Please Note: The Handbook is currently under review and revision for the purposes of clarity and ease of use. Modifications are included in this edition. All U-High Families will be notified when the updated Handbook is complete and available on the School’s website. The rules and policies in this edition of the Handbook remain in effect until such notice.
The educator's part in the enterprise of education is to furnish the environment which stimulates responses and directs the learner's course. In the last analysis, all that the educator can do is modify stimuli so that response will as surely as is possible result in the formation of desirable intellectual and emotional dispositions. ~ John Dewey

PHILOSOPHY/PURPOSE OF THE LABORATORY SCHOOLS

As we enter our second century of commitment to educational excellence, The Laboratory Schools remain firmly committed to an academically strong and broad college-preparatory curriculum, enriched with a wide range of co-curricular activities. Every student is viewed as an individual, unique in his or her combination of developmental readiness, culture, lifestyle, learning style, temperament, and special talents. We assist and encourage each student to meet his/her potential for making a positive contribution to a larger society in a safe and caring environment. The following paragraphs help frame the philosophy of the Schools.

The Laboratory Schools provide a rigorous, creative, well-rounded education for our geographically, economically, racially, religiously, and ethnically 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 different developmental stages, and bring with them different lifestyles and cultural backgrounds. Students do not learn simply by exhortation but through active participation and the schools provide an active community of students and teachers, responsible to each other. Every student is a teacher and every teacher is a student. The Schools work in partnership with each parent to support and enhance the learning of each student.

By enrolling a student at the University of Chicago Laboratory Schools, parents are authorizing all members of the faculty to provide their child with the services for which they are qualified. This includes teachers, learning and counseling professionals, and administration.

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

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.

THE HIGH SCHOOL COMMUNITY

The U-High School community supports and develops students to embody the values and ideals expressed in the Laboratory Schools’ mission statement. One way that we cultivate an “enduring spirit of scholarship” is to expect the highest academic standards and integrity from our students, while they treat one another with respect and kindness.
WELCOME

Dear U-High Students and Families:

Welcome to a new academic year. The 2017-2018 U-High Handbook outlines the School’s academic and behavioral expectations, resources, and requirements, which are designed to create and maintain a daily environment that is conducive to our stated purpose as an academic institution. It is the official statement of U-High School policies and regulations.

Please note that you are expected to be familiar with the content of this Handbook during the term of your enrollment. As part of the Back-to-Lab process, parents/guardians will be required to indicate that they have reviewed this Handbook with their students and understand the expectations set forth. That approval also indicates that students and families will likewise review changes when notified that they have been made. Please note both that modifications are included in this edition of the Handbook and that it is currently under review for further revisions for the purposes of clarity and ease of use. All U-High Families will be notified when the updated Handbook is complete and available on the School’s website. The rules and policies in this edition of the Handbook remain in effect until such notice.

We believe that the success of each student in the U-High community is the shared responsibility of all community members. As a community built on learning, kindness, and diversity, we must work in partnership to communicate, act, and be our best selves. In order for us to create a learning environment that is dignified and productive for all, it is essential that we work from a place of good intention and exercise sound judgment. We, along with the high school faculty and staff, are here to support and encourage you. We invite you to contact us with any questions, concerns or ideas.

All the best for the 2017-2018 school year.

Sincerely,

Stephanie Weber
High School Principal

IMPORTANT CONTACT INFORMATION

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Asra Ahmed, Assistant High School Principal, 773-702-9446
Ana Campos, Dean of Students, 773-834-8084

Attendance: 773-702-9443
Athletics: 773-834-1035
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School begins at 8:00am daily, except for Mondays when it begins at 8:20am. The end time varies as shown above.

Thursday’s assembly period is used for either assemblies or activities. Assemblies or activities scheduled in this period will be mandatory. Do not schedule appointments during this time period without checking whether a meeting or activity which requires your attendance has been scheduled.
HIGH SCHOOL PROGRAM

U-High School offers a rich and varied academic experience beginning with a broad and challenging array of courses. For a complete listing of academic and graduation requirements, please consult the online Program of Studies.

Academic Course Load
A typical load in the high school ranges from four to seven classes per term. The recommended maximum load is seven classes, and the maximum allowable is eight. It is a requirement that you are enrolled in a minimum of four classes at all times. A more extensive schedule as an upperclass student may include courses taken at the University of Chicago, or independent study courses arranged through specific departments. Courses taken at schools other than U-High School (high school or college) are not acknowledged on the official U-High transcript. However, you may request to have this information accompany the official transcript. These courses may also be considered in determining course placement, but will not be included in the your grade point average.

Summer School Courses
Limited course offerings are available during the summer at U-High School. If enrolled in the Summer Lab program earning high school credit, the handbook from the prior academic year applies. Only course credits earned at the U-High Summer School will be included on the U-High School transcript and in the computation of the grade point average.

University Courses
Juniors and seniors may take undergraduate courses at the University of Chicago with the approval from the High School Principal and the Dean of Students in the College. These students have usually completed the high school departmental course sequence and show a special aptitude or motivation for beginning the college sequence. These courses are not included in your grade point average or on the official high school transcript. You may not take more than two (2) University courses per quarter, and no more than six (6) over the course of your high school tenure. Requirements and the registration can be found on the class pages on Schoology.

If your final exam day/time in your UChicago course will conflict with one or two of your classes at U-High, you will need to complete and timely submit a Pre-Arranged Absence form in order to communicate with both your teachers and the attendance office as to the reason for your absence.

Registration and Scheduling
Registration for classes for the following academic year starts Winter Quarter. Program of Studies are available before registration to allow you to discuss course choices with your counselor, advisor, teachers, and parents. Your planning should take into account graduation requirements and other personal commitments such as overall course load, individual outside pursuits, and involvement in extra-curricular or athletic activities. Registration occurs on-line via your student PowerSchool account.

Grades and Other Progress Reports
Your progress in your courses is reported in letter grades of A, B, C, D, or F, including gradations of "plus" or "minus." Grades are assigned, recorded, and made available in PowerSchool at the end of each quarter. The grade reports released in June show the grades assigned during each of the three quarters, as well as a final grade for each course completed. Only the final grade is the grade of record on official school transcripts. In quarter-long classes, the quarter grade is the final grade of record.

In order to assist you in understanding how you are doing in your classes, Midterm Progress Reports are released quarterly via PowerSchool. These reports share information from the your teachers regarding quality of work and special areas of strength or challenge. Inquiries about missing grade reports should be directed to the High School office. Teachers might also send home, at any time, Interim Reports of
your progress in class.

Grades of "I" (incomplete) are sometimes assigned if you do not meet obligations for a class. These obligations must be resolved during the first four weeks of the quarter following a grade of incomplete, or within a time specified by the teacher. Failure to resolve the incomplete will result in a grade of F unless other arrangements have been made with the teacher.

**Course Withdrawals**
If you withdraw from a year-long class prior to the end of the tenth week of fall quarter, you will have no notation of that class on the transcript. You have to complete an Add/Drop form and have it signed by your parent, teacher, and give it to your school/college counselor. If you drop a class at any other time during the academic year, you 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 any quarter.

**Absence Withdrawals**
If you have excessive absences in a class, you may be dropped from that class and receive a WA (Withdrawal Absence) and no credit.

**Changing Schedules and Adding Classes**
Each Spring Quarter when the schedule for the following year is released there is a period of time where counselors can make schedule changes. There is an additional period at the end of August and during the first two weeks of school when schedule changes are permitted. Schedule changes are best done as early as possible. If you wish to add a class to your schedule, you must do so within the first two weeks of the fall quarter. You should check first with your school/college counselor. Some courses will require the consent of the teacher before a change may be made. Course changes that require an acceleration of placement level in a course must receive consent of that academic department. No change may be made in English Electives without prior consent of the English Department.

**Grade Point Average**
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. Grade point averages are based on all of your academic year and summer courses taken at U-High School in which letter grades are earned. Computation is based on a simple 4.0 scale. This GPA scale is included on the transcript:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.66</td>
</tr>
<tr>
<td>B</td>
<td>3.33</td>
</tr>
<tr>
<td>B-</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.33</td>
</tr>
<tr>
<td>C-</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.33</td>
</tr>
<tr>
<td>D-</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Grades and credits earned at another high school are included on a separate transcript and do not count towards GPA.

Class rank is not reported to colleges. The school sends only your transcript and the school profile to the colleges. On the school profile the entire GPA range of the graduating class and the mean GPA are reported. Specific class ranks are shared only in special instances when required (i.e., a scholarship application).

**Academic Probation**
Students are placed on academic probation when they earn two or more Ds or a single F in any given quarter. Being placed on academic probation serves as a strong signal that the student is in need of stronger academic/social/emotional support. If placed on academic probation, you will be asked to attend
a meeting with the Principal, or designee, to implement additional support systems that will need to be put in place. Academic probation may result in a full staffing being scheduled, or in your parents being invited to a meeting. Two quarters on academic probation may mean the administration will inform the student/family that the student will not be allowed to enroll at U-High School for the following academic year and will be asked to enroll elsewhere.

Advisory
U-High School’s Advisory program aims to nurture the whole individual, operating on the premise that a U-High student is more likely to succeed with a strong network of support and a committed adult advocate within the school. At the heart of the program is your relationship with your advisor your advisory group, cultivated throughout your four years of high school. Advisory supports the personal and academic progress of each student while also fostering a sense of community within the advisory group and beyond. Its safe, non-evaluative setting provides some balance to the rigorous academic demands of the U-High experience. Advisory also provides a forum for students to pursue developmentally appropriate topics and questions that are not part of the regular curriculum; the school’s counselors facilitate these discussions. The advisor is not a counselor, but works closely with the Learning & Counseling Department. Attendance during advisory period is expected as it is for class periods.

Early Graduation
There may be instances when early graduation is appropriate for a student.

Students who wish to graduate in fewer than four years must:
• Have earned a total of 21½ credits and satisfied all departmental requirements.
• Meet with the High School Principal and college counselor to discuss the advisability and possibility of early graduation preferably one year prior to the anticipated graduation date.
• Schedule a meeting that includes the student, parents, High School Principal, and the college counselor to develop and discuss a plan of action.
• Understand that early graduation does not exempt a student from disciplinary consequences imposed prior to their decision to graduate or graduation occurring.

*Once a student is no longer registered, he/she may no longer participate in extra-curricular activities or attend school events.*

Early graduates are expected to inform their college in advance of their intent to graduate early. They are expected to fulfill all of their intended college’s admission requirements. It is important to remember that U-High School’s graduation requirements and some college’s admission requirements may not always be the same.
Communication with Teachers
The relationship between student and teacher lies at the core of the Laboratory School’s mission and for that relationship to thrive; teachers and students must embrace the common value of mutual respect. Parents/guardians, too, play a role in the student-teacher relationship and, to that end, Lab views teachers and parents/guardians as partners who share a commitment to maximizing student academic and personal growth. Because part of our educational mission is to foster self-sufficiency, the Laboratory Schools encourages you to become an effective self-advocate in getting your learning needs met. If you encounter issues with class work or feel you have been treated unfairly, you should first attempt to raise and address the concerns directly with the teacher and not through an intermediary like another student or a parent/guardian. To advance this commitment to direct communications, School and College Counselors are always available to advise and support you as you encounter challenges inside and outside of the classroom, and along with another trusted adult in school, can facilitate and attend student-teacher meetings, with the understanding that you are expected to play a central role in communicating about the concern and working toward a solution.

The following steps should be taken by any parent/guardian who feels that his or her child’s initial contact with the teacher was not satisfactory, or if concerns remain:

- When a parent/guardian has concerns about a teacher’s work with his/her student, the parent/guardian should contact the teacher in question to make an appointment to talk about the concerns.
- If the concerns are not satisfactorily addressed, the parent/guardian or teacher may wish to invite the department chair into the conversation to help facilitate resolution of the concerns.
- A teacher, department chair or parent/guardian may also invite the appropriate counselor to discuss the matter together. The counselor will be able to assess the situation and offer advice and a plan of action, while still keeping sensitive matters confidential.
- Some concerns may be shared with a school administrator, who will set up a meeting at which s/he, the parent/guardian, and the teacher discuss the matter and seek resolution. In those rare cases where it is inappropriate for a parent/guardian 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/guardian.
- A parent/guardian who believes s/he or their student is being retaliated against for bringing a concern forward should immediately bring the concern to the attention of the Principal.

