# University of Chicago Laboratory Schools
## Faculty Handbook

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1. THE LABORATORY SCHOOLS

In 1896, University of Chicago professor John Dewey issued a challenge to the entire educational system. He called on schools to abandon the conventions of rote learning and adopt methods that challenged students to investigate, inquire, and experiment. Dewey came under fire from many quarters for his "radical and unorthodox" notions of learning, but his methods eventually became integral to mainstream education, especially in the primary grades.

Over one hundred years ago John Dewey's dream came to life at the Laboratory Schools. Young people benefit from an education that prepares them to act intelligently and ethically in a complex society. The Laboratory Schools take these challenges very seriously and work continually to renew their teaching and learning activities each year.

Each year, 30 to 35 percent of the graduating class are finalists, semi-finalists or commended in the National Merit Scholarship or National Achievement Program; hundreds of students volunteer for service projects ranging from a crisis hotline to a homeless shelter; and the list of colleges and universities that compete for our graduates reads like a Who's Who of the best in higher education. In our Schools, students have an outstanding record of accomplishment in regional competitions in fields from writing to math to music.

Although they share a common zest for learning, our approximately 2000 students are perhaps more remarkable for their diversity. They hail from all over the Chicago area including the city, suburbs, and northwest Indiana. The student body includes some 40 percent students of color, coming from a broad spectrum of socio-economic backgrounds, and represents the ethnic heritage of almost 100 countries.

The elementary school of the University of Chicago Laboratory Schools was established in 1896 by John Dewey, professor in the Departments of Philosophy, Psychology, and Pedagogy of the University of Chicago. Dewey envisioned the school as a place in which to test his theories on child development and the educational process. Educators who contributed to Dewey's educational philosophy included Heinrich Pestalozzi, whose theories of learning led to the inclusion of practical arts in the curriculum, and Friedrich Froebel, who established the world's first kindergarten and advocated learning through activity.

In the early 1900s Colonel Francis Parker succeeded Dewey as Director of the Laboratory Schools. His views did much to shape the Schools' philosophy. He emphasized the individuality of each child and the importance of a program that would encourage the individual to grow and learn naturally and freely.

John Dewey advocated graduation to high school after seventh grade, and in 1912 the schools were structured to make this possible. In the 1930s the early entrance programs at the University of Chicago created a six-year elementary school followed immediately by a four-year high school. In the 1940s and '50s the arrangement of grades was 1-6, with a five-year high school. Finally, in 1963 the Middle School was created for grades five, six and pre-freshman. The pre-freshmen were divided into grades seven and eight in 1971, and the following year the fifth grade became part of the Lower School. A three-year Middle School was formed in 1972. In 1994 the fifth grade was again added to the Middle School.

The current configuration of grades, instituted in the 2012-13 school year, is:

- Nursery/Kindergarten
- Primary School: Grades 1 and 2
- Lower School: Grades 3 through 5
- Middle School: Grades 6 through 8
- High School: Grades 9 through 12

The Laboratory Schools provide the requisites for a solid academic preparation within the general philosophical directions established by the founders and first directors.

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For further information regarding the Laboratory Schools in general, refer to *History of the Laboratory Schools* by Ida DePencier and *Experiencing Education: 1896 - 2012* by William Harms.
2. THE LABORATORY SCHOOLS: PHILOSOPHY AND GOALS

Mission Statement
The Laboratory Schools are home to the youngest members of the University of Chicago's academic community. We ignite and nurture an enduring spirit of scholarship, curiosity, creativity, and confidence. We value learning experientially, exhibiting kindness, and honoring diversity.

Philosophy
The Laboratory Schools provide a rigorous, creative, well-rounded education for a diverse student body. The Schools are committed to help each student master important subject matter, learn to think critically and creatively, understand the values and traditions that underlie our society, and develop a sense of personal and community responsibility.

The Laboratory Schools believe that students have different needs at various developmental stages, and bring with them a variety of life styles and cultural backgrounds. Students do not learn simply by exhortation, but through active participation, and the Schools see themselves as a community of students and teachers, responsible to one another. Every student is a teacher and every teacher is a student. The Schools work in partnership with parents to support and enhance the learning of each student.

The Schools provide an environment that fosters the professional growth of a dedicated and diverse faculty as they generate pleasure in learning and achievement for every student.

Goals
The following goal statements emerged from discussions among faculty and staff, administrators and Board, and parents and students.

1. To Articulate a Consistent, Coherent and Creative Curriculum
   The Schools continue to activate an integrated, coordinated and consistent curriculum within each grade level, across grade levels, and across departments.

2. To Encourage Teacher Creativity and Initiative
   The Schools value the creativity and experience each teacher brings to the program. The task of developing a consistent, coherent, evolving curriculum is primarily given to the teachers. Administrators lead and facilitate this process.

3. To Understand and Support the Whole Child
   The Schools aim to integrate classroom learning with students' experiences outside of class. This is the focus of advisory, homeroom, co-curricular and extra-curricular programs. In addition, every faculty member accepts responsibility for balancing social, psychological, and emotional growth with academic learning.

4. To Attract and Support a Diverse Student Body and Faculty
   The Schools continue to value and support cultural, economic, ethnic, geographic, racial, and religious diversity among students and faculty. To this end, scholarships, special course offerings, mentoring and exchange programs, and a number of student clubs focus on linking the Schools to the larger community.

5. To Achieve a School Community that is Socially Responsible
   The Schools address issues such as environmental degradation, violence, drug and alcohol abuse, and positive gender and racial relationships as an integral part of the program.
6. **To Maintain Economic Stability**
   The Schools maintain recruitment, tuition, and fund-raising strategies that contribute to their fiscal health.
3. FACULTY ORGANIZATION

The faculty of the Laboratory Schools is organized into five divisions corresponding to the administrative organization of the Schools. For obvious reasons these faculty divisions are called: Nursery/Kindergarten Faculty (grades N and K), Primary School Faculty (grades 1 and 2), Lower School Faculty (grades 3 through 5), Middle School Faculty (grades 6 through 8), and High School Faculty (grades 9 through 12). Teachers who have classes in more than one School are assigned to the division where they have the most responsibilities.

Each individual Faculty meets at least once a month. Full participation of the faculty and Principal is expected. Sometimes the Nursery/Kindergarten and Primary School Faculty will meet together. The meetings have the following purposes:

● dissemination of information appropriate to that school as well as Schools-wide;
● decisions on matters discrete to that school and follow-up on implementation of prior decisions;
● some social functions;
● discussion of school and Schools-wide issues;
● professional development (e.g., speakers, curricular exchange and sharing);
● discussion and decision-making on curricular/programmatic issues;
● hearing reports from ad hoc or standing committees.

Each Individual Faculty has its own Steering Committee or Chairs Group, the members of which are chosen according to past practices. In Nursery/Kindergarten, Primary, and Lower Schools the “Steering Committee” is called the Chairs Group. These individual school Steering Committees/Chairs Group are composed of the Faculty Chair, the Principals, and other faculty as determined by that school. In the Primary and Lower Schools, the members are the Faculty Chair, Grade Chairs, Learning and Counseling Chair, Library Chair, Special Area representative, the Administrative Manager, and the Principal. In Nursery/Kindergarten the only difference is that the Chairs Group does not include the Administrative Manager. In the Middle School Faculty, the members are the Faculty Chair, the Grade Chairs, the Advisory Coordinator, the Department Representatives, the Dean of Students, the Assistant Principal, and the Principal. In the High School Faculty, the Steering Committee includes the Faculty Chair, representatives elected by the faculty, and the Principal. The Steering Committee’s/Chairs Group’s responsibilities are to prepare a written agenda for each Individual Faculty meeting. To do this, it must:

● gather and organize information to be shared;
● identify issues for discussion and decision-making;
● identify professional development topics.

In addition, the Steering Committee/Chairs Group shall ensure the taking and distribution of minutes of faculty meetings to the faculty, principals, and the Director.

Individual Faculty Chair

Each Individual Faculty Chair is elected by the faculty in the appropriate division. The duties of the chair include:

● in MS and HS, chairing the Individual Faculty steering/agenda committee;
● chairing regularly scheduled Individual Faculty meetings;
● serving on the All Schools Council;
● participating on All Schools Council Steering Committee;


Chairs Group (Grades N through 5)
The Chairs Group is composed of each Grade Chair as well as the Learning and Counseling Chair, the Library Chair, and representatives of special areas, the Chair of Nursery/Kindergarten, Primary, and Lower School Faculty. It meets once (in Primary School) or twice per month. The agendas are drafted by the Principals (N/K, Primary and Lower School) and the meetings are chaired by a Principal.

The primary purposes of the meetings are to disseminate information and to get feedback from grade levels. This group sets goals for the year for school. In addition, it is a working group to support teacher leaders in the Nursery/Kindergarten, Primary, and Lower Schools

Grade Levels
The faculty at each grade level N through 5 meets regularly, usually weekly, while the faculty at the Middle School level 6 through 8 also meet regularly, usually twice a week, for the following purposes:

- dissemination of information;
- communication with specialists such as librarians, counselors, learning coordinators, computer teachers, etc.;
- discussion, coordination, and decision-making on curriculum and program (N through 5);
- planning inter-curricular curricular projects (N through 8);
- planning program and special events (e.g., activity periods, field trips, camps, etc.);
- discussion of individual students, especially around grade reports, parent conferences, standardized tests, and psycho-social development (6 through 8);
- coordination of advisory activities (6 through 8);
- discussion of proposals to forward to other faculty bodies (e.g., Lower School or High School Faculty, All Schools Council, etc.) or appropriate administrators (e.g., on discipline, scheduling, etc.);
- sharing advice;
- participation in the hiring process of homeroom teachers (N through 5).

Grade Level Chairs
Grade Level Chairs (N through 5) are selected by teachers at the grade level on a two-year rotating basis from among homeroom teachers. Grade Level Chairs in 6 through 8 are selected on a two-year rotating basis in consultation between the Principal and teachers working at a given grade level.

The Grade Level Chair has the following responsibilities:

- to prepare of agenda for grade level meetings;
- to lead the grade level meetings;
- to serve on the Chairs Group (N – 5) or Steering Committee (6 through 8);
- to communicate the results of grade level meetings to appropriate bodies;

Departments
Departments are comprised of teachers organized around a discipline or disciplines from various grade levels through high school. Departments meet at least once a month to:

- disseminate information, including information from All Schools Council or principals;
- deliberate on issues sent by All Schools Council or principals and send back response and suggest issues for consideration by All Schools Council;
- conduct professional development sessions relevant to the particular discipline;
- plan, coordinate, and evaluate curriculum in the discipline within the context of the rest of the school program and the students’ level of psycho-social development;

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• discuss student placements and other issues related to individual students in the
discipline;
• conduct evaluation of department members according to department and school
procedures;
• participate in the process of selecting a department chair when there is an opening;
• discuss and make recommendations regarding department budget and necessary
equipment and supplies;
• discuss and make recommendations regarding schedule and room use by members of
the department;
• plan and implement programs related to the work of the department, such as
recruitment Open House, displays, performances, clubs, competitions, etc.
• supervise and evaluate clerical staff (where appropriate).

Department Chairs
Department Chairs are selected from among the members of each department by the
Director in coordination with the School Principals. The Department forwards two names to the
Director, indicating the majority preference, if any. The term of service will be for three years.
A chair may serve for two consecutive terms if renewed at the end of the first three-year term.
The Department Chair is the representative of the Department to whom matters concerning
the Department should be addressed.
The Department Chair has the following responsibilities:
1. to prepare agendas for and chairs departmental meetings;
2. to provide leadership in a range of departmental activities and coordinates across
department, grade levels, and schools. These include, but are not limited to, the
following:
   • planning, coordinating, and evaluating curriculum in the discipline;
   • conducting professional development activities relevant to the discipline, in
     coordination with the appropriate principals;
   • deliberating on issues sent by the All Schools Council or principals;
   • conducting evaluation of department members according to department and school
     procedures;
   • participating in the process of hiring new members of the department in accord with
     school procedures;
   • formulating the department budget proposal and capital expenditure requests;
   • discussing and formulating recommendations regarding schedule and room use by
     members of the department, in coordination with appropriate principals and staff;
   • discussing student placement and other issues related to individual students in the
     discipline;
   • mentoring new department members;
   • working with department members when concerns arise from students, parents, or
     colleagues.
3. to disseminate information to department members, including information from the All
   Schools Council or principal;
4. to represent the majority views of the department on the All Schools Council or other
   appropriate bodies;
5. to communicate the views of the department to principals or other administrators and
   consult with them when appropriate and necessary; in particular to consult about
   proposals for major changes that might have an impact beyond the department (e.g.,
   addition of course);
6. to supervise clerical and support staff where appropriate;
7. to manage and be responsible for the implementation of the departmental budget (e.g., submitting orders, approving bill-payment, contacting vendors, etc.)

**All Schools Council**

*Purpose and Responsibilities*

The purpose of the All Schools Council is to consider issues and policies of interest across the schools, to support effective communication, and to promote opportunities for collaboration in the process of decision-making.

The All Schools Council has the following responsibilities:
- To contribute to discussion and decision-making with regard to All Schools policies and issues that may impact the entire school community, such as admission and retention, curriculum and program, the use of facilities, equipment and space, safety and security, divisional schedules and scheduling, amongst others.
- To contribute to the planning of All Schools activities such as professional development days, celebrations, ISACS accreditation processes, and strategic planning initiatives.
- To enhance communication between the Schools and help to maintain an All School community through a focus on the balanced needs of all divisions.

**Structure and Membership**

The All Schools Council and its Steering Committee will be composed as follows:

*All-Schools Council (18 members)*
- Director or designee (Chair)
- Faculty Association President or designee
- Executive Director of Finance and Operations
- Principals (5)
- Faculty Chairs from each division (5) (If there are co-chairs, each division would make the decision who to send)
- One faculty member representative from each division (5)

*Steering Committee (8 members)*
- Director or designee
- Faculty Association President or designee
- Faculty Chairs from each division (5) (If there are co-chairs, each division would make the decision who to send)
- One Principal

The All Schools Council has the authority to establish working committees that may include faculty and administrators not on the Council. Volunteers may be sought from the individual faculties, Board of Directors, or the school’s administration for committee participation. The All Schools Council is chaired by the Director or her/his designee.

The Council will meet periodically with the schedule established at the first Council meeting of the year. Additional meetings may be scheduled as needed. While meetings shall be open to all faculty and administrators, only Council members may vote.

The taking of minutes will be rotated among Council members and minutes will be made available to the entire faculty and administration.

The purpose of the Steering Committee is to enhance the effectiveness of the Council through leading, planning, communicating, articulating issues, and coordinating efforts. The Steering Committee has the following responsibilities:
- To set an agenda for each All School Council meeting
• To identify issues or initiatives that warrant Council attention
• To propose a meeting schedule for Council approval
• To coordinate the taking of Council minutes and ensuring their distribution
• To bring concerns or issues raised by any member of the community and send the topic to any appropriate committee or place the topic in the All Schools Council agenda for discussion
• To monitor the effectiveness of the Council
4. **POLICY**

**University of Chicago Employee Handbook**

The policies in this section follow those in the University of Chicago Employee Handbook which can be found at [http://hrservices.uchicago.edu/fpg/handbook/index.shtml](http://hrservices.uchicago.edu/fpg/handbook/index.shtml). Additional information and details on many of the policies in this section can be found at that website.

**Non-Discrimination Policy**

In keeping with its long standing tradition and policies, the University of Chicago Laboratory Schools does not discriminate on the basis of race, color, religion, sex, gender identity, national or ethnic origin, sexual orientation, disability, veterans status, age, or other protected classes in its employment and admissions policies, scholarship and loan programs, educational policies, and other administered programs. This policy can be found at [http://harassmentpolicy.uchicago.edu/page/policy](http://harassmentpolicy.uchicago.edu/page/policy)

**Policy on Harassment, Discrimination, and Sexual Misconduct**

The University of Chicago is a community of scholars dedicated to research, academic excellence, and the pursuit and cultivation of learning. Members of the University community cannot thrive unless each is accepted as an autonomous individual and is treated without regard to characteristics irrelevant to participation in the life of the University. Freedom of expression is vital to our shared goal of the pursuit of knowledge and should not be restricted by a multitude of rules. At the same time, unlawful discrimination, including harassment, compromises the integrity of the University. The University is committed to taking necessary action to prevent, correct, and, where indicated, discipline unlawful discrimination. This University policy can be found at [http://harassmentpolicy.uchicago.edu/page/policy](http://harassmentpolicy.uchicago.edu/page/policy)

**Policy on Title IX**

The University’s policy is consistent with federal, state, and local regulations governing non-discrimination and harassment including, but not limited to: the Age Discrimination in Employment Act of 1967 (as amended), the Americans with Disabilities Act (as amended), the Civil Rights Acts of 1964 and 1991, Executive Order 11246, the Equal Pay Act of 1963 (as amended), the Rehabilitation Act of 1973 (as amended), Title IX of the Education Amendments of 1972 (as amended), Genetic Information Nondiscrimination Act of 2008, Lilly Ledbetter Fair Pay Act of 2009, the Illinois Human Rights Act, the City of Chicago Human Rights Ordinance, and the Cook County Human Rights Ordinance.

Title IX of the Education Amendments of 1972, and its implementing regulations, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. The policy and resource information are available on the University's website at [https://csl.uchicago.edu/get-help/title-ix](https://csl.uchicago.edu/get-help/title-ix).

