments after the end of classes the day before the exam. Most morning AP exams end in time for students to return to their normal schedule, attending class or lunch as usual, and they are expected to do so unless their testing extends past noon. Students taking an afternoon exam are excused from their morning classes. Students are expected to notify teachers well in advance that they will be missing a class due to an AP exam and to make up missed work in a timely fashion. Students have the option of an automatic 24-hour extension for any quiz, test, or paper due in other courses on the day of an AP exam.

3.20 OFF-CAMPUS PROGRAMS

Students have opportunities to spend a marking period, semester, or year away from campus on an exchange, semester, or yearlong program.

Exchange programs provide students with an intercultural learning opportunity that challenges them to blend the knowledge, skills, and understanding gained at Hotchkiss with those gained in a different cultural context. While exchanges focus on participating in the community life of the receiving school and on experiencing the culture of the host country, underclass students should plan a course of study that enables them to reintegrate into the Hotchkiss program as seamlessly as possible.

Students interested in participating in any exchange program should contact the director of international programs for details and guidelines and must consult with the Academic Life Office about their academic program.

Semester and year-long academic programs are designed and run by other institutions and organizations. In general, students may only participate in these extended off-campus programs during their upper-mid and senior years. Hotchkiss students have regularly attended Maine Coast Semester at Chewonki, High Mountain Institute, Island School, School Year Abroad, and several other programs through the years. Students interested in attending a semester or year-long program must petition the Committee on Honors and Academic Standing (CHAS — See [Section 3.18](#)), which will review the academic offerings of the program and the student's record. If approved, the relevant coursework completed during the off-campus program will count toward Hotchkiss diploma requirements, and a note will appear on the student's Hotchkiss transcript. Applicants should note in addition that they will be liable for any disciplinary action taken by off-campus programs. Students dismissed from a School-approved program for disciplinary reasons will be dismissed from Hotchkiss.

Students interested in attending an off-campus program must meet with the Academic Life Office during their application process to review the impact of the program on their Hotchkiss diploma requirements and prepare their petition to CHAS.

Hotchkiss is a member school of School Year Abroad (SYA). Students interested in attending SYA must meet with the SYA coordinator by the end of the first week of the second semester to review the application procedure.

3.21 RELATED ACADEMIC MATTERS

The Edsel Ford Memorial Library

Built in memory of Mr. Ford by his wife, Eleanor Clay Ford, and their three sons, Henry Ford II '36, Benson Ford '38, and William Clay Ford '43, the School's library is dedicated to partnering with teaching faculty to help students develop and build skills as researchers.

The Hotchkiss School Archives

The Archives' mission is to acquire, preserve, and make available the historical records of the School. The Archives collects material, records, and ephemera, including Board of Trustees minutes and reports; heads of school correspondence and writings; student scrapbooks, photos, clothing, and letters, and all official School publications.

Information Technology Services (ITS)

ITS is responsible for all computing and networking services. Upon matriculation, each student receives a laptop. This laptop must be returned to the School if the student withdraws or is dismissed.

ITS may collect laptops for maintenance or installation of software. The same computer will be reissued. Any student who uses their computer for at least four years at Hotchkiss will become the owner of that computer upon graduation. Students here fewer than four years may be offered the option to purchase the computer. This is done on a case-by-case basis. Damage to the laptop should be immediately reported to the IT Service Desk. Students will be held responsible for the cost of repair for damage not covered by warranty. Students are not permitted to continue to use a damaged computer without reporting it and are obligated to follow directives about timing of repairs. The protective clear plastic case should be left on the computer at all times. If this case is damaged, it will be replaced by the school at no cost to the student.

Center for Global Understanding and Independent Thinking

The Center, located in Monahan, promotes understanding and awareness of global issues, cultural themes, and current events through curricular activity, ensures international and intercultural opportunities are available to all students, monitors and reports on international events to the school, develops alliances with institutions around the world, and arranges for visits of scholars and other speakers.

International Programs

The director of international programs helps address international students' needs and works with students who wish to pursue off-campus programs and relevant courses of study at Hotchkiss. The director administers grants for community-based service work in the developing world and publicizes a range of summer opportunities.

4 STUDENT LIFE

Hotchkiss is home to approximately 600 students ranging in age from 13 to 20. The School strives to provide safety, support, and room for its students to grow, both as scholars and as responsible individuals. All members of the community contribute to the culture and health of the School. While students have many responsibilities, they also have the agency to make choices with a degree of independence.

4.1 ATTENDANCE POLICY

Daily Attendance

Students are expected to arrive at all required and regularly scheduled appointments on time, prepared, and ready to participate as needed. Required appointments include academic classes, required academic class events and trips, All-School Meetings, class meetings, Chapel, athletics, and co-curriculars. An accumulation of missed appointments may indicate the need for greater attention to a student's well-being and quality of life.

Regularly scheduled co-curricular commitments take precedence over all other appointments, except for All-School Meetings. Regularly scheduled music, dance, or drama rehearsals take precedence over all other appointments, except for co-curricular commitments and All-School Meetings. Whenever possible, students are expected to inform the relevant adults well in advance of possible conflicts.

Planned Student Absences

Please see [Section 4.17 Leaving Campus on Weekends](#) for information regarding weekend requests. Permission to be away from School obligations is granted in accordance with rules established by the School. Parents/guardians, in close coordination with their student, should contact the student's faculty advisor and class dean to discuss any absences not sponsored by the School well in advance of the requested absence. No binding commitments or transportation arrangements should be made until the student has received the class dean's permission.

For absences from School, a student must demonstrate that the benefits of such an absence clearly outweigh the disadvantages of missed obligations. Absences for sports-related reasons are granted to students performing at tournaments or trials at the national level. A detailed request must be made to the class dean well in advance of the departure date. Students with special needs or talents who anticipate prolonged or multiple absences must meet with their advisor, class dean, and the dean of academic life to outline a plan that, to the extent possible, serves their needs and accommodates School expectations.

A student may be excused from a School obligation for important parent/guardian reasons (e.g. religious observations, the wedding of a member of the immediate family or guardian, funerals, serious illness at home, etc.) with permission from the class dean. Routine medical appointments should be attended to during vacations and weekends.

On-Campus College Days

College admissions officers occasionally visit during the class day.

- Interested seniors should make every effort to see these representatives during their free periods. When this is not possible, seniors must notify their instructors 24 hours in advance to be excused for part or all of class to attend the admissions meeting. Students are responsible for assignments due and for making up missed work.
- Upper mids are encouraged to attend only if they have a free period at the meeting time.

Off-Campus College Days

- Seniors will be allowed three days for college visits. During the first semester, college days can be used to visit campuses as a prospective student while during the second semester, college days are limited to colleges where a student has been admitted.
- Students admitted under a binding early decision plan are expected to limit the number of college days taken in the second semester.
- A student who is having academic, disciplinary, or attendance difficulty will NOT be permitted a college day, except under extraordinary circumstances as approved by the College Office and the dean of the senior class.
- College days will be granted only with the approval of the College Office. Parents must request an absence through [Veracross](#).
- The School will consider requests from seniors for additional college days after consultation with the student's class dean and the College Office.

Absences and Academic Credit

Class deans pay careful attention to repeated absences. The accumulation of absences in a class compromises learning and can cause a student to fall behind. A student who misses 12 or more classes (excused or unexcused) in any course within a semester will be subject to a credit review and may become ineligible to receive credit for that course.

Unexcused Absences

Hotchkiss students are expected to keep all scheduled appointments. All unexcused absences from scheduled School appointments are counted. These scheduled appointments include: academic classes, co-curriculars, and required events such as All-School Meetings, class meetings, and Chapel. Three tardies in a particular course count as an unexcused absence. A student is considered tardy if they arrive at class after the bell and within the first 15 minutes. After 15 minutes, a student will be marked absent. The class deans administer the unexcused absence policy. Students are responsible for contacting the class dean for clarification within one week of a recorded absence or tardy.

See [Appendix D: Consequences for Unexcused Absences in a Marking Period](#) for more information.

Faculty Absences

From time to time, faculty members may need to miss class for professional or personal reasons.

Individual faculty members will notify their students of their absence, and class may or may not be canceled. Unless otherwise notified, students are expected to wait for their instructor for 10 minutes after the start of the class period before departing.

4.2 DRESS CODE

Class Day Dress

Student clothing choice from the beginning until the end of the class day should demonstrate respect for the School and the process of learning. Pajamas, sweatpants, and bedroom slippers are examples of attire that is not appropriate for the class day. Clothing should not contain references to drugs or alcohol or have vulgar messages. Footwear is required in all academic buildings.

Special Event Dress

When we celebrate community achievements, welcome esteemed guests, or enjoy the annual rituals of School life, we dress up as a way to honor these community moments. For special events, students are required to wear some combination of the following: coat and tie, dress shirt (tucked in and buttoned), dress slacks, dress, skirt with formal shirt, and dress shoes. Cultural or national dress is typically appropriate for both class day and special event dress.

Advisors and class deans will follow up with students who are

not in appropriate class day or special event dress, and this may result in a verbal warning, formal dean's letter, a respect violation, or other response as deemed appropriate by the dean. Repeated infractions may result in an elevated response.

**Students may make a request to the dean of student life for a modification of the dress code to recognize or celebrate a particular initiative or theme.*

4.3 STUDENT ID CARD

The safety of the School community is paramount; dorms and some additional buildings are always locked. The student ID card provides keyless access to these buildings. Students are required to carry their student ID card with them and to report lost or damaged cards in a timely way to Security at 860-435-2591 (or 0 from a campus phone).

4.4 HEALTHY RELATIONSHIPS

Hotchkiss fosters close student connections with a diverse group of acquaintances, classmates, teammates, and friends. The School expects all relationships, including those that could become sexual, to be healthy. We recognize that an intentionally diverse community can provide opportunities and challenges involving race, class, gender, religion, sexuality, differing abilities, gender expression, as well as other core issues of identity.

Sexual intimacy is a complex issue in a boarding school attended by students ranging in age from 13 to 20 and who hail from a wide range of cultures, beliefs, and values. While we recognize that romantic relationships may involve consensual sexual intimacy and that sexual curiosity during adolescence is common, we are committed to creating a learning and residential environment characterized by safety, trust, and respect for all. For this reason, sexual intimacy is inadvisable in this setting.

It is important to note that some sexually intimate actions violate state laws and that School faculty and staff are required to report such instances to authorities. The age of consent is Connecticut is 16, meaning that students 15 and younger are unable to give consent to certain sexual activity. There are exceptions to this law, notably a provision regarding sexual activity between those 13–16 years old with someone less than two years their senior. Barring unlawful factors, such as the use of force, such activity is not a violation of Connecticut state law.

The School offers education about sex and sexuality through

the human development program and provides a range of counseling and advising resources, with the related goals of fostering thoughtful decision-making and encouraging students to postpone sexual activity.

If and when it occurs, sexually intimate behavior should not infringe on the privacy or rights of others, victimize a person or group, or compromise the integrity of the community. This position is informed by our commitment to students' well-being and right to be free of unwanted exposure to others' sexually intimate behavior. Responses to such behavior may include, but are not limited to, faculty conversations with the students involved, communication with the students' advisors, referral to the Health Center, consultation with the class dean, and parent/guardian notification.

For more information on Connecticut law and the age of consent, as well as sexual harassment, please see "Sexual Misconduct" under [Section 7.1 Major School Rules](#).

4.5 MANDATORY REPORTING

Students should be aware that violations of some Major School Rules and policies may also constitute violations of state and federal laws, and under certain circumstances mandatory reporting obligations to law enforcement and government agencies apply. Hotchkiss will meet all reporting requirements and report to the required authorities.

See [Appendix K: Mandatory Reporting](#) for more information.

4.6 HEALTH CENTER

Health and counseling services are located on the ground floor of Wieler and are available 24 hours a day when School is in session. The Health Center is committed to providing an inclusive and affirming experience for all students. Students may make appointments or walk-in. The Health Center can be reached at 860-435-3226. More information is available under [Section 9: Student Health](#).

4.7 SMARTPHONE/CELL PHONE USE

In order to promote a healthy and connected community, Hotchkiss restricts smartphone/cell phone use in certain areas of campus.

Smartphone/cell phone use is prohibited in the following circumstances:

- Scheduled academic classes unless specifically requested by the instructor.

- Community gatherings such as those in Chapel, Walker Auditorium, and Elfers Hall unless specifically requested by a speaker or performer.
- The FFC, at any time, and with the exception of the entry area with the coat racks.

**Prohibition is defined by the visibility of your phone. No phone should be visible in any of the locations noted above.

Students must also respect requests to remove smartphones/cell phones from situations where privacy or discretion is a concern. Students may be asked to put away their phones at times and in spaces other than those listed above. Students should honor those requests and address any concerns to their class dean or the dean of student life.

If students cannot abide by the restrictions in these phone-free zones, their phones may be confiscated. If phones are taken prior to the end of the academic day, students can pick them up in the Deans' Wing at the end of the class day. If phones are confiscated outside of the academic day, students can pick them up in the Deans' Wing at 7:45 p.m. from the dean on duty or any member of the Main Building duty team.

4.8 DINING SERVICES

The foundational principle of dining services is that the choices made about what to eat, where it comes from, and how it is prepared have a powerful impact on the health of the community and the environment.

All meals served in the Dining Hall have vegan, vegetarian, and gluten-free options. Check the [Hotchkiss Daily Menu](#) for detailed information about each day's menu items.

- 7% of the produce comes from Hotchkiss's Fairfield Farm
- 50% of food is purchased from local farms
- 100% land-based protein is from small local farms

4.9 FOOD DELIVERIES TO CAMPUS

We are fortunate to live in a place where a number of local establishments can deliver food to campus. All food deliveries are dropped off in the hut outside of the Security Office behind Coy dormitory. Students are responsible for their orders and communication with the establishments that are delivering them.

4.10 DRIVING

Please see Major School Rule “N. Automobiles” for further information about driving on campus.

See *Appendix G: Student Vehicle Policy*.

4.11 BICYCLES, SKATEBOARDS, SCOOTERS, ETC.

Hotchkiss requires that all students wear protective helmets when using bicycles, skateboards, in-line skates, scooters, etc. This requirement is regardless of whether or not your wheeled conveyance has a motor. These devices should never be used inside buildings. They also should be stored in ways that do not impede the traffic flow around campus. They should never impede access to a door, stairwell, ramp, or walkway. The School assumes no responsibility for student devices brought to campus and encourages students to record the serial number of their conveyance. Only bicycles may be used on state roads. Hoverboards are not permitted. Failure to follow these guidelines could result in numerous consequences including but not limited to: confiscation of your transportation, removal of your transportation from campus, or disciplinary action.

4.12 GUESTS

Family members, guardians, and other guests not currently enrolled at Hotchkiss are expected to abide by all School rules and policies while on campus. These individuals are not permitted to spend the night in School dormitories.

4.13 SWIM TEST

We believe that water safety and the ability to swim are important life skills. To pass the Hotchkiss swim test, students must be able to swim 50 yards without stopping and tread water for two minutes without stopping. Students who do not pass the swim test will be offered swim lessons at no charge. Students who cannot swim are encouraged to seek lessons prior to arrival at Hotchkiss or during the breaks. Students who have not passed the swim test will not be able to access the pool, beach, or the lake area.

Water Access

Swimming is confined to the Hixon Pool and the swim area at Hotchkiss Beach on Lake Wononscopomuc.

The Hixon Pool

No students should be in the Hixon Pool without a lifeguard or designated coach on deck.

The Hotchkiss Beach on Lake Wononscopomuc

The beach is a small area by the lake. Below are regulations related to use of beach, dock, and beachfront. An emergency phone is located near the beach.

Swimming at the Lakefront

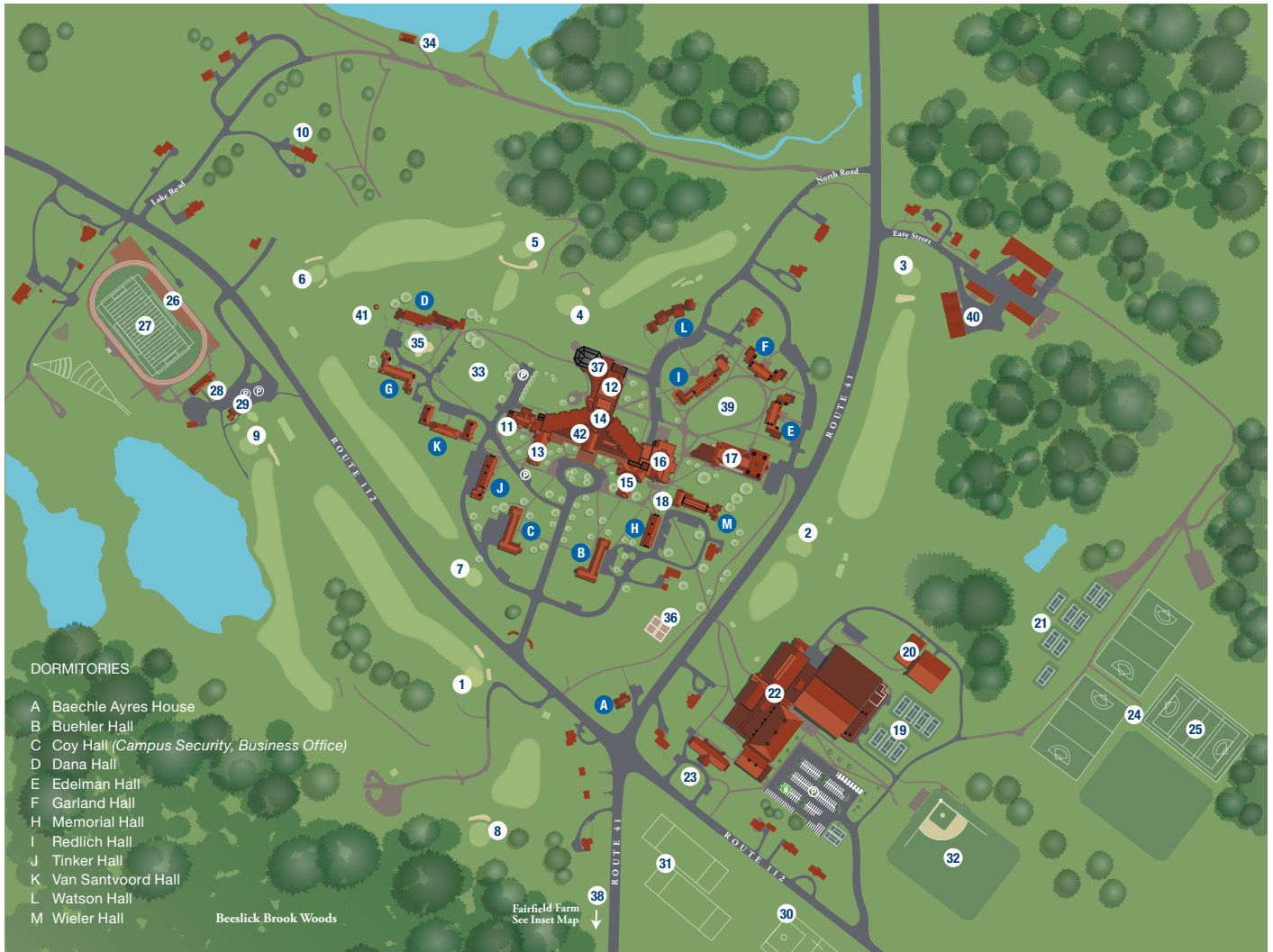
The associate dean of student life will send a School-wide note to inform students, faculty, and staff that the lake is open to use as well as when it is closed. The Hotchkiss Beach is for members of the Hotchkiss community and authorized guests and is off limits to students after sunset.