Balancing Multiple Tests/Papers/Projects in a Day
A high school workload can, at times, be challenging. If you find yourself in a situation where you have three (3) tests/papers/final projects assigned for the same date and you are concerned about the workload, please talk with your school or college counselor or advisor. They may advise you to consider approaching the teacher of the last assigned item to ask for a reasonable extension. Students may also request extensions for work around major religious holidays. If you elect to make this request of your teacher, it is necessary for your approach to be professional and respectful in how you ask, that it is requested at least one day in advance of the date, and that you complete the work by the arranged deadline. Realize that a “reasonable extension” might be only one day.

DEPARTMENT OF LEARNING AND COUNSELING
The High School Learning and Counseling Department, composed of School Counselors, College Counselors, and Learning Coordinators, in accordance with the University of Chicago Laboratory Schools’ mission statement, actively works to create an environment that fosters health, scholarship,
confidence, cultural competence, and compassion among every student. Through developmentally appropriate measures, counselors support growth in the academic, career, and social-emotional/personal arenas and collaborate with teachers, parents/guardians, administrators, and outside support professionals to promote success, meet individual needs, and prepare students to lead fulfilling lives as responsible members of society.

The Department of Learning and Counseling offers a variety of services to students, parents/guardians and faculty. These services include, but are not limited to:

- Addressing the social-emotional, cognitive, academic, and developmental needs of all students
- Providing individual counseling or group guidance activities
- Counseling parents to help them support the personal, academic and vocational well-being of their children
- Consulting with parents/guardians, advisors and classroom faculty on developmental issues that affect students in the family, classroom, or school community
- Providing career development and counseling
- Helping students plan for college success
- Providing crisis intervention within the school setting
- Making appropriate referrals to outside agencies when necessary
- Developing individual post-secondary plans for students

Ethical Standards and Practices
The Learning and Counseling faculty and staff adhere to the ethical principles stipulated by relevant professional organizations. These include the American Counseling Association (ACA), the American School Counseling Association (ASCA), the American Psychological Association (APA), the Learning Disabilities Association of America (LDA) and the Council for Exceptional Children (CEC). As members in good standing of the National Association for College Admissions Counseling (NACAC), the college counselors follow the standards specified in its Statement of Principles of Good Practice. These principles guide them in their interactions with students and families around issues of confidentiality, the college application process, and student records.

Learning and Counseling Faculty

School Counselors
School Counselors assist with any questions about a student’s intellectual, emotional or social well-being, as well as academic concerns and schedule changes. Students are assigned to the same School Counselor for all four years of high school.

Learning Coordinators
Learning Coordinators assist all students and faculty with questions about learning differences, academic accommodations, or any other learning issues that may be affecting a student’s academic performance. The Learning Coordinators manage the application process to obtain accommodations on the college entrance examinations, such as the SATs and ACTs. Students are assigned to the same Learning Coordinator for all four years of high school.

College Counselors
The College Counselors assist juniors and seniors in the high school-to-college transition process. The department maintains information about colleges, admission trends and policies, college fairs, and financial aid and scholarship opportunities. Formal work with students and their families begins in the junior year. However, appointments to discuss college options may be made at any time. Families are informed of their College Counselor assignment late in the Autumn Quarter of the junior year. It is expected that students and parents will make an appointment and meet with the assigned College Counselor.
College Counseling Services
Throughout junior and senior years, the College Counselors offer a wide range of services for students and their parents, including: classroom seminars on the college admission process, accounts on Naviance (a college and career readiness service that provides students with college planning tools), college nights, individual and family appointments, frequent communications through e-mail, lists of college visitors, and other resources. The University of Chicago Laboratory Schools is a member of the National Association for College Admission Counseling (NACAC), the College Board and the Illinois Association for College Admissions Counseling (IACAC).

College Representatives’ Visits
Over one hundred college representatives visit U-High each fall during class periods to talk about their schools and meet U-High students. The times and places for these visits are posted in Naviance and in the Learning & Counseling office. Seniors sign up to attend through Naviance, and may attend a reasonable number of visits (typically four is viewed as reasonable). Seniors who will miss class periods must get the permission of their teachers at least two days in advance; the teacher may grant permission at his/her discretion. Juniors may attend these meetings only if they have a free period. Attendance at these visits counts as an absence. When determining which sessions to attend, seniors should be aware of the attendance policy for U-High. If a senior cannot attend a particular session, they can obtain from the Learning & Counseling office a personal data sheet and complete it for the representative ahead of time.

Junior/Senior College Workshops
The College Counselors provide workshops for juniors and seniors throughout the school year on topics related to the college admissions process and transition to college. Students are expected to attend any workshops that are scheduled for them. Missing one of these sessions counts as an absence.

Disclosure of Disciplinary Action to Colleges
Institutions of higher learning are increasingly concerned about the physical and emotional safety and well-being of their enrolled students, the protection of school property, and academic integrity. As a conduit in the high school-to-college transition process, the Laboratory Schools has an ethical responsibility to the future college communities of our graduates. Colleges and Universities want to be the arbiters in determining how serious a student’s behavior has been. Therefore, they require all serious disciplinary actions be reported; high schools to decide what to report. Consequently, the Dean of Students informs the College Counselors of all serious disciplinary actions (suspension and expulsion). This information will remain with the College Counselors during a student's high school tenure. The College Counselors will disclose all serious disciplinary action incurred during a student's high school years, through graduation day, as well as offending behavior that warrants a legal or ethical duty to warn a college community of potential harm to person or property. The information shared will be the date(s) of the event, a description of the offending behavior, the action taken by the Administration, and the date(s) and duration of the suspension or expulsion. The information will not be contained in a student's letter of recommendation, but in a separate statement written by the College Counselor about the offense(s).

Seniors are required to inform their College Counselors about any incident(s) that have resulted in serious disciplinary action, and to write and send an explanatory statement to the colleges to which they will apply. This letter should describe honestly and accurately the events leading to the discipline, as well as the lessons learned from the consequences. The statement should indicate whether any missed classes or a drop in grade will affect graduation eligibility. The College Counselors can assist students with writing this letter and will compose a separate letter on behalf of the school explaining the events. It is up to the college admission offices to decide what actions they will take, if any. Possible consequences include no action, a warning, a probationary period, or revocation of an offer of admission.
Should the offending behavior occur after application has been made to college, the counselor and the student will send written statements to all colleges which are either considering or have already rendered an admission decision. If a student has submitted an enrollment deposit, only that school will be notified.

The College Counselor’s disclosure does not supplant a student’s responsibility for honest admission of all serious offenses. Applicants must be truthful in all areas of the college application process. Providing false information, disciplinary or otherwise, may result in a student’s being withdrawn from consideration, being denied admission or losing an admission offer.

**Learning Coordinators**

In addition to consulting with all U-High students and faculty who may have questions and concerns regarding learning differences and how these differences may affect academic performance, the Learning Coordinators also act as internal case managers for students with documented learning disabilities. These clinically trained professionals provide information and support to students, parents/guardians, and faculty regarding accommodations and interventions. The Learning Coordinators:

- Make appropriate referrals to outside clinicians for assessments, or to outside service providers for interventions;
- Consult with counselors and the Director of Student Services regarding appropriate accommodations for students with diagnosed social-emotional, developmental, or medical challenges;
- Conduct learning-related staffings, which may include parents/guardians, outside service providers, faculty, counselors, advisors, and administrators;
- Recommend internal or external support services that may benefit students;
- Observe classroom activities to gather student data in order to provide academic support for students and faculty;
- Provide in-service support for faculty regarding specific learning issues, and new, relevant research findings;
- Request formal testing accommodations from ACT and the College Board for ACT, PSAT, SAT, and AP examinations; and,
- Offer one-to-one support to address difficulties with organization and executive functioning, demonstrate efficient note-taking strategies; foster self-advocacy; facilitate the implementation of approved accommodations; serve as a student advocate when necessary, model self-advocacy behaviors for students; offer regular academic consultation; and provide guidance for academic scheduling in consultation with school counselors and college counselors.

**Guidelines for Accommodating Students with Disabilities**

Firmly committed to its program of strong academic and broad college preparatory curriculum and wide-ranging co-curricular activities, the Laboratory Schools views every student as an individual, unique in his or her combination of developmental readiness, culture, lifestyle, learning style, temperament, and special talents. We assist and encourage each student to meet his/her potential for making a positive contribution to the larger society in a safe, caring environment.

The Laboratory Schools does not have a comprehensive program oriented wholly toward educating students with disabilities, but we strive to support the academic and personal needs of each student. We are committed to helping those with learning needs become full participants in the life of the school. The usual standards of judgment and assessment of the student’s overall academic performance apply in all cases. Neither the Laboratory Schools nor the students concerned are well served by applying special or lesser standards of evaluation.

The Laboratory Schools strives to accommodate students with documented disabilities. Such accommodations are reasonable and appropriate to the circumstances, confer equal opportunity on the
disabled students, and do not infringe on the essential requirement of, or fundamentally alter, the students’ program or the Laboratory Schools’ mission.

The Laboratory Schools follows the policies and guidelines consistent with those adopted by the University of Chicago: In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago’s Policy on Harassment, Discrimination, and Sexual Misconduct, please see: http://harassmentpolicy.uchicago.edu/page/policy.

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Sarah Wake, Assistant Provost and Director of the Office for Equal Opportunity Programs. Ms. Wake also serves as the University’s Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Wake by emailing swake@uchicago.edu, by calling 773.702.5671, or by writing to Sarah Wake, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 510, Chicago, IL 60637.

**Process for Requesting In-School Accommodations**

Requests for accommodations should be addressed to the Director of Student Services and the student’s High School Learning Coordinator. The High School Learning Coordinator will review the documentation and determine what intervening strategies and accommodations are reasonable and appropriate. Reasonable accommodations should be supported by a current educational, psychological, and/or neuropsychological evaluation (completed within three years of the request for accommodations), diagnosed learning challenges, and evaluator recommendations based upon areas of identified disability.

The Learning Coordinator will discuss the strategies and accommodations that are to be implemented with the student (as appropriate), his/her parents, as well as those faculty and staff members involved. This information will be used to assist in working with the student and will be handled with sensitivity and discretion. It is the responsibility of the Learning Coordinators to oversee the implementation of the recommended accommodations.

Should the student and/or the student’s parents/guardians object to the interventions determined to be appropriate and reasonable at the school division level, an appeal may be taken to the Principal and Director of Student Services who, in collaboration with the Director of the Laboratory Schools, will render a decision within ten school days from receipt of the appeal. Should the student and/or the student’s parents/guardians believe that discrimination has occurred in the process, an appeal may be taken to the University’s Affirmative Action Officer and Section 504/ADA Coordinator, Ms. Sarah Wake (773.702.5671).

**Evaluation Protocol**

All requests for special academic accommodations must be based upon a current educational, psychological, or neuropsychological evaluation (the last three years). Evaluations must be completed by a licensed/certified examiner not related to the student and should be submitted as soon as possible after the evaluation is completed. The Laboratory Schools does not cover the cost of this evaluation.

The evaluation must assess the student’s verbal and non-verbal learning capabilities, profile areas of strength/weakness, and measure current achievement or progress over a broad range of academic skills. The interpretative summary should include a comparison of the student to national norms. Please contact
the High School Learning Coordinators for a list of preferred tests and assessment domains.

The evaluation must address the student’s diagnosed condition and may include recommendations regarding possible classroom accommodations that, in the opinion of the evaluator, are necessary for the student to able to participate fully in the school program. Each recommendation should include a disability-related rationale.

To the extent concerns exist regarding the student’s impulsivity, distractibility, and/or ability to sustain attention, the evaluation must include behavior rating measurements from the student, parent(s), and teachers, auditory and visual continuous performance data, and applicable standardized personality measures.