**Family Rights and Privacy**

Our policy has always been to communicate openly with parents or guardians regarding the progress of their children in the Laboratory Schools. Parents or guardians of students under the age of eighteen may review the cumulative records of their children and specify others who may accompany them in examining these records. These permanent records contain copies of grade reports, parent conference reports, standardized test results, disciplinary records, and
other school-home correspondence. Laboratory Schools’ administrators, teachers, and
authorized staff have access to these records as necessary to carry out their responsibilities.

Normally, the Laboratory Schools will release, at its discretion, information such as students',
parents', or guardians' addresses, telephone numbers, activities, honors, and dates of
attendance during the school year. This information is not released for non-school purposes.
Parents or guardians of students who prefer that this information not be released must notify
the Registrar in writing, prior to the first day of each school year.

Those who are eligible to review a student's record must complete a request form, which is
available through the Principal’s office and from the chairpersons of the Learning and
Counseling Department, whichever is appropriate. The chairpersons will arrange a review
session at a mutually convenient time. Under the law, the school has forty-five days to comply
with a written request, although in practice we will do so in a much shorter time.

**Laboratory Schools ID Badge and Lanyard**

All Lab School faculty are required to wear their identification badge while in the school
buildings in order to be easily recognized by the Public Safety Coordinators, students, and
others as a member of the school community. This card allows faculty to enter the campus
buildings from any door with card-reader access. If you do not have your card with you, you
must enter the building through the main entrance at Earl Shapiro or Judd Hall. In addition to
this requirement to wear and display the ID badge, this card is needed to access the multi-
function devices (copiers and scanners). See a more detailed description of this badge use and
its requirements in section 11.

**Safety of Children in University Programs**

The University of Chicago Laboratory Schools is committed to providing a safe and
secure environment for all children in our community. The following are guidelines to maintain a
safe and positive experience for children, to encourage parental confidence, and to avoid
mistaken allegations.

**DO:**

1. Show an unwavering commitment to ensuring that the welfare of our students is a
   paramount and shared responsibility.
2. Create an open, welcoming educational environment.
3. Work and engage with minors in an open and transparent manner.
4. Support students’ personal and educational development, make them feel valued, and
   provide them with safe and caring connections to the program.
5. Maintain the highest standard of personal behavior at all times when interacting with
   students.
6. Structure program activities to limit being alone with a child. Try to have another adult
   present when you are working with students in an unsupervised setting.
7. Whenever possible meet in open, well illuminated spaces or rooms with a window
   observable by other adults.
8. Be aware of how your actions and intentions might be perceived and could be
   misinterpreted.
9. Consult with other adult supervisors or colleagues when you feel uncertain about a
   situation.
10. Abide by all guidelines stated within the student handbook or faculty handbook.
11. Use a uchicago.edu email address when acting on behalf of the University during email
    exchanges with a student.
DO NOT:
1. Relate to student as if they are peers, conduct private correspondence, or take on the role of a “confidant”. Do not ask a minor to keep a secret.
2. Engage in abusive conduct of any kind toward, or in the presence of any student.
3. Administer force upon a child with or without an implement or tool for the purpose of discipline (i.e., corporal punishment).
4. Touch a child or have physical contact in an inappropriate or illegal manner, including engaging in any form of physical (e.g., striking, hitting, shaking), verbal or emotional abuse of a child or engaging in sexually inappropriate conduct of any kind towards or in the presence of a child (e.g., sexual abuse of a child, touching inappropriately or illegally, using inappropriate language or making sexually suggestive comments around children).
5. Engage in the use or possession of alcohol, tobacco, or illegal drugs in the presence or vicinity of children.
6. Possess, produce, access or make available to children, any sexually explicit images, material, or media.
7. Use inappropriate language, tell risqué jokes, or make sexually suggestive comments around children, even if the children themselves do so.
8. Engage in or communicate with students through text messages, social networking websites, internet chat rooms, or other forms of social media unless such communication is for the business purpose of University (i.e. Admissions, scheduling, recruitment). Lab’s policy on use of social networks can be found: http://www.ucls.uchicago.edu/labnet/tech-support-center/policies/social-network-policy/index.aspx
9. Take or utilize photographs of any student without approval of the program administrator.
10. Date or become romantically or sexually involved with a student. Do not show pornography to a child or involve students in pornographic activities.
11. Transport a student alone in any vehicle. Do not use personal vehicles.
12. Invite students to your home.

Guidelines for Serving Alcoholic Beverages
In order to provide opportunities for convivial social interactions among adults in our community, the serving of alcoholic beverages may be permitted on school grounds under the following guidelines:
• Any such event not organized by the Director’s Office must be approved by the Director’s Office beforehand.
• No students shall be present where alcohol is served.
• No alcohol shall be served during school hours when students are present.
• Any alcohol-holding receptacles (i.e., bottles, cans, glasses, or cups) shall be removed from school grounds at the end of the event.

Service Animals and Pets
An identifiable service animal is allowed on the Laboratory Schools’ property at any time. However, an individual faculty or staff member who uses a service animal will notify her/his supervisor to the animal’s presence as soon as feasibly possible. In the case of visitors to school using service animals, the Public Safety Coordinator will notify the Director of Operations of their presence when the visitor checks in.

But, in general, pets or any other non-service animals not part of the Laboratory Schools' programmatic structure are not allowed on Laboratory Schools' property. This includes both
interior areas and exterior areas like playgrounds, fields, walkways, etc.

**Allergy Management Policy**

The University of Chicago Laboratory Schools are committed to providing a safe and inclusive school environment for all students. The Schools understand the increasing prevalence of food allergies and recognize that the risk of accidental ingestion of allergens can be reduced in a school setting. With that in mind, the Schools have involved parents, school personnel, and health professionals in developing this policy. The focus of this policy will be on the communication and education concerning food allergies, an understanding of the Schools’ practices to prevent allergic reactions to food, and the emergency response to all episodes of anaphylaxis, regardless of source.

The goals for allergy management include:

- Defining a process to identify, manage, and ensure continuity of care for students with food allergies across all divisions (N-12).
- Ensuring that interventions and individual health care plans for students with food allergies are based on medically accurate and current information.
- Maintaining the health and protecting the safety of children who have food allergies in ways that are developmentally appropriate and inclusive.
- Providing appropriate educational opportunities for all members of the Laboratory Schools’ community.

The full Allergy Management Policy can be found on the Lab Schools’ website.

**Lead Paint and Asbestos Management Plans**

In compliance with the Asbestos Hazard Emergency Response Act (AHERA) of 1987, Asbestos Management Plans and three-year inspections are available for review in the Lab School Facilities Office, BL S101, between 8:00 AM and 3:30 PM, Monday through Friday. Similar information is maintained in that office on lead paint as well.

For all questions regarding AHERA compliance actions within the schools, please contact University of Chicago Safety Office at 702-9999.

**Gifts**

Teachers or departments who wish to seek gifts to support the school program should consult the Executive Director of Alumni Relations and Development first. School policy does not allow teachers to receive personal gifts from students or parents. Teachers are asked to reinforce this policy through their behavior with their students.

**Faculty and Staff Retirement**

The Laboratory Schools’ consider faculty or staff members as having retired from the Schools if they leave with 10 or more full-time years at Lab and are 55 years of age or older. The Director's office will provide a retirement gift and recognition at the end-of-year luncheon. Teachers (not assistant teachers or staff) who have spent 25 or more years of full-time teaching will be recognized with the title of "emeritus." Emeriti teachers will have their names engraved on a brass plaque that is displayed in a lobby area of the Schools.

At the Director’s discretion, retired teachers and staff are invited to a number of social activities throughout the school year - a breakfast during the start of each new school year, the end-of-year luncheon, some special events, and alumni weekend activities.

Once you retire, you will no longer have access to your ucls email address. Plan accordingly to change your contact information on sites where you may have used that address.
Weapons or Firearms and Drugs
To the fullest extent permitted by law, Lab maintains a Weapons and Firearms Free Campus. This means that no person, (student, parent, visitor, staff, or faculty), is authorized to possess a weapon or firearm while engaged in Laboratory Schools-related business or activities or is otherwise present in, on, or about the property of Lab. This applies to all persons even if licensed by the state or federal government to legally possess and/or carry a weapon or firearm.

The only exception to this policy is for licensed security and police personnel who are on campus conducting police business.

The Director will report to the UCPD and then the Illinois State Police through the School Incident Reporting System (SIRS) as required within the allotted time any instances of drug violations and/or weapons/firearms incidents on the part of faculty, staff, students, or visitors on school property. Further, the Director will report to the UCPD and then the Illinois State Police through the School Incident Reporting System (SIRS) as required within three days any written complaints of battery from school personnel concerning instances of battery committed against school personnel at the school.

Faculty and Staff Use of Social Networks and Blogs
Given the explosive growth and expansion of “social networking” technology such as Facebook, YouTube, Twitter, Pinterest etc. and related resources such as blogs and other web-based discussion forums across all areas of modern life, The University of Chicago Laboratory Schools have developed the following policy to provide guidance to employees when using these networks in a school- or student-related context. This policy is intended to be viewed and followed in conjunction with the University of Chicago Policy 1008 - Social Media, (http://hrservices.uchicago.edu/fpg/policies/1000/p1008.shtml) as well as the University of Chicago Laboratory Schools’ Acceptable Use Policy, which is also available on line.

Please be aware that the school considers discretion and prudent judgment in social networking activities to be a serious matter with regard to protecting the school, its students, and employees.

Policy Parameters and Context:
We realize that social networking media often bridge the work life and personal life of employees – and thus, some cross-over and conflict of responsibilities may occur. The Schools’ interest is in defining the educational and work-related contexts of social networking and blogging, for the protection of our employees, students, and the school community as a whole.

Interacting on-line with each other, with students, with alumni, and with others outside of the school community is, in its essence, no different than interacting with these groups face-to-face – i.e., we are required to maintain the principles of respect, dignity, prudence, professionalism, concern for and protection of children, privacy and safety in all interactions.

Guidelines:
1. Do not initiate or accept social network friend requests from current students (of any age) or former students under the age of 18. Use professional discretion when “friending” alumni 18 and over. When doing so, recognize that many former students have online connections with current students (including younger siblings and underclassmen friends), and that information shared between school-related adults and recent alumni is likely to be seen by current students as well. Employees are
discouraged from “friending” parents of current or prospective students, due to the inherent conflicts of interest that this may raise.

2. Employees are accountable for their postings and other electronic communications. This includes responsibility for any on-line activities conducted with a school e-mail address, or while using school property, networks, or resources, or other similar means of transmission which can be traced back to the school.

3. Employees must exercise appropriate discretion when using social networks for personal communications (such as with friends, colleagues, parents, former students, etc.) that can in any way impact their role at the school – with the knowledge that adult behavior on social networks may be used as a model by our students.

4. Err on the side of caution when interacting on-line, remaining cognizant that social networking activities may be visible to past, current, or prospective students, parents, colleagues, and community members – and thus reflect (positively or negatively) directly or indirectly on the school, affecting current students and community members.

5. Employees must balance their right of individual free expression with the valid interests of the school in promoting and presenting its mission, culture, and values to the community at large as reflected by the public actions and statements of its employees.

6. The Schools reserve the right to require employees to remove social media posts that violate this policy.

7. Violation of this policy may be subject to corrective action up to and including termination of employment.

**School-Issued Computers**

The Laboratory Schools issues a laptop computer to each faculty member for her/his use while employed by the Schools. This computer is the property of the Laboratory Schools and must be returned upon termination of employment. Procedures to follow regarding the use of this school-issued computer are provided in the appendix. (The appendix includes a copy of the form each faculty member is required to sign when accepting her/his laptop.) Additional requirements for the use of school computers, hardware, software, etc. are included in the following “Acceptable Computer Use Policy” given below.

Similar procedures exist for school-issued iPads and cameras although these items are NOT issued to each faculty member.

**Access to University and Laboratory Schools Restricted Networks and Websites**

**CNet IDs**

Faculty members are required to establish a CNet ID with the University. The staff of Lab Schools Information Systems can help you do this. This CNet ID is required to access many of the University’s services such as wireless networks, employment information (eg, W-2 and direct deposit pay reports), etc.

**Lab Schools’ Website Credentials/IDs**

In addition to the University CNet ID, faculty members are required to establish a Lab website ID in order to have access to the Laboratory Schools’ password-restricted website for faculty, students, staff, and parents. These CNet and Lab website logins and IDs need not be different but each accesses a different network and so must be established on each network. Again, the staff of Information Systems can help you establish these IDs.
Acceptable Computer Use Policy [AUP] (Short Version)

This is an abbreviated version of the Laboratory Schools’ Acceptable Use Policy current as of July 2013. The full version can be found on the Lab Schools’ website.

Lab School computer users must also comply with the University of Chicago Acceptable Use policy which can be found at http://www.uchicago.edu/docs/policies/eaup/

Care of Computing Resources

- You may not steal, destroy, deface, or otherwise cause harm to school computing resources.
- You may not tamper or interfere with computer settings in any way that creates a nuisance for other computer users or technical support staff.
- You are to report others’ abuse of computers to school administrators.

Using Networked Resources

It is inappropriate and inadvisable to use school-owned computers for conducting sensitive or confidential personal business or storing such data. Users are advised that all data on school computers belongs to the Schools; technical support personnel at the Laboratory Schools may access other’s files when necessary for the maintenance of computer systems. When performing this maintenance, every effort is made to ensure the privacy of the user’s files. However, users cannot reasonably expect the same level of privacy as they would on a computer they own.

Conversely, it is inappropriate and inadvisable to use personally owned accounts for conducting school-related business. Conflating personal and professional accounts when using electronic tools and services may expose personal accounts to unwanted scrutiny by legal entities investigating possible malfeasance involving school employees.

- You may not capture, transmit, view, or publish material inappropriate for a school environment.
- You understand and will comply with Laboratory Schools conditions for storing school-related data on remote servers.
- You must take appropriate security precautions when posting online content.
- You may not send or post messages anonymously or posing as another person to mask inappropriate behavior.
- You may post school-related messages anonymously or with an invented name to remain appropriately secure online.

Intellectual Property Rights

- You may not copy or share others’ files without their permission.
- You may not quote extensively from any source without proper attribution and permission.
- You may not use school computers to create or alter IDs, currency, or other legal documents.
- You may not make or share copies of copyrighted songs or albums, digital images, movies, or other artistic works unless explicitly permitted by fair use provisions of copyright law.
- You may not use or install on school computers any software not licensed by the Schools.
- You may not take any licensed software from school to use at home or elsewhere.
- When software has been licensed by the Schools, you may not assume it is legal to make copies of it to install and/or use on other school computers.
- Only authorized personnel may install software; all software installed on school computers must be owned by the Schools and registered with the Director of Information Technology.

**Commercial Activity**
- You may not use the network for commercial activity.
- If you are going to write software using Lab Schools' computers, file a disclosure with the University of Chicago first.

**Recreational/Personal Computing**
- Use the Schools’ computing resources for educational and professional pursuits related to school activities.
- Be aware of specific restrictions on permissible recreational computing that may apply to you.

**Shared Resources**
- You may not read, modify, or use another user's files without specific permission.
- You may not attempt to evade, disable or "crack" password or other security provisions put in place to protect other users' work.
- Anyone using the Schools' voice and data network, computers, hard drives and all connected peripherals located at the Laboratory Schools expressly consents to having his/her activities monitored.
- When school-owned devices are believed to be lost or stolen, the Laboratory Schools maintains the right to enable remote use of image capture hardware and software on those devices.
- You may not attempt to bypass limits set on computing resources such as disk space, printing limits or other resource allocation parameters.
- You may use only the networking software and hardware provided by the Laboratory Schools.

**Computer Accounts**
- You may not let anyone else (including family members) use your account.
- You may not use anyone else's account anywhere on the Lab Schools or University of Chicago network (including accounts belonging to family members).

**Naming Security and Personal Identification**
Each year, parents are notified that the Schools use images of children enrolled at Lab on public web pages and school-produced publications for promotional, educational, or other operational purposes; parents who wish to exclude their children from this practice should notify the Director's Office in writing. Because the status of this list of excluded students is subject to change with or without notice at any time, it is recommended that those who post images of students as part of a school-sponsored activity check in with the Director's Office at least once per quarter.

No personally identifying information about students should be posted to an external web page. Some examples of information which should not be posted include addresses, phone numbers, and instant message screen names. Neither external nor Lab web pages may contain links or URLs to student-owned web pages hosted outside UCLS.

As set forward in Lab's AUP (see above), we are committed to the safety of our students online. A very important part of our web security guidelines concerns the use of student names
on web pages and blogs. No student names may be used to caption photos of lower and middle school students on any external web page. If Lower and Middle School student work posted to an external web page is captioned, only first names should be used. High School student work may be captioned with first and last name. High School student photos may be captioned with first names. When students achieve noteworthy distinctions, high school administrators may request students’ and parents’ permission to post student photos captioned with students’ first and last names on external pages.