Please be aware:

- There are no lifeguards on duty at the lakefront.
- Anyone who has not passed the swim test may not go in the lake, be on a boat, or on a dock in the water.
- Swimming is only permitted in the buoyed area by the School beach. Swimming is not permitted off the jetty, the boat house, in other parts of the lake, or in other bodies of water on or around campus.
- There should always be a minimum of three swimmers (all of whom must have passed the School’s swim test) in order to go swimming. Students are not allowed to swim alone or with just one other person.
- The water may be exceptionally cold in early spring and will likely remain so well into May; cold temperatures may induce hypothermia quickly.
- Roughhousing on the dock, in the water, or on the beachfront is not permitted.
- Hotchkiss does not own any kayaks, canoes, or paddle boards for student use without specific permission. Do not use other people’s equipment or property without their permission. All the rules for swimming apply to boating.
- No boats in the swimming area at any time.
- Dogs are not permitted at the swimming beach.
- There are emergency phones at the swimming beach and the boat house.
- No one should remain in the water or on the dock, beach, or boat during a lightning storm. Please seek shelter in case of severe weather.

Please keep in mind that our waterfront is abutted by private homes and the Interlaken Inn. Please be respectful of the School’s neighbors and property.

4.14 CAMPUS MAP



DORMITORIES

- A Baechle Ayres House
- B Buehler Hall
- C Coy Hall (Campus Security, Business Office)
- D Dana Hall
- E Edelman Hall
- F Garland Hall
- H Memorial Hall
- I Redlich Hall
- J Tinker Hall
- K Van Santvoord Hall
- L Watson Hall
- M Wieler Hall

Beeslick Brook Woods

Fairfield Farm
See Inset Map

- | | | |
|---|--|--|
| 1-9 The Hotchkiss Golf Course | 21 Additional Outdoor Tennis Courts | 32 Hoyt Field |
| 10 Fred Frank '50 House | 22 Forrest E. Mars Jr. Athletic Center (<i>Andrew K. and Martin Dwyer III Rink, Hixon Pool, Joseph F. Cullman Squash Center, Thomas Schmidt Hockey Rink, William C. Fowle Gymnasium</i>) | 33 Town Hill Cemetery |
| 11 Harris House
(Admission, Human Resources, Summer Portals) | 23 Monahan (<i>Alumni/Development Office, the Center for Global Understanding and Independent Thinking, Communications Office</i>) | 34 Boat House |
| 12 Walker Auditorium | 24 Class of 1949 Fields | 35 Malkin Climbing Walls |
| 13 Chapel | 25 Downing Field | 36 Beach Volleyball Courts |
| 14 Main Building | 26 Baker: Hemingway Track | 37 The Esther Eastman Music Center
Katherine M. Elfers Hall |
| 15 Edsel Ford Memorial Library | 27 Baker: Sprole Field | 38 Fairfield Farm |
| 16 Dining Hall | 28 William Shirley Fulton Field House | 39 Bissell Common |
| 17 A. Whitney Griswold Science Building | 29 Golf House | 40 Biomass Central Heating Facility |
| 18 Wieler Health Center | 30 Centennial Field | 41 The Hotchkiss Observatory |
| 19 Tennis Courts | 31 Taylor Field | 42 Tremaine Art Gallery |

4.15 CAMPUS BOUNDS

The School values independence and encourages students to take advantage of our expansive campus, nearby towns, and natural surroundings. It is important that students understand the details of on- and off-campus bounds and permissions, as well as how to document departures or whereabouts.

Central Campus is the core of campus surrounded by two roads (Route 41, Route 112) and the lake (Wononscopomuc), and also includes the athletic facilities and fields. No permission is required to move about Central Campus between 6 a.m. and sunset. Any time a student travels beyond Central Campus for a non-School sponsored activity, they must use the Campus Sign In/Out Form on The Hotchkiss Hub.

Post-Sunset Central Campus includes the campus side of Route 41 and Route 112, and the far side/treeline of the fairways that surround the Main Building (4th, 5th, and 6th fairways). No permission is required to move about Post-Sunset Central Campus up until Study Hall/Check-in. School-sponsored events beyond these bounds imply faculty permission. This includes post-sunset events or activities available at the MAC.

Extended Campus is Fairfield Farm, the Larsen Perimeter Trail, and the School woods. Between 6 a.m. and sunset, students are permitted to move about these areas freely. No permission is required, but students must use the [Campus Sign In/Out Form](#) on The Hotchkiss Hub (school-sponsored events/co-curriculars excluded).

The **Local Area** is defined by any towns beyond Hotchkiss and within a 10 mile radius of Central Campus. For non-overnight trips within the local area by foot, bike, or with a driver over 25 years of age (unless that person is a family member or guardian), students must use the Campus Sign In/Out Form on The Hotchkiss Hub (school-sponsored events/co-curriculars excluded). Students are not allowed to venture into or back from the Local Area after sunset by any means other than an automobile.

If parents/guardians have any concerns about the ways in which students can navigate the School's campus or Local Area, please contact the dean of student life.

See [Appendix E: Campus Bounds, Leaves, & Permission Requirements](#) for details.

4.16 TRANSPORTATION TO AND FROM SCHOOL

For major School breaks and at the end of the school year, transportation is offered to the airports most used by students (Bradley, JFK, and LaGuardia) and to NYC (except at the end of school). Families and students must reserve bus seats, approximately four weeks prior to travel dates. Families and students will be given reservation instructions and notified when reservations are opened for purchase. Buses are scheduled so that the greatest number of students can be served, and students may have to wait at the airport before or after their flights. Transportation information and schedules can be found [here](#). It is important to check the [updated School calendar](#) for modified campus departure dates for this year.

4.17 LEAVING CAMPUS ON WEEKENDS

A student may leave campus during any weekend, after the last School obligation on Friday before a no-class Saturday or after the last School obligation of the week. Obligations include both academic and co-curricular commitments. To go home or to travel off campus overnight for the weekend, parents/guardians should submit a request through Veracross; they must indicate that they have approved travel and any host arrangements. Students should return to campus by 10 p.m. check-in on Sunday evening.

Weekend requests must be submitted through Veracross by Thursday at 4 p.m. for the coming weekend and must contain accurate and relevant information. All other requests should be submitted at least three days in advance for proper review and approval. If approved, the parent/guardian will be informed by email. If a student leaves on an unapproved weekend, they may receive unexcused absences and face the applicable consequences as outlined in our attendance and discipline policies. If a student leaves campus without a request submission, they may face disciplinary consequences. Late requests will be handled by the class dean on a case-by-case basis.

It is the parent's/guardian's and student's responsibility to ensure that the student has informed instructors, advisors, coaches, and dorm faculty of absences that impact any School obligation (sports, co-curriculars, or other activity).

Change of Plans

A parent/guardian must notify the School of any change in plans for students departures or returns. This can happen by either submitting a new absence request through Veracross or by contacting the dean on duty. This includes change in destination, change in departure or return times, and if the student decides not to leave campus. Failure to do so may result in the loss of weekend privileges for two weeks.

Late Returns

Students granted weekend permission are expected to be on campus by 10 p.m. check-in Sunday evening. Students must notify the dean on duty by calling the main number (860-435-2591) if they will return to campus later than 10 p.m. Failure to do so may result in the loss of weekend privileges for two weeks. Students returning from New York City on a Metro-North train should plan to leave Grand Central Terminal no later than 6:30 p.m., arriving in Wassaic by 8:30 p.m. Later trains will not allow for return to the dorm by 10 p.m. check-in. The most up-to-date schedules and fares for the Metro-North Harlem Valley Line can be obtained at www.mta.info/mnr or by calling 877-690-5114.

4.18 OTHER LEAVES

For a variety of reasons, time away from School may be necessary for a student. The following descriptions outline typical grounds for and forms of leaves, although individual circumstances may require alternative responses.

Personal Leave

Students and/or their parents/guardians may request a personal leave. Personal leaves, usually to attend to matters at home, are typically brief in duration and generally extend up to a week in duration.

During a personal leave, students are expected to communicate with teachers about missed work. Teachers will take steps to help a student make up missing work and, when appropriate, teachers will adjust expectations about the work that needs to be completed to meet the requirements of the course.

Personal leaves are coordinated through the student's respective class dean and must be approved by the dean of student life. In rare situations, the head of school or associate head of school may place a student on a mandated personal leave, which may extend beyond the typical one-week duration. A personal leave mandated by the head of school or associate head of school is coordinated by the dean of student life and the dean of academic life.

Health Leave

(Excerpted from [Appendix J: Health Leave Policies](#)) A health leave is granted by the School for the management of a physical or emotional condition that: (a) interferes with a student's ability to participate in the School's program; (b) has an undue negative impact on others; and/or (c) is beyond the practical limits of care that Health Services can provide.

Health leaves are approved by the Leave Team, which includes the associate head of school, the dean of academic life, the deans of student life, the director of health service, and the director of counseling. The Leave Team also determines the length of the leave and what conditions must be met in order to return (e.g., relevant assessments, counseling, educational activities, etc.)

The dean of academic life coordinates communication with teachers, and when appropriate, teachers will adjust expectations about the work that needs to be completed to meet the requirements of the course.

Please consult [Appendix J: Health Leave Policies](#) for details.

4.19 SUSPENSION

Suspension from campus may be required under certain circumstances. These instances would include, but are not limited to, a student who may have compromised the health and safety of fellow community members or has egregiously fallen short of School expectations. Suspension decisions are at the discretion of the dean of student life and/or head of school and will often, though not always, be an addendum to a formal disciplinary consequence. Suspension is different from personal leave due to the fact that academic accommodations may be limited or not extended to a student. The dean of academic life will coordinate with the suspended student regarding academic work. Students may not be on campus or act as hosts to Hotchkiss students while suspended. The dean of student life may amend these conditions on a case-by-case basis. Upon return to campus, suspended students will meet with the dean of student life, dean of academic life, and their advisor to discuss re-entry into School life.

4.20 INVOLUNTARY WITHDRAWAL

There may be instances, despite the best efforts of the School and family, where a student is unable to remain at Hotchkiss. If the School determines that it cannot reasonably provide the accommodations or supports a student may need to engage in school programs, Hotchkiss reserves the right to deny admission, not re-enroll, or require immediate withdrawal. The School can initiate involuntary withdrawal at any time, but will typically do so only after efforts have been made to provide reasonable accommodations or explore viable alternatives. Circumstances that might lead to involuntary withdrawal may include (but are not limited to) the following:

- Failure to engage in academic programs
- Non-compliance with health care recommendations
- Risk of harm to self or others
- Failure to meet their responsibilities as a student
- Failure to care for their daily needs without assistance
- Failure to secure assistance to fulfill their daily needs
- Directly and negatively impacting the lives of others
- Directly and negatively interfere with the School's normal operations
- Failure of the student or family to partner with the School to address student needs

A decision to require involuntary withdrawal is made by the associate head of school, in collaboration with other administrators on campus, such as the dean of student life and/or dean of academic life. When a student is withdrawn involuntarily, the School will award credit when possible in accordance with School policy and the student's transcript will note the end date for enrollment. If the School receives inquiries from other educational institutions, whether college or a next secondary school, the School will verify the student's status but will not share any medical information or the reason for the student's withdrawal. There is no appeal process for this policy and the opportunity for readmission will be at the sole discretion of the School.

5 RESIDENTIAL LIFE

Our dorms are places of shelter, safety, rest, study, fun, and leisure. As underscored in the School’s Mission and Values, the transformative experience of Hotchkiss is underpinned by relationships and opportunities characteristic of being a residential community. We support the Mission by engaging students, dorm teams, and others in ensuring that all students, including day students, benefit from the residential program. Living well with others in dorms requires students to honor rules, empathy, and patience, and to engage in effective communication. These are skills that serve students preparing to live in college environments after they depart the School.

5.1 DORM TEAMS

Each of the 13 dorms is assigned dorm faculty who live in the dorm and act as dorm teams. All dorms also have assigned nonresidential faculty. Dorm teams—dorm heads, dorm faculty, affiliates, and proctors—work together to advise students, provide support, monitor study hours, engage students in discussions, ensure that students are present at check-in time, and coordinate dorm happenings with other student life offices such as the Deans’ Office, student activities, or athletics.

5.2 DORM POLICIES

Each student is required to know and comply with the dorm regulations. Rules and policies may be modified or amended during the school year. Such changes, if and when they are made, are publicized to the community.

All students have access to dorms, restrooms, and School facilities that correspond with their gender identity and expression. Hotchkiss has separate dorms for boys and girls as well as an all-gender dorm. Questions, concerns, or individual requests may be directed to the associate dean of student life.

5.3 OCCUPANCY

Room assignments range from singles to triples. Dorm rooms are usually assigned for the entire school year and are not available during mandatory School breaks; however, if a student needs to stay late on campus at the start of a School break, or return before the end of a School break, they should discuss this with the associate dean of student life in a timely way.

5.4 REQUESTING HOUSING ACCOMMODATIONS

Students needing specific housing accommodations may submit requests for accommodation to the associate dean of student life or the director of health services with supporting medical documentation. The associate dean and director will determine reasonable accommodations in consultation with each other. Students’ preferences for specific dorms will be considered but may not always be met.

See [*Appendix B: Accommodations Policy*](#) for details.

5.5 ROOM CHANGES

Students are asked to indicate rooming and dorm preferences in the spring prior to the new school year. A great deal of consideration and planning goes into assigning students to dorms. Room change requests require extensive deliberation and ultimately the approval of the associate dean of student life, in consultation with the dorm head, and the adult dorm team and proctors on the student’s hall. Room change requests are rarely granted.

5.6 DORM ROOM AMENITIES

Rooms are supplied with a bed, mattress (extra-long twin size), bureau, desk, desk chair, phone, and overhead lighting. Each room has a closet and window coverings or shades. Additional furniture that a single person can carry may be added to a dorm room. Any larger furniture requires approval from the associate dean of student life.

Rooms assigned to day students have an additional desk and a chair. Day students may bring a small air mattress or sleeping bag for times when they have permission to sleep on campus.

Students must provide their own bedding and pillows. All pictures and other decorations may not cover more than 50% of the walls and must be hung using only an approved removable adhesive (available in the School Store). All such adhesive must be removed by the student before permanently vacating the room. The use of thumbtacks or transparent tape on dorm room walls is not permitted. Tapestries may be used if hung flush against the wall and at least 18" from the ceiling. Actual or representative images of alcoholic beverages, illicit substances, or sexually provocative and inappropriate topics may not decorate rooms or common areas. Power strips must be surge-protected; these can be purchased in the School Store. Extension cords are not permitted.

Bathrooms vary in each dorm. Students will need to provide their own towels, bathing, and grooming products. A caddy for carrying these items is suggested.

Students are provided room keys and a card to electronically access the dorm. Security monitors access, and dorms close each night at curfew.

5.7 ROOM GUIDELINES

Rooms should be kept reasonably clean and neat at all times, and they will be checked for cleanliness and order on a weekly basis. Dorm rooms and their furnishings, except those a student brings from home, are the property of the School, and at the end of the year they should be in the condition in which they started the year. All School-issued furnishings must remain in the room whether or not the student is using them. The following guidelines apply to all dorm rooms for the safety, privacy, and well-being of each student as well as the good of the community:

- All food items should be stored in sealed containers.
- Rooms should be kept locked whenever a student leaves their room. Students may enter another student's room only when the resident is present.
- Rooms should remain unlocked when occupied.
- Students may not remove or damage window screens or climb onto roofs or balconies.
- Beds may not be raised higher than 28" from the floor, including risers.
- Bunk beds may not be unbunked without permission of the dorm head.
- Student decorations and poster/art content may not contain derogatory language or images, depictions of alcohol, drugs, or sexually provocative topics.
- Pets are not permitted.

Dorm Room Fire Safety Precautions:

- Blankets or nets used as ceiling hangings or wall hangings are not permitted.
- Burning candles or incense is not permitted.
- Cords and power strips must be UL-approved, in good repair, with the appropriate number of electrical units per cord/strip and wall outlet. Extension cords are not permitted.
- Fire-fighting equipment must not be tampered with in any way. This applies to smoke detectors as well as fire extinguishers, sprinklers, and hoses.

5.8 ADDITIONAL ITEMS & APPLIANCES

Allowed

Computers, one monitor no larger than 27", docking stations, clocks, fans, hair dryers, hair irons, razors, and battery-powered or LED string lights.

Not Allowed

Electric heat lamps, halogen lamps, plug-in non-LED string lights, extension cords, gaming systems*, extra video screens/monitors, clothing irons, plug-in air fresheners, refrigerators**, or any device that heats water or food. In addition, space heaters and air conditioning units, whether they plug in or are battery operated, are not permitted.

** Proctors are allowed to have one game system.*

*** The Health Center must approve a refrigerator needed for medical purposes (e.g., insulin or medically supported dietary needs). The unit must be 1.7 cubic feet or less in size. Proctors are allowed to have a refrigerator (up to 3.2 cubic feet).*

If a student is in doubt about the suitability of room items or decorations, they are urged to ask their dorm teams.

5.9 SAFETY & PRIVACY

All external dorm doors are electronically locked and monitored. Upon arrival at the School, each student is issued a student ID, which provides access to their dorm, and a dorm room key. To help protect personal property, each room has an individual lock. Students should lock their room when away and must not enter another student's room in their absence. Students should exercise common sense when bringing valuables from home. Marking common items with one's name, keeping track of one's things, and keeping all cash in a locked container are all advisable practices.

Students should lock dorm room doors for sleeping or when out of the dorm. Doors should be unlocked when the resident is in the room.

Contractors performing work on campus are required to wear name tags issued by Security. Any unfamiliar person not wearing such a tag, or behaving in a questionable manner, should be reported immediately to dorm teams or Security. There are no repercussions for making such a report in good faith.

5.10 STUDY HALL

On Mondays, Tuesdays, and Thursdays:

- Preps and lower mids have study hall in their rooms from 8 p.m. to 10 p.m.
- During the first marking period, upper mids have in-dorm study hall on Monday and Thursday. After the first marking period, upper mids do not have official study hall.
- While seniors may not be required to be in a specific location until the 10 p.m. check-in, they are expected to respect campuswide study conditions.
- Upper mid and senior students may be assigned in-dorm study hall as a response to attendance infractions.

On Wednesdays and Fridays:

- Preps and lower mids have study hall in their rooms from 8 p.m. to 9 p.m.
- On Wednesdays, preps and lower mids have free time from 9 p.m. to 10 p.m.; on Fridays, preps and lower mids have dorm time from 9 p.m. to 10 p.m.