A useful reference for students and parents may be found in the Guidelines for Accommodating Students With Learning Differences, available from the Learning Coordinators, Director of Student Services, or by selecting the link in the last paragraph of the Student Services website found at: http://www.ucls.uchicago.edu/about-lab/welcome/student-services/index.aspx

Assessment Coordinator
The Assessment Coordinator organizes and supervises the administration of all standardized testing given in the high school, namely, the PSAT, Pre ACT, AP tests, and testing for SAT and ACT only for those students granted accommodations by the testing companies. If you need an accommodation for a standardized test, please let your Learning Coordinator know as early as possible. The Assessment Coordinator works with the Learning Coordinators to gather the information necessary for making these special testing requests. It is important for you and your parent(s)/guardian(s) to keep in mind that the ACT and College Board agencies grant or deny a student’s request for a testing accommodation, and not the Laboratory Schools. Should a testing agency deny an accommodation request, the Learning Coordinators may be able to suggest considerations for you and your parent(s)/guardian(s) when making an appeal to the College Board or ACT. However, it is your parent(s)/guardian(s) responsibility to appeal denials of accommodations. The Learning Coordinators can provide an outline of appeals procedures.

Standardized Testing
All sophomores and juniors are required to take the Preliminary SAT (PSAT) in the fall quarter. It assesses students’ verbal, math, and writing skills and serves as preparation and prediction for the SAT, used in college admission. The results of the junior year administration are used to determine eligibility for scholarship and recognition programs administered by the National Merit and Achievement Scholarship Programs. Test results usually are available in mid-December. This score is NOT reported to colleges.

In the spring quarter, all sophomores are required to take the Practice ACT that offers insight into their readiness for the ACT and assesses their English, math, social studies, and science reasoning skills. This test serves not only as preparation but as prediction for the ACT. Results are available approximately two weeks later. The score is NOT reported to colleges.

Test results are mailed to the parents/guardians, and school counselors discuss general test interpretation of the exams with students. You are encouraged to discuss your results with your parents/guardians and individually with your School Counselor and College Counselor.

Advanced Placement Examinations
The Advanced Placement (AP) tests are designed for students who have completed college level work in high school classes or who have studied independently for these achievement exams. It is not necessary to be enrolled in an AP or AT class in order to register for a particular AP test. However, you are advised to
consult with the AT teacher of the intended subject for extra guidance in preparing for the test. Although some colleges use AP results to award advanced standing or course credit to entering freshmen, they are not required for admission purposes. (You may choose to self-report exam results on your applications, and should not pay to have test scores sent at the time of application.) Each college has its own policy regarding APs, so you should read the school’s material carefully to see how AP scores are used.

In Winter Quarter the Assessment Coordinator registers students and bills parents/guardians via FACTS the testing fees for the AP exams. AP exams are administered over two weeks in May during the national timeframe for AP testing. Student absences due to AP testing are not considered in the absence thresholds. You will need to complete and timely submit a Pre-Arranged Absence form in order to communicate with both your teachers and the attendance office as to the reason for your absence.

**College Entrance Examinations – SAT and ACT**

Most colleges require that applicants submit results from either the SAT or the ACT for their applications. The ACT measures English, math, reading and science reasoning skills; it also includes an optional essay. (Note: The College Counselors suggest that all students taking the ACT take the writing component. More often than not, colleges will require this section for their admissions testing protocol.) The SAT measures critical reading, math and writing skills, including a writing component, including both objective multiple-choice questions and an essay. Several competitive colleges also require that applicants take one or more SAT Subject Tests, hour-long tests in specific subject areas. (Some colleges may also use these Subject Tests for placement or exemption from basic courses.) You are responsible for ensuring that you have completed each college’s testing requirements before applying. You should consult with your College Counselor and the individual college’s/university’s website for the specific tests required or recommended for application.

We strongly encourage you to wait until late winter or spring of your junior year to take these tests. Many choose to retake them in senior year. However, it can be advantageous to take certain Subject Tests at the end of the relevant course (science or history) in sophomore year or later. You may take one, two, or three Subject Tests in one day; you *may not* take both the SAT and Subject Tests on the same day.

You are responsible for your own registration for all college admission testing. National testing dates, registration deadlines, materials, and other information are available in the Counseling Offices, or on-line at [www.collegeboard.org](http://www.collegeboard.org) or [www.actstudent.org](http://www.actstudent.org).

College entrance examinations are not administered at U-High. National testing centers are listed on the ACT and College Board websites, and are located throughout all of Chicago and the suburbs. (Students who receive pre-approved accommodations by the testing agencies are the exception. The Learning Consultant and the Assessment Coordinator arrange the registration for and the administration of testing in those cases.) The University of Chicago is one of several national testing centers in the Chicago area. Laboratory Schools personnel are not involved with national test administrations.

**Tutoring**

Students wishing extra help with writing and/or math are strongly encouraged to use the free resources available in the Writing Center or by visiting the Math Tutor. The Learning and Counseling Department maintains a list of tutors in various subject areas for students who need extra help. Generally, tutors should be consulted after a discussion among student, teacher, parents/guardians, and counselor to clarify the need for and focus of tutoring services. Teachers cannot make specific recommendations, nor does U-High vouch for any individual tutor’s expertise. It is the parent(s)/guardian(s) responsibility to determine whether the tutor is appropriate for the student. According to school policy, teachers employed at the Laboratory Schools may not act as paid tutors for any student enrolled in the schools. Tutoring is not permitted on school grounds.
Student Records
A student’s cumulative record contains the original application for admission, copies of official correspondence between school and home, academic and disciplinary letters, grade reports, transcripts from other schools, and standardized test results. The school nurse maintains student health records separately and the High School Learning and Counseling department maintains learning evaluations separately. Requests for transcripts to be sent to a third party (a college, insurance agency, or summer program, for example) should be made in writing through the Learning & Counseling department secretary. Students must request transcripts for college applications through Naviance. Parents must sign transcript requests along with the student for all uses besides college applications until the student is 18 years old.

Parents or guardians of students under the age of 18 may review their children’s records and specify others who may examine them. Beginning at age 18, only students may review their records or permit others outside the school to see them. The chairperson of the Learning & Counseling department will arrange a time for the review and a member of that department will be present during any review of a cumulative file. Laboratory Schools’ administrators, teachers, and authorized staff members have access to student records as necessary to carry out their responsibilities. Information from the cumulative file is released to a third party only upon written request to the Registrar from the parent/ guardian or student. As appropriate, the Laboratory Schools will supplement these processes by using the University’s policy on student education records.

LIBRARIES

Pritzker-Traubert Family Library
The high school library is an integral part of the high school educational 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 35,000 volumes of books, as well as other resources such as e-books, print periodicals, audiobooks, CDs, DVDs, and laptops. In addition, the Library has an online catalog and access to many online article databases and reference sources, including all those available through the University of Chicago Library.

Class groups, at teachers' request, receive book talks, library orientation and instruction in the use of resources. Students' and teachers' suggestions for new materials are always welcome.

University Library Privileges
High school students have access to the University of Chicago Libraries starting in the sophomore year. Freshmen may receive access with special permission by asking one of the high school librarians. With this privilege goes the responsibility to follow all of these libraries’ policies and procedures. For material not available in the high school library, students are also encouraged and helped in using public libraries, special libraries, and museum collections in the city.

To be playful and serious at the same time is possible, and it defines the ideal mental condition.
~ John Dewey

THE CO-CURRICULAR PROGRAM

U-High School supports a variety of co-curricular activities affording you opportunities to explore your capabilities, to pursue personal interests, to develop social and leadership skills and a sense of service to others, and to help foster a climate of mutual respect and cooperation conducive to the continued well-
being of the school community. You are strongly encouraged to familiarize yourself with the various co-curricular and extra-curricular offerings and to **GET INVOLVED!**

**Clubs/Groups**
Participation in student government, clubs, special interest groups, and service organizations is open to and encouraged for all students. In recent years, the following groups were active:

**Interest Clubs**
- Anime Club
- Climbing Club
- Fantasy Data Club
- Feminist Club
- Finance Club
- High School Library Advisory Board
- MOOC (Massive Open Online Course)
- Philosophy Club
- Refugee Club
- Stop the Stigma
- UCL S Drawing Club

**Academic Teams/Interests**
- Code at Lab
- Computer Science Club
- Debate Team
- Envirothon
- Ethics Bowl
- Jets/Teams
- Math Team
- Model UN (International Affairs Debating Society)
- Scholastic Bowl
- Science Olympiad
- Science Team
- STEM Club
- WYSE (Worldwide Youth in Science and Engineering)

**Artistic Groups**
- ArtsFest
- Bel Canto (advanced choir)
- InVerse (poetry slam/performance reading)
- Jazz Band
- Theatre (three productions a year, including student-playwright presentations)
- U-High Chamber Music Group

**Cultural Diversity/Social Clubs and Associations**
- Asian Students’ Association (ASA)
- Black Students’ Association (BSA)
- Chinese Language & Culture Club
- DICE (Diversity Initiative and Collaborative Efforts)
- French Club
- German Club
- Italian Club
- Jewish Students’ Association (JSA)
- Latin Club
- Latinos Unidos
- Muslim Students’ Association (MSA)
- Social Justice Week Committee
- Spanish Club
- Spectrum (LGBTQ)
- Young Life

**Service Clubs**
- Green Team
- REACT (Initiate change in community)
- Ready, Set, Grow!
- Red Cross Club
- Ronald McDonald House Club
- Students Against Brain Cancer (SABC)

**Student Governance/Leadership**
- Peer Leaders
- Student Council

**Club Sports**
- Badminton
- Football
- Ice Hockey – co-op with Latin School
- LaCrosse
- Ultimate Frisbee

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*Forming a New Club or Group*

If you would like to organize a new group, you should consult the Dean of Students who will explain the process for establishing your group and provide you with the required form. There need to be at least 10 students who are also interested in being active members, and an identified faculty member who has
committed to serving as a sponsor. All new groups must be approved by the school administration and be registered as an official organization. Groups or clubs that are not approved by the U-High administration are not recognized and are not considered a high school club or group.

**Club/Group Management**
Each year the Dean of Students will ask for club presidents to confirm their club’s status as “active” for the school year. A club must be active in order to be eligible to hold meetings, fundraise, sponsor and advertise programs, and apply for additional funding.

During the first two weeks of each fall quarter an assembly period will be designated for “Club Shopping”. Club Shopping is when groups/clubs inform other students of who they are, what they do, etc. and interested students may sign up to join the club.

Clubs may elect to hold their meetings during lunch periods, Tuesday open period, or immediately after school. Eligible classrooms may be reserved for these meetings in the high school office.

Club leaders are expected to regularly meet with their faculty sponsor so that their faculty sponsor can support and advise them on their efforts. Any club event that takes place after school or off-campus requires the approval of the faculty sponsor and the presence of a faculty member (any faculty member is fine if the sponsor is not available).

All fundraising ideas are to be approved by the Dean of Students in advance of any advertising or outreach. Requests are to be made at least 2 days in advance of when a group wishes to fundraise. Only one club will be permitted to fundraise during a given school period and requests are filled on a first come, first served basis. Groups are encouraged to request far in advance in order to secure their preferred date(s). **Any sales of food (i.e. bake sale) should include the food ingredients for those buying.**

**Advertising/Posters**
All print advertising/posters for meetings/events, programs, deadlines, and campaigns are to be approved by the Dean of Students before being posted. Up to 20 posters may be posted around the high school stairwells and hallways, Café Lab and Judd - but not in elevators. Signs may only be posted on designated bulletin boards in Gordon Parks Arts Hall. Only blue painter’s tape or masking tape may be used. **Duct, scotch, and packing tape may never be used.** The Dean of Students has poster paint and banner paper that clubs/groups may request to use to advertise in Café Lab for large-scale programs. Advertising/posters must be taken down immediately after the event/meeting.

**U-High Theatre**
In addition to the opportunities afforded students to gain experience in theater through the curricular drama courses, you are invited to become involved in theatre on a co-curricular basis. Three productions a year are offered - one per quarter. In the Winter Quarter students are responsible for writing, directing, designing the costumes and producing that production.

**Newspaper and Yearbook**
The school newspaper, the *U-High Midway*, is created through the school’s Journalism program. Students who wish to join the *Midway* staff must enroll in **Beginning Journalism**. Students may continue on the *Midway* staff thereafter.