Because Shoology pages are viewable only by members of the Lab community, conventions similar to those used in the Schools themselves govern them. Student work with attached names, photos of students with name captions, and information which identifies students may all be posted on Schoology pages in connection with a legitimate educational or operational purpose (final authority about what constitutes legitimate educational or operational purpose rests with school administrators). Caution should still be exercised in the nature and volume of information shared, since the security of Schoology and Lab web pages rests primarily on the password integrity of users and is not ironclad.
5. COLLECTIVE BARGAINING AGREEMENT AND LETTER OF APPOINTMENT

The University of Chicago and the Faculty Association of the University of Chicago Laboratory Schools negotiates a collective bargaining agreement (CBA) in order to determine working conditions, salary scales, professional development, etc. The complete CBA can be found online on faculty/staff portal of the Lab website. Faculty members should become familiar with the contents of that CBA. Some of the items in that agreement are highlighted here and in other areas of this Faculty Handbook.

Letters of Appointment

All non-probationary teachers will receive their individual employment contracts by the first day of Winter Quarter and must return them by February 1st. Those teachers who need additional time to resolve other employment alternatives, may, subject to the consent of the Director, indicate conditional acceptance of the contract, which must be finalized no later than April 15th.

Teachers in their probationary period will receive their contracts on the last day of the Winter Quarter and must return them by the end of the first week of the Spring Quarter.

Part-time teachers will be issued contracts upon confirmation of their assignment.

Assistant teachers work on an annual contract. All assistant teachers will be notified by April 15th if they will be continuing in their current assignment.

Review Process

More complete details for this entire review process can be found in the CBA. Faculty members are encouraged to read that document.

Three-Year Probationary Period

A newly hired teacher will be probationary for a period of three full academic years, during which time he or she may be terminated for any reason (with some exceptions as noted in the CBA) and without recourse at the end of any academic year upon written notice prior to the end of the Winter Quarter of that academic year. Unless a position is open because a teacher is on leave and expected to return, all newly hired teachers will begin the probationary period and will not have to subsequently re-apply for the same position.

During the probationary period, the Principal, or in a teacher’s second or sixth probationary year, any academic administrator (defined as “Principal” in this section) and a peer evaluator will formally evaluate the teacher during the Fall and Winter Quarters of his/her first two years, and then in the Fall Quarter only during the third year. In addition, probationary teachers will undergo a series of formal observations that will inform a Principal’s formal evaluation.

- Peer evaluations, along with formal observations, will be delivered to the Principal at least two weeks before the end of the Fall Quarter. Peer evaluators and observers may wish to discuss their work with the Principal before this deadline.
- Principals will complete and forward their evaluations, with the peer evaluation and other observations, to the Associate Director for Educational Program one week before the end of the Fall Quarter.
- For probationary teachers, there will be a second evaluation in each of the first two years. Peer evaluations, along with all formal observations, will be delivered to the Principal at least two weeks before the end of the Winter Quarter. Peer evaluators and observers may wish to discuss their work with the Principal before this deadline.
• Principals will complete and forward their evaluations, with the peer evaluation and other observations, to the Associate Director for the Educational Program one week before the end of the Winter Quarter.

• The criteria and the forms to be used in these evaluations are specified in the Appendix of the CBA under “Faculty Evaluation Policy.”

• Formal observations may continue to be conducted at any time after the formal evaluation has been completed.

• Any academic administrator may conduct the evaluation during the second year and the sixth year unless there are documented concerns, in which case a Principal will address those concerns because the Association and the Administration recognize the importance of the direct supervisor, i.e., Principal’s evaluation, in such cases.

**Sixth Year Evaluation Procedure**

Each teacher will next be evaluated after completing five years of teaching at the Laboratory Schools (that is, in the sixth year). Formal observations will be completed during the Fall Quarter, by both the academic administrator and the peers according to the procedure specified except that if an academic administrator’s observation schedule in a given year doesn’t provide sufficient time for the process, some evaluations may be scheduled for the Winter Quarter by mutual agreement between the academic administrator and the faculty member.

If the teacher is progressing satisfactorily, the evaluation process will result in the Administration issuing a positive written evaluation and a new three-year rolling contract would begin the subsequent year.

**Review Process for Assistant Teachers**

a) For an assistant teacher in her or his first year the evaluation will be done twice, as it is done with probationary head teachers. The first evaluation, completed approximately one (1) week before the end of the Fall Quarter, will give the assistant teacher constructive feedback that she/he can implement and develop during Winter Quarter. The second evaluation will be completed approximately one (1) week before the end of Winter Quarter. The principal will formally evaluate the assistant teacher with the input of the head teacher. Using information gathered during the principal’s own evaluation of the assistant teacher and input from the head teacher, the principal will decide whether the assistant teacher will be rehired to return to her or his present classroom or, if appropriate, rehired to teach in another classroom. If the information gathered in the evaluation indicates that non-renewal is appropriate, the principal may also decide not to renew the assistant teacher’s contract for the following academic year.

b) Assistant teachers will again be evaluated in their second year and every third year thereafter either in the Fall or Winter Quarter. After the first-year evaluation, any academic administrator may serve as the evaluator.

c) During the evaluation periods described in 5a and 5b, the principal will formally evaluate the assistant teacher with the input of the head teacher. Using information gathered during the principal’s own evaluation of the assistant teacher and input from the head teacher, the principal will decide whether the assistant teacher will be rehired to return to her or his present classroom or, if appropriate, rehired to teach in another classroom. If the information gathered in the evaluation indicates that non-renewal is appropriate, the principal may also decide not to renew the assistant teacher’s contract for the following academic year.

d) If for any reason, after the second year of working with an assistant teacher, the head teacher can document that the assistant teacher’s work is not satisfactory, the head
teacher must request that the principal initiate the evaluation process outlined for first-year assistant teachers. The principal will initiate the evaluation process if she/he receives such a request, or if she/he can otherwise document that an assistant teacher’s work is unsatisfactory. At the conclusion of this evaluation process, the principal will decide whether the assistant teacher will be rehired to return to his/her present classroom, or, if appropriate, rehired to teach in another classroom. If the information gathered in the evaluation indicates that non-renewal is appropriate, the principal may also decide not to renew the assistant teacher’s contract for the following academic year.
6. UNIVERSITY AND/OR STATE MANDATES AND REQUIREMENTS

Because the Laboratory Schools is a department of the University of Chicago and is accredited by the Illinois State Board of Education, certain requirements and mandates must be met by the faculty employees. Some of these are listed below.

**Fire Safety Training**

The University of Chicago requires all employees to review an online training session for fire safety. That review can be found at [http://chalk.uchicago.edu](http://chalk.uchicago.edu)

Every faculty member MUST complete that training by the end of September each school year. You must use your CNet ID to log in to that site and complete the training.

The University will inform the Human Resource Coordinator at the Laboratory Schools upon successful completion of the training by each faculty member.

**Mandated Reporter Training**

Illinois law requires certain individuals, called mandated reporters, to immediately report suspected child abuse or neglect to the Illinois Department of Child and Family Services (IDCFS) Child Abuse Hotline at 1-800-25-ABUSE.

Under the law, all "personnel of institutions of higher education" are mandated reporters and must immediately report any instance where there is reasonable cause to believe that a child known to them in their official capacity may be abused or neglected. This means that all University staff employees are mandated reporters. The University also requires all volunteers to report to IDCFS under the same circumstances. NOTE: some staff employees and volunteers also may be mandated reporters by virtue of being in another category of mandated reporters, e.g., school teacher, counselor, athletics personnel.

In addition, the University encourages any person who is not a mandated reporter to report abuse to IDCFS if they have reasonable suspicion that a child has been abused or neglected.

The University thus requires all University staff employees and volunteers to immediately report to IDCFS if they have reasonable cause to believe a child known to them in their official capacity may be abused or neglected.

Failure by a mandated reporter to immediately report suspected instances of child abuse or neglect to IDCFS constitutes a Class A misdemeanor. Moreover, reporting suspicions to a co-worker, supervisor, other management employee, an Unlawful Harassment Complaint Adviser, or the University's whistleblower hotline – but not IDCFS – does not satisfy the legal duty to report. The only means of fulfilling one's legal obligation and avoiding legal penalty is to report the suspected child abuse or neglect to IDCFS.

**Guidelines**

- A June 2012 change in Illinois law makes all University employees working in Illinois Mandated Reporters under the Abused and Neglected Child Reporting Act (ANCRA).
- Effective June 27, 2012, and as a condition of either employment or volunteer arrangement, all new University staff employees and volunteers must execute the IDCFS-issued "Acknowledgment of Mandated Reporter Status" form, which will be maintained by the University as a personnel record.
- Every University employee or volunteer who has a reasonable basis to believe a child known to him/her in his/her official capacity has been abused or neglected must immediately call the IDCFS Hotline at 1-800-25-ABUSE. This hotline is staffed 24 hours a day, 365 days a year. Prior to the call (if time permits) or thereafter, the employee or volunteer who makes such a report must promptly notify his/her immediate supervisor.
or, in the alternative, the unit's Human Resource Administrator (HRA) or Human Resources that a report has been made, as well as the underlying circumstances that compelled the report. If a child is in imminent danger, the employee or volunteer should seek immediate protection for the child by calling the University of Chicago Police Department at 2-8181 or the Chicago Police Department at 911.

- Per IDCFS, child abuse is the mistreatment of a child under the age of 18 by a parent, caretaker, someone living in their home or someone who works with or around children. The mistreatment may cause injury or must put the child at risk of physical injury. Child abuse can be physical (such as burns or broken bones), sexual (such as fondling, exposure, pornography, incest, etc.) or emotional. Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter or other basics for a child. The legal definitions of "abused child" and "neglected child" appear in the definitions section of this policy (see link below).

- The mandated reporter should be prepared to tell the hotline workers:
  o The child's name, address and age.
  o The nature of the suspected abuse or neglect, including when and where it occurred.
  o The names of suspected perpetrators and their relationship to the child (parent, teacher, etc.)
  o Any other information you think may help.
  o Reference the IDCFS Checklist for Mandatory Reporters.

- The University recognizes and respects the sensitive nature of the information that the mandated report includes, and requires the employee to hold that information confidential, sharing it only with his/her Supervisor, Human Resources, University of Chicago Police, Law Enforcement and/or others who, based on their official capacity with the University, have a need to know.

- A University staff employee or volunteer who knowingly fails to report a case of suspected child abuse or neglect to IDCFS if they have reasonable cause to believe that a child known to them in their official capacity may be abused or neglected will be disciplined up to and including termination of employment or volunteer arrangement and disqualification from future volunteer work or employment. Willful failure to report suspected child abuse or neglect is unlawful and may result in misdemeanor or felony charges, as determined by Illinois law.

- This policy may be revised to reflect changes in other University policies and procedures as well as Illinois law.

- Mandated Reporters are required to keep informed of and abide by University policy. [http://humanresources.uchicago.edu/fpg/policies/1000/1009_Mandatory_Reporting_of_Child_Abuse_Policy_and_FAQs_for_Staff_and_Volunteers.shtml](http://humanresources.uchicago.edu/fpg/policies/1000/1009_Mandatory_Reporting_of_Child_Abuse_Policy_and_FAQs_for_Staff_and_Volunteers.shtml)

**Health Screening for New Hires**

New faculty and staff are required by the Illinois State Board of Education (ISBE) to provide the Schools with a statement from their doctor or licensed health care provider that they are free from communicable diseases. This statement should be given to the Director of Human Resources by the first week of classes for the year in which the teacher begins employment.

**Missing Children Records Act**

The Laboratory Schools’ Registrar has a system in place that flags records requests for any current or former student reported as missing by the Illinois State Police.
7. PROCEDURES, RESPONSIBILITIES, AND OPERATIONS

Your Attendance and Absence

The Collective Bargaining Agreement ("CBA") provides for a number of different types of leave, including sick leave and personal leave. In particular it permits faculty members to take sick and personal leave when needed during the academic year. The parties recognize that regular attendance by faculty members is crucial to the success of the Laboratory Schools' educational program. Accordingly, the parties agree that sick and personal days are intended for faculty members to miss school in the event of significant or contagious illnesses, to attend to medical needs, or in the event of unusual circumstances.

In keeping with the principles stated above, the parties discourage patterned absences such as consistent absences missing the day preceding a holiday or break, consistently missing her/his first or last assigned periods of the workday, frequently missing Fridays, and/or short-term absences not attributable to medical condition or other unavoidable reason.

The parties recognize that as an exercise of management rights, the Administration has the authority to enforce reasonable attendance expectations, including the authority to take disciplinary/corrective action for just cause to address excessive absenteeism.

When a teacher expects to be unable to meet one or more of his/her classes, he/she should make arrangements for a substitute to cover them as soon as the teacher knows about the absence. Same day absence reporting must be done prior to 6:30am to ensure a suitable substitute can be secured. To secure a substitute in a timely manner, ALL ABSENCES must be reported to the Substitute Placement Specialist (see note under FORMS in back of this handbook). You should contact the Specialist directly rather than contacting a particular substitute without the Specialist’s consent. Contacting a substitute yourself causes difficulty in coordinating, scheduling, record keeping, and preparation of the bi-weekly and monthly payroll reports used to properly compensate the substitutes, faculty, and staff in all schools.

At times it may be possible for others within a certain department to cover a class for an absent teacher. This too must be reported to the Substitute Placement Specialist immediately upon anticipation. Initially advise the Specialist as to who is covering your classes within your department. This information is important to efficiently compensate teachers.

In case of emergency, sudden or severe illness, or when arrangements cannot be made personally, contact another colleague, the department chairperson or your direct supervisor, or your school Principal. Notify the school office and the Substitute Placement Specialist of the absence to ensure proper documentation and payment.

When contacting the Substitute Placement Specialist about an absence, please be prepared to give her the following information:

- your name and department
- name of the substitute (if a particular one is requested)
- days the substitute will be required, the number of classes to be covered, and the time and place of the first class
- instructions or directions for obtaining instructions for the substitute.

If you know in advance that you will be absent, please leave clear instructions for your substitute. These instructions for the substitute should include:

- period and room number of each class,
- class list attendance sheet
- explanation of assignments that may be due,
- work to be done in class,
- assignments due soon, and
• any necessary instruction about textbooks in use or other materials the substitute will require.

If a substitute proves unsatisfactory, discuss this with the department chairperson and Principal and complete a Substitute Feedback Form (copy in appendix). The form should be returned to the office secretary who will submit to the Human Resource Coordinator. If the substitute does an exceptional job, please complete a Substitute Feedback Form and return that to the office secretary as well.

Requests for substitutes should be made as far in advance as possible, at least a day or evening in advance, if circumstances permit. A guideline for reporting absences can be found in the back of this handbook under FORMS.

Since a substitute's day can be a difficult one, everything should be done to make it as successful as possible. Substitutes will fill out a classroom report form at the end of each day or period. The substitute will leave this form with the school office and the secretary will place it in the teacher’s mailbox. Each school has a booklet “Substitute Handbook” which includes time schedules, procedures, pay information, etc. This is given to the substitute the first time s/he works during the year. Substitutes are encouraged to keep the booklet for future reference throughout the academic year.

Request for Personal Day

All requests for personal leave which are three consecutive days or less will be directed to the division Principal. The requests are to be made in writing (see “Request for Personal Day” form in the FORMS section) and should indicate, where appropriate, the reason for the absence. The request should be made, when possible, at least three working days prior to the scheduled absence to allow the Principal to respond to the individual requests.

The Principal will first determine if the request falls into the category of “urgent and/or compelling.” Examples of such leave requests would include, but not be limited to, funerals or weddings of immediate family members, family emergencies, employer recognitions of spouse, court dates, home settlements, and other dates controlled by someone other than the faculty member. Any leave approved as urgent and/or compelling will be with full pay.

If, according to the Principal, the reason for the personal leave is neither urgent nor compelling, including requests where the faculty member would elect not to state the reason for the leave, the Principal will approve the leave. However, the faculty member will be responsible for the substitute teacher costs. The faculty member will be responsible only for the costs that are equal to the standard for substitute teacher pay or the amount that the substitute teacher was actually paid, whichever is less. These costs will be deducted directly from the faculty member’s payroll check.

If the requested leave is more than three consecutive days, this will fall under the guidelines for a leave of absence, and the request will be made to the Director. The Director may grant the leave with pay, with substitute pay deduction, as unpaid leave, or any combination of these options.

Sick Leave

In accordance with the Collective Bargaining Agreement, teachers shall continue to be paid during absence from school due to illness or disability until that time when payments would begin under disability insurance assuming eligibility of the teacher for such payments. The Schools continue to reserve their right to request medical verification of illness or disability.

Timely application for disability insurance is the responsibility of the teacher and must occur within the first 120 days of absence. Without evidence of application, pay will conclude at the
end of the month in which the 120th day occurs. Any accrued salary remaining after the last payment will be paid at the end of the following month.

Parental Leave
In addition to leave under the Family Medical Leave Act (FMLA), faculty members are entitled to these parental leaves, which may run concurrently with FMLA.

Paid Maternity Leave
Any faculty member who gives birth shall be entitled to six (6) weeks of paid maternity leave (in case of delivery by natural birth) or eight (8) weeks of paid maternity leave (in cases of delivery by Caesarian section), beginning on the date of the birth. For faculty members eligible for unpaid parental leave, paid maternity leave runs concurrently with unpaid parental leave. (For example, in the case of a faculty member who delivers by natural birth, only the first six (6) weeks of a one-year parental leave would be paid.) Faculty members are eligible for either paid maternity leave or paid paternity/adoption leave, but not both.