On Saturdays and Sundays:

- There is no formally scheduled study hall.
- On Sunday nights, all dorms and the Main Building are under study conditions from 8 p.m. to 10 p.m.

5.11 CHECK IN/CURFEW

Dorm teams and proctors monitor student safety and well-being in the residence halls. It is important for students to adhere to check-in times. Students need to use the [Campus Sign In/Out Forms](#) on The Hotchkiss Hub to notify dorm faculty when they are away from campus for a day trip.

From Sunday Night through Friday Night:

- All students have a dorm check-in at 10 p.m. Seniors and upper mids who are utilizing out-of-dorm study hours must be back inside the dorm by 10 p.m.

Saturday Night:

- All students must check in by 11 p.m.

See “Violation of Curfew” under [Section 7.1 Major School Rules](#) for more information.

5.12 LIGHTS-OUT

Every night except Saturday, preps and lower mids have lights-out by 11 p.m. Electronic devices must be turned off at this time. On Saturday nights, preps and lower mids must be quiet and in their room by midnight.

Upper mids and seniors must be in their room and quiet by midnight every night.

Students are strongly encouraged to abide by these limits, which promote the habits necessary to sustain success and well-being. A student struggling to complete assigned work within these lights-out rules should consult with their faculty advisor.

5.13 HEALTHY SLEEP HABITS

An important element of student wellness is getting enough sleep each night, usually between 8 and 10 hours. All students are strongly encouraged to be mindful of their sleep patterns. Students who have difficulty self-regulating healthy sleep habits may reach out for assistance from the Health Center or any trusted adult; in some cases, restrictions may be put in place to help students maintain healthy sleep habits.

5.14 DAY STUDENTS & SLEEPOVERS

Day students participate in all aspects of School life, including residential life programming.

Day students may participate in School life up until 10:45 p.m. Sunday through Friday, and 11:30 p.m. (or overnight, see below) on Saturdays. If students choose to stay beyond co-curricular programming and dinner, it is important that they participate in the same way as boarding students. For example, if a student is a prep or lower mid and is on campus during study hall, they are expected to participate in study hall either in the dorm or in their assigned specialized study hall. For the first marking period, upper mids have study hall on Mondays and Thursdays. Day students participating in study hall may leave at the conclusion of study hall or opt to stay up until 15 minutes prior to lights-out to enjoy free time in the dorm.

Saturday Night Sleepover

Day students may spend the night on campus on Saturday nights in their assigned rooms. Permission must be provided by the parent/guardian each time a day student will be staying on campus overnight. For Saturday evenings, parents must notify the School no later than 7 p.m. on Saturday by filling out the

Day Student Sleepover Request Form. Students should notify the dorm faculty on duty by 8 p.m.

Inclement Weather Sleepover

If a student needs to stay on campus overnight due to inclement weather, a parent/guardian must provide permission by completing the Day Student Sleepover Request Form.

Opening Days and Pre-Season Sleepovers

During Opening Days, dorms facilitate activities for students to build connections and establish community norms and values. We invite all day students to sleep over in their assigned rooms, beginning the evening of their designated move-in day through the evening prior to the first day of classes to make it easier for them to attend early morning athletic practice schedules and community events hosted later in the evening. Once classes have commenced, we revert to typical evening and study hall participation, as described above. Parents/guardians must submit permissions by using the Day Student Sleepover Request Form to indicate which night(s) the day student will spend in the dorm. Access to this form will be emailed to families throughout the year. Any last-minute additions or changes must be cleared with the dean on duty.

Other Special Circumstances

For special events during the year, such as head of school holiday or senior dance, we ask parents/guardians to complete the Day Student Sleepover Request Form. Under very special circumstances, day students may need to stay overnight on a night other than those mentioned above. Permission must be arranged well in advance through the associate dean of student life in collaboration with the dorm faculty.

Inclement Weather

If a student needs to stay on campus overnight due to inclement weather, or leave campus early in anticipation of inclement weather, a parent/guardian must provide permission by calling 860-435-2591 and asking for the dean on duty or by completing the Day Student Sleepover Request Form.

Absences

Families should contact the Health Center to excuse day students from school obligations due to illness. Families should contact the class dean for absences from School obligations for any other reason.

5.15 RESIDENTIAL VISITING

Visiting within the Dorm

Visiting dorm-mates promotes learning, friendship, partner or group study, and community among students. Residents of the same dorm may visit each other at any time with the door closed and overhead light on (subject to lights-out restrictions; all students must sleep in their own rooms). All students enjoy this privilege, although specific times and frequency vary by class year.

The number of visitors allowed in a room is always at the discretion of the dorm faculty, and visiting students may be asked to leave. Students found misusing the privilege or in violation of the visiting policies will face disciplinary action, which may include suspension of visiting privileges.

Interdorm Visiting (Visiting Between Dorms)

Students are expected to conduct themselves in a way that honors our commitment to creating a residential environment characterized by safety, trust, and respect for all. While a dorm room may feel more private than other dorm spaces, such as common rooms, it remains a shared space which community members should feel comfortable entering or walking past. It is not an appropriate space for sexually intimate behavior. Additionally, during study hours, hallways must remain quiet for those who choose to study.

Daytime Common Room Visitation

Students are allowed to visit each other in dorm common rooms during the day (after the class day ends until 8 p.m.). Each student must have a host from that dorm present.

Daytime Dorm Room Visitation

Students are allowed to host a visitor who lives in the same dorm group during the day (after the class day ends until 8 p.m.). All rooms hosting a non-resident visitor must have the door propped with Hotchkiss trash can and the overhead light on. Daytime dorm room visitation begins on October 1.

Evening

From 8 p.m. to 9:50 p.m., all students not in study hall may interdorm visit by checking in with faculty on duty. If the faculty member on duty cannot be found, the student and guest must wait for permission before visiting. All rooms hosting a non-resident visitor must have the door propped with Hotchkiss trash can and the overhead light on. All guests must check out

with the faculty member on duty.

- No interdorm visiting is allowed until October 1.
- Students who are in study hall may not have visitors during study hall.
- With faculty permission, proctors in prep and lower mid dorms may close their doors when hosting visitors during study hall hours (all other rules still apply: check in/out, overhead light on).

Any special requests outside of these rules may be considered by the dorm faculty on a case-by-case basis. The number of visitors allowed in a room is always at the discretion of the faculty member. Students may be asked to move to the common room or leave the dorm if a faculty member feels the number of students or activity in the room is inappropriate for the space. Students who are not compliant with interdorm rules will have interdorm privileges suspended for one month. Repeated inability to follow interdorming rules may result in disciplinary action.

5.16 FIRE SAFETY & FIRE DRILLS

To ensure maximum safety, everyone should be familiar with the evacuation procedures for their dorm and any other facilities in which they spend extended periods of time. Each dorm has a specific evacuation route and roll call procedure, and dorm heads outline those procedures for students the first night of every school year. Drills will be run by Security to measure timing and efficacy of evacuation. Students are expected to comply with all fire drill instructions.

In case of fire in the dorm, students should:

- Pull the fire alarm immediately.
- Leave the building quickly via the nearest available exit. Each dorm will have evacuation routes posted. Doors to rooms should be left unlocked.
- Assemble outside the building at prearranged areas determined by the dorm head so that a roll call can be taken.
- Make no attempt to save personal belongings.

5.17 ROOM INSPECTION

For health and fire safety reasons, students are expected to keep their rooms neat and clean. Dorm teams inspect student rooms weekly. This inspection does not constitute a room search (see below). Rooms are also inspected at the beginning and end of each year for damage and cleanliness. Dorm teams report any damages or broken items to the dorm head and the Business Office, and request repairs during the academic year when necessary. Damage to rooms or School-issued furniture may result in fines for repair or replacement.

5.18 ROOM SEARCHES

Faculty and/or staff will enter a student's room if there is a concern about that student's whereabouts or safety. Occasionally, circumstances may warrant a formal search for contraband in a student's room. In most cases, one or more members of the Deans' Wing, such as the dean of student life, the associate dean of student life, the class dean, and/or the dean on duty will conduct the search with the dorm head. Residents are generally given the option to be present during a room search and to have their advisors present as well.

6 CO-CURRICULAR PROGRAM & STUDENT ACTIVITIES

6.1 CO-CURRICULAR PROGRAM

The co-curricular experience immerses students in a structured team activity — whether it's playing a sport, participating in a School production, or getting hands-on experience at Fairfield Farm. The daily commitment allows students to explore their chosen interest in more depth.

All students are required to participate in the co-curricular program each of the three seasons. Preps and lower mids must participate on at least two teams during the academic year. Program options include interscholastic teams, intramural activities, outdoor programming, alternative team options, and co-curricular projects.

6.2 ATHLETIC PROGRAM

Since its founding in 1891, Hotchkiss has been committed to the development of the scholar-athlete. The Athletic Department's mission is to offer a range of high-quality programs that encourage all participants to realize opportunities for successful athletic endeavors, continual growth in leadership, and physical fitness.

Athletics and fitness are integral parts of the educational program at Hotchkiss and are conducted on a level consistent with other educational programs in the School. The athletic program fields over 60 interscholastic teams and many intramural club sports and fitness options.

Hotchkiss is a member of the Founders League, the New England Preparatory School Athletic Council (NEPSAC), and other local and regional leagues.

As a member of the Founders League, which supports the inclusion of transgender and gender-expansive students in athletics, Hotchkiss supports student participation in athletic competition and physical education classes and programs, including school teams and intramural sports, in accordance with a student's gender identity. Inclusion of a student on the official team roster serves as verification of eligibility. All students have access to facilities (restrooms, locker rooms, or changing rooms) consistent with their gender identity.

Descriptions of all athletic teams and facilities can be found on [the School's website](#).

6.3 PRE-SEASON TRAINING & PRACTICES

Pre-season training in the fall for varsity teams is by invitation only. Returning and new athletes are invited by the coach to try out during the opening days of school. If a new student expresses an interest in a particular sport but has not been invited back, that student should contact the head coach. Pre-season training for winter and spring sports starts when School is in session.

6.4 OCCASIONAL ATHLETIC EVENTS DURING BREAKS

The final tournament and championship weeks of a sport may require a varsity athlete to remain at Hotchkiss for a day or two beyond the published school calendar for vacations, particularly in November and March. Families should make travel arrangements for their students after consulting the athletic schedule and the head coach.

6.5 OUTDOOR TEAM PROGRAM

The outdoor program is designed to grow students' knowledge and enjoyment of the School's surrounding woods, lakes, mountains, and rivers. The outdoor program includes Fairfield Farm Ecology and Woods Squad. Participating students gain the ability to traverse these spaces safely and in a range of conditions. This program offers student experiences that build a relationship with the natural world rooted in recreation and service while providing students with technical skills that are the foundation for lifelong connection to the outdoors.

6.6 ALTERNATIVE TEAM PROGRAM

The purpose of offerings in the alternative team program is to allow students to immerse themselves in a non-athletic passion or interest while incorporating the essential team-building and collaboration at the core of co-curricular programming. Some of the opportunities available include film and photography, music practice, competitive robotics, yearbook, and studio art.

6.7 CO-CURRICULAR PROJECTS

Students may apply for a faculty-sponsored co-curricular project in lieu of the current program. Approval for such projects is granted by the director of athletics and dean of academic life. Preps and lower mids are allowed one co-curricular project a year, while upper mids and seniors are allowed two; however, the projects must differ, and one must have a fitness component. In the fall season, preps and lower mids new to Hotchkiss may not apply for a co-curricular project.

6.8 SPORTS-RELATED HEALTH CARE

The School has three certified full-time athletic trainers who are available daily for assessment and treatment of sports-related injuries. The main athletic training room is located in The Forrest E. Mars Jr. Athletic Center (MAC).

Treatment modalities include cryotherapy, hydrocollators, whirlpools, ultrasound, electrical stimulation, and a Game Ready unit. The swimming pool is regularly used in the rehabilitative process. State-of-the-art equipment including treadmills, ellipticals, LifeCycles, LifeSteps, Keiser weight machines, and free weights are available for both rehabilitation and personal use.

6.9 STUDENT ACTIVITIES

Free time during the week and on the weekends is our time for social events and fun on campus. Social events start early in the year with the annual contra dance (similar to a country and western hoedown) and Blue & White welcome party. Throughout the year there are dances, mini golf, video game nights, open mics, guest performers, and intra-school competitions. On Sundays there is a shuttle to Millerton, NY for students to go to the movies, do some shopping, or grab a bite to eat. Weekends are laid-back times to gather with friends and enjoy some fun together.

The Student Activities Committee is a group of students who bring the fun to campus. Members of the committee work with the director of student activities, clubs, and affinity groups to plan and host events.

6.10 CLUBS, AFFINITY GROUPS, & PUBLICATIONS

Clubs and affinity groups provide students with spaces within our community to explore special interests and to meet up with others who share their identity. The clubs program is student-run and supported by adults in the community. Clubs hold regular meetings, raise funds for charities, and host campus events. Affinity Groups provide spaces for students to explore their identity in the presence of similarly-identifying peers and adults. These spaces celebrate a variety of identities including, but not limited to, racial, sexual, socio-economic, and mental and physical diversity.

Hotchkiss publications include a variety of publications ranging from news to art. We have a news organization with a digital and print presence, a literary arts publication, and a multilingual poetry publication to name a few. These publications are student-run and draw on the talent of all Hotchkiss students for submissions.

The student-run clubs committee helps current and new group leaders to host successful meetings, fundraisers, and events. The committee accepts applications for new groups throughout the school year and encourages students to explore their interests and build leadership skills by participating in the clubs program.



7 COMMUNITY REGULATIONS

Each student is required to know and comply with all Community Regulations. No one should expect to be preemptively warned in order to adhere to them, and one's assertion of ignorance of a rule will not be accepted as an excuse for a violation. Rules and policies may be modified or amended during the school year, and the community will be informed of any changes. In general, these Community Regulations are directed toward conduct that takes place on campus or in connection with School-sponsored activities and events, whether on or off campus. However, each student represents Hotchkiss whether they are on or off campus, and regardless of whether School is in session. Serious misconduct that occurs away from campus, including on social media, that comes to the attention of the School may also elicit a disciplinary response if it violates our Community Regulations, particularly if it involves other Hotchkiss students, brings discredit to or negatively affects the School's reputation, disrupts the School community, harms or threatens the health and safety of others, is illegal or otherwise inconsistent with the School's Mission.

Honoring the spirit of our motto—*Guided by each other, let us seek better paths*—students who discover a peer or group of peers violating Major School Rules and who do not leave the scene immediately, or fail to contact an adult about the issue, may be held equally responsible and may share equally in any disciplinary response. Students are expected to let a faculty, staff member, or proctor know of their concern for others' behavior. Students actively aiding peers under the protection offered by the Health Center Policy are exempt from this provision. (See "Alcohol or Illegal Drugs" under Section 7.1 Major School Rules.)

7.1 MAJOR SCHOOL RULES

Major School Rules apply to acts that imperil the integrity and safety of the community or the well-being of its members, or that fail to demonstrate a necessary commitment to our Mission and Values. Whenever Hotchkiss students engage with the world beyond the campus, including through social media, they are expected to uphold Hotchkiss values, and their actions should reflect well upon the School. Off-campus incidents that come to the attention of the School will be handled on a case-by-case basis. Although the School is not in a position to investigate all conduct that occurs off-campus, when the School learns of off-campus or online misconduct that violates School rules or values, the School may hold students accountable for such misconduct in appropriate ways, including parent/guardian

notification and a disciplinary response. Students are expected to be honest and forthcoming and to cooperate fully with any investigation conducted by the School. Failure to demonstrate such cooperation may lead to disciplinary action.

Responses to Major School Rule Violations

As noted in other sections, whenever a Major School Rule violation is brought to the attention of a faculty member, the matter will be reviewed by the appropriate class dean, dean of student student life, associate dean of student life and/or the dean of academic life to determine next steps. These next steps could include no further action, a response from the Deans' Wing, and/or convening the Discipline Committee (DC) or the Community Conduct Council (CCC).

In reviewing the matter and determining a response, the Deans' Wing, DC, and the CCC will refer to the provisions of the *Almanac*, including the following:

- List of Major School Rules
- List of other expectations associated with community behavior
- The Code of Ethical Conduct
- Academic Integrity Policy
- Sexual Misconduct Statement

Major School Rules include but are not limited to:

A. ACADEMIC DISHONESTY

Plagiarism, improper acknowledgment of sources, cheating, improper collaboration between or among students, the use of specifically prohibited resources, or similar offenses. For further details about academic integrity, please refer to [Section 3.4 Academic Integrity](#).

B. LYING, INCLUDING MISREPRESENTATION OF DOCUMENTS

Making false statements; failing to disclose relevant information; forging, altering, or otherwise falsifying any document or communication. This includes false information provided to the Discipline Committee.

C. ACTS OF VIOLENCE OR PHYSICAL FORCE

Any act of violence or use of physical force against another person.

D. SEXUAL MISCONDUCT, INCLUDING SEXUAL HARASSMENT

Any sexual activity for which clear and voluntary consent has not been given; 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. See Sexual Harassment Policy (CITE Section) [Section 7.5 Sexual Misconduct](#).

E. HARASSMENT, DISCRIMINATION, BULLYING, HAZING

Unreasonable conduct or behavior that is offensive or threatening, impairs morale, or interferes with the educational environment of students. Offenses may relate to race, color, national or ethnic origin, ancestry, religion, sex, sexual orientation, gender identity or expression, disability, or other protected category. Also included is conduct that constitutes bullying, hazing or similar unkind, inappropriate or threatening behavior. Absolutely inappropriate is any behavior that contributes to a hostile environment, whether it is verbal, non-verbal, written, electronic or physical; whether it occurs between or among students, or between students and others in our community. Students who experience any of this behavior are urged to seek guidance from an adult who can assist in addressing the situation. Retaliation against anyone making a good faith report of violations under these provisions is also prohibited.

For further information on this subject, please consult the [Section 7.4 Harassment, Discrimination, Bullying, & Hazing](#).

F. ALCOHOL OR ILLEGAL DRUGS

The use or possession of alcoholic beverages, illegal drugs, including or controlled medications not prescribed to that student. This includes the unauthorized use or possession of controlled medications.

Drug and Alcohol Policy

The adverse effects of drugs and alcohol on the neurodevelopment of the maturing, and thus vulnerable, adolescent brain are well documented; in addition to compromising decision-making leading to potentially risky behavior, use and abuse of illicit substances may also increase the possibilities for adolescents to develop long-term substance use or mental health disorders later in their lives.

Owing to our fundamental commitment to student safety and well-being, students experiencing alcohol or other drug intoxication themselves or observing the same in friends and

peers are encouraged to pursue our Seeking Help Policy or to utilize our Health Center Policy to ensure immediate medical assistance free from disciplinary action. Please see [Section 9.5 Seeking Help](#) and [Section 9.8 Health Center Policy](#) for more information.