The school yearbook, *U-Highlights*, is also created through the school’s Journalism program. To join the *U-Highlights* staff, students must enroll in **Beginning Yearbook Journalism**, and be willing to work after school and on occasional weekends. Students may continue on the *U-Highlights* staff thereafter.
Photographers may contribute to the Midway and U-Highlights publications with their photography by enrolling in Photojournalism. Students should come to this class with a thorough understanding of how to use their DSLR cameras well. Each student must have a DSLR camera with an external flash for class.

Student Publications
There are three student publications in which students may become involved. Students interested in working on the editorial board under faculty guidance or in submitting work for possible inclusion in any of the publications should watch for information in the Daily Bulletin on Schoology.

- *InFlame* (history and economics journal)
- *Renaissance* (arts and literature magazine)
- *The Maroon Journal of Science*

Leadership Opportunities

Peer Leaders
The Peer Leadership Program is designed to provide training and experience for a select group of rising juniors and seniors to further develop their leadership skills, as well as provide opportunities to utilize these skills within the Lab School community. The Peer Leadership Program is a two-year commitment, pending a year-end evaluation after the junior year. Junior Peer Leaders work with the Freshman Advisories and Senior Peer Leaders work primarily with the Sophomore Class Advisories. Peer Leaders will transition with the same group of advisees from freshman to sophomore year. Peer Leaders commit to attending weekly meetings during Open Time and an overnight leadership retreat in the summer. Junior Peer Leaders will attend and play a key role during Freshman Orientation and Freshman Retreat, as will Senior Peer Leaders during Sophomore Retreat.

Student Council
Student Council is the student governance body of the high school. Student Council works with the faculty and administration to promote the welfare of the student body, to organize school-wide programs and social activities, and to appropriate and disburse funds for student activities. The Cultural Union is the social activities branch of Student Council that plans all-school parties and dances.

*Executive Officers* - All-School President, Vice-President, Secretary and Treasurer, Cultural Union President, Cultural Union Vice-President
*Cultural Union* – Each grade elects two reps per grade.
*Class Officers* - Each grade elects a Class President and Vice-President.

Elections for Student Council officers are held in the spring quarter of each year for all positions except the freshmen officers. Freshmen elections are early in the fall quarter.

Principals Advisory Committee
The *Principals Advisory Committee (PAC)* is a group that is being formed as a pilot for the 2017-2018 school year formed around the Principal’s belief that students, teachers, and administrators have a shared responsibility for the school’s success. A key part of that success lies in creating opportunities for open, respectful, and informed dialogue. The PAC will serve as a forum for students to talk openly with the High School Principal to: discuss school life from the student perspective, invite student input and involvement in forwarding the mission of the school, identify and resolve issues of interest and concern to the student body, develop a higher level of transparency and understanding, and create a community of trust and respect. In its inaugural year, the PAC will be composed of three students from each grade: the vice president of each grade will serve as elected representative of the class and the other grade-level representatives will be selected through an application process. The PAC will be chaired by the High School Principal and the Student Council President will serve as an *ex officio* (by virtue of the position)
member. The group will meet for twice monthly and will convene break out groups with the student body to discuss relevant topics. The group will maintain a bulletin board across from the high school office regarding its work and will post updates on Schoology.

**Interscholastic Athletics**

U-High School teams engage in interscholastic competition in the following sports:

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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>Boys Soccer</td>
<td>Boys Basketball</td>
<td>Girls Soccer</td>
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<tr>
<td>Boys/Girls Cross Country</td>
<td>Girls Basketball</td>
<td>Boys/Girls Outdoor Track</td>
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<td>Girls Swimming</td>
<td>Boys Swimming</td>
<td>Boys Tennis</td>
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<td>Girls Tennis</td>
<td>Boys/Girls Indoor Track</td>
<td>Boys Baseball</td>
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<td>Girls Volleyball</td>
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<td>Boys/Girls Sailing</td>
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**Athletic requirements:**

A) You must register in advance to play your respective sport. Registration is done during a specific timeframe through either the student or parent Power School account. The registration timeframe is advertised via the Daily Bulletin in Schoology. Once registered, a coach will contact you with additional information.

B) You must have the following three (3) completed forms on file before being allowed to start practice.

1. **IHSA Pre-Participation Physical Exam** – new exam needed each year
2. **IHSA Sports Medicine Acknowledgement and Consent** form agreeing to follow concussion and steroid policies and procedures.
3. **Consent for Baseline Cognitive Testing** using the imPACT test.

**If you are absent, then you are not permitted to participate in your sporting contest that evening.**

**Dances and Parties**

U-High School sponsors dances and other social activities during the year. For dances, tickets are typically for sale the week prior to the dance; with tickets sold at the door costing more than advance purchase tickets. You must bring your school ID which will be scanned upon your arrival. We have written guidelines for dances and school events to ensure that these are safe and enjoyable for all who attend:

- Lab School ID required.
- All backpacks/bags and coats have to be checked into the coat check.
- No water bottles permitted.
- You must register your guest with the Dean of Students in advance, by the posted deadline using the form that is provided. Your approved guest must present a photo ID at the door.
- You must remain with your guest at all times during the event.
- Once you and your guest leave the event, neither of you will be re-admitted.
- No one may enter after 9:00pm.
- Except for special functions (e.g., Lock-Ins), evening social events will end no later than 10:30pm.
- All school rules are in effect.
HIGH SCHOOL RETREATS

Retreats are an integral part of the U-High School program and provide an important means for students to spend time together as a class further developing their bonds with one another. They are designed to provide developmentally appropriate support to individual students in the context of their roles as class-members, and to have fun and relax. Retreats are mandatory class events; we expect you to participate in your class activity that is designed to promote growth and community.

Freshman Retreat: Before school starts the entire freshman class will go off campus for two days. This retreat is a special time for the freshmen to be together as a class before they begin their high school journey to discuss issues important to them, both as individuals and as a grade. We welcome the students who will be new to the Laboratory Schools community, and all the students bond with one another and their advisory, spend time with their Junior Peer Leaders talking about the transition to high school and in general have fun together as a class before the school year begins.

Sophomore Retreat: Early in the fall quarter the sophomore class goes off campus for a two-night retreat in order to perform service together as they learn more about themselves through providing service to organizations, and learn how they will fulfill their graduation service-learning requirement.

Junior Retreat: This retreat occurs in the spring over three days and two nights, when juniors are beginning to look towards their senior year and what it will mean to become the leaders of U-High. Working in large and small groups, students will examine their strengths, review the past and the relationships and situations that have helped shaped them until now, and begin to explore what opportunities lie ahead for them - collectively as a grade, and as individuals.

Senior Getaway: It’s the end of January and seniors have just completed the college application process. What better way to revive these students than to take them away for a weekend of skiing, skating, sledding, and hanging with their friends! For many, this is the last extended time they will spend with their friends before the school year ends, they graduate, and they head off to college.

COMMUNICATION IN THE HIGH SCHOOL

Daily Bulletin
It is your responsibility to read the Daily Bulletin each day as it contains important information, updates and deadlines. The Daily Bulletin can be found in Schoology.

The deadline for submitting notices to be included is 1:00pm prior to the day in which the notice is to appear. Notices are to be emailed to dailybulletin@ucls.uchicago.edu.

Email
Faculty, staff and administrators will use email to communicate with you. You are expected to regularly check your UCLS email account and to respond promptly to email messages.

Emergency Closing of School
A defining aspect of a Laboratory Schools education is the fact that we are an integral part of the University of Chicago. The majority of our families are affiliated with the University. When it is open for business, it becomes a tremendous burden for those families if we are closed. As a result, we follow the plans of the University rather than what other public and non-public schools decide when there are severe weather conditions. It is rare for the University to close.
Having said that and should the improbable occur, if a winter storm or other emergency should prevent the Laboratory Schools from opening, all families are notified through our automated emergency call system via the phone number they have registered in PowerSchool as their home phone number. In addition, closing information will be posted on our website and with the traditional Chicago media.

**Faculty/Administrator Mailboxes**
Each teacher and administrator has a mailbox in the high school office. Messages for teachers may be left in the mailboxes provided that permission has first been secured from the high school secretary.

**LabID and CNet ID**
Your LabID and password will allow you to log into your school email address, Schoology account, Powerschool and the school file server. When you set up your Lab Google account, we encourage you to use your same Lab ID password. It is important for you to keep this information private and not share your password with anyone. If you forget your username or password, you need to speak with a computer science teacher to reset your LabID password. For your Google account password, it can be reset by clicking on the “Need Help” link located under the password box on the login screen.

You are also eligible for a CNet ID from UChicago. This credential allows you to use University resources including: wi-fi (uchicago-secure), on-line library resources (J-Store), and accessing grades in UChicago classes. If you do not have a CNet ID, please go to [https://cnet.uchicago.edu](https://cnet.uchicago.edu) to claim yours. You will need the **Chicago ID number** on the back of your student ID card.

**Non-College Recommendation Request Policy**
Non-college recommendation requests include all requests made of faculty or staff for a letter of support that is not part of the college process. During your high school career, you may need to request a letter of recommendation from a teacher or faculty/staff member in order to apply for an opportunity. Examples of these opportunities include:

- summer programs
- jobs/internships
- other academic opportunities
- transferring to another school
- wanting to list someone as a reference
- transferring to another school
- wanting to list someone as a reference

When requesting a letter of recommendation, which may include a transcript request (official or unofficial), a rating form, or a formal letter on your behalf, **please allow 2-4 weeks** for the recommendation to be completed. While the above examples are not exhaustive, the spirit of this policy should be taken into account when requesting any supporting materials from the school outside of the college process. The **procedure below is available as a checklist in the Learning & Counseling suite**.

**Procedure:**
1. Investigate requirements for your opportunity
2. Meet with your school counselor to discuss the opportunity (recommended)
3. Consider who could write a meaningful recommendation on your behalf
4. Students should make a formal in-person request to the recommender ideally one month, but no less than two weeks, in advance
5. Schedule time to speak with a potential recommender to:
   a. Explain the opportunity
   b. Communicate what forms or letters need to be completed
   c. Ask what the potential recommender may need from you, i.e. a resume
   d. Confirm specific deadlines
   e. Establish a plan of communication for the future, i.e. are regular check-ins needed, will the recommender contact you once the forms have been submitted, etc.
6. Request a transcript two weeks in advance (if your opportunity requires one) by getting a form from the Learning & Counseling Suite (parent signature required).
7. Please thank your recommender once the process is complete! If appropriate and you feel comfortable doing so, share the outcome of your application with your recommender.

This policy does not pertain to letters of recommendation for the college process. For guidelines on how to request letters of recommendation for college admission, please contact a college counselor.

Schoology
Schoology is a learning management system that teachers will use to manage communication and assignments with students. It also serves to facilitate communication between the administration and students. It is your responsibility to check Schoology daily.

DRIVER EDUCATION
A private driving school offers a course at U-High School during Fall and Spring quarter, two to three days per week. The course is taught after school and consists of 30 classroom hours. The cost of the class is advertised in the Daily Bulletin. All forms of payment are accepted. The traffic training portion of the course includes free pickup and must be arranged by appointment with the instructor.

Students must be a minimum of 15 years of age. There is a maximum class size as determined by the instructor. Sign up is first come, first served. A notice will be posted in the Daily Bulletin and on the Electronic message board regarding start date for sign up.

WORK PERMITS
Work permits are sometimes required for students under the age of 16 seeking a job. The high school office can issue work permits. It is mandatory that a parent accompany the student applying for the permit. Permits are issued by appointment only, 773-702-9446. Students seeking a work permit should pick up an application in the high school office where the required documents that have to be submitted at the appointment are listed.

STUDENT HEALTH
Student Health Forms
All required health forms must be on file and updated as required by the School Nurses. Students who do not have the required forms on file may not be permitted to attend school or may be excluded from school activities including athletics.

School Nurse
You are expected to go to the nurse’s office during a free period or lunch if you feel ill, especially in situations where you have a quiz, test, presentation, or a paper is due that day. If you are so ill that you cannot wait to go during a different class period from when you have an assessment, presentation or paper due, it is expected that you will talk to the teacher of the class you will miss BEFORE going to see the nurse so that the teacher is aware of your location.