Paid Paternity/Adoption Leave
Any faculty member who becomes a father by birth or who becomes a mother or father by adoption shall be entitled to two (2) weeks’ paid paternity/adoption leave, beginning on the date of the child’s birth or placement. For faculty members eligible for unpaid parental leave, paid paternity/adoption leave runs concurrently with unpaid parental leave. (For example, in the case of a faculty member who adopts a child, only the first two (2) weeks of a one-year parental leave would be paid.) Faculty members are eligible for either paid maternity leave or paid paternity/adoption leave, but not both.

Unpaid Parental Leave
Any faculty member with three (3) years or more of service (other than assistant teachers, who are not eligible) shall be entitled to unpaid parental leave of up to one (1) full year, beginning at the time of birth or placement of a child, plus the remainder of the year in which the leave commences. A faculty member desiring unpaid parental leave must notify the Director at least 60 days prior to the commencement of the leave. The faculty member may request an extension of unpaid parental leave, which may be granted at the option of the Director. A faculty member may return from unpaid parental leave only at the beginning of a regular school year unless otherwise specifically agreed to by the Administration. Notice of intention to return from leave at the start of any school year must be given by February 1st of the school year preceding the school year in which return is to be made.

Student Attendance
School attendance is a matter of safety and security. Teachers are required to take attendance in order to account for the whereabouts of the children in our care. The Laboratory Schools maintain an attendance policy that requires students to attend all of their classes. No cutting is permitted or condoned. Individual teachers and/or departments are free to establish attendance rules for their classes. Violation of these rules, including continued tardiness, may result in a lower grade for the class or loss of credit in some departments or divisions. It is important that you make your students aware, in writing, of the attendance policies for your classes.

In the High School, students have to attend every period in which they have a scheduled class. Teachers should take attendance on the computer through PowerSchool within the first ten minutes of the class period. The attendance secretary will record, analyze, and disseminate the attendance information and will notify parents of unexplained absences. Class counselors
and advisors will also be notified of excessive absences. Teachers will typically be copied on email correspondence to families when there are attendance concerns in a particular class.

In the Middle School, attendance is taken during advisory at the start of the school day and at the beginning of each class period. Students who arrive late must report to the Middle School Office to obtain a pass before reporting to class. Parents are called for an absence that is not explained or reported.

In N/K and Primary School, after attendance is taken in each class, teachers send a slip to the secretary in the appropriate office. Parents are called for an absence that is not explained.

In the Lower School teachers enter attendance into PowerSchool as soon as possible. Students who arrive late must report to the Lower School office4 to obtain a late slip to give to their teacher. Parents are called for an absence that is not explained or reported.

**Discipline**

Good discipline creates a climate across all schools that provides a positive learning environment – one where meaningful work and concern for others combine to create increasing opportunities for independence. Students at the Laboratory Schools are given increased freedom and with this freedom comes responsibility. This responsibility requires that students behave in a way that helps create an atmosphere of respect for the rights of others including peers, teachers, substitute teachers and all members of the school community. Teachers, staff, students, parents, and administrators must work cooperatively to support well-disciplined schools. It is essential that order based on mutual respect be maintained. Teachers have the primary responsibility to maintain that order. Teachers are expected to handle with various skills and techniques those daily problems such as tardiness, absences, failure to come prepared to class, immaturity, dress code, and inappropriate language. Teachers should establish their own guidelines and be consistent in administering them. Corporal punishment is not an accepted practice. Counselors are available to assist teachers with persistent problems. Parents should also be notified when certain interventions do not seem to be working. The Principal should be involved in more serious offenses; i.e., fighting, insubordination, or when the teacher's initial efforts have not proven successful. The Principal will then determine what course of action is necessary. Everyone gains when there is mutual support and the sense of discipline expected and developed at the Laboratory Schools serves as a foundation for the future success of our students.

**Note:** Individual student handbooks for each of the schools may be more specific in the areas of infractions and disciplinary measures employed.

**Daily Bulletin**

The Daily Bulletin includes important information about what is going on at school, e.g., meeting times, special events, upcoming sports contests, etc. The bulletin is published daily in the Middle and High School.

In the MS, the bulletin is published in PowerSchool. Middle School advisors are asked to read the bulletin to their advisees each morning.

In the HS the bulletin is sent to faculty and staff via email. High School advisors are asked to review the bulletins in their advisory meetings three times per week.

Notices to be published in the bulletin must be submitted by 1:00 p.m. of the day before they are to appear. Requests by student groups to have announcements included must have the approval of the faculty advisor or Dean of Students. Faculty members may also submit announcements for the bulletin. All submissions are to be submitted via email to the secretaries. Check with the secretaries in the appropriate office for the email address to which to send such a request.
In the Nursery/Kindergarten and Primary Schools, principals send a weekly email with pertinent information for the upcoming week to the teachers.

In the Lower School, teachers receive “LS Reflections and Week Ahead” weekly by email.

**Field Trips**

Field trips must always be arranged in advance through the Principal's or Dean’s Office. The Principal's or Dean's secretary has important information on insurance, parental permission, and medical clearance. The regulations concerning hiring transportation are very important and should be understood thoroughly.

- In N/K, Primary and the Lower School, forms are available from the secretary who will help with arrangements. Lower School field trips are posted on the LS Activities Google Calendar.
- In the Middle School, forms for field trips are available in the Principal's office. The Principal will sign-off on the field trip form and the secretary will help with arrangements.
- In the High School, the Dean of Students tracks field trip requests and maintains the High School Field Trip Google calendar. At the start of each quarter faculty will be reminded of the information that they are to submit within the first two weeks of the quarter in order for a field trip to be approved. School mini-buses are available for smaller groups and may be reserved by sending an email to orders@ucls.uchicago.edu. The mini-buses may be driven only after the completion of a short raining program. See the Senior Associate Director of Operations (HC) or the Associate Director of Operations (ESH).
- Teachers MUST not transport students in their own cars.

If you are sponsoring or chaperoning a field trip that requires an overnight stay, you should provide, in writing, the following information to your school's office:

- How you will be getting to where you are going (e.g., airport, flights, times, etc.);
- Where you will be staying;
- How the school can get in touch with you if necessary (phone numbers and addresses);
- A list of students who are on the trip along with their home phone numbers;
- An itinerary of what you will be doing.

You should have in your possession during your trip copies of the following:

- Signed parent permission slips (if applicable);
- Emergency phone numbers;
- A list of medical concerns of the students;
- A list of dietary concerns of the students;
- Any behavioral contracts that had to be signed;
- A list of all room numbers and who is assigned to each room (You should try to assure that you are all on the same floor.);
- The student handbook because school rules are in effect.

**Mail and Messages**

Mail and messages are distributed in at least two locations and possibly three, depending upon teaching assignments. The N/K, Primary, Lower School, Middle School, and High School offices maintain separate mailboxes for teachers teaching in those schools. These boxes usually are used for distributing general bulletins, specific school information, and personal messages from other teachers, students, and the Principals.

In addition, there are mailboxes in UH C033 for specific departments and administrators. Public mail, faculty exchange mail, and messages from the Director's Office are generally in
these mailboxes. Teachers using public mail for school-related business may post mail in UH C033. The Laboratory Schools uses a postage meter and teachers will be asked to fill out a simple form (included in the FORMS section) when mailing an item. Faculty members are asked not to use the school address for sending or receiving personal mail.

The University of Chicago maintains a faculty exchange system. Messages, letters, and small packages addressed to faculty or staff members on campus can be sent without charge through the Faculty Exchange. Mailing envelopes are available in all of the school offices, the mailroom UH C033, and BL S101.

Email is also available for faculty members and school notices are sent to faculty and staff primarily via this medium. Contact the Laboratory Schools Information Systems department for more information. Multiple email listservs are available to faculty members depending upon the schools in which they teach (eg, hsfaculty or msfaculty).

Two full-community listservs can be used by the entire staff of the Laboratory Schools. They are used to send different types of emails. The first listserv is: 4every1@ucls.uchicago.edu: This is to be used for All-Schools business and only school-related business. There are also faculty lists by division (NK, PS, LS, MS, HS).

- When sending a message to these group lists
  - the "everyone" list
  - lists for faculty by division (NK, PS, LS, MS, HS)
  - the list for all faculty
  - the list for all staff

please put your own email address in the "To" field, not the address of the mailing list. Use the blind copy (bcc) field for the mailing list address. A sample email from employee Fred Staff to the high school teachers would look like this:

To: Fred Staff (fstaff@ucls.uchicago.edu)
Cc:
Bcc: HSfaculty@ucls.uchicago.edu
Subject: how to send listserv emails

When you do this, anyone who receives the message can't reply to the whole list. It will also help keep that address from being exposed to spammers, "phishing" operations, and people who are not school employees and thus should not be using the lists. Copying people who are not school employees on any mail sent to our internal lists is strongly discouraged. Send your message under separate cover if necessary.

Using the bcc field also helps keep these lists from being moderated, which means that someone would have to approve a sent message before it could be delivered. That would severely impair the utility of the lists.

Maintaining the integrity of these lists is important to conducting the Schools' daily business. Thank you in advance for your cooperation in this matter.

The second all-community listserv is openforum@ucls.uchicago.edu. Several years ago, IS created this special mailing list called Open Forum. This is a forum for topics of community interest (not necessarily restricted to school business – for example, one might post a request for symphony tickets or such). It is a subscription-only mailing list where those who sign up expect to see useful items not related to school business, including items for sale, political discussions, information about finding housing, charity events not sponsored by the school, and so on.
The other mass mailing lists are for school business only (4every1 and those dedicated to an individual school faculty, e.g., hsfaculty or msfaculty). Please use Open Forum for personal items. The open forum email is: openforum@ucls.uchicago.edu

Information on subscribing (or unsubscribing) to Open Forum can be found on the Lab School website. Currently, there are over 100 subscribers, so your message will reach lots of folks.

Your participation in these listservs is managed through the Information Systems group. Please do not publish these listserv email addresses for the general public.

**Summons and Messages to Students**

Summons and messages to students in the High School are handled in two ways. General messages or announcements are usually placed on the bulletin board outside of the Learning and Counseling Office. More sensitive messages can be dealt with by summoning the students to the Principal's Office.

In the Middle School messages for students are delivered to the classroom to summon students in emergencies only. Messages are left on the student’s locker or placed in the student's advisor's mailbox in non-emergency situations.

The N/K, Primary, and Lower Schools will deliver messages to the classroom as needed.

**Parent Night**

During different evenings early in the fall, the Laboratory Schools hold Parent Nights in all five divisions in conjunction with the Parents' Association. The classroom teachers present curriculum, activities, expectations, and requirements to parents.

**Communication with Parents**

The Laboratory Schools use the online learning management system Schoology to facilitate communication between students, parents, and faculty and to provide faculty a tool to provide access to contact information and, if desired, course materials.

In the student handbooks, parents and students are given this information regarding expected response time: "A 48-hour response time is reasonable (excluding weekends and holidays), but depending on the nature, a longer response time might be warranted. Students and parents are encouraged to check first their teachers' Schoology page for information prior to contacting their teachers.”

Parents appreciate being consulted about their children's work. Particularly when a student needs help, teachers should consider calls or notes in addition to the usual grade reports. Occasionally, parents call the school with a problem. In this case, parents are referred to the teachers involved. Most problems are solved as a result of direct discussion among teachers, parents, and students.

Individual teacher conferences are always encouraged when a particular problem arises. Teachers should contact the parents by phone or email to establish such a conference. And parents may likewise contact teachers to set up such conferences as well.

**Teacher Contact Information in Family Directory & Resource Guide**

The Laboratory Schools’ Family Directory & Resource Guide includes contact information for faculty, staff, and administrators. In general, this information includes your position at the Laboratory Schools, your school office number and contact phone number, your school email address, and your home address and phone number. Faculty who do not wish to have their
home contact information printed in this directory should contact the Lab Schools Registrar by email at registrar@ucls.uchicago.edu to opt out.

**Parent/Teacher Conferences**

Formal, individually scheduled parent/teacher conferences are also scheduled twice a year during a school day for students in Nursery and Kindergarten, Primary, and Lower Schools. In grades six through eight in the Middle School, parent/teacher conferences are held twice a year. In sixth grade, the conference is conducted by the student’s advisor. In seventh and eighth grades, these conferences are led by the student with the student’s advisor and parents in attendance. In the High School, individually scheduled parent/teacher conferences are scheduled for a combined day and evening usually in November. On the days of these conferences in the individual schools, regularly scheduled classes are not in session for that division. Teachers are required to attend the conferences as assigned.

**Procedure for Addressing Parent/Guardian Concerns About a Teacher’s Practice**

1. When a parent has concerns about a teacher’s work with his/her student, the parent should contact the teacher in question to resolve the concerns. In the event a parent’s concerns are not satisfactorily addressed, the parent or teacher may wish to invite the appropriate administrator to discuss the matter together.

2. The Schools recognize that some concerns may be shared first with a school administrator; however, the vast majority of concerns are best resolved directly with a teacher. In most cases, parents will be asked to speak with the teacher directly, before an administrator is involved.

3. If parents are not comfortable addressing concerns directly to a teacher, the administrator will set up a meeting at which s/he, the parent, and the teacher discuss the matter and seek resolution.

4. In those rare cases where it is inappropriate for a parent to speak with a teacher about the concerns, the administrator will handle the matter directly. If appropriate, the administrator will report the resolution to the concerned parent.

5. A parent who comes forward in good faith with concerns about a teacher’s work with his/her student, shall not be, nor shall their student be, subject to reprisal or retaliation for expressing such concerns. Any parent who believes s/he or the parent’s student is being retaliated against should immediately bring it to the attention of the Principal.

**Visitors in the School**

Visitors and researchers at the Laboratory Schools are always welcome, but all visitors must register with the Public Safety Coordinators in the Earl Shapiro or Judd Lobby for an identification badge. Appointments to visit classrooms must be made ahead of the visit with the Principal or appropriate administrator of the respective school. All persons requesting to do research must submit a description of the project in writing to the Principal for approval. Teachers are consulted before research takes place in their classes. Visits should be scheduled from October to April since the beginning and ending of school are always very hectic.

**Additional Duties**

Middle School and High School faculty are also required to supervise students in the cafeteria and hallways during lunch time and as assigned during other times. High School faculty must also supervise an extra curricular activity like a school dance or play. These supervision schedules are developed the Dean of Students at the beginning of each school year. N/K, Primary, and Lower School faculty may have supervisory duties for arrival and dismissal.
**Tutoring**

According to school policy, teachers employed by the Laboratory Schools may not act as paid tutors to students enrolled in the Laboratory Schools. See notes in Programs section for details about the availability of tutoring in the High School and Middle School.

**Hiring Temporary Outside Help**

It may be necessary for some departments to hire our own students or university students for part-time help. For instance, students are hired to assist in the libraries and some school offices. Some departments hire university students as in-house tutors.

In order to hire temporary outside the help, the following guidelines must be followed:

- The position must be pre-approved through the Business Office.
- Background checks must be completed prior to start date for all employees, including University of Chicago students. Laboratory Schools’ students are the only class who are exempt from the background check.
- On the first day of work, these new employees are to report to the Business Office to complete new hire paperwork to include state and federal tax forms and I-9 form. To complete the I-9 form, proof of eligibility to work in the United States must be submitted when filling out the form. Some examples of documentation to be provided are an unexpired driver’s license along with a social security card or an unexpired US passport. A complete list of acceptable documents can be found [here](#). Please note all documentation must be the ORIGINAL document. Copies of these documents are not acceptable.
8. **PROGRAMS**

**High School**

A minimum of 21½ units (see note in chart below) of credit earned over a four-year period is required for graduation from University High School. The following must be included:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>½</td>
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<td></td>
<td>21 ½</td>
</tr>
</tbody>
</table>

- Students must earn credit in English each quarter they are enrolled in University High School.
- The world language requirement is two consecutive years of the same language.
- Students are required to take one physical science lab course (physics or chemistry) and one biological science lab (biology or AP biology).
- The Community Learning Program is non-credit offering, but it is a requirement for graduation.

Credits earned at other high schools will be evaluated upon enrollment at University High School. Those credits accepted will be counted among the 21½ required for graduation and will be considered in determining course placement. Only credits earned at University High will be used in determining a student's grade point average.

**High School Service Learning Program**

The Service Learning Program is a non-credit graduation requirement completed during students' sophomore year. The program is designed to enrich classroom learning through community engagement in order for students to become more aware, reflective and active members of the community outside of school. The program consists of a year-long commitment to volunteer at a community partner organization as well as reflection discussions, papers and projects.

**Early Graduation**

We believe that the experience afforded by a four-year high school education is valuable and encourage students to spend four full years at University High School. However, there may be instances when early graduation is appropriate for a student.

**Students who wish to graduate in fewer than four years must:**

1. Have earned a total of 21½ credits and satisfied all departmental requirements.
2. Discuss the advisability of early graduation with their counselor no later than the two quarters prior to the quarter in which they anticipate graduation.
3. Develop and discuss an alternative plan with parents and obtain parental support. Parents should call the class counselor to indicate support of the plan.
4. Participate in a conference with their counselor and the University High School Principal to finalize arrangements.

**Advanced Placement**

The Advanced Placement (AP®) tests are designed for students who have completed college level work in high school or who have studied independently for these exams. The AP® curriculum and its testing program are run under the auspices of the College Board. Students should consult the Program of Studies Book for AP® preparation courses offered at University High School. The College Board conducts an audit of the course content and texts used in these preparation courses. Therefore, any course that uses AP® in its title has undergone this approval process, and its curriculum is geared specifically toward taking the AP® exam in that subject area. However, students who are enrolled in an AP® class are not required to sit for the AP® exam. Furthermore, it is not necessary for a student to be enrolled in an AP® class in order to register for and take a particular subject’s test.