The use, distribution, and possession of alcohol, drugs (including marijuana), or pharmaceuticals for which one has no prescription or not authorized to have, and devices designed to deliver illicit substances (e.g., vaping products, inhalants, etc.) are prohibited. Students who violate these expectations on campus or in connection with School-sponsored activities, including School Year Abroad and immersion semesters, should expect disciplinary consequences. Students found using, under the influence of, distributing, or possessing prohibited substances are subject to a range of consequences including suspension from leadership positions and/or from publicly representing Hotchkiss (proctorship, performing arts, interscholastic competitions, tour guides, class council, etc.) to General Probation and up to expulsion. Students who violate this policy in a manner that results in potential harm to others or who violate it a second time should expect to be immediately dismissed.

Students who violate the Drug and Alcohol Policy will also be required to undergo a comprehensive substance use evaluation and are expected, under the guidance of our Health Center and/or home health care providers, to follow the recommendations from that assessment to ensure not only their continued health and safety but also their capacity to engage actively and fully in both the intellectual and communal life of Hotchkiss. This comprehensive substance use evaluation will include drug testing for diagnostic and treatment planning purposes.

Finally, students found in violation of this policy will also be required to complete a self-directed project in which they commit to uplifting the community during their suspension or probationary period and, after completing their project, reflect on the extent to which they are ready to resume serving as a public representative of our community. This reflection will be shared with the student's advisor, trusted adult, class dean, the dean of student life, and the student's parent/guardian.

Please see [Appendix F: Consequences for a Violation of the Drug and Alcohol Policy](#) for more information.

Health Center Policy

Owing to our fundamental commitment to student safety and well-being, students experiencing alcohol or other drug intoxication themselves or observing such a state in peers are encouraged to use the Health Center Policy to seek immediate help free from disciplinary action. See [Section 9.8 Health Center Policy](#) for further details.

Off-Campus Behavior

The School strongly encourages students and their families to respect state and federal laws regarding alcohol and illegal drug use when students are off-campus and to be especially cognizant of their liabilities under social host laws, which pertain to those people who serve alcohol in their own homes to guests under the legal drinking age. A student who returns to campus under the influence of alcohol or illegal drugs consumed elsewhere is in violation of the School's policy.

Prescription Medications

Prescription medications are not to be kept in student rooms without the approval of the Health Center. See [Section 9.3 Prescription Medications](#) for the policy.

G. DISRESPECT

Inherently disrespectful actions, whether they are verbal, nonverbal, written, virtual, or physical, and inherently disrespectful patterns of behavior, regardless of one's stated intent, directed toward any member of the community.

Students are expected to respond cooperatively to instructions issued by faculty members and other adults in the context of their role as figures of authority. If a student were to respond to such instructions with explicit or implicit hostility, defiance, or belligerence, the student may be found to be in violation of this provision.

Respect for the School as an institution is as important as respect for the individuals who compose its community. Therefore, students must behave in ways that uphold the values and mission of Hotchkiss. When, in the sole discretion of the School, a student's general citizenship and demeanor repeatedly fall below the School's expectations, a student could be in violation of this Major School Rule. An accumulation of minor infractions or incidents of personal misconduct could also be in violation of this Major School Rule.

H. THEFT AND WILLFUL PROPERTY DAMAGE

Taking someone else's property without explicit permission to do so; willfully damaging or destroying someone else's property, even if the owner has granted access to it.

I. TRESPASSING AND TAMPERING

Intrusions into locked or unlocked spaces without explicit permission or authorization; presence in places at times when one's presence there is unwarranted; tampering with locks, windows, window screens, or similar obstacles in order to access prohibited places.

J. WEAPONS

Possession or use of dangerous weapons, which are defined as any object (including firearms, ammunition, slingshots, knives, swords, hatchets, incendiary devices, fireworks, or other explosive devices) that could reasonably be perceived as a weapon, including ceremonial weapons.

K. FIRE

Possession or use of materials and objects that can start a fire; any action, regardless of intent, that compromises fire safety. Tampering with smoke detectors or fire extinguishers, pulling false alarms, blocking egresses in buildings, and failing to comply with fire alarms or fire alarm drills all constitute violations of this provision.

L. KEYS

Unauthorized use or possession of School keys, student IDs, or fobs.

M. CAMPUS BOUNDS

Leaving campus bounds without permission. Students are expected to abide by all campus bounds and permissions, found in detail in [Appendix E: Campus Bounds, Leaves, & Permission Requirements](#). Please note that students may be found in violation of this rule if parents/guardians do not fill out the necessary absence request.

N. AUTOMOBILES

Use of an automobile, as a driver or passenger, without permission is prohibited. Hitchhiking and/or riding in an automobile driven by a person under 25 years of age (unless that person is a family member or guardian) are prohibited. Day students are never permitted to drive boarding students in vehicles during the term without parent/guardian consent from all parties. Boarding students are customarily not permitted to have motorized vehicles on campus. In order for any student to have a motorized

vehicle on campus, permission must be received from the dean of student life. If a boarding student is permitted to have a car on campus, all car keys must be kept at the Deans' Office. Permission is granted for set periods of time and can be revoked if policy is not followed.

See [Appendix G: Student Vehicle Policy](#) for additional rules pertaining to students and vehicles.

O. VIOLATION OF CURFEW

Sunday through Friday, all boarding students are expected to be in their dorm by 10 p.m. On Saturday night, all boarding students are expected to be in their dorm by 11 p.m. After these hours, students may not admit anyone to the building or leave the building without permission until 6 a.m. the following morning.

Please consult [Section 5.11 Check In/Curfew](#) for additional rules and guidelines.

P. USE OF TECHNOLOGY

Failure to abide by the School's Responsible Use Policy. For details, see [Appendix I: Responsible Use Policy](#).

Q. USE OF TOBACCO AND TOBACCO ALTERNATIVES

Smoking of any substances or the possession or use of any form of tobacco or tobacco alternatives, such as herbal cigarettes, is prohibited. It is also prohibited to be in possession of any paraphernalia used to contain or deliver tobacco, nicotine or other similar substances, such as electronic cigarettes and vapes. Providing tobacco, tobacco alternatives, smoking devices, or paraphernalia to another student, or facilitating another student's use or possession of these items, will be treated more severely than a student's own actual use or possession.

7.2 THE CODE OF ETHICAL CONDUCT & PROFESSIONAL BOUNDARIES

This Code of Ethical Conduct (CEC) is intended to guide all members of The Hotchkiss School community regarding appropriate interactions between adults and students. Although it is not intended to be an exhaustive list of expectations and prohibited behavior, it should serve as a reminder that the actions of all Hotchkiss community adults (faculty, staff, volunteers, independent contractors, and adult residents of The Hotchkiss School) should at all times be above reproach, governed by common sense, and taken with the best interests of the students and the School in mind.

General Principles

The adult members of this learning and teaching community recognize that they have special responsibilities and duties to care for Hotchkiss students. Faculty and staff understand and fully accept the trust placed in them by the students and their families, and recognize that learning occurs best in a residential school environment when trust and a sense of security are systemic within our community.

In situations that raise concerns about the well-being or safety of any member of the School community, it is a shared responsibility to utilize the available resources of the School to address such situations immediately. In light of the above, the School's faculty and staff:

- Promote a culture of dignity and respect within the community;
- Pledge to nurture the well-being and safety of students at all times and always to be focused on these interests and ready to act on them;
- Acknowledge that the inherent imbalance of power in adult relationships with students requires healthy boundaries in adult-student interactions. In the behavioral domain, faculty and staff adhere strictly to those sections of the Employee Handbook, especially but not only the prohibition of adult-student relationships in all forms of sexual or romantic contact, which have always been explicit about such interactions;
- In the verbal domain, faculty and staff observe appropriate boundaries in speech and writing, including electronic communication. In this last regard, faculty and staff acknowledge and uphold the specific clauses of the [Responsible Use Policy](#) that refer to electronic communication.

STANDARDS OF BEHAVIOR

Adult and student community members should at all times act in accordance with the General Principles stated above. It is not possible to create an exhaustive list of standards for behavior to cover every potential situation involving conduct with students. The following are examples of behavioral standards to help guide adults when engaging with students.

When interacting with students, whether in person or otherwise, adults must at all times:

- Be alert to the imbalance of power that exists in relationships between adults and students and never abuse it. This imbalance can continue after the student has graduated from The Hotchkiss School.

- Establish and maintain healthy boundaries with students and refrain from any conduct that places the interests of the adult ahead of the student's interests.
- Conduct themselves as role models for students.
- Operate in a manner consistent with the mission of the School and that reflects well on the School.
- Set appropriate limits with students and encourage their growth, learning, and autonomy.
- Refer students in need of counseling or other health services or attention to the appropriate professional.

The following conduct by adults is prohibited:

- Any sexual, romantic, or dating relationship with students; any activity with students that could be considered sexual or romantic in nature; or any sexual, romantic, or unduly familiar behavior or communications (including inappropriate personal stories and history) with students, whether in person or through the use of email, telephone, social networks, or other media.
- Engaging in, participating in, or condoning in any way the use of alcohol or illegal drugs by students.
- Sharing or disclosing any information concerning a student, other than on a need-to-know basis, to any person not specifically authorized to receive such information. This includes, but is not limited to, information concerning educational assessments, test scores, grades, behavior, mental or physical health, and family background or finances.
- Any community member may report a potential violation of individual integrity, communal values, or academic dishonesty to a class dean, their advisor, a trusted adult, or through the [Bias Incident Reporting Form](#).

7.3 DORM INFRACTIONS

Dorm teams (dorm heads, dorm faculty, proctors, and dorm residents, if appropriate) will have leeway to impose reasonable penalties within certain limits for minor violations of dorm regulations. General standards for such penalties as determined by the associate dean of student life in consultation with the dean of student life and dorm heads. Rules and expectations pertaining to residential life are explained in [Section 5.2 Dorm Policies](#).

7.4 HARASSMENT, DISCRIMINATION, BULLYING, & HAZING

The School expects all members of the community to dedicate themselves to creating an educational environment that promotes

respect, dignity, and equity, one free from all forms of bias, harassment, discrimination, bullying hazing or any other form of unkind, intimidating or hurtful conduct toward another. These behaviors are demeaning to all persons involved; they are unacceptable conduct, and they will not be tolerated.

Hotchkiss prohibits any form of harassment or discrimination toward any individual on the basis of any protected characteristic, including an individual's actual or perceived race, color, national or ethnic origin, ancestry, religion, sex, sexual orientation, gender identity or expression, disability, ancestry, or other categories protected by law. As applied to students, harassment is defined as unwelcome conduct on the basis of a protected characteristic that creates an intimidating, hostile, or offensive environment that unreasonably interferes with or denies a student the ability to effectively access or participate in school programs. Conduct that may constitute harassment may be verbal, non-verbal, or physical and may include online communications or conduct including through use of cell phones or social media.

Hotchkiss also prohibits behavior that could lead to unlawful harassment or discrimination, including conduct that shows bias or prejudice toward others based on an actual or perceived protected characteristic. Bias includes conduct, speech, images, or expression that targets or negatively impacts individuals or groups based on protected characteristics such as, but not limited to, race, ethnicity, national origin, sex, gender identity or expression, sexual orientation, disability, religion, or other such characteristics. Bias may be conscious or unconscious, intentional or unintentional.

Examples of conduct that constitute bias or may lead to harassment/discrimination can include:

- Insulting epithets or ethnic slurs
- Racist or other biased language
- Writing racist or homophobic graffiti on a student's door
- Malicious gossip that has the impact of demeaning or denigrating others
- Derogatory jokes based on someone's religious, sexual orientation, gender identity, race etc.
- Intentional misuse of pronouns/deadnaming
- Unwelcome gestures or physical conduct
- Display or circulation of written materials, items, statements, or pictures that degrade another

For purposes of this policy, “race” should be construed broadly to encompass ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros, and afro puffs.

Hate Speech

Hate speech is recognized as threatening language used, either intentionally or unintentionally, to discriminate or bring offense/harm to a targeted group of people. In most cases, hate speech is rooted in historical events and can be extremely triggering and compromising for a person’s safety and comfort in our community. Hate speech includes, but is not limited to, the following:

- Images, objects, memes, emojis, distorted uses of art/literature, or other digital media that portray hateful or discriminatory ideas/references. This could also include physical gestures or signals that are rooted in prejudice.
- Spoken, written, or listened to (music or podcast) expressions that are prejudiced against a group of individuals based on identity markers (ie. race, gender, religion, sexual orientation, physical appearance, etc.)
- Although the use of the “n-word” is present within aspects of popular culture, Hotchkiss does not condone the use of the “n-word” due to the context, consequences, and history of its origin.

The use of such language or expressions will be reviewed and may result in a response from the Deans’ Wing, and/or convening the Discipline Committee (DC) or the Community Conduct Council (CCC).

Hotchkiss does not condone or support language or expression that undermines the mission and values of our community. It is not our desire to restrict expression, but as an educational institution it is our responsibility to provide the framework for healthy, effective, and safe communication across lines of difference. Within the Hotchkiss classroom, some of these terms and expressions may surface within literature or other media with the guidance of faculty. Through purposeful and intentional lessons in the classroom, Hotchkiss aims to provide the foundation for understanding and compassion for others in order to assist students as they seek better paths to communication, cohabitation, and collaboration.

Reporting Incidents of Bias, Harassment or Discrimination

All reports of bias, harassment, or discrimination will be taken seriously and investigated through either the School’s Discipline or Community Conduct Council (CCC) process. All community members should be aware that incidents of repeated or egregious harassment or discrimination (e.g., distribution of homophobic material, the creation of an online forum to perpetuate racism, etc.) may lead to immediate expulsion. Retaliation against anyone making a good faith report under this policy will not be tolerated and may result in disciplinary action.

For more information about the CCC, please see [Section 8.2 Community Conduct Council \(CCC\)](#).

Sexual Harassment

As with other forms of harassment or discrimination, Hotchkiss expressly prohibits sexual harassment or discrimination based on sex. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with a student’s ability to participate in or benefit from the educational experience. Sexual harassment may be verbal, nonverbal, or physical.

Examples of sexual harassment include, but are not limited to:

- Sexually suggestive or profane language
- Demanding sexual favors
- Forcing sexual activity by threat of punishment or offer of reward
- Obscene or sexually suggestive graffiti
- Displaying or sending pornographic pictures or objects
- Offensive and unwanted touching, pinching, grabbing, kissing, or hugging
- Restraining someone’s movement in a sexual manner
- Sexual violence of assault

For purposes of Hotchkiss’s policies, sexual misconduct is a broad term that encompasses more egregious forms of sexual harassment, including, but not limited to, sexual assault, sexual abuse, sexual exploitation, dating violence, and any other form of non-consensual sexual contact or activity. Students who engage in sexual harassment up to and including sexual misconduct should expect a disciplinary response from the School (see [Section 7.5 Sexual Misconduct](#)).

The School states unequivocally that for any adult member of the community, including faculty, staff, volunteer, or campus

resident, to make sexual advances toward or engage in sexual conduct with a student is highly inappropriate and violates not only our Code of Ethical Conduct, but also State law.

Any student or other person who has witnessed or believes they or others have been subjected to sexual harassment, up to and including sexual misconduct, is encouraged to immediately report such concerns to the sexual misconduct prevention and response coordinator, the associate head of school/dean of faculty, the dean of student life, or the dean on duty. Students may also turn to any trusted adult who will assist them in making a report to the appropriate person and acquiring any support needed. Reports of sexual harassment or sexual misconduct are taken seriously and investigated through either the School's Discipline or Community Conduct Council (CCC) process. Retaliation against anyone making a good faith report under this policy will not be tolerated and may result in disciplinary action.

For more information about the CCC, please see [Section 8.2 Community Conduct Council](#) (CCC).

Race, Color, and National Origin Harassment

Harassment on the basis of a person's actual or perceived race, color, or national origin includes, but is not limited to, the use of nicknames emphasizing racial stereotypes, racial slurs, and derogatory comments or conduct directed at an individual's identity, manner of speaking, national customs, surname, ethnic characteristics, or language.

Religious Harassment

Harassment on the basis of a person's actual or perceived religion or creed includes but is not limited to the use of nicknames emphasizing religious stereotypes, religious slurs, derogatory comments, or conduct directed at an individual's identity, religion, religious traditions, religious symbols, or religious clothing.

Sexual Orientation Harassment

Harassment on the basis of a person's actual or perceived sexual orientation includes but is not limited to name-calling, using nicknames emphasizing sexual stereotypes, and imitating physical characteristics or mannerisms associated with a person's identity or sexual orientation.

Disability Harassment

Harassment on the basis of a person's actual or perceived physical and/or mental disability includes but is not limited to

name-calling, making derogatory references to the disabling condition, imitating manners or speech and/or movement associated with the disability, or interfering with access to or use of necessary adaptive equipment or aids.

HARASSMENT BASED ON GENDER IDENTITY OR EXPRESSION

Connecticut State Law Prohibits discrimination based on a person's gender identity as well as on the person's gender-related appearance and behavior, which we commonly think of as gender expression.

Bullying

For purposes of Hotchkiss's policies, bullying is defined as subjecting another student to direct or indirect action or speech that is severe, persistent or pervasive that causes physical or emotional harm, reasonable fear of harm, or infringes on the rights or opportunities of another student at school. Bullying includes a variety of behaviors, but all involve a person or group trying to take advantage of the power they have to hurt or reject someone else. These behaviors can be carried out physically (hitting, kicking, pushing), verbally (calling names, threatening, teasing, taunting, spreading rumors), electronically, sometimes called "cyber-bullying" (posting defamatory remarks or photos, sending threatening emails, creating fake profiles, taking over an account and posing as someone else; these actions may also violate our Responsible Use Policy) or in other ways (such as leaving a person or people out of activities, not talking to them, stealing or damaging their things, making them feel uncomfortable and scared, and making faces or obscene gestures).

Hazing

Hazing is any activity or method of initiation into a student group (whether formally recognized or not) that could reasonably produce undue mental or physical discomfort, harassment, or ridicule, or endanger the participants. An activity may be considered hazing regardless of consent or willingness to participate in the activity. Hazing activities may include but are not limited to: use of alcoholic beverages or other drugs; paddling or branding; creation of excessive fatigue; physical or psychological shocks; quests, treasure hunts, scavenger hunts, or road trips; wearing of public apparel that is conspicuous and not in good taste; engaging in public stunts and buffoonery; degrading or humiliating games and activities. Because it is not always clear which activities are acceptable and which constitute hazing, students are encouraged to consult with advisors, coaches, the dean of student life, class deans, or any trusted

adult in advance of any event they are concerned might include hazing. It is the policy of the School to provide and maintain a learning environment free of hazing and any other verbal or physical misconduct that disrupts or makes the learning environment unsafe.

False Complaints/Abuses of Process

Intentionally false accusations of violations of the School's policies will not be tolerated. Any person who brings an intentionally false claim of harassment or discrimination, including sexual harassment up to and including sexual misconduct, is subject to disciplinary action up to and including expulsion. A claim will not be deemed intentionally false merely because there is insufficient evidence to prove violation of this policy or because it is deemed to be without merit. An intentionally false claim is one made with knowledge beforehand that it is false and with malicious intent toward another person. In addition, because candor and honesty are essential to the investigation and remediation process, they are required of all participants, including third-party witnesses. The withholding of material information in an investigation by complainants, witnesses, and/or the accused party is prohibited.