If you feel that you need to leave school during the day because of illness, you need to be assessed by the nurse before leaving school. A parent/guardian will be contacted and informed of your condition, and the parent must consent to you going home if going alone.
You are expected to sign in and out of the nurse’s office. The nurse will record the time/duration of the visit in PowerSchool in order to explain a tardy or absence, or note that you left school.

**Student Use of Medication During the School Day**
To comply with state guidelines regarding the dispensing of medication at the Laboratory Schools it is necessary for the school to control the location and administering of all prescription and non-prescription medicines, and to restrict the use of these medicines to the appropriately authorized students. While in school and on class retreats, medications are to be administered by a school nurse. In addition, this policy allows the nurse to be aware of students that are not feeling well, monitor their pain, support them, ensure there is not a larger health problem, and communicate with parents as necessary.

Student medication, except emergency medications such as Epi-Pens and rescue inhalers, will be kept in the nurse’s office. The nurse’s office must have appropriate written authorization from the prescribing physician and the parent/guardian on file. For over the counter pain medication such as, Ibuprofen or Acetaminophen, this is done through PowerSchool. State guidelines require that the medicine be sent in the original pharmacy container or, in the case of non-prescription drugs, the original manufacturer’s container labeled with the ingredients and the student’s name.

**High School Food Allergy Management**
Below are excerpts from the Laboratory Schools Food Allergy Management policy that are most relevant to high school students. The entire policy can be found on the Nurse page on the school website.

1. **Dining:** Cafè Lab does NOT serve any food items made with or containing nuts or seeds. Any food items made offsite to be sold in our cafeteria or the vending machines located in the cafeteria do not have nuts in the ingredients, but may be processed at a site where other items containing nuts are processed. Tables in the cafeteria are wiped down prior to High School lunch. There are no tables or areas identified as “food restricted” and students are responsible for choosing their seating.

2. **Classrooms:** There is no monitoring of food entering the High School classrooms or common areas (i.e. hallways or lobby). Students and faculty take responsibility to clean desks and tables as needed.

3. **Bake Sales:** Permission for the sale of food items must be obtained from the Dean of Students prior to the event. Students are encouraged to sell items that do not contain nuts or seeds or to label any items containing nuts/seeds. However, primary responsibility rests with the student who is purchasing to ask about the ingredients.

4. **Emergency Action Plans:** All students identified as having a serious allergy to foods are to have an Emergency Action Plan on file with the nurse and a copy will accompany all emergency medications.

5. **Medication Use and Storage:**
   a. If emergency medications are part of the Emergency Action Plan, at least one set is to be stored in the Nurse’s Office, unlocked, labeled and readily available with the Emergency Action Plan.
   b. Epinephrine will be available unlocked at the nurse’s office for use in any case of life threatening allergic reactions.
   c. High School students who require emergency medications at part of their Emergency Action Plan should carry a set in their backpack, along with a set at the nurse’s office.
   d. In the case of day trips or field trips, medications from storage at the nurse’s office should accompany the student, along with the student’s Emergency Action Plan.

6. **Faculty and Staff Education:** Allergies are noted in PowerSchool. All faculty and staff involved in
the school lives of students will be trained in food allergies management in schools.

7. **Post Reaction Review**: A debrief with parent, faculty, administration, nurse and/or other faculty and staff involved in the care of a student who has experienced a reaction will take place, ideally before the student returns to school. All High School students should attend this meeting.

**Student Access to Elevators**

Only if you have an elevator key for an approved medical reason are you allowed to use the elevator. If due to injury or disability you would have difficulty using the stairs, you may check out a high school elevator key from the high school office for the duration of your injury, or for your disability. In order to receive an elevator key, you will be required to complete a form and submit a $25.00 refundable deposit. When the key is returned, the $25.00 deposit will be refunded. In the event a key is not returned by the deadline noted on your form, or is lost, the deposit will be forfeited.

**SAFETY AND SECURITY**

**Drills**

Your safety and the safety of all the members of the school community are a primary concern. To that end the school is required by law to conduct a number of fire, tornado and lockdown drills during each school year. Your cooperation during these drills is essential. You have to follow any direction provided by faculty, administrators, staff or safety personnel during the drill. Please remain QUIET during any drill so that you can hear further instructions.

**Fire Drill**

When you hear the fire alarm (a loud continuous buzzer) you must respond immediately. When you are in class, please follow the teacher's instructions for exit. These instructions are also posted in each classroom. If the buzzer sounds between classes or during an unscheduled period, please proceed through the nearest exit. **DO NOT STOP AT YOUR LOCKER for any reason.** Please continue to move away from the building and assemble in the prearranged location for that classroom. Once at that prearranged location outside of the building, it is your responsibility to find your teacher so she/he can take attendance. The fire department personnel will tell us when we may return to the building.

**Tornado Drill**

Tornado drills will be announced over the emergency public address system. No bell or alarm will announce this drill. Please follow directions, moving quickly and quietly to the hallway or area assigned to you, and stay away from windows. When you reach your assigned position, remain seated quietly, facing the wall/lockers with your head protected until told to return to your class. If a drill occurs between classes or during an unscheduled period, please follow the instructions of the nearest adult.

**Lockdown Drill**

A lockdown drill will be signaled by an announcement over the emergency system. During a drill, administrators will sweep the halls, check to see that doors are locked and lights are out, and will put “stray” students into a supervised room. In an actual emergency that requires a lockdown procedure, an announcement will be made stating “Lock Down! Lock Down! Lock Down!”

When the announcement is made, faculty should gather any students and guide them to locations in the room away from doors and windows. **DO NOT STOP AT YOUR LOCKER for any reason.** While you are moving to a safe location in the room, the faculty member will go to the door, lock it, close it, and turn off the lights. You should go under the desk/table you are sitting at or gather close together in a section of the classroom that does not contain windows or outside doors. Everyone is to remain calm and absolutely quiet. Faculty should get down on the floor with the students.
If you are not in a classroom when the drill is called you should leave your bags and go quickly and immediately to the nearest classroom or room with a faculty member present.

Students in Café Lab should enter the Senior Lounge. The faculty member supervising Café Lab at that time will supervise the students in the Senior Lounge.

After the room has been secured, if a Middle School or High School student knocks on a classroom door and asks to come in, faculty have been instructed NOT to allow that student to enter the room. If a lower/nursery student knocks on the door asking to be let in, the faculty member will let her/him in.

If students are outside for P.E. classes, their teacher should move them into another University building like I-House, Ida Noyes, the Booth Business School or some other nearby facility.

Faculty will take attendance as best he/she can in this situation. Another announcement will be made to advise students and faculty when it is safe to resume normal activities.

Any student can sign up for the university’s cAlert emergency alert system with their University CNet ID. In the case of a real lockdown at Lab, it would be reported to the UC emergency system and then sent out to all who are signed up to receive a cAlert. The link for info on cAlert is here: http://safety-security.uchicago.edu/emergency_management/calert_system/calert_faqs/

**Entrances**
The primary high school student entrance is off of Kenwood Mall. Other entrances to the historic campus buildings include Judd Hall (Kimbark Ave), Gordon Parks Arts Hall (Kimbark Ave) and Blaine Hall (59th St). Members of the security staff are stationed at Judd Hall, the main entrance to the Historic Campus. During regular school hours, you may enter through any of the entrances by tapping the access control panel with your ID and, if asked, showing your school ID and school lanyard. Entering the Laboratory Schools buildings outside of school hours without advance permission is considered trespassing.

**Identification Cards**
Prior to each academic year, incoming freshmen and rising juniors are asked to take a current photo and upload it to the photo portal in PowerSchool. With this photo UChicago will produce the student’s ID card. Sophomores and seniors use the ID they received the year prior. Your ID card will permit you to enter the historic campus buildings and access any funds/meal plan you have purchased for use in Café Lab.

You will need to use and/or display your ID card and school lanyard when you enter any entrance to the school. Once you have been identified at an entrance as a student you must keep the ID and lanyard on your person. Students are required to show their ID upon request by any administrator or faculty/staff member who requests to see it.

If you forget your ID and lanyard, you should enter through the Judd or High School entrance in order to be registered. You will be issued a temporary ID by security after the security officer verifies your student status. You must return the temporary ID to security at the end of the day.

If you lose your ID or lanyard, please report the loss immediately by sending an email to lostID@ucls.uchicago.edu and include your first and last name (no nicknames) and whether you also need a new lanyard. You will typically receive a new ID card within 24 hours (Mon-Fri). You will need to deactivate your lost ID and then reactivate your new ID to transfer any funds on the card for Café Lab.
food service. There is a $20 fee to replace your card due to the computer technology contained within the
card, and a $3 fee to replace the lanyard. Replacement fee(s) will be billed to a family’s FACTS account.

You will need to show your ID to get into school events. The Laboratory Schools ID also enables you to
ride the three University-sponsored CTA bus routes, and the UChicago UGo shuttles for free. For
sophomores, juniors and seniors, your ID card will also enable you to enter the University of Chicago
libraries.

**Late Departure**
You are expected to leave campus after the school day ends. Your parent’s job and other commitments
may delay your departure from school. If you must remain in school after the end of the school day
waiting for a ride home, you are expected to behave respectfully and cooperatively and to wait in the high
school lobby or Café Lab. There is no supervision of high school students who are not participating in
organized activities. A security guard conducts foot patrols around the Historic Campus until 6:00pm. If
students are not in an organized Lab program they will be asked to leave.

**Lockers**
You are assigned the use of an individual hall and a gym locker each year in order to securely store your
belongings. Your locker is large enough for you to keep all of your necessary school and personal
belongings. It is your responsibility to maintain your lockers in a clean and orderly condition and to report
any problems opening or closing your locker to the high school office immediately, or the Physical
Education Department (if your gym locker). You may not deface or damage your lockers. Do not put
stickers or other markings on your locker. Keep your combinations to yourself.

*Lock your lockers.* For your gym locker, any round, combination MasterLock is acceptable. Any other
type of lock (directional, letter, word, key) is not permitted.

**Missing Student Property/Lost and Found**
Theft can occur in a high school. A student who brings an item to school assumes complete liability for
the item’s security. Families should check with the terms of their homeowner’s or renter’s policy to learn
whether lost or stolen property at school will be covered. The University’s coverage does not extend to
student property. Families are encouraged to consider this information as they discuss whether to bring
valuable personal items (including money) to school, and how they intend to care for the items.

A lost and found is maintained near the Dean’s office and in Sunny Gym. If you have checked the lost
and found and not located your item please check with the Dean or the main High School office. Any
items or property unclaimed by the end of the school year will be disposed of at the school’s discretion.

**Personal Belongings and Book Bags**
In order to maintain uncluttered surroundings, safe passage throughout the school and to avoid theft, do
not leave your personal belongings or book bag unattended. If your belongings are found unattended they
will be taken to the high school or Dean’s Office. The first time this happens you will be reminded to
properly store your belongings in the future. Subsequent times you leave your bag unattended and it is
brought to one of these offices, may result in disciplinary consequences.

Book bags are not to be taken through the food line in Café Lab.

**Pets on Campus**
Family pets can be sweet and loving, but some children are frightened by or allergic to pets, especially
dogs. In view of Lab Schools’ commitment to providing a safe educational environment for all, dogs and
other family pets are not permitted on school property, regardless of whether they are leashed. A family
that includes a dog walk as part of the pick-up or drop-off process must keep the dog off of Laboratory Schools property during the process. Service animals are permitted. If you notice a dog on campus, leashed or not, please inform the nearest Public Safety Coordinator.

**Restricted Areas**

There are areas of the school where students are not permitted. You are not permitted to go on the roofs of any buildings, fire escapes (unless there is an active fire or alarm), active construction sites, or to any other areas that are designated as "off limits" (i.e. basement facilities and storage spaces facilities including the stair cases leading to those areas). In addition, you may not tamper with the physical plant of the Laboratory Schools including removing screens, tampering with locks to gain access, exiting from secured alarmed doors, entering/exiting a building via a window, or tampering with electrical, fire, computing, or phone systems, etc.

**Search and Seizure Procedures**

To maintain a safe learning environment, school administrators are authorized to conduct reasonable searches of school property and equipment, as well as searches of students and their personal effects. School administrators generally will not search or seize property, or search students and seize their property (or the property of others) unless there is a reasonable basis to believe or suspect that: (i) the search and/or seizure will enable the school to protect the safety of individuals and/or the school community; or (ii) the search and/or seizure likely will produce evidence that the student and/or others have violated or are violating the school’s conduct rules or the law.