The dates and times of these exams are in early May during a two-week period as specified by the College Board. (The College Board also pre-determines make-up dates for these tests should pre-approved conflicts arise.) The Testing Coordinator conducts the registration for these tests during Winter Quarter, and as such will answer all questions about this process. There is a fee for each test taken, which the student is responsible for paying.

AP® tests are scored 1-5. The College Board considers any result of a 3, 4, or 5 to be a commendable score. Many colleges and universities use these results to determine if a student may gain advanced standing and/or credit upon matriculation to her/his chosen school. Students should be instructed to consult each college for its AP® credit policy and protocol, which is usually available on the college’s website. (One can search the individual college’s website for “AP Policy.”) AP® test score results are not posted until July after the May testing, and students will be able to report their official cumulative record of AP® scores to their intended college, either at the time of their last AP® tests or after this time in the summer following their graduation. These official scores will then be available as part of the student record at the college and will be used for academic advisement.

**Advanced Topics**

Several departments in the High School offer Advanced Topics (AT) courses in place of Advanced Placement courses. The faculty develops the curricula for these courses. These courses are academically rigorous and cover topics more advanced than the basic level courses offered in that department. Most of these AT courses go into more depth than the AP® curriculum as specified by the College Board. However, because they do not strictly adhere to the topics as mandated in the College Board curriculum, they cannot be labeled AP®. The Lab faculty in the departments which chose to develop AT courses made this choice to allow for more academic freedom from the pre-determined College Board curricula.

**University of Chicago Courses**

University High School students may take undergraduate courses at the University of Chicago with the recommendation of the appropriate department. These students have usually completed the high school departmental course sequence and show a special aptitude or motivation for beginning the college sequence. With rare exceptions college courses are taken for college credit only. They are not included in the student’s Grade Point Average or on the official high school transcript.
Duration of Classes and Daily Schedule

Most classes in the high school are scheduled for three forty-five minute periods and one seventy-five minute period each week for a total of four meetings per week. Some high school science classes meet five or more times a week by having double periods for lab work. Physical Education classes meet four times a week for forty-five minutes each.

The daily schedule can be found in the appendix and on the Lab Schools’ website.

Homework

Homework is an important part of the academic programs. The purpose of homework is to reinforce learning that takes place in the classroom; it is never given as punishment. In grades six through twelve, students should expect to receive a fair amount of homework each night. In High School students must learn to plan their assignments appropriately which means homework will be part of most weekends.

It is essential that students, faculty, and parents work together so that homework does not become a burden but rather a natural part of the learning process. Homework, projects, reports and/or papers should be assigned so that work is not required during a vacation period.

Student Conferences

High School students frequently request teacher assistance outside the classroom. Teachers are expected to inform their students where and when they will be available. When a teacher and a student do not have a common free period, the teacher is expected to make time available to the student at lunch or before or after school.

Tutoring

Some students may require more assistance with their studies than can be obtained during scheduled class periods or occasional student conferences. The High School departments and the High School counselors may be of assistance in providing the names of qualified tutors. Teachers should be cautious in the recommendation of a specific tutor and should consult the student’s parents. In the High School, college tutors are hired to work with students in grades nine through twelve during the school day, mainly in the areas of writing and math and science. This service is free to students. The schedules of the tutors may change each quarter. These schedules are posted in most math, science, and English classrooms. Any outside tutor who is working in our buildings must have completed a background check prior to working with our students while on the Lab Schools campus.

Advisory

Each student in the University High School is assigned to an advisory group. These groups meet on a regular basis within each student’s school day. Most high school faculty members will serve as advisors for students. A specific program has been developed which addresses the needs of students during the critical transition time between middle school and college.

This program is designed to support other counseling and educational programs. Students remain with the same advisor during their high school time.

Grades

Letter grades of A, B, C, D, and F (plus and minus are also assigned) are given for all courses listed in the Program of Studies. A letter grade of I will be issued for incomplete course work. Failure to make up the incomplete within the first four weeks of the subsequent quarter,
or within the time frame indicated by the teacher, will result in an automatic F. The college-
recommending grade is minimally a C.

Students who withdraw from classes that are taken for a full year’s credit prior to the end of
the fifth week of fall quarter will have no notation of that class on the permanent record.
Students who drop these classes at any other time during the academic year will be assigned
either a mark of WP (Withdrawn Passing) or WF (Withdrawn Failing) and will receive no credit.
Quarter-long courses dropped prior to the end of the fifth week of any quarter will similarly not
be recorded. After this time a grade of either WP or WF will be recorded. No course may be
dropped during the last two weeks of a quarter.

Students who do not complete two full units in Physical Education during any quarter will
receive an R (Registered) or an M (Medically Excused) and will be assigned a grade and credit
upon completion of the missing unit(s).

Grades and Interim Reports
Grades are given three times per year at the end of each quarter. Following the quarter’s
end, reports are posted online for parents and students through PowerSchool. The final report
in June includes spring quarter grades and the final grade for the year. The final grade is the
grade of record.

Though interim reports may be sent any time, teachers are required to send interim reports
for all students approximately halfway through each quarter. At any subsequent time, a
student who begins to do D or F work should receive an interim report. Under normal
circumstances, a student would not be given a final quarter grade of F unless an interim report
had been sent. Teachers may want to use interim reports as a means of communicating other
information to parents: e.g., satisfactory quality of work, unusual progress, special areas of
strength or weakness, etc. Interim reports are available electronically for all faculty.

Grade Changes
Grade changes are to be made only in cases where an error in recording or in computation
has been made or when a student was given an “incomplete” and has, per the agreement with
the teacher, completed all necessary steps to earn a letter grade. All grade changes should be
submitted through the Assistant Principal.

Grade Point Averages (GPA)
Grade Point Averages are based on all of the student's courses taken at University High
School (including any summer school courses) in which letter grades are earned. Computation
is based on a simple 4.0 scale with no honors points:
\[
\begin{align*}
A & = 4.0 \\
A- & = 3.66 \\
B+ & = 3.33 \\
B & = 3.0 \\
B- & = 2.66 \\
C+ & = 2.33 \\
C & = 2.0 \\
C- & = 1.66 \\
D+ & = 1.33 \\
D & = 1.0 \\
D- & = 0.66 \\
F & = 0.0
\end{align*}
\]

Grade Point Averages are computed at the end of junior year, the end of fall quarter of the
senior year, and the end of the senior year.

Grades earned at other high schools or University programs are not computed into the
Laboratory School’s GPA. However, the transcript listing those grades will be sent to colleges,
upon authorization, with applications and final transcripts.

Class Rank
Class ranks are not reported to colleges. The school sends only the student’s transcript and
the school profile to the colleges.
Academic Probation

Students are placed on academic probation when their grade performance generally fails to meet our minimum academic requirements. A student failing any subject or receiving two or more Ds will be placed on academic probation. This action serves as a strong signal that the student’s total class work is less than satisfactory. The student’s grades must reflect significant improvement in the following quarter if the student is to continue at University High School.

Testing Program

All sophomores and juniors are required to take the *PSAT* (Preliminary Scholastic Aptitude Test) in October. (The specific date is provided in the school calendar.) It will assess students' verbal, math, and writing skills. This test will serve as a practice for the *SAT* (Scholastic Aptitude Test) used for college admissions. Furthermore, the results of this test are used during the junior year to determine eligibility for the many scholarship and recognition programs administered by the *National Merit/Achievement Scholarship Programs*. Test results are available in early December.

During the month of November, all sophomores are required to take the *PLAN* test. (The specific date is provided in the school calendar.) It will assess students' English, math, social studies, and science reasoning skills. It will also allow the students to take an Interest Inventory, designed for an early exploration of possible career interests and thus future academic study. This is a practice test for the *ACT* (American College Test). Test results are available in mid-December.

The results of these tests can provide an opportunity for students to ascertain their current testing acumen and skills weaknesses. Test results are distributed directly to the student. Counselors will discuss the results of these tests during both advisory groups and individually scheduled appointments. Parents are encouraged to discuss the test results with the counselor.

Learning and Counseling

The Learning and Counseling Services are organized differently in the five schools. While the services provided in each school are varied, in order to provide consistency to those efforts, the Schools’ Director of Student Services coordinates closely with each division around the issues of student learning differences and accommodations.

In the High School, the department is composed of eight full-time faculty members (three class counselors, three college counselors, and two learning coordinators) assisted by two full-time secretaries. All are located in UH C134.

High School students are by advisor to a class counselor and remain with that counselor throughout their high school experience. The college counselors work with students from the second quarter of the junior year through the end of the senior year. Information on which class counselor and college counselor is assigned to a particular student can be in Power School. Teachers should feel free to initiate conferences with counselors or ask counselors to organize meetings with other teachers, students, or parents.

In addition, counselors offer a variety of services including:
- counseling in individual and/or group settings
- programs to orient students and parents to the school, the college admissions process, financial aid and scholarship opportunities
- standardized testing
- consultations with teachers, administrators, parents, and community resources
- course scheduling and high school program planning
- resource coordination to expand the scope of services beyond the school
- record-keeping of credits and other academic information
• information gathering on summer programs and volunteer work opportunities
• follow-up on University High School graduates

College Counseling Workshops
The college counselors offer a series of workshops to help students work through and understand the college admission process. The workshops offer an opportunity for the college counselors to highlight those aspects of the process that are important. The series includes:

Junior Workshop-Winter Quarter
Decision-making and post high school planning are the keynotes of this series of sessions. Topics such as college testing, sources of information regarding college choices, college visits, financial aid, career exploration, alternatives to college immediately after high school, and the responsibility of each student in the college admissions process are included.

Senior Workshop-Fall Quarter
This workshop is a continuation of the Junior Workshop, pursuing such topics as the college admissions process, the personal statement, the high school transcript, interviews, and recommendations in more detail.

The College Counselors work individually with juniors and seniors to see them through the entire college application process. This includes writing the student’s college recommendations.

Class Registration
Each year, student registration for the High School begins in January for the following school year. The next year’s school schedule is built upon student selection of courses. New students are registered whenever they arrive.

In the High School, schedule changes are strictly controlled by the counseling staff. During the first two weeks of school, student schedules are sometimes adjusted to reflect class balancing efforts and changes brought about by summer work or previous grades. After the first two weeks, students are given a form to verify that the student has discussed the requested change of registration with the teacher involved. The teachers are asked to sign this form. Students may not change a course after the 4th week of the quarter.

Library
The philosophy of library service rests on Ranganathan's five laws of library science:

• BOOKS ARE FOR USE. Children may exchange books every day, and use the library during any free time. The library is open to teachers at any time.

• TO EVERY READER HIS/HER BOOK. Every child has free access to the entire collection. There are no restricted books, but librarians assist students to find age-appropriate materials. Librarians will also work with teachers in their assigned grade levels to find library materials to support curriculum.

• TO EVERY BOOK ITS READER. Books are purchased to support the curriculum and also in a wide range to answer child and teacher interests. Special orders and rush processing of books for students and teachers are also handled by the librarians.

• DON'T WASTE THE READER’S TIME. The reference desk is staffed at all times to help students and teachers find books or information; children are taught to find their own books. There is an on-line catalog to provide teachers and students with better access to information.
• A LIBRARY IS A GROWING ORGANISM. Change and growth is expected; the special programs such as storytelling, guest authors, celebrity readers, etc. will continue to be built upon and added to during the school year.

The library is an integral part of the high school program. It offers rich resources, both in support of the curriculum and for the personal growth and enrichment of each individual student. The collection includes approximately 50,000 volumes of books, as well as other resources such as video films, audio tapes, maps, CD-ROMs, and several computer terminals. The library has an online catalog as well as an online magazine index with full-text capability. Students also have access to the internet and to the University of Chicago’s online resources.

The library is open before school every morning, the entire school day, and remains open after school. Class groups, at teachers' request, receive library orientation and instruction in the use of specialized reference material. Students' and teachers' suggestions for new materials are always welcome.

High school students have access to the University of Chicago Libraries starting in 10th grade or with special permission. For material not available in Rowley Library, students are also encouraged and helped in using public libraries, special libraries, and museum collections in the city.

Assemblies
In the High School, community or grade-level assemblies are scheduled occasionally during the school year for high school students, faculty, and staff. The principal will provide a list of the dates and times of these assemblies at the beginning of the year. The goal of these meetings is to provide:
• exposure to and appreciation of the community at large
• an opportunity to practice the skills necessary to be a good host and audience
• share information about all-school issues
• an opportunity to build school spirit, and
• an opportunity to relax together and have fun.

Everyone is expected to attend and behave as a respectful audience member. Backpacks, homework, food, candy, drinks, earphones, etc. must remain in lockers during the community meetings. There will be consequences for those who cut the meeting or behave inappropriately.

We appreciate the opportunity to gather as an entire school community and value the diversity of presentations.

Co-Curricular Program
The faculty believes co-curricular activities are important to the life of the school and teachers must play an active role in supporting them. Thus teachers are encouraged to sponsor clubs and chaperone activities, where appropriate. Teacher attendance is appreciated at school-sponsored concerts, plays, and athletic events.

Clubs and Sports
An annually updated list of clubs offered to high school students is available in the High School Planbook published each year and available to students and high school faculty. Please refer to that document for a list of these activities.
University High School teams engage in interscholastic competition in the following sports:

**Fall**
- Boys Soccer
- Girls Swimming
- Girls Tennis
- Girls Volleyball
- Co-ed Cross Country
- Co-ed Golf
- Co-ed Sailing

**Winter**
- Boys Basketball
- Girls Basketball
- Boys Swimming
- Co-ed Indoor Track
- Dance Troupe
- Fencing
- Co-ed Squash

**Spring**
- Girls Soccer
- Co-ed Outdoor Track
- Boys Baseball
- Boys Tennis

Faculty members with a willingness to coach and who have experience with a sports team should contact the Athletic Director for further information. Openings for new coaches, both in the high school and middle school (see list of MS teams later in this document) often occur throughout the year and these openings are posted throughout the Schools via email and in each school office.

**May Project**

May Project is the capstone experience of the university high student. The school therefore expects May Projects to be of educational merit and challenging, and will evaluate proposals for projects according to these standards. Once a senior begins a May Project, the project’s successful completion becomes a graduation requirement. Please see the May Project handbook for details regarding Eligibility and expectations.

**Middle School**

The Middle School program has been designed to remain true to the Progressive Education tenets of the founders of the Laboratory Schools, while continuously adapting its program of learning to the contemporary world. Along with academics, we place a strong emphasis on being a responsible member of the community, understanding the effects of one’s actions on others, having the courage to make difficult choices, and exploring the relationship between the individual and society.

**Duration of Class and Daily Schedule**

In Middle School, humanities classes meet four times a week; science and math meet twice a week. All classes are 90 minutes long. These courses all have an additional 30-minute class Wednesday mornings.

World Languages and Physical Education meet four times a week for 45 minutes. Rotation and music also meet four times a week in sixth grade for 45 minutes. In seventh and eighth grade rotation and music classes meet twice a week for 90 minutes.

Classes are expected to begin promptly as scheduled and continue for the full period.

**Homework**

The Middle School academic program is meant to develop good study habits, positive work attitudes, reinforce skills learned in school, facilitate discussions, and advance the curriculum. We believe that homework is a valuable, age appropriate component of the Laboratory Schools’ education.

The Middle School faculty actively communicates at weekly grade level planning meetings to help ensure reasonable expectations and workload for their students. The range of time that Middle School students spend on daily homework assignments varies. This variation speaks to the wide range of cognitive and social maturity that defines the middle school years. However,
no student should have more than two tests, quizzes, or major assignments (or any combination) due on the same day. If this situation should arise, students should take the initiative and talk with their teachers to develop a plan to address the concern.

**Tutoring**
Some students may require more assistance with their studies than can be obtained during scheduled class periods or occasional student conferences. The Middle School counselors may be of assistance in providing the names of qualified tutors. Teachers should be cautious in the recommendation of a specific tutor and should consult the student's parents. Tutors who use our buildings must have completed a background check prior to beginning any tutoring sessions.

**Advisory**
Each student in the Middle School, grades is assigned an advisor at the beginning of each school year. The advisor is usually one of the student's academic teachers. The advisory group meets daily from 8:00-8:10 a.m. and for two full class periods each week.

It helps provide individual attention to each student in the Middle School. In addition to monitoring the student's academic progress through weekly meetings with the student's teachers, the advisor communicates with the home, plans and executes activities with the students to foster social and emotional growth, and is available as a student advocate. The advisor refers matters beyond his or her expertise to the counselor.

**Grades and Progress Reports**
As part of the evaluation procedures, standardized tests are administered to students in grades six and eight. The results of these tests are used by the schools to evaluate the schools' curricula as well as to give additional information about an individual student's areas of strength and weakness. The results of these tests are available to parents.

**Sixth and Seventh Grade**
Beginning in sixth grade, all reports will also include a letter grade representing the cumulative performance and effort in the class on a continuum. The letter grades below represent the following:

- E = Excellent
- S+ = High Satisfactory
- S = Satisfactory
- S- = Low Satisfactory
- U = Unsatisfactory

**Eighth Grade**
Beginning in eighth grade, grade reports include letter grades similar to the system used in University High School. The goal of this is to facilitate the transition between schools.