7.5 SEXUAL MISCONDUCT

Because the safety and well-being of students is our first priority, reports of student-to-student sexual misconduct are taken very seriously. Sexual misconduct is a broad term that encompasses egregious forms of sexual harassment including, but not limited to, non-consensual sexual activity, sexual assault, sexual abuse, sexual exploitation, dating violence, or any other form of non-consensual sexual contact. Sexual misconduct also includes digital media stalking and the non-consensual recording of sexual behavior. Consent is defined as an affirmative, unambiguous, informed, and voluntary agreement to engage in specific sexual activity. Consent can be revoked at any time. Consent cannot be provided by someone who is asleep or otherwise incapacitated.

There are some instances where by law, an individual is unable to consent to certain sexual activity based solely on the ages of those involved or when one of the individuals is in a position of authority or influence over a student, such as the case with a teacher or coach. In Connecticut, a minor under the age of 16 is deemed unable to consent to certain sexual activity with someone more than 3 years older. The law also considers students unable to give consent to sexual activity with a school employee or coach.

Reporting Sexual Misconduct

Reports of sexual misconduct are taken extremely seriously; the safety and well-being of students is our first priority. In accordance with Connecticut law, the School reports suspected instances of abuse and/or neglect to the Department of Children and Families (DCF), including reports of sexual assault or non-consensual sexual activity involving a minor. Because sexual assault is a crime, once a DCF report is made, the relevant law enforcement or child protective agency may launch their own investigations.

All employees of the School who become aware of any form of sexual misconduct are required to immediately report the information to the sexual misconduct prevention and response coordinator, the associate head of school/dean of faculty, the dean of student life, or the dean on duty.

Responding to Reports of Sexual Misconduct

Regardless of the action of law enforcement and child protective agencies, upon learning of possible sexual misconduct, the School will initiate its own investigation to enforce its policies and to ensure the safety of the entire community. While it may be true that members of the School community may need to cooperate with law enforcement in their investigation, the School's investigation is separate from any criminal investigation or investigation by child protective services. Most often directed and completed by members of the School's Community Conduct Council (CCC), the initial assessment of the complaint may prompt the School to include the involvement of an external professional investigator who will assist the School in evaluating the event and responding to the complaint of sexual misconduct.

Students are expected to participate fully in an investigation conducted by the School or its proxy; failure to demonstrate such cooperation may lead to disciplinary action.

Interim Measures

Upon receipt of a report of student-to-student sexual misconduct, the School will provide interim support and reasonable protective measures to support the complainant and/or the respondent and the safety of the School community. These measures may include, but are not limited to the following:

- The School may impose a "no-contact" order, which typically will instruct the parties to refrain from having contact with one another, directly or through intermediaries, whether in person or via electronic means, pending the investigation.

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- The School may make a report of events to police and/or DCF.
 - The School may also take any further protective action that it decides is appropriate concerning the interaction of the parties pending resolution of the matter, including, without limitation, changing a complainant's or respondent's academic and/or living situation if those changes are appropriate and reasonably available. For example, students may be sent home, placed on administrative hold in a campus location until a parent/guardian can collect them to be placed on personal leave. Failure to comply with any interim measures is a violation of this policy and may lead to additional disciplinary measures.
 - A student who is under active criminal investigation must leave campus. This departure will be characterized as a personal leave, which will be administered by the class dean and the dean of student life.

Interim measures may be imposed regardless of whether formal disciplinary action or CCC action is sought by the complainant or the School.

During any stage of the investigation, if the School determines that a respondent or accused party, or indeed any student related to the case poses a threat of harm or disruption to the campus community, the School may take immediate action, including removing the student from School, restricting the student's movement on campus, and/or temporarily separating the student from School in the form of a personal leave. This action assumes no determination of responsibility but does seek to prevent disruption to the School community. The disciplinary process or the CCC process will be conducted as soon as possible to reach resolution for all parties involved. Until all procedures have concluded, the complainant and the respondent must adhere to all School-imposed restrictions and avoid unnecessary contact with each other, and refrain from any in-person or online retaliatory behavior. Both parties will be advised, in individual meetings, of opportunities for support and care, both on and off campus.

During an investigatory process, the CCC or its proxy, in its judgment, will maintain confidentiality to the extent the situation permits.

False Complaints/Abuses of Process

Intentionally false accusations will not be tolerated. Any person who brings an intentionally false claim of harassment or discrimination, including any form of sexual misconduct, is subject to disciplinary action up to and including expulsion. A claim will not be deemed intentionally false merely because there is insufficient evidence to prove violation of this policy or because it is deemed to be without merit. An intentionally false claim is one made with knowledge beforehand that it is false and with malicious intent toward another person. In addition, because candor and honesty are essential to the investigation and remediation process, they are required of all participants, including third-party witnesses. The withholding of material information in an investigation by complainants, witnesses, and or the accused party is prohibited.

8 THE DISCIPLINE PROCESS

When there is reason to believe that a student has violated a community regulation, the School has authorized the committees listed below to review and address the situation.

- 1. The Discipline Committee (DC)** is composed of appointed and peer-elected faculty members as well as peer-elected upper mids and seniors. The dean of student life, associate dean of student life, and class deans determine if an infraction warrants a review by the Discipline Committee, which is a sanctioning committee. Following inquiry and deliberation, the dean of student life conveys the DC's recommendation to the head of school, who has final authority on disciplinary matters.
- 2. The Community Conduct Council (CCC)** is specifically trained to fairly and quickly address complaints pertaining to sexual harassment or sexual misconduct and to violations of the [Code of Ethical Conduct](#). In addition, the CCC reserves the right to also respond to violations of [Major School Rules](#) or other community norms should those investigations require more discretion in the School's opinion. Composed of senior administrators who receive special and continuing training, the CCC pursues internal inquiries, as appropriate, and, following deliberation, recommends responses to the head of school. It strives to protect the privacy of those involved and therefore limits the sharing of information to those who have a need to know. In accordance with Connecticut law, the CCC reports suspected instances of abuse and neglect, including allegations of sexual assault, to the Department of Children and Families (DC) and/or law enforcement. Students may bring complaints regarding sexual misconduct, violations of [Section 7.2 The Code of Ethical Conduct & Professional Boundaries](#), and other forms of harassment to any member of the CCC or to any trusted adult.
- 3. The Deans' Wing** is composed of the dean of student life, associate dean of student life, and class deans. The Deans' Wing has the discretion not to elevate minor offenses to the Discipline Committee, or in consultation with the chair of the Community Conduct Council, to that committee either.

These three groups work with care to determine the validity of charges, and when appropriate, hold students accountable for their behavior and help them learn from their mistakes. The chairs of these committees will determine if, when, and how their decisions will be communicated to the community. DC

minutes are always held in the Head of School's Office and can be reviewed by faculty members upon request. Note that CCC decisions are not shared with the community.

Guided by our motto, mission, and values, we expect that our students will take responsibility for their actions and decisions and for the effects of those actions and decisions. In the case of a suspected violation of the rules, students must cooperate fully with inquiries and answer questions truthfully. The refusal to cooperate, the failure to answer questions truthfully, and the failure to disclose relevant information are all serious offenses, as is the making of false accusations.

In most circumstances, students are permitted to withdraw from Hotchkiss at any point and for any reason. There are two notable exceptions. First, students who have their alleged violations referred to the DC may withdraw at any point up until the official meeting of the DC to hear their case. They may withdraw after a final decision is reached unless they are dismissed as a result. Second, students who are alleged to have committed violations of [Major School Rules C, D, and/or E](#) are not allowed to withdraw regardless of what committee they may be referred to until investigations have been concluded and decisions have been reached. Students may withdraw after the investigations and decisions have been made in these instances, provided that they were not dismissed as a result.

8.1 THE DISCIPLINE COMMITTEE (DC)

The Discipline Committee (DC) is composed of both faculty members and students who are elected by their peers and who meet with students and others to review cases, listen to the personal accounts of those involved, and recommend to the head of school appropriate sanctions if they conclude that a student has violated School rules. At the DC hearing, each student involved is interviewed by the Committee in the presence of the student's faculty advisor or a trusted adult and the class dean, all of whom are given opportunities to speak to the committee. The student speaks to the committee last, before the committee begins deliberations.

If a rule violation or rule violations is or are referred to the DC around a School break, the chair of the DC reserves the right to convene the DC with just the faculty members of the Committee present either in person or remotely. In these instances, the DC process will follow all of the same procedures and guidelines.

Each member of the committee signs a non-disclosure agreement that affirms their promise to not discuss the case outside of the confines of the committee. The DC adheres to the principles of our mission and values. Minutes of the DC deliberations, including supporting materials, are kept in the Head of School's Office and are made available to faculty upon request.

Reporting

Any community member may report a potential violation of individual integrity, communal values, or academic dishonesty to a class dean, their advisor, a trusted adult, or through the Bias Incident Reporting Form. If there is a question about the case being more appropriate for the Community Conduct Council (CCC), the dean of student life will confer with the chair of the CCC. The chair of the CCC has the discretion to move the case over to that committee.

If there is a suspicion of academic dishonesty and the class dean is also the student's teacher, another class dean will serve as investigator. It is the responsibility of a student's class dean to initiate an investigation if there is suspicion of a compromised standard of behavior. For violation of academic integrity policies, the class dean will consult with the instructor, department head, and dean of academic life. The class dean, together with the dean of student life, associate dean of student life, and other class deans, will decide next steps.

Investigation Process

When it is determined that the incident or behavior is to be investigated by the class dean, the class dean will make every effort to discern the facts by interviewing the student(s) with an advisor or trusted adult present. Once each student involved has had the opportunity to give their version of the events in person and in writing, the class dean will confer with the other class deans, the associate dean of student life, and the dean of student life again to decide whether the incident merits the attention of the Discipline Committee, the Community Conduct Council, the head of school, or another sanctioning process. The deans will reserve the option of including others in their discussions as needed.

The DC Process

If the infraction proceeds to the DC, the dean of student life will communicate with the student, the student's advisor or trusted adult, the class dean, and the student's parents/guardians regarding the specifics of the decision to proceed and when the DC will convene. In consultation with their advisor/trusted

adult and parents/guardians, most students will be provided with the opportunity to withdraw from School prior to the DC convening; however, once the DC convenes, these students will no longer have the opportunity to withdraw. Students who are alleged to have committed violations of [Major School Rules C, D, and/or E](#) are not allowed to withdraw at this time. If a student leaves Hotchkiss in the face of such an allegation, the DC process will proceed in their absence. Disciplinary sanctions are recommended by a majority vote of those members of the DC present (the dean of student life chairs the committee and votes only to break ties) for the hearing and are determined through a combination of a student's disciplinary history, precedent, and present circumstances.

Findings and Recommendations

The result of the DC deliberations are presented to the head of school in the form of a recommendation; the head of school may accept or reject the recommendation. After the head of school has decided, the student and advisor or trusted adult will meet with the dean of student life to review the process, to discuss the designated sanction, and to answer any questions or concerns the student may have. The dean of student life will summarize this meeting, including the recommendation of the DC and the decision made by the head of school, in a letter that will be sent to the student, the student's parent(s)/guardian(s), the student's advisor, and the student's class dean.

Upon receipt of this letter, all students may withdraw unless they have been dismissed from School.

8.2 THE COMMUNITY CONDUCT COUNCIL (CCC)

The Community Conduct Council (CCC) is specifically trained to fairly and quickly address complaints pertaining to sexual harassment or sexual misconduct and to violations of [The Code of Ethical Conduct](#) (CEC). In addition, the CCC reserves the right to also respond to violations of [Major School Rules](#) or other community norms should those investigations require more discretion in the School's opinion. Composed of senior administrators who receive special and continuing training, the CCC pursues internal inquiries, as appropriate, and, following deliberation, recommends responses to the head of school.

Reporting

All community members must report to a member of the CCC any alleged violations of either the Code of Ethical Conduct or the School's harassment policies and non-discrimination policies.

There are two alternative reporting methods. The first is contacting a class dean, an advisor, or another trusted adult to make a report to the CCC. The second is completing and submitting the [Bias Incident Reporting Form](#). When a report is made to the CCC the committee chair, in consultation with the dean of student life, determines whether the case is most appropriate for the CCC or a different sanctioning arm of the School. If it is decided that the case will be investigated through the CCC, the chair of the committee will decide which members of the CCC will be involved in the process.

All community members have the right to report behavior to law enforcement. The School will comply with reasonable requests by law enforcement for cooperation, and will upon reasonable request temporarily suspend its fact-finding process in an investigation so as not to impede the law enforcement process. The outcome of any legal or law enforcement process is not determinative of the outcome of the School investigation.

CCC Composition

There are six standing members of the CCC:

- The associate head of school (chair)
- The dean of faculty
- The director of human resources
- The dean of student life
- The dean of academic life
- The director of diversity, equity, and inclusion

The following Hotchkiss community members may be called upon to assist in responding to and investigating alleged infractions of the Code of Ethical Conduct:

- Associate dean of student life
- Class deans
- Sexual misconduct prevention and response coordinator
- Associate dean of faculty
- Associate director of human resources

At their discretion, the CCC may also consult with other parties as needed.

Investigation Process

The CCC promptly and impartially investigates complaints of conduct that appear to be in breach of [Major School Rules](#) or other School policies.

The CCC seeks to ensure the safety and well-being of all participants at each step of its investigation and remediation

processes, and seeks to protect the privacy of all involved in an investigation to the extent it is possible to do so.

Candor and honesty are required of all investigation participants, including witnesses. Failure to participate and cooperate in an investigation, in a timely manner, including making misrepresentations or withholding relevant information, may result in disciplinary action, up to and including dismissal from School.

Although the CCC will coordinate the initial assessment of a complaint, the School's process of responding to complaints of sexual assault and/or sexual misconduct may include the involvement of an external professional investigator who will assist the School in evaluating the matter.

Investigation Practice

The investigation will include interviews of the complainant and respondent, interviews of witnesses, and review of documentation, physical evidence, and any other relevant evidence. Statements made by the complainant, the respondent, and any relevant witnesses during the process may be admissible in concurrent or subsequent civil or criminal court proceedings if applicable.

The complainant, respondent and witnesses may have an adult Hotchkiss community advisor present, or they may request an external advisor for their interviews as a means of support. The advisor will not be permitted to participate in the interview, and they may be excluded from the interview for disruptive behavior. The School also reserves the right to deny the request for an external advisor.

Findings and Recommendations

If the CCC determines that a violation has occurred, it will recommend an appropriate response to the head of school. In making the final determination about corrective and/or remedial action, the head of school is not bound by either the findings or recommendations of the CCC.

Not every act that might be offensive to an individual or a group necessarily will be considered a violation. In determining whether an act constitutes a violation, the totality of the circumstances surrounding the conduct must be carefully reviewed.

In making a responsible determination, the CCC will use a "preponderance of the evidence" standard. In other words, to

find a student, or other community member responsible for a violation, the CCC must be convinced that it is more likely than not that a violation has occurred.

Generally, complaints received of potential violations are investigated if the alleged conduct was by a member of the School community. Allegations of individuals who are not students, faculty, staff, campus residents, contractors or volunteers working for Hotchkiss will be directed to external resources available to respond to their complaint or provide support and advice. In addition, the School reserves the right to investigate and respond to allegations of actions that come to the attention of the School occurring off campus and outside of the academic year, which seriously impact the School community, are threatening or harmful or are serious violations of the law.

Students who are found to have engaged in behavior that is in violation of Major School Rules or School policies are subject to the full range of internal disciplinary actions, up to and including dismissal from School. The same range of disciplinary actions will be applied in the event of retaliation against an individual who in good faith makes an allegation of violation, or who participates in an investigation into such allegations. The CCC may also pursue ancillary violations of School rules that are learned through the investigative process.

The outcome of the investigation, as accepted by the head of school, is communicated by the standing member of the CCC deemed most appropriate by the chair in writing to the respondent and other parties the CCC deems necessary in a letter summarizing the allegation(s), findings, and outcome.

Potential Protections and Caveats

In some instances, students may be hesitant to report violations because they fear they may be charged with their own violations of [Major School Rules](#) or other community norms. Since the School is primarily interested in protecting the well-being of its students and community members, amnesty will be considered for students who proactively and voluntarily disclose their own violations when making a good faith report of another's violation, or when participating in the investigative process as a witness.

However, participation in an investigation itself does not entitle a student to amnesty regarding violation(s) of [Major School Rules](#) or other School policies. Amnesty may not be provided if the reporting student's conduct was egregious in nature, if the disclosure is made after the investigative interviews have been

concluded, or if the violation report or witness account is not made in good faith.

Students may not withdraw from school if the School has received an allegation of a violation(s) of [Major School Rules C, D, and/or E](#). They may only do so after a final decision has been made and that decision has not resulted in dismissal. If a student leaves Hotchkiss in the face of such an allegation, the CCC process will proceed in their absence.

Retaliation

Hotchkiss expressly prohibits retaliation against students, employees, campus residents, contractors, or volunteers who in good faith make reports of violations. In addition, knowingly and intentionally making a false report of a violation of this policy is prohibited. Members of the Hotchkiss community who take adverse action against, intimidate, threaten or otherwise engage in retaliation against a person because they filed a complaint of policy violation or served as a witness during an investigation are subject to disciplinary action, up to and including dismissal from School for students, termination from employment for employees and removal of campus access for campus residents, contractors, and volunteers.

8.3 THE DEANS' WING

There are times when violations of [Major School Rules](#) and other School policies may not rise to the level of the Discipline Committee or Community Conduct Council. These decisions are at the discretion of the dean of student life in consultation with the chair of the CCC and/or with the associate dean of student life and other class deans. If it is determined that a case should remain in the Deans' Wing the issue may be resolved by the appropriate class dean in consultation with the dean of student life and consequences may include further conversations and/or the inclusion of a formal letter in the student's file. If a letter is issued, this letter serves as a letter of censure, which is a formal disciplinary sanction.

8.4 DISCIPLINARY SANCTIONS

Students who violate [Major School Rules](#) or other School policies are eligible to face disciplinary sanction. These sanctions may include but are not limited to the following:

- **No Action.** This may indicate that interventions by faculty and others were the appropriate response but that the infraction, for any number of reasons, did not rise to the level of a formal disciplinary response. In the case of no

action, as could be true for every other sanction, the DC may recommend that the student engage in counseling or continuing education designed to ensure the student fully understands their responsibility to our community and fulfills their potential as an engaged Hotchkiss student.