**Searches of Property**

Using reasoned judgment and the framework set forth above, school administrators may inspect and search school property and equipment owned or controlled by the school (such as lockers and desks), as well as student personal effects and other contents, without notice to or the consent of the student or parents. Students should have no reasonable expectation of privacy in these places or areas or in their personal effects left there. Normally, searches will take place only at the direction of the Director, School Principal or their designee and, as appropriate, may include advance consultation with the Office of Legal Counsel. Students are prohibited from locking or otherwise impeding access to any locker or storage area except with a school-provided or approved lock.

The school may request the assistance of law enforcement to conduct inspections and searches of lockers, desks, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

**Searches of Students**

Using reasoned judgment and the framework set forth above, school administrators may search a student and/or the student’s personal effects in the student’s possession (such as purses, wallets, backpacks, book bags, lunch boxes, etc.) where there is a reasonable basis to believe or suspect that the search will produce evidence that the particular student has violated or is violating the school’s student conduct rules or the law. The search itself must be conducted in a manner which is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted

- away from the view of others, including other students;
- in the presence of a school administrator or adult witness;
- by a school employee or liaison police officer of the same sex as the student.

Washroom or shower searches and strip searches are prohibited. Immediately following any search, a written report shall be made by the school authority who conducted the search, and provided to the Director.
Seizure of Property
If a search produces evidence that the student has violated or is violating the school’s conduct rules or the law, then the evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, seized property may be transferred to law enforcement authorities as part of a criminal investigation.

Security Alerts
You have a CNet account through the University of Chicago. As a result, anytime the University sends out a Security Alert to the entire UChicago campus, you too will receive that security update to your UChicago CNet/email.

Use of School Grounds
For the safety and protection of others who use the same space, please use common sense when engaging in active games in Kenwood Mall, the Courtyard (between Blaine and U-High School), and Scammons Gardens (north of Gordon Parks Arts Hall). Skateboarding and bike riding are not permitted in Kenwood Mall. You may, however, play 4-Square in Kenwood Mall and hacky-sack in all of these areas.

Visitors
For the purposes of safety and security, a visitor is defined as anyone who is not currently enrolled as a student, or a faculty, administrator or staff member. Examples of visitors include: parents, alumni, guest lecturers, prospective students/families, contractors, etc. For the safety of all it is important that you tell us who your visitor is, when s/he will be with us, and for how long. At least two school days before the visit you must submit a completed Visitor's Form to the Dean's Office. The form is available in the Dean’s office. This form must be taken to each of your teachers so that they may indicate their approval or disapproval of having a visitor in class. (It may not always be appropriate to have a visitor -- for example, on a day with a major exam.) An unannounced friend is not permitted to enter school.

On the day your visitor will visit you will have to meet them at the Judd entrance as they have to register with security and receive a Visitor’s Pass/NameTag. They will need to show an ID (state or school) in order to register with security. Your visitor must wear the Visitor's Pass/NameTag at all times during the day and you must stay with your visitor at all times. Also, please remember that you are responsible for your visitor's conduct in the school.

TRANSPORTATION

Bicycles
Bicycle racks are located outside the high school entrance. You need to lock your bicycle securely (U-locks work best); bicycles may not be brought into the school building for storage. You may register your bicycles with the UChicago Police by visiting the dispatch center at 6054 S. Drexel Avenue.

Car Pool
Parents may search for neighbors in PowerSchool. Once logged into PowerSchool, they may use the Family Directory to locate families by name, zip code, or other variable.

Cars
Follow all posted parking regulations. You may not park south of the chain barrier in Kenwood Mall or in the Judd parking lot. The University will issue parking tickets and may tow cars parked in these areas.
Chicago Transit Authority (CTA) & UChicago Routes
The CTA provides general bus service to members of the University community living in the Hyde Park area. You may ride the three dedicated campus/Hyde Park routes (170, 171 and 172) at no charge by displaying your Laboratory Schools ID card. You are eligible for CTA Student Ventra Cards for riding other CTA transportation. Students can purchase Ventra Cards in the High School Office.

Hired carriers
If your parents have granted you permission to take Uber or taxis, they should pick you up along 59th Street – the Blaine entrance. You may not leave school without the nurse, Dean, Assistant Principal or Principal receiving confirmation from a parent/guardian that you have permission to leave without them.

Student Bus Service
The Laboratory Schools is pleased to continue their relationship with A.M. Bus Company to provide commuter bus transportation for our students. This safe, convenient, and green transportation option for Lab families helps reduce traffic at arrival and dismissal times and plays an important role in the Schools' awareness of a green and sustainable environment. Our four routes have been designed to work as a system serving a broad range of Chicago neighborhoods. For the most up-to-date information on routes, itineraries, and to register, please visit the Student Bus Service page in the Parent portal of the Schools’ website or call 773-702-9449.

Skateboards, Scooters, Roller Blades, and Hoverboards
If you use a skateboard, roller blades, and scooter as a means of transportation to and from school, you need to leave them in your locker during the day. If you use any of these items inside school during the day, it/they will be confiscated and you may retrieve it at the end of the school day. Flagrant or repeated incidents will be reported to the Dean of Students for disciplinary action. The use of skateboards is not permitted on campus. Hoverboards are not permitted on school grounds.

UChicago UGo Shuttles
The University of Chicago offers daytime and nighttime shuttles throughout the campus and portions of the Hyde Park neighborhood. For information on these shuttles, including routes, please go here: http://safety-security.uchicago.edu/services/travel_options/. You will be asked to tap your valid Laboratory Schools ID card to the reader each time you board a shuttle.

Thinking… is the intentional endeavor to discover specific connections between something which we do and the consequences which result, so that the two become continuous. ~ John Dewey

THE LABORATORY SCHOOLS STANDARDS OF BEHAVIOR

As members of the Laboratory Schools’ community, we believe that the standards governing our participation and behavior within the schools should be clearly stated, reasonable and just. Our standards are based on the expectation that members of the Laboratory Schools community will:

• respect and show concern for one another and oneself
• respect and show concern for shared spaces and materials
• respect and show concern for the academic, social and moral life of the schools

Student Conduct and Discipline
The faculty and the administration of U-High School are committed to the ideal that you must develop
your own mature sense of responsibility and respect for others. We therefore give you considerable
latitude in your use of unassigned time and school spaces throughout the school day. This freedom
allows you to select your own classes, to participate in activities and athletics of your own choosing, and
to use your unassigned time within the guidelines of the school rules.

Our school must be a place where everyone can learn, feel safe, and be respected. We’ve written our
procedures and policies to make the school run more smoothly, to help you make appropriate choices in
guiding your behavior, and to make U-High School conducive to your health and safety.

**Relationship to Code of Conduct**

As students mature and move from more supervision and structure in the lower grades to greater freedom
in the middle and high schools, it is also recognized that greater responsibility accompanies such freedom.
The Code of Conduct, which follows these standards, specifies behaviors that are inappropriate and the
associated consequences. Recognizing that adolescence is a time when students are learning to navigate
young adult social and emotional dynamics, the school administration works with faculty, students, and
parents to create an environment that supports students’ developmental needs. A critical criterion to a
healthy and respectful environment is the absence of peer influences or behaviors that make others feel
vulnerable or intimidated.

The Code of Conduct implements the following general standards of behavior:

Members of the Laboratory Schools community shall not:

- violate the law, such as the law pertaining to illegal substances.
- harm, degrade or threaten the safety of any individual or group by action, threat or malicious
  language.
- cheat or otherwise act dishonorably in academic work.
- infringe upon or vandalize the property of others.
- disrupt by word or action an atmosphere conducive to learning in the classroom, good sportsmanship
  in athletics and congeniality in social situations.
- violate the published rules and requirements for use of school facilities.
- misuse of technology per school policies
- infringe upon the use of shared spaces and materials by
  - excessive noise in and around classrooms (including lounges and landings) and the library.
  - interrupting the safe and orderly flow in hallways, stairways, on playgrounds and on
    sidewalks.
  - disruptive public displays.
  - defacing, destroying or otherwise damaging buildings equipment or books.

Members of the Lab Schools community agree to abide by the above rules when representing the Lab
Schools elsewhere. The school administration holds the right to discuss any incident with students as
needed to understand the issue at hand.

**Behavior at School-Sponsored Activities**

Your behavior reflects on the reputation of the school, and we expect that your behavior will be a positive
reflection during school-sponsored activities. First then, we consider you to be “at school” when you are
on campus, at school-sponsored activities (and going to and from these activities), or at any place where
your link to the school is clearly apparent to others. School-sponsored activities include, but are not
limited to, getaways/retreats, lock-ins, parties, dances, athletic and club contests, class field trips, and
foreign exchange programs. All school rules are in effect at these activities. In addition to any
disciplinary outcomes for failing to uphold school rules, your parents will be notified and you will be sent
Behavior in the Classroom
You are expected to behave in a manner that promotes, rather than interferes with, learning. If you behave inappropriately while in class any of the following may happen: you may be sent from class to the Dean’s/Principal’s office, your parents may be notified, a parent conference may be requested, and/or, you may be withdrawn from class.

U-HIGH CODE OF CONDUCT

Section I: POLICIES

General Policies

Cell Phones
Cell phones are permitted at school. However, there are restrictions on their use in the school building during the school day so that they do not become distractions to teachers and students. Cell phones may not be used in the classroom, grade-level meetings, assemblies, or the library during the school day for phone calls, texting, social media, internet surfing, etc. Respectful and quiet use of cell phones will be allowed in the hallways and Café Lab. You are advised to turn your phone off so that you are not tempted to check it if it buzzes while you are in class or some other school event. On some occasions, students are permitted by teachers to use their phone in class (i.e. calculator, listening to music with earbuds). This use is at the discretion of the teacher. If you are using your cellular phone without teacher permission, it will be confiscated and taken to the Dean’s office. The earliest you will be able to retrieve your phone is at the end of the school day that day after you talk with the Dean about the situation. The second time this happens there will be a conference with your parents.

Clothing and Personal Appearance: Dress Code
The goal of the U-High dress code is to provide an environment that is conducive to learning. If a student violates the dress code, the school will seek to educate—not shame—the student about the need for a school dress code. Ultimately, the parameters of appropriate clothing and personal appearance will be governed by what is appropriate for an educational setting, not a student’s personal tastes.

Examples of appropriate clothing during the school day include (list is not exhaustive):
- Jeans/cargo pants/khakis
- Button down tops
- Tops with collars
- Athletic pants/shorts
- Skirts/dresses that are beyond thigh length

NOTE: For health and safety reasons shoes must be worn at all times.

Examples of inappropriate clothing during the school day include:
- Clothing that is too revealing. Examples include: transparent clothing, strapless tops, over-exposed mid-section (front, back, side), low-cut tops, short shorts/skirts, bottoms that expose underwear or do not cover the belly button, etc.
- Clothing that advertises illegal or inappropriate products/images for a school setting. Examples include: profane, derogatory, sexually suggestive or other offensive or inappropriate language or
symbols. Clothes that show drugs, drug use or drug paraphernalia, including alcohol.
- Clothing that is hazardous or violates the law.
- Clothing that does not allow a full range of motion — sitting, bending, reaching — unless the wearer makes frequent readjustments. In other words, clothing cannot pose a distraction to the wearer.

Normally, the following process will be followed to address clothing concerns:
1. If a teacher feels a student’s clothing is inappropriate, the teacher may discretely and appropriately address the student (e.g. at the end of the class period, privately) and/or by handing a dress code notice to the student indicating their concern.
2. The student will go to the Dean of Student’s office with the note. In the event the Dean is unavailable, the student is to go to the high school office to speak with the Assistant Principal or Principal.
3. The administrator will review the concern with the student and determine if their clothing is inappropriate for our school setting.
4. If the clothing is found to be inappropriate, depending on whether a concern has previously been reported, the student may be directed to refrain from wearing this piece of clothing again, may be asked to change, may be sent home, and/or their parents may be contacted.
5. The final decision regarding appropriate/inappropriate clothing rests with the administration.
6. The Dean of Students, Assistant Principal or Principal him/herself may initiate this review process.