- A = 94 – 100
- A- = 90 – 93
- B+ = 88 – 89
- B = 84 – 87
- B- = 80 – 83
- C+ = 78 – 79
- C = 74 – 77
- C- = 70 – 73
- D+ = 68 – 69
- D = 64 – 67
- D- = 60 - 63
- F = 0 – 59

If a student experiences difficulty in school in any grade, the administration and the faculty of the Middle School work with the student and his/her family to develop appropriate plans for academic and emotional support.
Rotation Class Grades
Students take a series of four courses called “rotation.” Our rotation classes (art, drama, computer science, home economics and sustainability, and photography) meet for a fourth of the year and then end. First and Second Quarter Rotation class reports are made available at the end of the first semester, while Third Quarter Rotation class reports are made available at the interim of the second semester. Finally, the Fourth Quarter Rotation class reports are made available at the end of the second semester. Interim Progress reports for rotation classes are not given.

Interim and Grade Reports
Detailed interim reports in narrative form are prepared and made available in PowerSchool twice a year at the midpoint of the semester. Families receive an e-mail indicating that the grades and comments are available for review. The reports will remain available for two weeks after the end of the grading period. Reports are taken off-line to prepare for the next grading period. Interim reports are not given for rotation classes. Semester progress reports include a grade and, in some instances, a checklist.

Students who have earned a C- or S- or below or who have significantly improved or dropped in their academic performance may have a brief comment on their semester progress report.

Academic Probation
Sixth and Seventh Grade
Students whose semester reports indicate Low Satisfactory (S-) performance in three or more courses will be placed on academic probation. Academic probation is a warning that is intended to alert a student that a change in effort and/or performance is necessary. It should be noted that for the purpose of Academic Probation, the Humanities course is weighted as two courses. Further any Unsatisfactory (U) grade is equivalent to two Low Satisfactory (S-) grades in determining Academic Probation status.

Eighth Grade
Students whose interim and progress reports indicate D (D-, D, D+) performance in three or more courses will be placed on academic probation. Academic probation is a warning that is intended to alert a student that a change in effort and/or performance is necessary. It should be noted that for the purpose of Academic Probation, the Humanities course is weighted as two courses. Further any F grade is equivalent to two D (D-, D, D+) grades in determining Academic Probation status.

Sixth through Eighth Grade Probationary Letters
The families of a student placed on Academic Probation will receive a letter from the Principal indicating what steps should be taken to help the student improve. Students who remain on probation may be asked to meet with their counselor, seek tutoring or outside testing, enroll in a summer program, pass an academic assessment test, or, in some cases, withdraw from a particular class or the Laboratory Schools.

Learning and Counseling
The Learning and Counseling Services are organized differently in the five schools. While the services provided in each school are varied, in order to provide consistency to those efforts
the Schools’ Director of Student Services coordinates closely with each division around the issues of student learning differences and accommodations.

In the Middle School the two counselors and two learning coordinators are available to meet with students, parents, teachers and the Principal concerning a student’s welfare at school. When students are referred, the counselors, learning coordinators, Director of Student Services, and school administration work with all concerned parties to find practical, effective solutions. The counselors handle transfers to and from the Middle School. Counselors are available to students and families for support and consultation.

Students may make appointments to see the counselors on the following day by putting their names on the sign-up sheet on the counselors' office door or they may try to see their counselor during unscheduled time. Parents may call the Middle School Office to arrange appointments with the counselors.

The learning coordinators, in coordination with the Director of Student Services, are available to students and teachers to discuss the special needs/concerns of individual families and may administer and/or refer students for diagnostic testing for school use. This information can assist the Schools by providing more information about a student's learning styles or to determine whether a full evaluation is needed. This is done in consultation with parents and the Director of Student Services. The learning coordinators coordinate standardized tests.

While the resources within the schools are excellent, there are occasions when the Schools suggest that a child have additional help, e.g., an evaluation (learning, psychological, speech/language, neurological, etc.). These suggestions are usually made by the learning coordinators after consultation with the teacher, the principal, the Director of Student Services, and after discussions with the family. In these cases, it is the schools' policy not to recommend a specific individual but to give parents a list of at least three professionals.

**Library**

The philosophy of library service rests on Ranganathan's five laws of library science. See the Library section earlier in this document under the High School Program for more detail.

The Middle School Rowley Library serves grades six through eight. The library is staffed by faculty whose goal is to help Middle School students become effective library users. Students are instructed on how to access the on-line patron catalog and locate books on shelves, utilize both print and on-line reference materials, access Internet resources, and be familiar with both search techniques and applications. Throughout the Middle School years, students are encouraged to read for pleasure through reading programs, book talks, author visits, readers’ advisory and specialized reading lists.

During library classes, specific research skills are taught and students are given opportunities to select books for personal enjoyment. Librarians hold book talks that relate to both curricular needs and reading enjoyment; these sessions are held in the library and in the Middle School classrooms.

Seventh and eighth grade students come to the library on an as-needed basis. Advisors and teachers may choose to schedule their classes for book selection, and recreational reading at any time. Book talks that relate to curricular needs are also presented in individual classrooms. Students are encouraged to come to the library on their own for pleasure reading.

**Assemblies**

In the Middle School, assemblies are held periodically throughout the year. These assemblies feature guest speakers, student talents, curricular activities and are held for individual grade levels or for the entire Middle School.
Co-Curricular Program

The faculty believes co-curricular activities are important to the life of the school and teachers must play an active role in supporting them. Thus teachers are encouraged to sponsor clubs and chaperone activities, where appropriate. Teacher attendance is appreciated at school-sponsored concerts, plays and athletic events.

Clubs and Sports

In the Middle School, each season, various teams are organized offering students the opportunity to participate in intra- as well as inter-scholastic competition.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Soccer</td>
<td>Boys Basketball</td>
<td>Girls Soccer</td>
</tr>
<tr>
<td>Girls Volleyball</td>
<td>Girls Basketball</td>
<td>Co-ed Track</td>
</tr>
<tr>
<td>Co-ed Cross Country</td>
<td></td>
<td>Co-ed Baseball</td>
</tr>
</tbody>
</table>

In addition, a number of clubs and special interest activities are organized including:

- Asian Students Association
- Black Students Association
- Christian Students Association
- Drama Productions
- History Club
- Jammed Locker – Student Newspaper
- Jazz Band
- Jewish Students Association
- Library Advisory Board
- Math Counts
- Math Team
- Physics Olympics
- Robotics
- Social Justice
- Student Council
- Yearbook/iMovie

Lower School

The Lower School program builds on the rich background nurtured in our Nursery, Kindergarten and Primary classrooms. Throughout the grade school years teachers continue to listen to children, allow them to use their own initiative, and guide them in productive ways. New skills and challenges are added in developmentally appropriate ways. At the core of the Lower School education, learning is structured so each child has the opportunity to move about, investigate, inquire, experiment and exchange ideas.

In third, fourth, and fifth grades each homeroom is staffed by one teacher. Homeroom and special area teachers frequently collaborate on multidisciplinary projects that integrate learning in several subject areas. World language (French, Chinese, German, and Spanish) and a science lab are added at third grade.

Homerooms

In the Lower School, children are each assigned a homeroom teacher, with whom they spend the greater part of the school day. There are six homerooms at each grade level with 23 or 24 students in each homeroom. The homeroom teacher is the best-informed person at school about a child's development and progress. When a problem arises, direct communication with the homeroom teacher – a brief note sent in the morning, a telephone call, or a conference – is recommended.
Grades and Progress Reports

In the Lower School, grades are not given. Instead progress reports are sent home twice a year (once in late January and again in June). These are written by the homeroom teacher and special area teachers. Parent contact is encouraged when problems arise.

As part of our evaluation procedures, standardized tests are administered to students in grades three and four, and again in the Middle School in grades six and eight. The results of these tests are used by the schools to evaluate the schools' curricula as well as to give additional information about an individual student's areas of strength and weakness. The results of these tests are available to parents.

Learning and Counseling

The Learning and Counseling Services are organized differently in the five schools. While the services provided in each department are varied, in order to provide consistency to those efforts the Schools' Director of Student Services coordinates closely with each division around the issues of student learning differences and accommodations.

In the Lower School the counselors and learning coordinators consult with parents and teachers about children's social and emotional growth and their patterns of achievement. Department members are available to meet with parents at their request or by referral of the teacher. The department, as well as the Director of Student Services, is able to coordinate resources within the school as well as to suggest resources outside the school and serve as a liaison.

As in the Middle School, learning coordinators, in coordination with the Director of Student Services are available to families and teachers to discuss the special needs/concerns of individual students and may administer and/or refer students for diagnostic testing for school use. This information can assist the schools by providing more information about a student's learning styles or to determine whether a full evaluation is needed. This is done in consultation with parents and the Director of Student Services.

While the resources within the schools are excellent, there are occasions when the schools suggest that a child have additional help, e.g., an evaluation (learning, psychological, speech/language, neurological, etc.). These suggestions are usually made by the learning coordinators after consultation with the teacher, the principal, the Director of Student Services, and after discussions with the family. In these cases, it is the Schools' policy not to recommend a specific individual but to give parents a list of at least three professionals.

Academic Specialists

Academic specialists are available to provide a variety of support services in the Lower School including consultation with classroom teachers and special area teachers, small group instruction within the regular classroom, and more intensive and directed remedial instruction in Resource. Academic specialists address learning needs in the areas of literacy, mathematics, and the content areas.

Library

The philosophy of library service rests on Ranganathan's five laws of library science. See the Library section earlier in this document under the High School Program for more detail.

The Knes Family Library in Blaine serves the entire school community, with its main focus on grades three through five. There are several thousand items including books and other media, and a staff of two professional librarians and one full-time and one part-time clerical worker. There is a range of materials specifically for teachers to use: professional books and journals; sets of multiple copies of books (fiction and non-fiction) for classroom use; kits
containing books, cassettes and non-book materials for classroom use; records and cassettes; VCRs and films; posters for classroom decoration. Students have a weekly library class.

**Primary School**

Each child is assigned to a homeroom teacher with whom they spend the greater part of the school day. There are 23 children in most classes and six classes at each of the grade levels. Each homeroom teacher works with an assistant teacher, providing a low student-teacher ratio. Children leave their classrooms to attend special areas: library, physical education, art, and music. Computer science is added at the second grade.

**Homeroom**

In the Primary School, children are each assigned a homeroom teacher, with whom they spend the greater part of the school day. The homeroom teacher is the best-informed person at school about a child's development and progress. When a problem arises, direct communication with the homeroom teacher – a brief note sent in the morning, a telephone call, or a conference – is recommended.

**Grades and Progress Reports**

In the Primary School grades are not given. Instead progress reports are sent home twice a year. These are written by the homeroom teacher and special area teachers. Parent contact is encouraged when problems arise.

**Learning and Counseling**

The Learning and Counseling Services are organized differently in the five schools. While the services provided in each department are varied, in order to provide consistency to those efforts the Schools’ Director of Student Services coordinates closely with each division around the issues of student learning differences and accommodations.

**Academic Specialists**

Academic specialists are available to provide a variety of support services in the Primary School including consultation with classroom teachers and special area teachers, small group instruction within the regular classroom, and more intensive and directed remedial instruction in the academic specialists’ offices. Academic specialists address learning needs in the areas of literacy, mathematics, and the content areas.

**Library**

The philosophy of library service rests on Ranganathan’s five laws of library science. See the Library section earlier in this document under the High School Program for more detail.

The Lim Family Library at Earl Shapiro Hall mainly serves the grades nursery, kindergarten, 1st, and 2nd. There are several thousand items including books and other media, and a staff of two professional librarians and one full-time and one part-time clerical workers. There is a range of materials specifically for teachers to use: professional books and journals; sets of multiple copies of books (fiction and non-fiction) for classroom use; kits containing books, cassettes and non-book materials for classroom use; records and cassettes; VCRs and films; posters for classroom decoration.

**Nursery/Kindergarten**

Our Nursery/Kindergarten program is based on young children's natural desire to play and learn. As they play with each other, and with the many materials and ideas in the classroom,
children are learning about themselves, their peers and the world in which they live. We believe that their intellect and emotional lives develop best in a nurturing setting in which teacher, the environment and the program support their play and exploration. Children are encouraged to use their initiative to construct ideas about the world around them. Ideally this is the beginning of a life long adventure with learning.

There is a lively mixture of activities available. Groups gather for music, stories, drama, and discussion. In the classroom setting, children learn and grow. Classroom units in nursery school are staffed by a head teacher and two assistant teachers. Each unit has a maximum of 23 children with three-year-olds in each class or 23 four-year-olds in the each class or in the Nursery/Kindergarten with four- and five-year-olds. There are six units of each group: NS 3-year olds, NS 4-year olds, and Kindergarten.

All Nursery, Kindergarten classrooms are located on the first floor of Earl Shapiro Hall.

**Grades and Progress Reports**

In grades N and K, grades are not given. Instead, Kindergarten and Nursery have only an end of year report written by the homeroom teacher. Parent contact is encouraged when problems arise.

**Library**

Please see the section for Library under Primary School above since N/K and PS share that resource.

**Auxiliary Programs**

**Extended Day Program**

The Extended Day Program operates programs before and after school on days that school is in session. Early Day, for children in N/K and Primary School, runs between 7:30 and 8:30 am. Programs after school run for children in Nursery through grade eight from the end of the school day until 5:30 pm. The daily program includes Bridge, Late Day, Study Skills as well as special classes. Special Classes include arts, science, drama, language, athletics, technology, chess, etc. based on select instructors and program vendors coordinated through the Extended Day office. The Extended Day Program also operates Saturday Swim and Family Swim. Faculty and staff can enroll their Lab School children in the Extended Day Programs for no charge, but are expected to adhere to the policies of the Extended Day Program for registration deadlines, pick up times, and notification of the office when their child will not be attending. The guidelines are published by the Auxiliary Programs Office and can be found in the appendix. Failure to follow these guidelines at may result in the faculty/staff child not being able to participate in this program. Further details on the Extended Day Program are available on the School’s website.

**Summer Lab (Summer Program)**

Summer Lab has five divisions for on-campus activities, including Summer School, Adventure Kids Day Camp, Summer Lab on Stage, Fun in the Sun and Summer Lab Sports Camps. The program runs for six weeks from mid-June through July. Summer Lab is open to Lab students and the community at large, and annually hosts in the range of 800 to 900 children across its five divisions. The program serves primarily children entering grades 8 and below as of the following September, including Nursery and Kindergarten in Summer School and Sports Camps, but also offers several high school classes for credit or enrichment. Summer School content is refreshed every fall prior to publication of the brochure, and teachers are welcome to propose new material for the program.
Summer Lab also organizes summer student travel for faculty members interested in chaperoning student adventures to interesting domestic or international locations.
9. PARENTS' ASSOCIATION

The Parents' Association provides a vehicle for involving families with the Laboratory Schools in furtherance of common objectives and fosters the widest possible participation of parents in school activities. The Parents’ Association has its own website at www.labparents.org.

Association Guidelines

The guidelines begin with the Association mission: "The purpose of the Parents' Association is to work in partnership with the students, faculty, administration, and board of directors to promote educational excellence in an environment of growth, learning, and respect."

The structure of the Association is designed to encourage open and honest communication among all members of the Lab Schools family; foster a spirit of community among parents; channel time, energy, and expertise of parents for the benefit of the schools; and develop activities and events that enhance the schools.

Officers include co-chairpersons, positions of faculty/administration/board of directors’ liaisons, and positions responsible for parental involvement, communications, programs and events, finance, fundraising, and nominations.

Each of the five Councils will be in charge of coordinating activities in their individual divisions.
10. FACILITIES

Room Reservation Procedures

In the event a faculty member needs to reserve a common space other than the assigned classroom for a special event or meeting during the school day or after school for a school-related activity (e.g., class pot-luck, special class reading project, supervised academic contest like math, science, language), he/she should do the following

- Log on to faculty/staff portal on the Schools’ website.
- Click on “Common Space Reservation” in the menu.
- Complete the form (be specific with your needs)
- Then click on submit.

Once the form has been submitted, someone from Operations will receive a copy and will contact you confirming receipt and informing you if the room is available on the date and time you requested. If the space is not available, he will gladly discuss alternatives. However, a new form will need to be submitted once an acceptable space is determined. *Space requests cannot be processed or confirmed without the submission of this website form.*

If you cancel your event or meeting please notify the person who confirmed your reservation so the space can be made available for others.

The high school office maintains a book for HS room use which should be checked and signed out in advance of scheduling any lunch time or open period meetings for clubs or teams using high school rooms.

Books

*University of Chicago Bookstore (Main)*

The University of Chicago Bookstore (Barnes and Noble) at 970 East 58th Street has four floors. Located on each floor are the following:

- First floor – General books
- Second floor – Textbooks, stationery, photo service, gifts, office machines.
- Third Floor – Benefits offices, computer store
- Fourth Floor – Business office, Fax, UPS

*Textbooks (Lab School)*

Parents and students for grades 5 through 12 can acquire course materials online at: [http://www.mbsdirect.net/index.php](http://www.mbsdirect.net/index.php)

Required student course materials (books, workbooks, special equipment, etc.) are ordered by the Registrar only upon the request of the teachers/departments. An annual request process for the upcoming school year begins in the Winter quarter. Requests are coordinated within departments and grade levels with the help of the Office of the Registrar.