- **Letter of Censure.** This letter will be written by the class dean or the dean of student life outlining the facts of the case and indicating censure of behavior in question and directive to avoid any other violations. The letter is shared with the student, parent/guardian, and other community members as determined by the class dean or dean of student life, and is kept in the student file. If, at a later date, the student appears before the DC again, or another School violation is noted, the letter and incident will be considered by the committee.
- **Warning.** Warning is an official status that will be noted in the student's official School record and carries a behavioral sanction. Warning status will be limited by a set end date to be recommended by the DC. At the end of the warning status, the dean of student life will ask the student to solicit feedback from instructors, dorm team, peers, and/or coaches as to whether or not warning status should be lifted. If the responses are positive, the student will meet with the dean of student life to share a written narrative of what they have learned, and if predicated upon constructive reflection, the probation will be removed and that removal will be reported to the faculty.
- **General Probation.** General Probation is the School's strongest disciplinary response short of suspension or dismissal and is usually in response to a violation of a School rule by a student. When a student is placed on General Probation, it will usually be for a calendar year. A senior placed on General Probation will remain on it for the remainder of the school year. Any additional violation of a Major School Rule while on General Probation is likely to result in that student's dismissal. A student can be placed on General Probation by recommendation from the DC or by the head of school at their discretion.

As is true for Warning, at the end of the probationary period, the dean of student life will ask the student to solicit feedback from instructors, dorm teams, peers, and/or coaches as to whether or not the probation should be lifted. If the responses are positive, the student will meet with the

dean of student life to share a written reflection of what they have learned, and if predicated upon constructive reflection, the probation will be removed and that removal will be reported to the faculty.

- **Dismissal.** In rare instances involving particularly flagrant violations, the committee may recommend to the head of school that a student be dismissed. A dismissal may be recommended when the behavior was deemed to be egregious, violent, hateful, or the student has violated Warning or General Probation status. See below for more information on students separated from the School.

8.5 ACADEMIC INTEGRITY VIOLATIONS & SANCTIONS

Details of likely consequences that the DC will issue for an academic integrity violation are posted in [Section 3.4 Academic Integrity](#).

8.6 REPORTING DISCIPLINARY ACTIONS TO OTHER SECONDARY INSTITUTIONS AND PROGRAMS

Many secondary schools and programs ask students to report various disciplinary matters during the admission process. Students who have been dismissed from Hotchkiss are expected to disclose that information to subsequent secondary institutions and programs.

Hotchkiss reserves the right, in its sole discretion, to report and/or disclose a student's dismissal to subsequent institutions and programs as well as share information that it deems relevant to that dismissal. Such reporting and/or disclosure will involve any other disciplinary actions at Hotchkiss if those actions contributed to the dismissal.

8.7 REPORTING DISCIPLINARY ACTIONS TO COLLEGES

Many college supplements ask students to report various disciplinary matters. The questions vary by college. Students are expected to disclose general probations, suspensions, and dismissals in responding to these questions.

This expectation includes updating colleges about disciplinary matters after applications are submitted and up until matriculating at an institution after Hotchkiss graduation. The college advisors provide support to students as they develop their written disciplinary statements.

The College Office reports general probations and dismissals in response to these questions as well. When a student on warning is subsequently placed on probation, both the probation and the previous warning will be disclosed to colleges by the College Office when the past warning contributed to the decision to place the student on probation. The dean of student life, acting on behalf of the Disciplinary Committee, will convey to the student and the College Office when a past warning has contributed to a student being placed on probation.

The College Office reports changes in status to colleges, including withdrawals from Hotchkiss that occur after applications have been submitted.

In cases when the College Office is obligated to report discipline or a change in status to colleges, students are strongly encouraged to disclose these matters to colleges prior to the College Office doing so. Such a proactive approach by the student exhibits maturity, integrity, and accountability.

8.8 STUDENTS SEPARATED FROM SCHOOL

A student who is dismissed or withdraws from School prior to discipline is ineligible to receive credit from Hotchkiss for outstanding work, although they will have the opportunity to petition the Committee on Honors and Academic Standing (CHAS). The dean of academic life will request an exit grade (i.e., the cumulative grade point average at the time of separation) and a written narrative of completed and outstanding work from each instructor to create a comprehensive document that will be sent to the separated student's new school so it can determine the student's credits. Students who are in the process of applying, or who have been admitted to college and who undergo a change of status, must report that change to the college(s). Change of status includes dismissal, withdrawal, leave, general probation, and suspension. In the event that such a change of status occurs, the College Office will assist and advise the students in the reporting process.

For more information on the Committee on Honors and Academic Standing (CHAS), see [Section 3.18 Committee on Honors and Academic Standing \(CHAS\)](#).

8.9 DISMISSED STUDENTS

Students who have been dismissed from School or who have withdrawn with discipline pending are banned from returning to campus or taking part in School-sponsored events unless they secure advance written permission from the dean of student life. This policy is in effect until one year after the class in which the student entered Hotchkiss has graduated.

8.10 READMISSION GUIDELINES

A student applying for readmission should follow the guidelines under [Section 3.17 Readmission](#).

Students should submit requests for readmission by February 15. Students who are past the February 15 date should consult with the dean of academic life.

9 STUDENT HEALTH

All members of Health and Counseling Services are committed to providing an inclusive, affirming experience for all students.

Health Services' main entrance is located on the ground floor of Wieler. The Health Center is open and available to students 24 hours a day when School is in session. Our professional team provides medical and counseling services and coordinates the care of students with our athletic trainers. We are equipped to care for the majority of common illnesses and injuries and most ambulatory healthcare services. We have a number of licensed beds for day and overnight care of students when School is in session. Walk-in services are provided 24 hours a day by our nursing team. Appointments can be scheduled with our medical director or nurse practitioner during regular hours Monday through Friday, and our medical director or nurse practitioner is on call 24 hours a day for emergencies when School is in session. When School is not in session, Health and Counseling Services are not able to provide direct care to students. Prior to School breaks, team members are able to coordinate the transition of care with a student's home treatment providers.

HOW TO CONTACT US:

Telephone: 860-435-3226 (24/7)

Fax: 860-435-2422

General questions and communications can be sent to:

healthcenter@hotchkiss.org

For emergency medical care, students will most often be transported to the closest hospital, Sharon Hospital, located five miles away in the town of Sharon (<https://www.nuvancehealth.org/en/locations/sharon-hospital>).

9.1 HEALTH INSURANCE

All students must be covered by a comprehensive injury and sickness plan that meets the high cost of medical services and is accepted by local providers and practitioners while attending Hotchkiss. A copy of the current medical insurance card and of a prescription card must be kept on file in the Health Center. International students are automatically enrolled in the International Injury and Sickness Insurance made available through the School that meets the health insurance requirement. Domestic families may elect to purchase the Domestic Injury and Sickness Insurance. If any health insurance coverage submitted to the Health Center does not meet the requirement for comprehensive coverage accepted by local providers, families will be required to purchase the Injury and Sickness Insurance made available through the School.

9.2 IMMUNIZATIONS/MEDICAL RECORDS

The School sends a request for medical information to all current families. It is a requirement of the State of Connecticut that all students have their health forms and immunization records returned to the School before arriving in September. Students without proper medical report forms on file with the Health Center upon arrival to campus at the start of the year may not be permitted to remain at Hotchkiss.

9.3 PRESCRIPTION MEDICATIONS

School policy mandates that the Health Center be notified of all prescription medications that students plan to bring to Hotchkiss. Medications are not to be kept in student rooms without approval of the medical director or the director of health services.

Upon arrival to campus or at initiation of treatment, the School requires that students prescribed psychotropic medications inform the Health Center of their treatment and bring their medication to the Health Center. The conditions these medications may be used to treat include but are not limited to ADD, anxiety, and depression. All psychotropic medication will be stored at the Health Center. Students will pick up their medications when they are free from other obligations and according to the dispensing schedule determined by the Health Center. Students who are dispensed medication weekly are reminded to always lock their dorm rooms. If the Health Center determines that the student cannot self-administer medications safely, the School reserves the right to revoke the student's self-administration privileges and move to dispense daily. All discontinued medications will be destroyed after 30 days.

The sharing or selling of such medications by students with other students is dangerous, illegal, and constitutes a violation of a Major School Rule. (See "Alcohol or Illegal Drugs" under [Section 7.1 Major School Rules](#)).

9.4 COUNSELING SERVICES

Licensed therapists are available for appointments during the academic day. Counselors are available to assist students with the variety of challenges, changes, and concerns that develop during adolescence and at School, including anxiety, depression, interpersonal conflicts, achievement conflicts, grief, trauma, and concerns about social choices. Counselors help students manage their difficulties through a combination of support and problem solving; learning new coping skills, gaining new perspectives,

or improving their interpersonal effectiveness in different areas of their lives. Students are encouraged to seek counseling regarding personal or emotional concerns. Families can also access counselors for guidance on supporting their child. This short-term outpatient treatment is provided at no cost. Families will be notified if issues of safety arise. Counselors also provide support in cooperation with the Deans' Office, faculty advisors, and dorm faculty. For urgent, emotional crisis evaluations that cannot wait until the following day, counselors provide 24-hour-a-day, seven day-a-week, on-call coverage when School is in session.

Psychiatric consultation is also available to students who request medication evaluations and diagnostic consultations. Usually, students who are prescribed medication are also seen in brief psychotherapy in the counseling department.

Please note that fees for psychiatric services are not included in the health and medical fee of the School's tuition. Families must make separate arrangements for payment.

9.5 SEEKING HELP

We encourage students to seek guidance from any faculty member or trusted adult in order to resolve or seek support with a problem. When a student is seeking help or guidance, the student may disclose a past violation of a School rule involving drug use or alcohol during such a discussion, and no disciplinary consequence will result from that conversation. Following the discussion, and consultation with the student, parents/guardians may need to be notified. Parents/guardians and other School personnel will always be notified, in consultation with the student, in situations where a student's safety is of concern. Students or adults who wish to share concerns about a student's behavior may also bring concerns to the attention of the staff on duty in the Health Center in person or by calling 860-435-3226. These concerns, like counseling conversations, are kept private, within the limits of the law and School policy and are never a part of a student's academic record. Resources and next steps best suited to address the concern will be identified by the Health Center team. It is necessary for Health Center staff to know the identity of the person bringing concerns in order to allow for follow-up conversations. The ultimate goal is to provide support to students before more substantial problems arise.

9.6 MEDICAL EXCUSES

Students too ill to attend classes during the school day will remain in the Health Center for rest, observation, or treatment. Medical and sports excuses are only given for classes or sports missed due to significant illness or injury. Retroactive medical excuses are not given. Occasionally, following an examination and determination by the medical director, nurse practitioner, director of nursing, or assistant director of nursing, a student may be discharged to their dorm room for the day. When a student is discharged to their dorm room during the class day, the Health Center will notify the Deans' Office and the dorm faculty. When a student is admitted to stay overnight in the Health Center, the dorm faculty, Deans' Office, and parents/guardians are notified.

Families are not routinely contacted concerning their child's non-urgent medical care and treatment but should feel free to be in touch with the Health Center if they have any questions or need any further information. Under Connecticut law, students are permitted to give consent independently for reproductive healthcare services and have their confidentiality maintained.

9.7 SPORTS MEDICINE

The Athletic Training Office is in the Mars Athletic Center and is staffed by certified athletic trainers who are available daily for the assessment and treatment of sports-related injuries.

The athletic training room is open Monday, Tuesday, Thursday, and Friday from 1:30 to 6:30 p.m. in the fall and spring, and from 1:30 until 15 minutes after the completion of the last practice in winter. It is open Wednesday and Saturday from noon until all home games are finished.

9.8 THE HEALTH CENTER POLICY

Under the Health Center Policy, students may share information about an active violation of the School's rules regarding drug and alcohol use with a faculty member in order to seek help and safety. The faculty member to whom the student confides must immediately take the student to the Health Center for medical care and notify the dean on duty. The student's parent/guardian, dorm faculty, class dean, and faculty advisor will be notified. There is no disciplinary consequence unless a faculty member has already observed or retained material evidence of the student's violation of School rules. Students using the Health Center Policy to seek help for their peers may speak with a faculty member, call Security, or go directly and immediately

to the Health Center. A student seeking help for a peer should not attempt to manage the situation alone (i.e., a student should not attempt to escort an affected student to the Health Center). Students are always urged to call an adult for assistance as soon as possible. The dean of student life and the director of counseling will determine the appropriate follow-up plan, which will often involve specific behavioral expectations and the potential for adjustment of School responsibilities. At minimum, follow-up for situations involving drugs and/or alcohol will include drug testing for diagnostic and treatment planning purposes and a comprehensive substance use evaluation.

9.9 POLICY ON SHARING OF HEALTH INFORMATION

The Hotchkiss School recognizes that information regarding a student's health is highly sensitive and recognizes the importance of maintaining appropriate confidentiality. The School understands that a student's ability to trust treatment providers and health advisors with sensitive private information about their personal health history and behaviors is important to their health and well-being. Of equal importance, of course, is the School's obligation to provide for the student's safety, security, and well-being, as well as the safety, security, and well-being of other students and the community in general. In this light, the School must have full and accurate information about each student's health and must occasionally share a student's health information with others in the School or parents/guardians.

The School must be informed if a student is being monitored or treated, or is taking medication for a chronic or serious medical condition; or for ADD, ADHD, or another learning disability; or for a psychiatric condition. Parents/guardians (and students, in some cases) will need to arrange for treatment providers to disclose information to the School in a timely manner. When necessary, the School may determine that there is a need to disclose a student's medical, psychological, and psychiatric information, including HIV/AIDS or substance abuse treatment information, with faculty and others in order to ensure: (1) the student's health, well-being, safety, education, and full participation in the Hotchkiss community; or (2) other students' health, well-being, safety, education, and full participation in the Hotchkiss community; or (3) the Hotchkiss community's safety and well-being.

Consistent with this policy, as a condition of enrollment, parents/guardians and students agree to provide all the required information and to sign any written authorizations the School determines are necessary to permit the School to obtain or share health information described above.



APPENDIX A: DIPLOMA REQUIREMENTS

CREDIT REQUIREMENTS

Students must earn a certain number of credits, depending on their entry year. Nine of the total credits must be earned in the upper-mid and senior years, unless the student enters Hotchkiss in the senior class. For each yearlong course passed, a student receives one credit (or in the case of some yearlong music ensembles, one-half credit); for each semester course passed, a student receives one-half credit. Seniors must pass all of their courses.

- A student entering in the prep class must receive a minimum of 19 credits.
- A student entering in the lower-mid class must receive a minimum of 14 credits.
- A student entering in the upper-mid class must receive a minimum of 9 credits.
- A student entering in the senior class must receive a minimum of 4 credits.

SUBJECT REQUIREMENTS

Students must meet the diploma requirements in various subject areas, depending on their entry year:

ENTERING PREPS

- **English** Prep Humanities, LM Humanities, UM English, Senior English
- **Mathematics & Computer Science** Mathematics through the third level, including geometry or the equivalent, by placement or completing a 300-level course
- **Science** Prep Physics and a second credit in a laboratory science. The Prep Physics requirement may be satisfied by a high school credit earned prior to enrollment for the equivalent of one year of physics.
- **Humanities & Social Sciences** Prep Humanities, LM Humanities
- **Classical & Modern Languages*** Through the third-year level of a four-year language offered at Hotchkiss by placement or study
- **Visual & Performing Arts** Prep Humanities, LM Humanities
- **Human Development** Taken in prep and lower-mid years

ENTERING LOWER MIDS

- **English** LM Humanities, UM English, Senior English
- **Mathematics & Computer Science** Mathematics through the third level, including geometry or the equivalent, by placement or completing a 300-level course

- **Science** Two credits in a laboratory science, which may include high school credit earned prior to enrollment for the equivalent of one year of biology, chemistry, or physics
- **Humanities & Social Sciences** LM Humanities and one credit, which may include high school credit earned prior to enrollment for the equivalent of one year of history, philosophy, or social science
- **Classical & Modern Languages*** Through the third-year level of a four-year language offered at Hotchkiss by placement or study
- **Visual & Performing Arts** LM Humanities
- **Human Development** Taken in the lower-mid year

ENTERING UPPER MIDS

- **English** UM English, Senior English
- **Mathematics & Computer Science** Mathematics through the third level, including geometry or the equivalent, by placement or completing a 300-level course
- **Science** Two credits in a laboratory science, which may include one or two high school credits earned prior to enrollment for the equivalent of one or two years of biology, chemistry, or physics
- **Humanities & Social Sciences** U.S. History** and one credit, which may include high school credit earned prior to enrollment for the equivalent of one year of history, philosophy, or social science
- **Classical & Modern Languages*** Through the third year of a four-year language offered at Hotchkiss by placement, or through the second year of a four-year language offered at Hotchkiss by study

ENTERING SENIORS AND POSTGRADUATES

- **English** Senior English
Postgraduates may petition the Committee on Honors and Academic Standing to have this requirement waived.
- **Mathematics & Computer Science** Mathematics through the third level, including geometry or the equivalent, by placement or completing a 300-level course
Postgraduates are not required to take math.
- **Humanities & Social Sciences** U.S. History**
Postgraduates are not required to take a Humanities and Social Science course.
- **Classical & Modern Languages*** Through the third-year level of a four-year language offered at Hotchkiss by placement, or by earning one credit
Postgraduates are not required to take a language.

** The Classical & Modern Languages Department requires that the language requirement be completed in successive years unless the department has granted special permission.*

*** Entering students who have taken a year of U.S. History can apply to the Humanities & Social Sciences Department for a waiver of this requirement. If this waiver is granted, then the students are required to take another year of history or art history in place of U.S. History and to write a research paper to Hotchkiss standards within that year.*

CLASSICS DIPLOMA

A student may qualify for a Classics diploma by completing four years of Latin and two years of Ancient Greek.

NCAA INITIAL ELIGIBILITY REQUIREMENTS

Student-athletes interested in interscholastic competition at the Division I or Division II level after Hotchkiss must meet the NCAA initial eligibility requirements. These student-athletes should visit the [NCAA Clearinghouse website](#) for details, and complete the eligibility checklist that outlines the credits required in various subject areas. The director of college advising in consultation with the dean of academic life is available to help review a student's eligibility status.



APPENDIX B: ACCOMMODATIONS POLICY

OVERVIEW

The Hotchkiss School is committed to ensuring equal access to all School programs and services and complies with state and federal disability nondiscrimination requirements. Consistent with these requirements, the School pursues the goal of equal access through the provision of reasonable and appropriate accommodations to otherwise qualified students with disabilities.

A disability, as defined by applicable law, constitutes a mental or physical impairment that substantially limits one or more major life activities. Disabilities include, but are not limited to, mobility and orthopedic impairments, sensory impairments, psychological disorders, chronic health impairments, and learning disabilities. Please note that while a request for accommodations can be initiated at any point in the school year, accommodations cannot be applied retroactively.

RESPONSIBILITIES AND LIMITATIONS

Under state and federal laws, the School is responsible for providing that, within certain limits, qualified students are not denied the opportunity to participate in School programs on the basis of a disability. This includes the obligation to make reasonable modifications to School policies, practices, and procedures, unless such a modification would fundamentally alter the School's programs and services. The School is not in a position to and does not:

- Make accommodations or provide support for services that fundamentally alter course requirements, the academic requirements for the degree, or basic pedagogy;
- Fundamentally alter consistently applied academic policies that are based on established academic standards;
- Guarantee success or bear responsibility for ensuring that students succeed in their courses;
- Pay for or provide items or services of a personal nature such as personal care assistance; personal purchases; personal medical, adaptive, or computer equipment; private transportation; or educational supplies used by all students (pens, paper, computer supplies, etc.). These are the responsibility of the student and parent/guardian;
- Provide professional tutoring, or psychoeducational testing and evaluation, or personal or academic coaching. Referrals can be made to external providers of these services and evaluators.