School dances – We recognize that students may wish to wear clothing to a school dance that is different from that which is worn during a school day. Students are expected to acknowledge through their sensible clothing choices that a school dance is a school event and thus there are still parameters. The Administrator present at the school dance has the responsibility and authority to use reasoned judgment to determine if the clothing being worn is inappropriate.

Athletic practices and clothing – At practices and in situations where temperatures and/or the level of exertion make over-dressing potentially harmful, it is appropriate for athletes to dress accordingly.

End of Quarter Obligations
You and your family must fulfill all obligations to the school before the end of each quarter, or have made specific arrangements to meet these obligations by a specified deadline. Your grades will not be released unless all obligations have been fulfilled.

Your parents need to:
- pay all tuition balances due

You need to:
- return all library books and pay any library fines owed,
- return any other books, materials, or uniforms loaned to you,
- make up any missed academic tests or standardized tests, and
- meet any other requirements which have been set forth in your classes or by the administration.

Further, by the end of the school year in addition to those requirements listed above you must
- pay all University parking fines you may have incurred.

For seniors, failure to comply will mean that you will not be given a diploma and your final transcripts will not be issued until all of these matters are resolved.
**Free Periods**
U-High School has traditionally provided options and permitted flexibility in order to help you learn how to manage your time, accomplish your work, and/or meet with friends and teachers. Unless you have school obligations, you may postpone your arrival at school until your first scheduled class and you may leave school after your last scheduled class.

*Freshmen may only leave campus during Lunch Period.* Sophomores, juniors and seniors may leave campus during any free period. If you do leave campus, you must, of course, return by the beginning of your next class or other school obligation. The *one exception* is during Assembly Periods that are scheduled; attendance is required at scheduled assemblies.

**Lunch Period – Café Lab**
Students, faculty, and staff from all of the Lab Schools use the cafeteria. The high school lunch period runs from 12:20pm to 1:00pm each day. You may leave school during your lunch period, but we encourage you to stay at school and to use your cafeteria, whether you bring your lunch or buy it from the food service vendor or a local restaurant. You may not eat in the lobby, hallways, or 3rd floor lounge in the High School, or in the Middle School hallways.

If you have a scheduled meeting with a teacher or a club during the lunch period, you may eat your lunch there. Please take the food/drink in closed containers. In addition, when your teacher allows it, you may take food to your class. You are still responsible for cleaning up after yourself wherever you eat.

The food line is open from 7:30am to 2:00pm. You may use the cafeteria during any free period. However, during the Middle School lunch period you are to allow Middle School students to go through the line first, and are to follow the direction of the Middle School faculty line supervisor.

*Café Lab Rules:*
- Backpacks and coats are to remain at the tables and may not be brought through the cafeteria line.
- No rough games or running.
- Don’t play any kind of ball game.
- No sitting on the tables.
- Throw away your garbage and clean up your spills. Cleaning supplies are available.

**Noise/Disruption in the School Environment**
Please be aware of your surroundings when you are on campus, and act accordingly. For example, if you are in an area where classes are in session, be quiet. If you are in an area where food is not allowed, eat or drink elsewhere. If you are in an area where others need to pass by, ensure you aren’t blocking their way. Refrain from littering and from writing on any school equipment or property.

Disruptive behavior such as shouting, screaming, or running in the building or in the areas immediately adjacent to it (including around the Booth School of Business) is not permitted.

**Nuisance Materials**
Nuisance materials are not to be used inside school. The determination of what is a nuisance material is made by the administration. The use of shaving cream for activities other than shaving has led to especially unruly incidents in the past and is not permitted on school property.
Public Displays of Affection
Students may feel a genuine affection for one another. It is natural to want to express that affection. At the same time, most amorous behavior is inappropriate in school. Prolonged kissing or embracing, inappropriate touching, and other intimate behaviors are not permitted. Students engaging in this behavior will be reminded of our expectations, and parents will be contacted if necessary; further disciplinary action will be taken if such behavior persists. This policy is effective for all school activities, including school trips and dances. Students are expected to adhere to state laws with regard to the age of consent.

Student Lounges
The student lounges are for student use, but each has some restrictions:

- The William and Mildred Levine Study Lounge (a.k.a. 3rd Floor Lounge) is for studying and, because it is very near classrooms, quiet conversation only. **You may not have food or drink in this lounge.**
- The Senior Lounge is for the exclusive use of the senior class to socialize, study and decompress. It is not intended to be solely a quiet study space and food/drink are permitted. Seniors are expected to keep this lounge clean and to keep their noise (both music and talking) to a reasonable volume. The door is to remain open at all times. Senior Class Officers are expected to monitor and help maintain the cleanliness/order of this space.

Your access to these lounges is entirely dependent upon you. If you use these lounges inappropriately, administrators may restrict student access until you or your peers propose and implement a reasonable plan for proper care of the space(s).

Taking Photos or Video in School
Taking and/or sharing photos or videos of others without their consent/knowledge and is inappropriate and may constitute an invasion of their privacy. While there are many ways that cell phones may be used in school – taking pictures or videos of faculty, students and others is not permitted unless you have received permission from the individual(s) do so. While intentions may be innocent, the moment the image is shared with others, the person whose image has been captured and the taker of the image lose the ability to control the use of image and any associated context or meaning of the image.

If permission is given for the photo or video to be taken, students should be thoughtful with the images they take and use them responsibly. At the same time, the person who gave permission recognizes that there is an inherent risk in permitting someone to use the picture or video.

Use of School Grounds
For the safety and protection of others who use the same space, you should exercise common sense when engaging in active games in Kenwood Mall, the Blaine Courtyard and Scammons Garden. Skateboarding and bike riding are not permitted in Kenwood Mall. You may, however, play 4-Square in Kenwood Mall and hacky-sack in all of these areas.

Use of University Facilities
Because you are a member of the larger University of Chicago community, at times you have access to the University’s facilities. However, you must be made aware that the University sets the limits and conditions of that access for U-High School students.

Booth School of Business:
- Upperclass students are permitted to purchase food/drink from the Booth cafe during any free period.
Freshmen are permitted during the lunch period only.

- Students may not, however, stay to consume their food/drink in Booth until 3:00pm.
- After 3:00pm students are permitted to be in the Booth Cafe provided they are quietly studying or are consuming food/drink they have purchased there.
- Students may not loiter in the café (i.e. use the cafe as a space to hang out after school).
- Students are not to use other Booth spaces (i.e. the winter garden main lobby) at any point during a day in order to allow for its use by the faculty and students of the Booth School of Business.

The following locations have indicated that except for scheduled school programs/events, Laboratory School students may not enter them:

- International House on 59th Street between Dorchester and Blackstone Avenues.
- Ida Noyes Hall on 59th Street between Kimbark and Woodlawn Avenues.

University of Chicago Libraries:
Sophomores, juniors and seniors have the privilege (not the right) to use the University of Chicago libraries. With this privilege goes the responsibility to follow all of these libraries’ policies and procedures. Failure to comply will result in your loss of library privileges, and puts in jeopardy use of the University libraries for other U-High School students.

**Major School Policies**

Our intent is to hold students accountable for their behavior in order to protect our community, you and your property. No list is comprehensive; it is possible that a student may act or behave in a manner that is not included in the policies below yet disrupts the school community. The administration retains the right to act upon such unlisted infractions. In addition to violating explicit school policies, a student may be disciplined for engaging in conduct deemed, in the sole discretion of the school, to be detrimental to the school, or its mission, or harmful to her or himself or other members of the school community. Even in situations in which there is no finding that a policy violation has occurred, the School may impose behavioral consequences and requirements as a means of educating the student to understand the impact of her or his behavior, language, or actions.

**A Word About Academic Integrity…**

At U-High School, academic integrity is a building block of our community. In all actions – in the classroom, as well as in athletics or co-curricular programs – students are held to a standard of maturity and responsibility. As a community we value academic honesty and respect. Dishonesty compromises academic and personal integrity and has serious consequences. Academic departments or individual teachers may elaborate more specific criteria and consequences regarding academic integrity.

**Academic Dishonesty**

Examples of academic dishonesty include, but are not limited to:

- Copying another student’s work with or without his/her approval and without teacher approval
- Sharing work with another student without teacher approval, including letting someone copy work
- Communicating to students in other sections of the same class what content to expect on a quiz or test, or receiving this information from other students
- Using resources like previous years’ quizzes/tests, calculators, notes, websites, cell phones, etc without teacher approval
- Storing unapproved information in electronic equipment (cell phones, computers, graphing calculators)
Using your own or someone else’s past work and re-purposing it for a new assignment
Any circumstance which gives a student an unfair advantage compared to other students doing the same assignment or taking the same assessment
Misrepresenting the reason for an absence from class
Skipping class to complete work for another class
Plagiarism – including images and compositions, not only words and ideas (2)

(1) It is important to note the teacher does not bear the burden of showing that the student used or even intended to use the unapproved material; it is classified as academic dishonesty simply if it is present and available for use without approval.

(2) Plagiarism is prohibited. “Plagiarism is the use of the distinctive ideas or words belonging to another person without adequate acknowledgment of that person’s contribution. To use as one’s own the ideas or words of another is dishonest, since with most academic writing the greater part of the thought and expression is the property of the author himself. But when the writer borrows what belongs to any other person, whether from a published or an unpublished work, he must indicate the source by way of a footnote or an internal reference, and he must enclose any and all distinctive words of the source within quotation marks. Neglect of these indications shall be considered academic fraud.” (Acknowledgment is gratefully made to the following publications: Plagiarism, University of Virginia and Pamphlet on Plagiarism, Princeton University.) You are expected to do your own work, use your own ideas, and properly cite all sources. If you are in doubt about whether what you are thinking about doing constitutes any form of academic dishonesty, please consult with your teacher or the Writer’s Center.

You are expected to submit content that is new and original each time you submit an assignment.

Each teacher, in each of your courses, will explain his/her expectations regarding honesty in your academic work in his/her specific course. Specific procedures regarding the integrity of your work and the consequences of academic dishonesty for each specific course will be discussed. If your teacher believes in his or her professional opinion that you have been academically dishonest in some way, they will talk with you about the dishonesty, tell you the impact on your assignment/grade, notify your parents and report the situation to the Dean of Students. Depending on the circumstances, the consequences in the class may include your getting a grade of F or 0 on the assignment or test, an F for the quarter or even for the entire course, or your being removed from the course.

The Dean of Students will start a file noting your academic dishonesty. If the first incident is deemed egregious by the Dean of Students or Principal, or if there are subsequent incidences of dishonesty, the consequences will include a general suspension, in addition to possibly losing privileges like participation in school sports or other co-curricular events, or school social events, a meeting with parents, or possibly expulsion. In addition, a second incident of academic dishonesty (or again a first that is deemed egregious) and/or a suspension will require a student to report the dishonesty and/or suspension to colleges during the college application process. When the college counselors respond to questions from the colleges to which you have applied, they may not be able to vouch for your academic integrity without reservation, and you will have to write a letter to the colleges to explain the matter. Your college counselor will assist you through this notification process.

Fighting
Any physical violence or threat of violence will not be tolerated.

 Forgery/Misrepresentation
You may not forge or alter school documents or records, or forge your parent’s signature. You may not present yourself as someone you are not. For example, you may not claim to be your parent when calling the school nor may you claim to be a Laboratory Schools employee.

**Freedom of Expression**

The University of Chicago Laboratory Schools’ are committed to the ideal that debate and deliberation in an effective and responsible manner are an essential part of our Schools’ educational mission. At all times, the Schools will seek to use the University’s policy statement on free expression (http://bit.ly/1UaEx3k) as a touchstone to guide matters involving freedom of expression, with the understanding that the University’s policy statement may need to be modified or supplemented to fit Lab’s special educational environment and to take into account the ages and developmental phases of our students.

The ideas of different members of the Lab Schools may often and quite naturally conflict. Our primary responsibility as a high school is to facilitate development of the skills necessary to appropriately express and weigh ideas, civilly engaging in conversations and disagreements that some or many of our community might find unwelcome or disagreeable. All members of our school bear responsibility for maintaining a climate of mutual respect and civility during the discussion of ideas. The freedom to debate and discuss the merits of competing ideas does not mean that individuals may say whatever they wish, wherever they wish, and in whatever manner they wish. Given the varying ages and maturity levels of our students, decisions with regard to venue or conversation are made by the interested students, faculty advisors, and the administration.