The Office of the Registrar will make every effort to assist the departments and faculty with the ordering of required materials. Careful observation of deadlines is integral to the successful delivery of textbooks and materials at competitive prices for our families.
11. SAFETY, SECURITY, AND MAINTENANCE

ID Cards

In an effort to increase the safety and security of The Laboratory Schools campus, to easily identify members of the community, and to facilitate access to our buildings, all Laboratory Schools employees (i.e., faculty, staff, and affiliate employees) and contractors are required to have on their person and visible their ID and school-issued lanyard at all times while on campus. Other members of the Laboratory Schools community, including students in Grades 6–12, parents, and caregivers, are also required to have an ID badge and lanyard visible and on their person at all times. Visitors will be required to check-in at the Security Desk and will be issued a temporary visitor ID.

- New employees will be issued ID cards during New Employee Orientation and registration. Employees will be issued either a UChicago Card or Campus Card, depending on their employment relationship with the University.
- All employees (i.e., faculty, staff, and affiliate employees) and contractors will be provided with the appropriately color-coded Laboratory Schools lanyard and cardholder at no cost.
- The ID card is intended to identify a person as a welcome member of the community, serves as proof of an individual’s status at The Laboratory Schools, and provides access to particular campus resources.
- The ID card must be worn either around the individual’s neck with an approved Laboratory Schools lanyard or attached to an item of clothing in a way that the ID is clearly visible. If the ID is on a clip attached to an item of clothing, the lanyard must also be visible and on their person.
- Employees and contractors must produce their ID upon request to any School Official or Security Officer. Failure to wear ID may result in discontinuation of access.
- Color-coded lanyards will help distinguish authorized Laboratory Schools individuals on campus in the following categories:
  - Maroon: Employees and affiliate employees
  - Gray: Students
  - White: Parents and caregivers
  - Green: Contractors
  - Orange: Visitors
- If an individual does not have an active ID card or forgot their card, they will need to register with Security at the Judd Hall entrance on the Historic Campus or the main entrance at Earl Shapiro Hall.
- If an ID card is lost or stolen, the individual must report it to Laboratory Schools Security immediately and access to the buildings will be restricted temporarily until a new card has been obtained by the employee and reauthorized by Schools Security.
- Replacements for lost, stolen, or damaged ID cards may be secured through the University of Chicago ID and Privileges Office for a fee of $20. More information can be found at: http://ipo.uchicago.edu/.
- Failure to comply with this policy may result in corrective action up to and including termination.

Information on obtaining the card can be found at https://itservices.uchicago.edu/page/identification-cards-uchicago-card
Keys
Keys that new teachers will use during the year are issued during New Teacher Orientation. Teachers should keep careful control of their keys at all times. They should never be loaned out to students. It is very easy to duplicate keys and very difficult to change locks. A duplicate set of keys is available in GP N113 (Office of the Senior Associate Director of Operations) for emergency use. Elevator keys for the U-High elevator are also available in MS C143, the Middle School Office, for Middle School teachers to borrow temporarily. Teachers should report lost keys to the Senior Associate Director of Operations in GP N113 immediately.

Faculty who come to Lab after normal operating hours and when no security guard is available can access the building by using their ID card. Hold the card up to the reader at the entrance to the high/middle school building, Judd Hall, Gordon Parks Hall, Earl Shapiro, or Blaine Hall, wait for the green light to flash. Then open the door.

Locking Doors
Rooms should be locked whenever they are not in use. We have tried to assign teachers to one room for all of their classes. However, in many instances, rooms are shared with other teachers. Each teacher should become familiar with the other's schedule and work with her/him to keep the room secure. Windows and doors should be locked at the end of the school day.

Collecting Money
Money should not be collected from students. Fees that are necessary for field trips, books, etc, should be billed to the family through the FACTS process described in section 16 under “Collecting Reimbursement from Lab Families.” The school secretaries or the Business Office secretaries can help with this process.

Strangers in the Building
All visitors are expected to register with the Public Safety Coordinators located in the Judd Lobby. Visitors who have registered will be given a badge to wear while in the buildings. If a faculty member encounters someone in the building who is not wearing a visitor’s badge, s/he should notify the Public Safety Coordinator immediately. This is very important and all strangers should be reported immediately. Other areas that need to be watched are the bike racks, nearby corners, and parking areas. If you notice any suspicious activity in these areas, please report it and all suspicious activity or loiterers to the Business Office BL S101 or the Deputy Chief in GP N113.

Campus Police
The University of Chicago maintains an extensive police force and protection system for its property, employees, and students. White call boxes with blue lights are located on corners near University of Chicago buildings throughout Hyde Park. From these the campus police can be reached at any time by pressing the emergency button. The campus police should respond with a car in less than one minute. The campus police can also be reached by phone at 123 or 2-8181 (campus) and on other phones at 773-702-8181.

The University offers a Safe Ride program for staff and students from 5pm through 4am Sunday through Wednesday and 5pm through 6am Thursday through Saturday. Information on that plan can be found at http://safety-security.uchicago.edu/services/ugo_nightride_shuttles/. Faculty and staff can call (773) 702-2022 for a ride. During other hours, the University offers an Umbrella Coverage. Under that coverage, if you feel uncomfortable walking to a campus
destination and a shuttle bus is not available, a police vehicle will escort you as you walk. Again, contact the UCPD at 2-8181 for an escort.

In addition, the University of Chicago buses are free for faculty, staff, and students of the university carrying a Lab School or University ID. Details on those routes can be found at https://d3qi0qp55mx5f5.cloudfront.net/safety-security/uploads/files/2016_TransBrochure.pdf

**Illness and Accident**

If a medical emergency arises in a classroom or supervised area, the Nurse at the historic campus should be contacted at 2-9452 or at Earl Shapiro Hall at 2-4132 immediately. Further the school Principal should be notified. If a student has been injured or is ill, the teacher should not leave him or her. Another student should be sent for the Nurse if the stricken student is unable to move. If the injury is the result of a fall of any kind, DO NOT MOVE THE VICTIM. Send someone to get the nurse. If the student requiring attention is able to move to the medical office under his or her own power (but is not the victim of a fall), the student should be accompanied by the faculty member or another **responsible person**. An Accident Form must be filled out (included in FORMS section).

Faculty who sustain injury while on premises should report the incident to the nurse as soon as the event happens or as soon as possible after the event if immediate action is necessary. An incident report must be filled out by the nurse and submitted to Human Resources.

The Nurses' offices located in BL S112 and in ES 104 are staffed by a full-time nurse whose hours are 8:00 a.m. to 5:30 p.m. daily. Students as well as faculty can receive temporary care from the nurse. If a student needs to take specific medication, it can be dispensed by the nurse with very specific guidelines and written parental permission.

**Safety Drills**

Mandatory fire drills are conducted monthly throughout the year in all divisions of the Schools. Instructions for exiting the building are posted in each classroom or immediately outside the classroom. Teachers should become familiar with these instructions at the beginning of the year.

In the Middle and High Schools, each classroom has a red binder in a slot by the door. In this red binder is a summary of drill/emergency procedures specific to that classroom along with a roster for each class that meets in that room. Faculty should take that binder with them when they exit the room for a drill/emergency and use it to take and report attendance for their class.

All faculty, staff, administrators, and students are required to exit the building during a fire drill. Once outside the building, even if you do not have a group of students in your charge, please proceed all the way down the sidewalks to the designated areas. Do not congregate by the building doors or block sidewalks that the students will be using to exit safely.

It is important that teachers and classes proceed in an orderly and quiet manner to the designated area outside of the building. Teachers are responsible for the safe exit of all of their students. Teachers should be prepared to take a class list with them when they exit the building for a fire drill.

A tornado drill will be conducted in the Lab Schools twice a year especially during the tornado season usually in the spring.

More elaborate information on both these and other drills (eg, lockdown) can be found in the Schools’ Emergency Management Plan (EMP). See that document for details.
Lost and Found

Each division and the Physical Education Department maintain a "Lost and Found" department. Generally, lost items are deposited in the "Lost and Found" where they have been found. Teachers and students should check all of the Lost and Found areas, starting with the one serving the particular division where they think the item was lost.

Maintenance

Responsibility for maintenance of the Laboratory Schools facilities and grounds is divided between the University of Chicago staff and Laboratory Schools personnel.

The University of Chicago staff includes custodians, engineers, grounds keepers, and summer repair crews. These people all report to supervisors across campus. Their work routine and schedules are determined by their supervisors and University of Chicago policy and standards. In general, they clean and repair existing facilities. There are limits to their assignments, however, and many times, their limits represent precisely the needs of the Laboratory Schools setting.

The Senior Associate Director of Operations GP N113 (2-0135) or Associate Director of Operations ES 108A (2-7011) are responsible for coordinating the two work forces and directing maintenance. The Senior Associate Director of Operations is also responsible for routine inspection of the facilities and supervision of facility use. Faculty should report maintenance needs to the Senior Associate Director of Operations by email to orders@ucls.uchicago.edu. The typical type of maintenance problems to report are listed in the following section, "Reporting Plant Problems."

Teachers are responsible for two major tasks in the maintenance process. First, teachers are asked to participate in supervision of students within their classrooms and in the halls. The focus of these efforts is to eliminate as many extra maintenance problems, such as litter and graffiti, as possible. Second, teachers are asked to report all maintenance needs of which they become aware by emailing the information to orders@ucls.uchicago.edu.

Reporting Plant Problems

Occasionally "breakdowns" occur: room temperatures soar above or fall below comfortable levels, windows mechanisms are broken, light fixtures fail, equipment is missing or broken. When these things happen, and the remedy lies beyond the teacher's resources, the teacher should report the problem as indicated above.

Registration of Equipment

All electronic equipment must be registered for insurance purposes as soon as it is purchased. This should be coordinated through the Information Systems Group. The Principal should be contacted if any teacher suspects that equipment is unregistered or unmarked. All school-owned technology purchases must be cleared with the Director of Information Technology (DIT) prior to purchase. The Business Office will not process payment paperwork unless the DIT clears it. Once delivered, all purchases must be inventoried by the Information Systems Group for reference and insurance purposes. The Information Systems Group reserves the right to withhold support services for purchases not properly acquired.
12. SERVICES

A variety of benefits and services are available to University of Chicago employees. Some are highlighted below but a more substantial list can be found at http://hrservices.uchicago.edu/benefits/retirefinancial/perks/

In addition, the University of Chicago provides bus service operated by both the CTA and First Transit for its students and employees. Information on these bus routes can be obtained from the University at http://facilities.uchicago.edu/transpparking/transportation.

Parking

Faculty who want reserved parking in University of Chicago lots should apply at the University Campus Parking office, 56th and Ellis Avenue, 3rd floor, (2-8969). Spaces are assigned on a first-come-first-served basis. A waiting list usually exists for lots close to the Laboratory Schools campus.

Temporary parking spaces are available on Kimbark near 59th Street. These spaces are marked in orange. Visitors must obtain permits from the security guard stationed in Judd Lobby. Generally these temporary parking permits are not available for faculty. Parking is difficult around the Laboratory Schools. Plan your arrival to allow for plenty of time to find street parking if necessary.

Equipment

Photo-copying Machines/Multi-function Devices

Photo-copying machines (they are actually multi-function devices and can scan and email as well as copy) are available for faculty use in many locations on both campuses. To use these machines for copying, scanning, and emailing you will have to tap your University of Chicago ID badge on the top left side of the MFP where you will see the appropriate icon. The very first time you tap your ID badge, the MFP will display text boxes for you to enter a username and a password. You must enter your Lab website ID and password. The next time you want to use any of the MFPs at HC or ESH, you only have to tap your ID badge and the device will automatically login because it knows who is already associated with that ID badge.

How to associate your University of Chicago ID badge to your Lab website ID and password.

1. Tap your U of C ID badge to the top left side of the device as indicated.
2. Use your finger to touch the LCD screen in the space to enter your username. Your username is the first part of your Lab School email address before the @ symbol. See section 4 above for information on setting up your U of C ID and the Lab website ID.
3. The keyboard will appear allowing you to type it out and then press OK.
4. Touch the LCD screen in the space provide for your password.
5. The keyboard will appear allowing you to type it out and then press OK.
6. Touch Login.
7. Make your copies or scans as desired.
8. Touch Logout in the lower right of the LCD screen.

iCarts and Projectors for Computers

Carts of laptop computers for classroom use (iCarts) and computer projectors are available for reservation. Teachers must reserve these items in advance through the Information Systems website at on the Schools’ website and login with their Lab website ID. Many
classrooms are already equipped to project from the teacher’s computer. If you need assistance, please ask someone in IS.

**Telephones**

Telephones for faculty use are available in department offices. These phones are VOIP (voice over internet protocol) phones so a long distance code is not necessary to dial out of campus. To dial a number out of campus, dial 9-1-area code-number. However, to make a call to a foreign country (for school purposes only), you must have an international long distance code available from your school office. See the secretary to get that code if necessary.

**Computer Labs**

Four computer laboratories are available for faculty use when classes are not in session. These are located in:

- Blaine (Lower School lab), BL S203
- U-High (Middle School and High School labs), UH C216, C222, C224, C226
- Earl Shapiro (N/K, PS lab), ES 301

Some computer stations are available for faculty use in the faculty lounge (UH C022).

**University of Chicago Library**

Full-time and part-time faculty members are eligible for indefinite loan privileges at the Regenstein and other University of Chicago libraries. Before books can be borrowed, teachers must have their ID cards validated by the Regenstein Library. This validation can be accomplished through the Lab School librarians.

**University of Chicago Staff Credit Union**

Faculty members and staff employees can join the Maroon Financial Credit Union upon purchase of a minimum of five shares at $25 plus a $1.00 entrance fee. A variety of bank services are available there. Loan rates differ depending on the type of loan. Monthly paycheck deductions may also be made into a regular Credit Union savings account with varying rates of interest. The Credit Union is located at 5525 S. Ellis (2-7179). The credit union also offers free checking accounts to faculty who arrange to have direct deposit of salary checks made through the Bursar's office.

**Travel Agency**

Tower Travel offers complete travel services for the University of Chicago. See “Travelling on Lab Business” in section 16, Procurement and Expense Reimbursement, for more information.

**Quadrangle Club**

Faculty members may apply for membership in the Quadrangle Club, 1155 E. 57th Street. There is an entrance fee plus quarterly dues, based on an individual's salary. Benefits include use of the dining room, tennis courts, and meeting rooms. Information on membership requirements and applications can be obtained from the office of the Quadrangle Club (2-7221) or quadclub.uchicago.edu.

**Academic Computing Services**

Lab faculty have access to the following services and facilities:

- An electronic mailbox for receiving and sending e-mail.
- Campus public computing facilities, documentation, training courses, and a computing hotline.
To take advantage of these and other campus computing resources, see Lab's Director of Information Technology (4-1863).

A short version of the Lab Schools “Acceptable Computer Use Policy” can be found in the Policies section 4.

**Athletic Facilities**

The University of Chicago's athletic plant includes indoor and outdoor facilities at the Gerald Ratner Athletic Center (5530 S. Ellis Avenue), (753-4680, fax 702-6517), Stagg Field (Cottage Grove Avenue and E. 56th Street), and the Henry Crown Field House (5550 S. University Avenue). Tennis courts are located throughout the campus; in most cases, reservations are necessary.

The recreational program of the University of Chicago is open to all full-time employees and their spouses. Athletic facilities passes must be purchased at the main office of the Ratner Center, which also distributes schedules and takes handball and tennis court reservations (3-4680). Physical Education courses are open to anyone with an athletic facilities pass, without additional fee, depending on the size of student enrollment in the class.

During the school year, the Lab Schools’ weight room and fitness center are open Monday, Wednesday, and Friday mornings from about 6:30am until 7:45am. These rooms are also open after school for about an hour and a half each day. The Laboratory Schools' Gyms are available to faculty groups by arrangement. Contact the Athletic Director for information and details.

**Ida Noyes Hall**

The University has a tavern called The Pub (2-9737) in Ida Noyes Hall basement, 1212 E. 59th St., which is open to university faculty and staff. A yearly membership fee of about $10 is required. The Laboratory Schools usually has an informal “First Friday” gathering there each month. Watch your Schools email for details.

Rooms in Ida Noyes may be reserved for faculty meetings and parties (2-9739). The theatre at Ida Noyes also shows recently released and classic films weekly. Go to http://docfilms.uchicago.edu/dev/calendar/ for more information.

**Cafeterias**

Any faculty member may participate in the activities of the International House, 1414 E. 59th ST. The cafeteria is open to all University of Chicago employees, as are the Starbucks at Saich Hall (5757 S University AV), the Chicago Theological Seminary (1407 E. 60th ST) and Hutchinson Commons (5706 S. University AV). [Wednesdays are $1 shake days at Hutchinson Commons!] There is also a cafeteria available in the Chicago Booth (Business School) (57th and Kimbark). However, only take-out is available for Lab School students in this cafeteria.

**University News**

The Chicago Maroon is the independent student newspaper of the University of Chicago. It is published twice weekly during autumn, winter, and spring quarters and once weekly during the summer quarter.

**Personal Cell Phone Discounts**

The University offers discounts for personal cell phone plans. Details can be found at https://itservices.uchicago.edu/services/cellular#personal
**13. PAYROLL AND BENEFITS**

**Health Insurance, Retirement Funding, Disability Insurance, etc.**

The University of Chicago offers a variety of benefit plans to help meet your needs and those of your family. Your separate benefits package will be designed by you based on your status as full-time or part-time faculty. Options can be found here: [http://humanresources.uchicago.edu/benefits/](http://humanresources.uchicago.edu/benefits/).