All students may access the supports and services of the Study Skills Office.

APPROPRIATE DOCUMENTATION

The documentation process is interactive and assists the School in making consistent, informed decisions with regard to student accommodations. Each situation will be considered individually to understand the extent to which the student is impacted by the condition.

Acceptable sources of documentation for substantiating a student's disability and request for accommodation may take a variety of forms. The student's own narrative of their disability, history, and experience with disability is generally an important and vital source of information. In addition, as noted below, documentation from external evaluators is required and may include medical records, psychological evaluations, reports, and assessments. The School reserves the right to request updated or additional documentation and to speak with the external providers in order to better understand a student's needs.

Documentation must substantiate the need for the specific accommodations requested and should be current and relevant. Accordingly, such documentation must be provided by a licensed professional who has no personal relationship with the individual being evaluated. A description of the student's current functional limitations and information on how the disabling condition currently impacts the individual is necessary to both establish a disability and identify possible accommodations. In the School's experience, a combination of the results of formal evaluation procedures, a clinical narrative, and the individual's self-report is the most effective and comprehensive approach to fully documenting a disability.

Documentation of a learning disability that is not comprehensive or that identifies learning "problems or challenges," but does not specifically diagnose a learning disability, will be unacceptable under most circumstances. Questions about whether documentation is sufficient should be referred to the director of health services, study skills coordinator, or the dean of academic life.

Families should note that the College Board offers nonstandard administration of tests for qualified students with disabilities. Applying for accommodations on standardized tests administered by the College Board is a separate process from that which is used to determine accommodations here at the School and eligibility for extra time on School administered tests. Families can access information about requesting accommodations for standardized tests through the websites for [The College Board](#) and [ACT](#).

APPENDIX C: ACADEMIC INTEGRITY ROLES & ADJUDICATION

ROLES & ADJUDICATION PROCESS

The roles played by individuals in the adjudication process for violations of the academic integrity policy are the same as for violations of any major school rule.

Teachers. A teacher who suspects a student of a violation of the Academic Integrity Policy must consult with a department head. If the teacher and department head suspect the student of academic dishonesty, the teacher must meet with the student to discuss the situation.

If, after meeting with the student, the teacher still suspects the student of an academic integrity violation, the teacher must inform the department head, the student's faculty advisor, and the class dean of their concerns. If the student is suspected of plagiarism, the teacher must provide the class dean with the assignment explanation form.

Department Heads. Department heads are expected to help teachers respond to suspected academic integrity violations. They will consult with teachers before teachers reach out to students suspected of academic integrity violations. Department heads will also provide guidance if a teacher, after speaking with a student, believes an academic integrity violation has occurred.

Students. A student suspected of violating the Academic Integrity Policy must submit a statement or a written explanation of the events precipitating the suspicion to their class dean. Students suspected of plagiarism must complete an assignment explanation form.

Class Deans. The respective class dean receives statements from the student and teacher and then confers with the other class deans and the dean of student life to determine whether or not to send the case to the Discipline Committee (DC). If the student is suspected of plagiarism, the student will fill out an assignment explanation form. If the case goes to the DC, then the class dean explains the adjudication process to the student.

Dean of Student Life. The dean of student life chairs the DC and conveys the DC's recommendation to the head of school, who renders a decision. The dean of student life communicates the decision to parents/guardians in a formal letter.

Faculty Advisor. The faculty advisor accompanies the student to the DC, speaks on behalf of the student's character and condition separate from the charge, and supports the student after adjudication.

CONSEQUENCES FOR A VIOLATION

The following section details the likely consequences that the DC will impose for an academic integrity violation, which may be adjusted if a particular situation presents aggravating or mitigating circumstances.

Level 1 Consequence

A first academic integrity violation ordinarily leads to a Level 1 consequence. The School takes a first offense seriously and uses it as an opportunity for education and growth. A Level 1 consequence will ordinarily include the following:

- The student receives a Letter of Censure or Warning.
- A grade penalty will be determined by the referring teacher in consultation with the departmental head and the dean of academic life.
- The student may be asked to redo and successfully complete the assignment or to complete an alternative academic assignment.
- An educational and/or counseling intervention may occur as determined by the dean of academic life and class dean.

Level 2 Consequence

A first offense that is egregious (e.g., multiple instances of cheating, distributing materials to help others cheat, etc.) or a second offense will ordinarily lead to a Level 2 consequence. A Level 2 consequence will ordinarily include the following:

- The student will be placed on General Probation.
- A grade penalty will be determined by the referring teacher in consultation with the departmental head and the dean of academic life.
- The student may be asked to redo and successfully complete the assignment or to complete an alternative academic assignment.
- An educational and/or counseling intervention will occur as determined by the dean of academic life and class dean.

Level 3 Consequence

A first or second offense that is egregious (e.g., multiple instances of cheating, distributing materials to help others cheat, etc.) or a third offense will ordinarily lead to a Level 3 consequence: dismissal from the School.

APPENDIX D: CONSEQUENCES FOR UNEXCUSED ABSENCES IN A MARKING PERIOD

Unexcused absences may result in consequences such as detention, restricted free time, and formal disciplinary responses. Extensive absences from an individual course may also result in loss of credit (see [Section 3.13 Absences and Academic Credit](#)). Students who earn an attendance status (concern or warning) for more than one marking period in an academic year may face elevated consequences. Seniors who earn an attendance status at any point during their final semester may also face elevated consequences. Disciplinary consequences will be determined by the class deans, and may include responses up to and including dismissal from school.

First Unexcused Absence

- Notification is sent to student, advisor, and class dean.

Second Unexcused Absence

- Notification is sent to student, advisor, and class dean.
- Student will serve one detention. At this point, each subsequent absence will result in serving an additional detention.

Fourth Unexcused Absence

- Class dean will send a letter of concern to student, advisor, and parents/guardians.
- In addition to detention, class dean may impose further restrictions.

Eighth Unexcused Absence

- Class dean will place student on Warning and notify student, advisor, and parents/guardians. This is an official disciplinary status for failure to attend School commitments and will last for the remainder of the marking period.

Twelfth Unexcused Absence

- Class dean will notify student, advisor, and parents/guardians. All of the class deans as well as deans of student life will meet to discuss next steps which could include an appearance before the Discipline Committee.

Note that further disciplinary action for a student on General Probation, including those triggered by unexcused absences, may result in dismissal.

The class dean can coordinate an attendance review conference with the student, the advisor (and trusted adult), associate/dean of student life, and notification to parent or guardian. An accumulation of absences may be indicative of problems that the School may not be able to address effectively. At this point, serious discussions among School officials, health services personnel, and the student and their parent/guardian may ensue regarding whether Hotchkiss is the appropriate educational community for the student who is struggling with developing appropriate student competencies, as outlined in [Section 2.4 Student Competencies](#).

Detention

A detention must be served for every unexcused absence after one unexcused absence in a given marking period. Detention is held on Wednesday mornings from 7:45 a.m. to 8:45 a.m.

Students are expected to serve detention the week it is assigned. Any exception must be cleared with the student's class dean. Students must arrive on time for the designated start of detention. There is no grace period. If a student arrives late or does not attend an assigned detention, they will serve it in their dorm that same Wednesday evening from 9 p.m. to 10 p.m.

Detentions carry over from marking period to marking period in the course of one academic year. Failure to attend morning detentions or evening make-ups could result in a range of responses including disciplinary sanction. Similarly, failure to attend morning detention in favor of an evening make-up is not allowed and could also result in elevated consequences.

APPENDIX E: CAMPUS BOUNDS, LEAVES, & PERMISSION REQUIREMENTS

Area Visited and Time of Visitation	Sign OUT/IN on the Hotchkiss Hub	Absence Request Required
Central Campus - As defined by time of day		
Between 6 a.m. and sunset - Students are allowed to go to the lake, athletic fields and facilities without permission.	No	No
Between sunset and 6 a.m. - Students are not allowed to go to the lake, athletic fields and facilities (except for School-sponsored events).	No	No
Beyond Central Campus - Extended Campus and the Local Area		
Between 6 a.m. and sunset - Students are allowed to go to Fairfield Farm, the Larsen Perimeter Trail, and the School woods without permission.	Yes	No
Between sunset and 6 a.m. - Students are not allowed to go to Fairfield Farm, the Larsen Perimeter Trail, and the School woods except for School-sponsored events.	No	No
Students venturing outside of the Local Area (10 mile radius from Central Campus) overnight.	Yes	Yes
Students venturing outside of the Local Area (10 mile radius from Central Campus) but returning the same day.	Yes	Yes
Students venturing within the Local Area (10 mile radius from Central Campus) on foot, bike, or with a driver over 25 years of age (unless that person is a family member or guardian) and returning the same day.	Yes	No
Students venturing within the Local Area (10 mile radius from Central Campus) with a driver under 25 years of age and returning the same day.	Yes	Yes

Students are not allowed to venture into or back from the Local Area after sunset by any means other than an automobile.

Note: [Campus Sign In/Out Forms](#) can be found on The Hotchkiss Hub.

APPENDIX F: CONSEQUENCES FOR A VIOLATION OF THE DRUG AND ALCOHOL POLICY

The following section details the range of potential consequences that the Discipline Committee (DC) may recommend for Drug and Alcohol Policy violations, when taking into consideration mitigating, aggravating, or egregious circumstances. These levels provide approximate guidance for students, advisors, deans, families, and the DC to navigate the inevitable nuances inherent to specific violations; and these consequences will complement the conditions required by the comprehensive substance use evaluation and the restorative contributions of a student's self-directed project.

Level 1 Consequence

Level 1 Consequences are most relevant to those who themselves are not under the influence of drugs or alcohol but who are discovered in the presence of those who are using illicit substances. A Level 1 consequence may include the following: suspension from leadership positions and from publicly representing the School for up to eight weeks and Warning.

Level 2 Consequence

Level 2 Consequences are most relevant to those who are found to be using, in possession of, or sharing illicit substances, including prescription drugs and paraphernalia. A Level 2 consequence may include the following: suspension from leadership positions and from publicly representing the School for up to eight weeks and General Probation.

Level 3 Consequence

A Level 3 Consequence is most relevant to those violations that are repeated or are particularly egregious including, but not limited to use, possession, or distribution of illicit substances, including prescription drugs. A Level 3 consequence will result in dismissal from School.

Non-School-Sponsored Off-Campus Behavior

The School strongly encourages students and their parents/guardians to respect state and federal laws regarding alcohol and illicit drug use when students are off-campus and to be especially cognizant of their liability under social-host laws, which pertain to those people who serve alcohol in their own homes to guests under the legal drinking age. A student who returns to campus under the influence of alcohol or illegal drugs consumed elsewhere is in violation of the School's policy and subject to consequences ranging from suspension of leadership positions and from public representation of the School to Warning to General Probation to Dismissal.



APPENDIX G: STUDENT VEHICLE POLICY

All Students

- It is important to understand that having a vehicle on campus is a great responsibility. Failure to follow the policy, as outlined in this document, could result in forfeiture of the right to have a vehicle on campus and could even lead to disciplinary action.
- Requesting to have a vehicle on campus is not a tacit process. All requests to have a vehicle on campus will be conditionally approved or denied by the dean of student life. Parental/guardian permission is required and the student must have a valid driver's license.
- All approved vehicles on campus must register the vehicle with the Deans' Office via a digital form each school year. Security will also maintain a copy of the information. All student vehicles must display a registration tag from the rearview mirror.
- Hitchhiking or picking up hitchhikers is not permitted under any circumstance.
- Students cannot drive other students to, from, or around campus without permission from the Deans' Office, the driver's parents, and all passenger parents. This permission must be requested in a timely fashion through the absence request portal.
- Any student who keeps a vehicle within a 30-mile radius of the School, except at the student's home, will be in violation of this policy.

Day Students

- Day students who wish to drive their siblings or other day students must have permission from the other student's parent/guardian and dean of student life.
- Day students may not leave and return to campus in their vehicles during the school day. Vehicles are not to be driven until the day student is ready to return home for the rest of the day. If there is a valid reason to leave and return to campus during the day, parents/guardians must request permission in a timely fashion through the parent portal.
- All day students must park in the non-faculty spots behind Edelman and Flinn.

Boarding Students

- Boarding students may request to keep a vehicle on campus if directly related to a specific need and a specific timeframe.
- Boarding students may never use their vehicles to transport students around campus, run errands, attend dinner outings, or engage in other local trips.
- Boarding students should only have one set of keys with them on campus, and those keys must be locked in the Deans' Office when the vehicle is not in use.
- Permission, usually in the form of a timely absence request, must be submitted by a parent/guardian in order for a student to receive access to their keys. In extremely extenuating circumstances, a parent/guardian may also reach out directly to the dean of student life.
- Students must request access to their keys from any member of the Deans' Office or the dean on duty.
- Once boarding students have their keys for a weekend absence, their vehicle is to be used only for the reasons behind that absence. Please see the bullet above about local trips.
- All boarding students must park in the MAC parking lot. Boarding students may never park on main campus. If necessary, students may stop by security to request an escort from the MAC parking lot back to main campus.
- Students must turn in their vehicle keys immediately after returning to campus. If the Deans' Office is closed, keys should be dropped at the Security Office.

APPENDIX H: UNMANNED AIRCRAFT SYSTEM (UAS) POLICY

Any use of an Unmanned Aircraft System (i.e., drone) by a student is prohibited except under the following circumstances.

IF USED FOR EDUCATIONAL PURPOSES, THE STUDENT MUST DO THE FOLLOWING:

- Obtain approval from the dean of student life at least 48 hours prior to the use of the aircraft. To obtain approval a written “flight plan” that includes date and time, purpose, and length of UAS operations, as well as the area of the campus where the Unmanned Aircraft System (UAS) will be used must be submitted.
- There must be instructor oversight.
- Abide by all instructions provided by the dean of student life and Campus Safety & Security. Learn and comply with all federal and state laws involving the use of the UAS. The student is solely responsible for complying with federal and state laws.
- Register the UAS with the Federal Aviation Agency (FAA) and provide a copy of FAA registration to the dean of student life. (FAA registration number must match the number on the drone.)
- Operate in a safe and responsible manner, including refraining from flight over or near other people, or outside the operator’s line of sight.
- Immediately report to Campus Safety and Security any accident or damage to person or property resulting from flight. Refrain from photographing/recording video in areas where other members of the Hotchkiss community would have a reasonable expectation of privacy, such as locker rooms, restrooms, individual residence rooms, or other private areas. The dean of student life and Campus Safety and Security will alert the School community via email of pilot(s), flight plan, and terms of approved use.

Any violations of law (trespassing/illegal surveillance) or violations of School policies may subject the individual to both criminal and/or disciplinary action. Damages/injuries incurred to property or individuals will be the responsibility of the parents/guardians of the UAS operator. Once a student obtains permission to bring their UAS to School, they must take full liability of risk, and are responsible for storage, maintenance, and protection of the unit. The UAS operator and parents/guardians agree to hold the School harmless for any damage or bodily injury related to operation of the UAS.

The dean of student life and Campus Safety & Security maintain the authority to “ground” or suspend operations of any UAS that is not compliant with this policy.



APPENDIX I: RESPONSIBLE USE POLICY

PURPOSE

The purpose of this policy is to educate employees and students of The Hotchkiss School about the appropriate uses, regulations, and limits of access to technology resources. These resources include the Hotchkiss network, the Internet, email services, telecommunications equipment, and all School-owned or School-leased computer equipment and peripherals. Responsible use rules also apply to personally-owned hardware that is connected to the School's network (locally or remotely) or used on School property.

In today's world, our School community spans beyond our campus. Students, faculty, and staff are expected to abide by the terms of this policy any time they are using Hotchkiss resources, acting as a representative of the School, or otherwise communicating the School name or image. Guests must also abide by these terms when using Hotchkiss resources.

Employees and students must understand and appreciate the responsibilities as well as the rules and regulations of accessing and using these resources. Any use of Hotchkiss technology resources implies agreement to this policy.

To view the full list of policies, including the [Google Apps for Education Usage Policy](#), please go to: www.hotchkiss.org/students/its

AUTHORIZED USE

An authorized user is any person who has been granted authority by The Hotchkiss School to access its computing and/or network systems and whose usage complies with this policy. Unauthorized use is strictly prohibited. By accessing the School's network using School-owned or personally-owned equipment, you have consented to the School's exercise of its authority and rights as set out in this policy and others with respect to any such equipment as well as with respect to any information or communication stored or transmitted over such equipment.

PRIVILEGES

The Hotchkiss computer network and other technology resources are established and maintained for the use of the entire School community of students, faculty, and staff. Use of these resources is, in itself, a privilege rather than a right. Users of these resources enjoy certain privileges that include:

Privacy

- Every effort will be made to ensure the privacy of the information stored on School resources, including electronic mail, files stored on the School's servers, etc. However, users of the network may be monitored and have their files or email inspected by an authorized systems administrator if they are believed to be in violation of policies set forth in this statement, general policies of The Hotchkiss School, or applicable state and federal laws. System users have a limited privacy expectation in the contents of their personal files on the School system. The contents of employee and student Hotchkiss email accounts are ultimately property of the School. All information created or stored on School resources is subject to review by School administration. The School reserves the right to examine and take action on any information found on a device on School property, personal or School-owned, regardless of the purpose of the search during which it was initially found.
- Users are strongly encouraged to maintain a private email account for use with non-School-related activities. Several free services provide such accounts, such as Google Gmail. Using a private account for activities such as online purchases, personal registration at websites, personal listserv memberships, etc. will help maintain privacy and minimize unwanted email (i.e., spam) being sent to an individual's Hotchkiss email account. The School monitors network activity for security and performance reasons. Behavior identified in this process that is suspected to violate the Responsible Use Policy will be investigated.
- In the course of providing support, should Information Technology Services discover evidence of activity that violates the law and/or School policy, appropriate action will be taken. This will occur whether it is a School- or personally-owned device.

Equal Access

All members of the Hotchkiss community are granted free and equal access to as many authorized services as resources and policies allow. Use of the Internet and other network resources, particularly in the educational context, is encouraged. When resources are limited, use of technology for educational and School business purposes will be given priority over any usage for entertainment or recreation.

Safety

- To the greatest extent possible, members of the community will be protected from harassment or unwanted contact. Users are instructed not to give out their home address, phone number, passwords, or other personal information. However, making the Internet available carries with it the potential that users may encounter information that some deem to be controversial or harmful. Because information on the Internet appears, disappears, and changes, creating an entirely “safe” environment is impossible. The School’s intent is to provide the understanding and skills needed to use resources appropriately, while using technology tools to make the environment as safe as possible.
- It is important to make as many information resources as possible available while still protecting our users from unwanted, inappropriate, or objectionable content. The School will make every attempt to balance these two needs. However, no commitment is made that access to all objectionable material can be restricted or removed, either in the email system or other technology resources. Likewise, unrestricted access to all resources cannot necessarily be granted.

Intellectual Freedom

Within the framework of responsibilities listed below, the Hotchkiss computer network is a free and open forum for expression, including viewpoints that are unorthodox or unpopular. Considerate and respectful disagreement is welcome. Harassment and other inappropriate use can stifle this freedom for others. As discussed below, such use of Hotchkiss resources is not acceptable.

RESPONSIBILITIES

All members of the Hotchkiss community are expected to show respect and compassion for others. As such, there are certain responsibilities that come with the privilege of being able to use the School’s information network and telephone system. Since this network reaches beyond the School, all members of the

community are expected, at all times, to act as ambassadors for the School when using these resources. In addition, users are expected to respect technology resources as they would any other School property.

Computer-related offenses are subject to the same rules and penalties applied to other offenses at The Hotchkiss School. Offenders can expect violations to be handled in accordance with appropriate School rules covering, for example: plagiarism, theft, harassment, bullying, vandalism, cheating, etc. An action may be possible technically, but still may violate a rule and/or good judgment. Such actions must be avoided.

Misuse of email, the Internet, or other electronic resources may result in those privileges being temporarily or permanently revoked. The School reserves the right to act upon reports of misuse as it sees fit. This may include immediate restriction or denial of access to an individual’s email account, the School network, the Internet, or other electronic resources pending further investigation.

Responsibilities for use of technology resources include:

- By using, accessing or connecting to any Hotchkiss technology resources, the user is agreeing to abide by all applicable policies. This includes, but is not limited to, the Responsible Use Policy, the [Hotchkiss Google Apps for Education Usage Policy](#), and [Section 7.2 Code of Ethical Conduct](#). This applies to remote use as well as on-campus use of resources, including Hotchkiss Gmail and Google Apps.
- Users will not use School resources to access, view, or store material that is profane or obscene (e.g., pornography, nudity), that advocates illegal acts, or that advocates violence or discrimination towards other people (e.g., hate literature). The sending or forwarding of such material by email is also prohibited.
- Anyone who mistakenly accesses inappropriate information or images should immediately report this to the attending teacher or other adult in charge. The Information Technology department should be notified if it is deemed warranted (e.g., if offensive materials or malicious software needs to be removed). Such reporting will protect individuals from the appearance of intentionally violating acceptable use rules.
- In order to respect the privacy of others, users will not forward or otherwise publish an email message that was sent to them privately without permission from the person

who sent them the message. Nor will a user post private information about another person.

- All School-owned resources should be treated with respect. Individuals will be held responsible for damage caused to any resources, whether in public areas or issued to them individually. They will also be responsible for loss of hardware issued to them or theft due to negligence.
- Users will not take action intended to gain unauthorized access to School resources, to gain unauthorized access to any other online resources or accounts, to obtain login information of other users, or to in any way disrupt performance of technology systems.
- Adherence to copyright laws is required. Users should respect the intellectual property rights of others. In most cases, material content and documents available via the Internet are the intellectual property of other persons and are protected by copyright. Users are urged to consider the School's policies regarding plagiarism and theft when accessing and citing these resources.
- Because the network is a resource shared by the entire Hotchkiss community, responsible use of bandwidth and storage capacity is essential. Users should not take action that unnecessarily taxes network resources. Educational and administrative uses will take top priority for use of electronic resources. The School reserves the right to limit or prevent activities in order to assure resources are available for priority uses.
- Impersonation, hardware "spoofing," and anonymity in the use of the School's network and email system are unacceptable.
- Anonymous online chatting is not permitted.
- The use of Internet proxy sites or any sites, applications, or other means of bypassing the School's Internet filters is prohibited. The use of any systems in order to provide user anonymity is likewise prohibited. The use of these sites and applications is prohibited regardless of the intended purpose.
- Use of appropriate language is required. Profanity, obscenity, offensive, or inflammatory speech is as inappropriate on the network as it is in other areas of School life.
- Using computer or network resources for issuing threats, bullying, verbal attacks, or other threatening behavior is prohibited. Users will not use any language in an email that threatens another person, whether it is the recipient of the message or a third party. Users will not engage in personal attacks, including prejudicial or discriminatory remarks. Any communication deemed by School administration to be threatening, demeaning, or bullying in any way shall be subject to disciplinary action.
- Resources may not be used to harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending messages, they must stop.
- Misuse of any means of communication, including mobile devices, is prohibited. This includes "sexting" or any transmission of nude or explicit images of oneself or others. Use of the School's technology resources for personal financial profit is prohibited. This includes crypto currency mining.
- Unless as part of a School-sanctioned activity or specific permission is granted, use of the School's technology resources for political purposes is prohibited.
- Installation or use of devices that extend or alter the Hotchkiss network (e.g., hubs, switches, bridges, routers, wireless access points, etc.) or that extend another network via the Hotchkiss network, is forbidden without written authorization. Such devices may be immediately confiscated upon discovery, and users will be subject to appropriate disciplinary action. This includes using one's computer to create an "ad hoc" or computer-to-computer wireless network, installing wireless routers, or using devices that use the Hotchkiss network to provide wireless service from a third party. On-campus faculty must work with ITS to follow the approved process for adding wireless access to residences.
- Any technology designed to provide access to other users' accounts or information is strictly prohibited. Any technology that provides access to network traffic, information or data other than a known authorized network login is prohibited. Examples include the Firesheep plugin and network traffic sniffers. Use of authorized login information by users other than the authorized user is also prohibited.
- New technologies are subject to review as to whether their use is acceptable at Hotchkiss.
- No online area is truly private space. Posting information online that is potentially damaging to oneself, to others, or to the School is not permitted.
- The Hotchkiss School encourages its community to be creative while being responsible School citizens. Any public posting of content created using Hotchkiss resources, displaying the Hotchkiss name or logo, or in any way depicting The Hotchkiss School, its employees, or students, must not negatively portray the School or its community, or violate, in any way, this policy or any other Hotchkiss rule. This includes posting content to any Internet site,

distributing via email, podcasting, “tweeting,” or sharing by any other electronic means.

Other responsibilities toward the School’s resources include:

- Network users should take precautions to prevent the inadvertent spread of computer viruses and malware. The deliberate spreading of a virus or malware will be considered vandalism. Users participating in such behavior will be held accountable to applicable School rules and may be responsible for financial loss caused by their actions.
- Up-to-date antivirus and antimalware software is required on all computers in order to access the School network. Disabling this software on School computers is not permitted.
- Since many users share the network, users are expected to report problems with hardware and software and potential virus problems to the IT Service Desk immediately.
- Users should not change the settings of or add software files to the School’s computers other than in ways that are permitted (i.e., adding approved software to a computer issued to them).
- Users should work only in the accounts assigned to them and will be held responsible for the activity in those accounts. Sharing of passwords or other login information is prohibited. If a user suspects unauthorized access is occurring, it must be reported immediately.
- All information created or stored using School resources is subject to review or seizure by the School.
- Users may be held responsible for damage, physical or otherwise, caused to any Hotchkiss property.
- Employees using portable/mobile equipment (laptops, tablets, phones) must have that equipment registered and enrolled in the School’s mobile device management system which enforces encryption.

Sensitive Information

During the course of normal activities, employees may encounter information considered sensitive by the School. Sensitive information is any information protected by law or contractual obligation, or which if disclosed, altered, or lost, may pose a reputational and/or financial risk to the School or anyone affiliated with the School. Employees should take all necessary steps to prevent unauthorized access to this information. Unless encrypted, sensitive or personally identifiable information must not be stored on laptops, portable/removable drives, memory cards, cloud-based storage services, smartphones, or other portable devices. This information must also not be sent

via email or other messaging services. Data transfers to third party vendors can be performed by ITS if necessary.

Online Social Networks

Social network sites can be generally defined as web-based services that allow individuals to: 1) construct a public or semi-public profile within a bounded system, and 2) create a list of other users with whom they share a connection. The nature and nomenclature of connections may vary from site to site. Information is then shared with this network and possibly others. Popular examples of social network sites include, but are not limited to: Facebook, Twitter, Instagram, LinkedIn, Snapchat, Tumblr, Google+, TikTok, and Pinterest. All information included elsewhere in this policy applies to social networks.

- It is extremely important to understand that any information posted on a social networking site could potentially be viewed by anyone and could live forever online, even if deleted from that particular site. Even items posted using technologies that claim to erase images or delete posts may not truly disappear.
- Posting information online that is potentially damaging to oneself, to others, or to the School is not permitted. This must be remembered when using social network sites and applies even if only sharing the information with a seemingly small group of individuals or one person.
- Hotchkiss employees (faculty and staff) may not friend, follow, or otherwise connect to current students of any age or alumni/ae under 18 years of age via online social networks. Initiating or accepting any such relationship request is expressly prohibited unless using a professional account. This restriction does not apply to the School’s Learning Management System (Canvas).
- Faculty and staff must use professional discretion in “friending” or forming online connections with alumni/ae 18 years old and over, keeping in mind that current students often have online connections with former students. Through such connections, students may gain access to information shared with alumni/ae, and faculty and staff will be held accountable for information disseminated in this manner, even if unintended.
- Employees are strongly discouraged from “friending” or forming similar connections with families of current or prospective students, and will be held responsible for information disseminated through such connections, even if it is received by unintended recipients.

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- Seniors 18 years old and over are permitted and encouraged to join the [Hotchkiss Alumni LinkedIn group](#).
 - As with any other behavior, online or otherwise, nothing that could be considered bullying or harassment by a reader may be posted on social network sites.

Illegal Activities

- Using electronic resources for any illegal activity is strictly prohibited.
- Users will not attempt to gain unauthorized access to the email system, the School web pages, or any other computer system through Hotchkiss email and/or Internet and/or network access. Users will not attempt to perform functions that exceed their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions violate Hotchkiss policy and often the law.
- Users will not make deliberate attempts to disrupt the computer system performance or destroy data utilizing malware or by any other means. These actions violate Hotchkiss policy and often the law.
- Users will not use School resources to engage in any other illegal act, such as drug- or alcohol-related activities, threatening the safety of another person, vandalism, harassment, libel, or any other activity that violates existing School policies. Reference to such activities will not even be made in a joking manner or as a prank.
- Gambling is illegal for minors. School resources may not be used for online gambling by anyone of any age. Users will not store illegal content on School resources, download illegal content, or transport such content on the School network. Illegal content may include, but is not limited to, unlicensed music or video files, or unlicensed software. This includes any sharing (including "peer-to-peer" or Google Drive) of such materials with any other parties.
- The School will take disciplinary action and may involve law enforcement should illegal activity occur.

Limits of Liability

The Hotchkiss School makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the School's system will be error-free, without defect, or meet certain performance levels. The School will not be responsible for any related damage users may suffer, including, but not limited to, loss of data, interruption of service, or performance issues. The School is not responsible for the accuracy or quality of the information obtained through or

stored on the system, or acquired via the Internet. The School will not be responsible for financial obligations arising through the unauthorized use of the system. The School will not be responsible for personal, professional, or academic loss due to the suspension of use of resources resulting from failure to adhere to Responsible Use guidelines. The School is not liable for legal action taken against students or employees by third parties due to unauthorized activities using personal or School- owned resources.

Consequences

- As with any policy, the School will take disciplinary action in response to violations of this Responsible Use Policy.
- Violations of this policy may result in corrective action, up to and including dismissal from School for students and termination of employment for employees.

Responsible Use Agreement

Users may be asked to sign a statement indicating that they understand this Responsible Use Policy and that they will abide by it. However, this policy is binding regardless of signature. Those who do not abide by this policy can expect to have access to School technology resources restricted and to face disciplinary action.

APPENDIX J: HEALTH LEAVE POLICIES

There may be times when a student experiences an illness, injury or other medical or mental health condition that cannot be adequately managed at School, despite reasonable efforts. With the permission of Health Services, a student may receive care at home for a short period of time, typically up to a week. For this brief time, Health Services notifies the student's advisor, who supports communication with instructors and other relevant adults in the School community. When it is determined that a student's health needs require them to be away from the School for longer than one week, the School may grant, and in some cases require, a formal leave of absence ("Health Leave") to permit the student to obtain appropriate care and treatment. A Health Leave is designed to address the needs of an individual student, and the goal of a Health Leave is to provide an opportunity for a student to obtain needed evaluation, care and/or treatment that will enable the student to return to School with an increased opportunity for academic and social success. Students should take the time needed to achieve this goal.

When: A Health Leave may be granted or required by the School if a student has a serious illness, injury, or other medical or psychological condition that:

- (a) significantly interferes with a student's ability to participate in the School's programs;
- (b) has an undue negative impact on others or is disruptive to the community; and/or
- (c) is beyond the practical limits of care that the School can provide.

A leave may also be requested or required for purposes of evaluation if a student is exhibiting symptoms or behaviors that interfere with a student's ability to function within the School, is unduly disruptive or poses a risk to the student or others.

Who Decides: The decision concerning whether a student is to be placed on a Health Leave is made at the discretion of the Leave Team, which is directed by the dean of academic life, and includes the associate head of school, director of health services, director of counseling, and deans of student life. Central to the Leave Team's assessment of well-being is the student's presentation of core competencies (see [2.4 Student Competencies](#)). The Leave Team also determines the criteria to be considered when determining whether the student is prepared to return and positioned for success. This will include determining any conditions to be met in order for the student to be considered for return (e.g., relevant assessments/evaluations,

counseling, educational activities, etc.). In making decisions regarding a Health Leave, the School will engage in an interactive process with the student, parent/guardian, and any relevant outside providers, and consider how best to meet the needs of the student in accordance with the existing standards of the School.

Considerations: The Leave Team will consider all relevant information in making decisions related to health leaves, which may include the following:

- (a) an assessment by the School's Health Services team;
- (b) available medical and/or mental health evaluations or other assessments by external providers;
- (c) the student's clinical needs;
- (d) careful consideration of the student's safety and well-being;
- (e) the student's possible impact on the safety and well-being of the community;
- (f) the student's capacity to participate in the residential and academic program of the School with or without accommodation;
- (g) the School's ability to provide appropriate care and ongoing treatment; and
- (h) information received from the student and the student's parent/guardian concerning the student's condition, needs, and preferences.

What Is Required During a Health Leave: Once a student has been placed on Health Leave, the student and parent/guardian will receive a letter from the dean of academic life outlining the School's expectations and requirements of the student during the leave period as well as anticipated criteria for return (outlined under Returning from a Health Leave, below). In general, there are three expectations during the Health Leave:

- (a) The student will receive ongoing treatment by a medical and/or mental health professional appropriate to the student's condition;
- (b) The parents/guardians will engage in ongoing and regular communication and cooperation with the School about the student's treatment and the School's expectations during the health leave, including permitting the School to consult with outside providers;
- (c) The student and parents/guardians will comply with such other conditions that the School articulates in the Health Leave letter.

The dean of academic life, in consultation with instructors and other relevant personnel, will determine what, if any, reasonable academic adjustments or accommodations are available to students during a Health Leave and after return. The School recognizes that during a Health Leave, a student may not be able to engage in academic work. In determining reasonable academic adjustments, the School will consider a variety of factors, such as how long it is anticipated that the student will be out, the extent to which they are able to engage in academic work during leave, and the impact of the student's absence from critical in-person instruction. Academic courses vary in the degree that their expectations can be altered, and smooth reintegration may become more difficult the longer a student is unable to engage in academic work. Under our academic policies, regular and consistent class attendance is required as part of our curriculum. Students who miss more than three weeks in a semester, whether such absences are excused or not, may become ineligible for credit, be required to drop a class or make another significant adjustment in enrollment, and/or have marking period grades converted to pass/fail. Students who miss significant class time will not typically receive academic credit for courses in which they are enrolled, and may be considered for reclassification upon their return if the criteria of return from Health Leave is met.

Returning from a Health Leave: Return from a Health Leave is not automatic and must be approved by the Leave Team. The School gives significant weight to documentation from the student's treatment providers regarding the student's ability to function academically and safely in all aspects of the School with or without accommodation. The School, acting through the Leave Team, must approve a student's return to campus, and retains the right to make all final decisions about if, when and under what conditions a student may resume participation in programs. The Leave Team will also determine if reasonable accommodations are needed to support the student's return. Once decided, the dean of academic life will communicate the decision to the student and their parents/guardians. Travel plans should not be arranged before such communication is received. Factors that inform the Leave Team's decision-making include:

- (a) The student's and the parents's/guardians's compliance with the requirements of the leave;
- (b) The student's clinical needs;
- (c) Safety considerations; impact on the well-being of the community;

- (d) The student's capacity to participate in the residential and academic program of the School with or without accommodation;
- (e) The School's ability to provide appropriate care; and the student's academic credits and likelihood of being able to graduate within an expected time frame.

In order for the School to consider a request to return from a Health Leave:

- (a) All necessary information as specified in the Health Leave letter must be forwarded to Health Services as outlined in the letter;
- (b) The student must demonstrate an ability to participate safely in the program of the School with or without accommodation, and the School must determine it has the ability to provide the appropriate treatment, support, and supervision required for the student to return and participate in School;
- (c) The student must satisfy any condition or behavioral expectations placed on the student in connection with their return from a Health Leave;
- (d) Failure to comply with the foregoing requirements may result in a continuation of the student's Health Leave.

If it is determined that a return to the School is not in the best interests of the student, or that a student requires a more extended period of care and treatment such that it is not likely that the student will be able to effectively resume studies in a reasonable time frame, the School may require the student to withdraw.

APPENDIX K: MANDATORY REPORTING

DUTY OF CARE FOR STUDENTS

Employees, adult campus residents, contractors, and volunteers of this School community must take reasonable measures to protect students from risks of harm that can reasonably be foreseen. Adults in the community must exercise professional judgment or seek appropriate counsel to ensure that students do not face an unreasonable risk of harm while also encouraging their growth and independence. All adults working with our students, regardless of whether they are formally employed by the School, are expected to adhere to our standards of ethical conduct, always placing the well-being of our students and the overall safety of the community ahead of their own interests.

All employees of the School as well as volunteers and contractors working with students are considered mandated reporters of child abuse and neglect and must follow protocols as set forth by the Connecticut State Department of Children and Family Services (DCF). Furthermore, The Hotchkiss School expects all adult residents living on campus to follow the same mandated reporter protocol. Mandated reporters are required to report or cause a report to be made when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18, or student in our care, has been abused, neglected, or is placed in imminent risk of serious harm. The School expects adult residents to follow the mandated reporter guidelines with respect to their ordinary interactions with Hotchkiss students.

All adult community members are expected to attend mandated reporter training and submit proof of training to the Human Resources Office. The [Community Conduct Council \(CCC\)](#) can support employees in contacting the Connecticut Department of Children and Families' (DCF). Reporters must call the Department of Children and Families' (DCF) Careline or a law enforcement agency within 12 hours of suspecting that a child has been abused or neglected and submit a written report (DCF-136 form) to DCF within 48 hours of making the oral report. To make a child abuse or neglect report, call DCF Careline at 1-800-842-2288.