Questions and concerns should be presented to the Human Resources Coordinator in the Business Office (2-7316).

FOR NEW TEACHERS: You have 31 days from September 1st (the start of the academic year in which you begin working at the Laboratory Schools) to sign up for these benefits. Failure to sign up within the 31 days means that you would not be allowed to sign up until the open enrollment period which begins in November. Then you would be without benefits until the following January.

FOR TEACHERS WITH A CHANGE OF LIFE EVENT (birth of a child, marriage, etc.): You have 31 days from the date of this event to change your benefits through the Human Resource Office. Failure to do so within that 31 days will mean that you have to wait until the next open enrollment period in November for the change in benefits to take place the following January.

Any changes for benefits coverage, including changes during the Open Enrollment period, should be made through the University of Chicago Workday website (the same one for paychecks – see below). [https://workday.uchicago.edu](https://workday.uchicago.edu)

More details on each of these benefits shown below can be found at the University’s website at [http://hr.uchicago.edu/benefits/spds/](http://hr.uchicago.edu/benefits/spds/). Highlights of the benefits plan include:

- The Contributory Retirement Plan (CRP) for full-time faculty and highly paid administrators and the Employee Retirement Income Plan (ERIP) for regular staff and part-time benefits eligible faculty are provided by the University to pay you an income when you retire.
- If you choose, you can also contribute to a separate tax-deferred annuity plan that provides you with additional retirement income.
- The University of Chicago offers educational assistance for you and your family at the University of Chicago.
- You can choose from among several group health insurance plans that offer different levels of coverage and varying levels of personal choice.
- You can use Flexible Spending Accounts to set aside tax-free dollars for medical expenses not covered under your health insurance and/or dependent care expenses that are necessary for you to work.
- The University also offers free basic life insurance with an option to purchase low cost additional protection.
- If you are physically unable to work, the long-term disability plan may provide income to you and your dependents.
- The Personal Accident Insurance Plan covers accidents which cause death or dismemberment to you or your dependents. The University also provides a business travel insurance plan at no cost to you.

**Important:** The costs of insurance plans are subject to change upon due notification.

**Professional Development**

As part of the collective bargaining agreement between the Laboratory Schools and the Faculty Association, full-time faculty members will receive pay for scheduled professional development days and may request funding to defray the cost of specific professional
development activities. Additionally, professional development funds will be established and teachers may request from their chairs, principals, and/or Director, payments from that fund to defray the cost of specific professional development activities, including, but not limited to, courses at the University of Chicago or elsewhere. The Office of the Educational Program informs all teachers of many opportunities for professional development. This information is distributed to the faculty via email. Often there are time constraints on signing up for these opportunities and for securing funding from government sources. There is a form to complete from the Education Program office to request such funding and time off (copy in the FORMS section). The staff in that office can assist you in completing the form. In considering requests for paid professional development days or professional development funding, the Administration shall take into account, within available resources, the educational needs of the teacher as well as those of the Schools.

Funds for Professional Development

Each principal has $200 for each teacher and $75 for each assistant teacher to cover professional development. Reimbursement for some or all expenses above the $200 incurred by teachers who attend conferences and meetings may be available. Teachers who want to be reimbursed for such trips should apply in advance to the Principal.

Money from government title funds is also available for some conferences or workshops some of which take place during the school year and some of which take place in the summer months. Many of these opportunities are announced via email through the Education Program Office. Again, the secretary in that office can assist in completing the necessary forms for this title money. Some of the current opportunities can be found on the Lab Schools’ website.

Funding Support for Summer Curriculum Development

The announcement for proposal submission occurs in early spring. There are some sources of funding available for summer curriculum work. Requests must be accompanied by forms available in the Associate Director’s for the Educational Program Office. The number of grants available is limited, so early application is recommended.

Educational Assistance

Full-time teachers at the Lab Schools are eligible for three types of educational assistance benefits:

- Half tuition for a maximum of one course per quarter at the University during Fall, Winter and Spring quarters. If you are under contract to return to the Lab schools as a full-time teacher for the following September, you may take up to three courses during the Summer quarter with a 50% reduction in tuition. Undergraduate level courses are exempt from income tax withholding. Graduate level courses will be subject to tax withholding unless the courses taken meet the “job related” standards as defined by the IRS. The “Statement of Job Related Tuition Remission Under Income Tax Regulation 162” must be attached. Copies of the tuition remission application form for U of C classes and the required statement can be found in the FORMS section in the back of this handbook.
- Half tuition for children who attend the University as undergraduates.
- Teachers whose children attend the Laboratory Schools will pay annually 15% of Laboratory Schools portion (calculated at 15% of the full-day tuition averaged across all divisions) for their oldest child. Teachers whose oldest child attends half-day nursery will pay 15% of the Laboratory Schools portion of the half-day tuition. You must apply for educational assistance for children who plan to attend Lab. An application for
benefits may be obtained from the Registrar, BL S101. The application plus a birth certificate of the prospective student must be submitted to the Human Resource Services, Benefits Office, 6054 S Drexel, 1st Floor.

Assistant Teachers employed full-time (100%) are granted half tuition remission for a maximum of one course per quarter at the University of Chicago during the Fall, Winter, and Spring Quarters and half tuition remission for children who attend the Laboratory Schools. Teachers who work part-time but at least half-time are granted half tuition remission for a maximum of one course per quarter at the University of Chicago.

**Child Care**

The University has an on-site childcare facility. Information about this program for children age infant to five years old can be found at http://hrservices.uchicago.edu/benefits/healthwelfare/childcare.shtml

**Paychecks**

Faculty are paid on a monthly basis. Monthly-paid employees are paid on the last working day of each month.

The University has initiated a paperless payroll distribution policy. An employee may elect to be paid by one of two methods: by direct payment into the employee’s bank account or by payment to a University pay card which will act very much like an ATM card allowing recipients to access their pay for purchases and through ATM withdrawals. All employees are able to view pay stubs through the Work Day website at https://workday.uchicago.edu. Staff in the Business Office can assist you in signing up for direct deposit.

**Extra Service Payments**

Extra-service payments are guided by terms of the Collective Bargaining Agreement (“the Agreement”) outlined in Article XII and paid via the monthly payroll. Four payment categories of extra-service/supplementary positions exist: event/season-based, yearlong, athletic coaching, and chaperoning.

The different ways in which these are paid and faculty members’ responsibilities in the payment process are outlined here.

**Event/Project-based**

Positions that culminate in the production of an end project or event (e.g., MS yearbook, Renaissance, etc.) are paid at the conclusion of the project or event. In order to begin the payment process, faculty members are expected to request payment at conclusion of the season or upon completion of the project. This request is to be made via email of the school secretary in which the project or activity’s students are enrolled. For example, a High School teacher responsible for the Middle School Yearbook, requests payment with the Middle School secretary.

**Yearlong**

Faculty members that fill yearlong extra-service positions (e.g., Computer Science department chair, Academic Team Coaches, Mentors, etc.) will be paid three times during the year. These payments are scheduled for payment at the end of December, March, and June and require no action on the part of the assigned faculty member.
**Athletic Coaching**

Coaches in the Middle School or High School Athletic Programs and the Dance Team Coordinator are paid during the season that they coach. No action is required by a coaching faculty member to ensure payment.

**Chaperoning**

Several forms of paid chaperoning exist within the Agreement. The number of events for which paid chaperones are required is varied and numerous across the Schools.

To ensure a faculty member is paid, the member is expected to follow any procedures noted in Article XII of the Agreement (e.g., seek advance approval of the teacher's principal) and, upon conclusion of the chaperoning activity, report it to the responsible office within the sponsoring school. For example, if a teacher chaperoned an overnight Model UN trip, the teacher is expected to request via email payment from the High School Dean of Students Office. If a faculty member has received an email from the office responsible for the program confirming payment processing for the chaperoning activity the faculty member does not need to make a request.”

**Address and Information Changes**

Faculty and staff can and should change their contact information (address, phone number, etc.) as well as their federal and state tax withholding information at the WorkDay website. Again, go to [https://workday.uchicago.edu](https://workday.uchicago.edu) and view your options.

**Collective Bargaining Agreement**

The Collective Bargaining Agreement between the University of Chicago and the Faculty Association of the University of Chicago Laboratory Schools of the American Federation of Teachers, Local 2063 (AFL-CIO) July 1, 2015 – June 30, 2019 is included in the pocket of this handbook. It is also available on the faculty/staff portal of the Schools’ website.
14. FORMS & MAPS

Samples of the most common forms used by the Laboratory Schools faculty are included in the back of this handbook in the FORMS section.

Floor diagrams of the Laboratory Schools buildings are also included there. Broad detail maps of the University of Chicago campus and the surrounding neighborhood can be found at http://maps.uchicago.edu/pdfs/campus.pdf.

Here is a diagram of the traffic flow for drop-offs and pick-ups at Earl Shapiro Hall.

Earl Shapiro Hall Dropoff/Pickup

Suggested Drive from Historic Campus to ESH

From Kenwood and 58th

From Blaine Hall
15. SCHOOL HOURS AND TUITION

Daily Schedule Arrival/Dismissal Schedule
The school day is considered over at 4:00 p.m. Activities should generally be over by that time (except for athletic practice, after-school programs, and special events). If a teacher anticipates keeping students beyond that time, their parents and the Principal's Office should be notified.

Indicated below are individual school starting and ending times. Middle School and High School class schedules are located in Appendix.

Schedule of Tuition 2016-17 School Year

- Nursery (Half Day) $20,238
- Nursery through Grade 5 (Full Day) $28,712
- Grades 6-8 $30,750
- Grades 9-12 $32,106

Fees are included in the tuition figure. Fees cover some snacks for students in the lower grades, classroom materials, activities, gym, high school publications, college placement materials, mandatory class retreats and trips, and graduation as appropriate by grade level.

Not included are the costs of books in Grades 6 through 12, the purchase of gym clothes in Grades 5 through 12, or special field trips.
16. PURCHASES, EXPENSES, AND REIMBURSEMENT

Lab Purchase Request System

The purchase request system may be used to request goods or services from vendors with whom the Business Office has established purchasing accounts. Generally, supplies and equipment for school use should be purchased using this system. It allows you to deal with established vendors who offer favorable service and pricing (including tax exemptions) to Lab, and to buy things without having to pay out of pocket.

The Lab Vendor Directory lists all vendors currently available to receive Lab purchase orders, along with preferred non-PO vendors. It is updated frequently; the live version may be found here:

https://docs.google.com/a/ucls.uchicago.edu/spreadsheets/d/1ztpK1rfOx21u66Pj8tk5w8Pk6sjK6tqT1RGXlM7y1k/edit?usp=sharing

To enter your purchase request, log in to the purchasing system with your Lab website credentials, and follow the instructions. The login page may be found here:

http://labvm5.ucls.uchicago.edu/fmi/iwp/res/iwp_auth.html

If you received a quote from your vendor, please attach it to your purchase request, or email it to purchasing@ucls.uchicago.edu. Often the vendor will request a copy of the quote to accompany our purchase order.

The Director of Finance reviews your purchase request. Upon approval, a purchase order is generated and sent to the vendor. Next, the vendor delivers your order and sends an invoice directly to the Business Office. Finally, once you verify that you received your order and found it satisfactory, the Business Office processes the invoice and generates a payment that is sent to the vendor.

e-Payment System

The University of Chicago Financial Services administers the e-Payment system. It should be used to pay:

- Independent contractors
- Travel and incidental expense reimbursements to non-employees who visited Lab
- Vendors not listed in the Lab purchase request system
- Any bills requiring payment to an address outside the U.S., or in a currency other than U.S. dollars

Proper documentation must be attached to the e-Payment request for the payment to be generated. Invoices or receipts with complete purchase details are acceptable. Additionally, if the vendor is not in the University’s vendor list, it must submit the proper vendor identification forms (in most cases a W-9 and a questionnaire). The Business Office can assist with obtaining the proper documentation from the vendor.

Traveling on Lab Business

Lab will reimburse you for most expenses you incur while traveling on Lab business, whether with faculty and staff, students, or on your own. Reimbursements are facilitated through the University’s GEMS system, which is explained in more detail in the next section.

If you are traveling to a professional development conference, your trip should have been requested on a Professional Development form and approved by the appropriate administrators. This form will reflect the total amount of funding approved for your trip. You may not be reimbursed for expenses exceeding the approved amount.

If you are leading an out-of-town or overnight group trip, whether your group is fellow faculty and staff or students, you must complete a Group Travel Profile and submit it to the
Director of Finance in the Business Office for approval. Your profile is automatically sent to Tower Travel, the University’s preferred travel agent, upon approval. A representative from Tower will contact you to work out the details of your itinerary after receiving the approved profile from the Business Office.

Please follow these general guidelines when making travel arrangements on Lab business:

- If you are booking travel for yourself, use the widget located on the left side of the GEMS home screen (the landing page when you first log in). The widget automatically applies the University’s discounts with its preferred carriers.
- Tower Travel is available to assist with making travel arrangements for yourself or a guest you invited to visit Lab. You may engage Tower by completing a Single Use Travel Profile form and sending it to the Business Office for the Director of Finance’s approval. After receiving the approved profile, a representative from Tower will contact you or your guest directly to finalize the itinerary.
- If you rent a car, do not purchase supplemental insurance. You are covered under the University’s insurance policies when you travel on Lab business, so this coverage is not necessary. You will not be reimbursed for any supplemental insurance you purchase.
- When you check out of your hotel, remember to obtain a copy of the hotel bill. The bill must show a zero balance to be accepted for reimbursement.
- Meals you eat while you are traveling may be reimbursable under the guidelines described in the GEMS section below.

**GEMS Expense Reimbursement System**

If you must pay for a school-related expense out of pocket, you may submit an expense report using the University’s GEMS system and obtain a reimbursement. Middle School and High School faculty submit GEMS expenses according to the process listed below. N/K, Primary, and Lower School faculty submit their GEMS expenses to their division secretary.

You may access GEMS by logging in with your cNet ID here: [https://gems.uchicago.edu/login/auth.php](https://gems.uchicago.edu/login/auth.php)

The system allows you to delegate access to your school secretary or any other University employee you wish. However, remember that you are ultimately responsible for ensuring the accuracy, completeness, and timeliness of your reimbursement requests.

Upon submission, the Business Office will review your request. If approved, you will receive your reimbursement the same way you receive your paycheck (most likely via direct deposit) on the biweekly pay date corresponding to the biweekly pay period in which your request was approved. (In other words, your reimbursement may not always be paid at the same time as your paycheck.)

Please remember the following guidelines when using GEMS:

- **The Business Office reserves the right to reject any reimbursement requests for purchases that are more than 90 days old.**
- **Save all your receipts!** All GEMS submissions must include proper documentation. At a minimum receipts must include: Vendor name and address, purchase date, amount and tender of payment, and a description of items purchased.
- **Do not submit copies of bank or credit card statements.** These are not valid backup documents because they do not detail the goods or services you purchased. If you lose or are unable to obtain a receipt, you must add a comment to your expense report explaining your purchase in as much detail as possible, including the phrase “I have not and will not be reimbursed from any other source.”
For restaurant meals taken on Lab business, submit BOTH the itemized bill listing food and drinks purchased AND the customer copy of the credit card signature slip, if separate. Know the distinction between the Business Meals and Travel Meals expense categories:

**BUSINESS MEALS**

When submitting an expense as a Business Meal (30xx):

- Always record the number of attendees, including yourself. **If you are the only attendee, you may NOT submit the expense as a Business Meal.**
- For 10 or fewer attendees, you must list each individual attendee’s name and position/status at the University. For individuals not affiliated with the University, list their titles and the institutions they represent. Also mention the nature of University business discussed at the meal.
- If the number is more than 10, you can use a descriptive group name instead of listing everyone individually. For example, “Boys Swim Team Season Kickoff Lunch” would suffice.

**TRAVEL MEALS**

If you are traveling on University business and your final destination is more than 50 miles from campus, you can expense a meal you eat on your own as a Travel Meal (71xx).

- As long as your final destination is outside the 50-mile radius, you can be reimbursed for any meals you eat on your way there and back. For example, if you buy a sandwich at the Potbelly inside the terminal at Midway Airport before boarding a flight to Denver, you can be reimbursed for that sandwich. Even though you are physically less than 50 miles from Hyde Park, this is just a stop on your way to your final destination, which is well outside the radius.

**Collecting Reimbursements from Lab Families**

Some purchases, such as the price of admission to a museum paid in conjunction with a field trip, may be reimbursable from Lab families. (Typically Lab funds the cost of the bus or other ground transportation used on field trips.) The Business Office uses the FACTS system to bill families for incidental school expenses.

If you have incurred, or know you will incur, an expense that should be billed back to participating families, you should send a billing file to the Business Office as soon as possible once you have the final amount and list of students you will charge. The billing file includes key pieces of information such as the student ID number, amount to bill, date and description of the event or item, and account number to credit. The Business Office can provide a blank template of the file, but it is your responsibility to send a completed file, including student ID numbers, to the Business Office in order for charges to be properly posted. In The N/K, Primary, and Lower Schools, the secretaries can help process FACTS billing.

FACTS billings are issued on the 15th and the last business day of each month year-round. Families typically have 30 days to pay their FACTS invoices before incurring late fees.