**Shared Common Spaces**

Members of the Laboratory Schools community, ranging from 3rd to 12th grade students, share common spaces. Visual media, including advertisements for club and athletic events that are for display in public, shared spaces like hallways, lobbies, or, bathrooms are to be pre-approved for display by the Dean of Students. When seeking approvals the sensibilities of our community will be considered. As such, it may be that advertising or other visual media may be displayed for an event or topic that is mature, but the content of the media may be limited.

**Educational, Semi-Private Spaces (Classrooms and Offices)**

If advertising or visual media is found to be too mature for common spaces, students may be advised to approach teachers for permission to display their advertising or other media in a classroom. If a student has a concern about content hung or posted in one of these spaces, they should first take their concern to the teacher in charge of the space. If after talking with the teacher the student still has a concern, they may raise the matter with the Dean of Students.

**Discrete High School Space (Library)**

In the library, one of the conference rooms has been designated as a space where mature visual art may be displayed. The librarians and the art faculty will collaborate on the art that is displayed there, and the schedule.

**Events**

If a student requests a school venue in which to express his or her views, some of which may be contrary to the views of other members of our community, or if there is an event that in the view of the administration has the potential to be controversial, or political in nature, the following guidelines are to be followed:
• The student or group must have a faculty sponsor (who will be present at the event) and submit an official written proposal to the Dean of Students for approval a minimum of 3 days in advance of the desired date for the event.
• The event will be held in a room where students and/or adults would be able to “opt in”, like a classroom, as opposed to being in an open community space, like the lobby or Café Lab.
• The event must contain an educational component.
• All advertising must follow the school’s policy on advertising for an event.
• Finally, the event cannot be one that has a purpose or outcome of creating chaos, disruption to the educational environment or a hostile environment. The administration makes this determination.

Gambling
Gambling is not permitted. Card playing or any game of chance without monetary wager or personal gain is allowed. Students may not use school technology resources (wi-fi or computers) for on-line gambling.

Gangs
Gangs have no place at our school. You may not show in any way, either verbally or non-verbally, that you are a member of a gang, are affiliated with a gang, or recruit for a gang.

Harming the School’s Good Reputation
All of us can benefit from sound and thoughtful criticism. Each of us also has a right to share what is on our mind. If you have concerns about the school or someone in the school, please share them with your Dean of Students or Principal so that once we are aware of them we can address the concern(s).

We are not allowed to lie about each other or to slander each other. All of us depend upon our reputation to promote ourselves. The school needs to protect its reputation from malicious or untruthful attack.

Insubordination
Insubordination is when you show disrespect to, or disobey, someone who is responsible for you.

For example, if a faculty or staff member asks for your name or your ID or tells you to do something, you must comply. Failure to do so, or failure to give your proper name, is considered insubordination. Likewise, if asked to turn over an item that you are holding, you must turn over the item to the faculty or staff member who asked. Failure to abide by the request or direction is insubordination.

If you are concerned about the request, still comply with the request. Then please report your concern to the Dean of Students or Principal so that we may address your concern.

Language – Verbal and Nonverbal
Abusive, foul, threatening or harassing language is an inappropriate way for you to communicate with others and will not be tolerated.

Malicious Publications – Electronic and Print
Publications (print, on-line, video, etc) that hurt others and are malicious in intent, whether they were created while at school or not, are inappropriate. Electronic or print communications that refer negatively to members of the Lab community either by name or by inference will be treated as harassment. This
policy covers postings from any electronic device – school computers or any electronic device inside or outside of school, including private networks, due to the disruption to the education environment.

Mischief
All of us value an orderly and well-maintained school environment. In the past, a small number of students have been involved in pranks that have disrupted classes and/or damaged school facilities. Although some pranks begin harmlessly, they can easily get out of control. As a result, students who wish to sponsor a fun event, intended with good humor, are to consult with the Dean of Students so that the Dean can help anticipate unexpected or possible consequences of the idea in order to preserve the health and safety of the community and approve the idea.
You should understand that the administration will respond to pranks that have not been properly vetted according to their nature, as they would address any other act of vandalism, disruption, or destruction of property.

Setting or Giving False Alarms
False alarms can be very dangerous, and in some cases illegal. You may not pull a fire alarm unless there is a real threat to the life and safety of the community or the building. Because of both the disruption and the potential danger, if you pull an alarm, call in a bomb scare, misuse a fire extinguisher, or in any way give alarm to others that puts them in danger or disrupts the orderly functioning of the school, there will be serious consequences.

Statement on Non-Discrimination, and Policies on Bullying, Hazing, Unlawful Discrimination and Harassment (including sexual harassment) and other Sexual Misconduct

Caveat
It is important for students and parents to realize that some degree of friction and even conflict is inherent in all social structures, including those that exist among Laboratory School students. In this regard, it is important to recognize that all social conflict is not bullying or unlawful harassment per se, although it might be inappropriate behavior that would be addressed by the school. In addition, bullying and unlawful harassment can be difficult to detect, and it is unrealistic to believe that all bullying and unlawful harassment can be entirely stopped in any school environment, no matter how diligent the school is. It is essential that victims, bystanders, parents, staff and teachers report to the Dean of Students bullying and unlawful harassment directly and clearly and in a timely fashion to give the administration an opportunity to address concerns. All teachers must intervene in any conduct they witness that approaches bullying and harassment and report significant instances of misbehavior to the Dean of Students.

Confidentiality
The Laboratory School will make every reasonable effort to preserve an individual's privacy and protect the confidentiality of information related to bullying, hazing, discrimination and unlawful harassment, and sexual misconduct within the parameters imposed by law.

The confidentiality of disciplinary proceedings deserves special mention. Honoring the confidentiality of disciplinary proceedings and their determinations is the responsibility of the accused, the victim, the institution, and all others participating in or privy to those proceedings (i.e. parents/guardians).
Every member of the Laboratory Schools community (including parents) should recognize that confidentiality breaches erode the community’s trust in this process, impair its effectiveness, and may have the purpose or effect (unintended or intended) of retaliating against those who participate in the process and/or harming the reputation of those involved. Fidelity to confidentiality is more likely to encourage parties and witnesses to participate in the process and share all information they possess, which is necessary for achieving fair outcomes. If parties or witnesses fear that their participation and the information they share will be revealed, then concerns about reputation, peer pressure, and retaliation may deter them and others from participating or even bringing forward complaints in the first instance. In rare cases, it can be at the discretion of the Director to share information about a case where the good of the community merits disclosure of facts.

A cautionary note is in order. There may be serious and personal legal consequences for those who breach the requirement of confidentiality. Facts surrounding allegations of matters that fall within this policy are often deeply disputed and thus breaches of confidentiality have the potential to seriously affect the reputations of the individuals involved. Statements made outside of the Laboratory School’s investigation and disciplinary process could lead to a legal claim by a person who believes that the statements are false, identify him or her to others, or have harmed his or her reputation. We encourage all persons involved in matters under this policy, especially adults, to take into account the developmental stages of the students involved, as well as the fundamental educational mission of the Laboratory Schools, when communicating about the matter with third parties.

**Laboratory Schools Diversity Statement**

Diversity is integral to the educational mission of the University of Chicago Laboratory Schools. Ideally, in the course of learning, our students will encounter a rich profusion of diversity. Diversity at the Laboratory Schools includes the thoughts and worldviews, identities and affiliations, aptitudes and aspirations, races and cultures, genders and sexualities, and experiences and economic status of our students, families, faculty, administrators, and staff. Through their engagement with diversity, students will gain the preparation they need to live and lead in a complex world, with an inherent sense of inclusiveness and justice. (The complete Diversity Statement can be found here: http://bit.ly/1RUIGom)

As a result, all of us within the U-High School community—students, faculty, administrators, staff, and parents/guardians—expect that we will consistently be treated by others with dignity and respect. We are entitled to freedom from any kind of personal or unlawful harassment.

**University of Chicago Nondiscrimination Statement**

As a part of the University of Chicago community, we follow the University’s Non-Discrimination Statement: In keeping with its long-standing traditions and policies, the University of Chicago considers students, employees, applicants for admission or employment, and those seeking access to University programs on the basis of individual merit. The University does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes under the law (including Title IX of the Education Amendments of 1972). For additional information regarding the University of Chicago’s Policy on Harassment, Discrimination, and Sexual Misconduct, please see: http://harassmentpolicy.uchicago.edu/page/policy.

The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Sarah Wake, Assistant Provost and Director of the Office for Equal Opportunity Programs. Ms. Wake also serves as the University’s Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Wake by emailing swake@uchicago.edu, by calling 773.702.5671, or
DEFINITIONS

“Bullying” is prohibited and includes any severe physical or verbal act or conduct, including communications made orally, in writing, or electronically, directed toward a student or students that has or can be reasonably predicted to have the purpose or effect of:

1. placing the student in reasonable fear of harm to the student’s person or property;
2. causing a substantially detrimental effect on the student’s physical or mental health;
3. substantially interfering with the student’s academic performance; or
4. substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying often involves a pattern of negative behavior over time, and usually is intentional harm-doing. Bullying and similar prohibited conduct may include, without limitation, threats, intimidation, sexual harassment, stalking, physical violence, theft, public humiliation, teasing that is relentless, social exclusion or social aggression/control, destruction of property, or retaliation for asserting or alleging an act of bullying. In addition:

- Name-calling, racist remarks, put-downs, hazing, or extortion may be considered bullying.
- Spreading rumors, wearing or possessing items depicting or implying hatred or prejudice, taking, hiding, or destroying other’s possessions, may be considered bullying.
- E-mail, blogs, other computer transmission, signs, and graffiti may be considered bullying.
- Cyber bullying may include, without limitation, some of the above behaviors by electronic means (such as rumor spreading) but might also include photo altering, flaming, trolling, impersonation, sexting, and other conduct.
- Extreme or subtle relationship manipulation, reputation attacking, and using demeaning gestures may be considered bullying.

“Hazing” is prohibited and consists of the knowing requirement a Lab student or other person at Lab to perform any act, on or off Laboratory Schools property, for the purpose of induction, admission, or membership into any group, team, organization, or society associated with or connected to Lab if the act is not sanctioned or authorized by Lab and results in harm to any person or could reasonably be foreseen to result in such harm. A person’s willingness to participate in an act of hazing does not justify or excuse the act, or fall outside of this prohibition. Examples of hazing are included below. These examples are intended to be illustrative and not all-inclusive: (i) the creation of physical or mental exhaustion or fatigue; (ii) forced consumption of alcohol or other intoxicants; (iii) physical and mental shocks; (iv) paddling; (v) physically or psychologically dangerous or risky activities; (vi) coercive, degrading, or humiliating games and activities; (vii) forced appropriation of public or private property; (viii) physical harm; or (ix) pressuring or coercing any person to participate in activities that are inconsistent with Lab’s community standards, policies or with applicable law.

“Sexual harassment” is an unwanted and unwelcome sexual advance, request for sexual favors or other verbal or physical conduct of a sexual nature. Sexual harassment typically includes, but is not limited to, sexual flirtations, advances or propositions; verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual or his or her gender, appearance, or sexual orientation; sex-oriented verbal kidding, teasing, or joking; displays of sexually suggestive objects or pictures; demands for sexual favors; subtle pressure for sexual activity; and physical contact such as patting, pinching, touching, or brushing.
against another’s body. With sexual harassment, behavior often persists and is repetitive despite objection by the person toward whom the conduct is directed.

Examples of behaviors that are prohibited in the school’s educational environment and that may constitute sexual harassment, in addition to the above behaviors, include but are not limited to

1. expressing sexual slurs, epithets, e-mail, or blogs that are sexually degrading or abusive, threats, verbal abuse, derogatory comments, sexually degrading descriptions, or inappropriate sexual propositions;
2. engaging in graphic verbal comments about an individual’s body, or overly personal conversation;
3. using sexual jokes, stories, drawings, pictures, e-mails, blogs, or gestures;
4. displaying sexually suggestive objects, software programs, or computer graphics;
5. spreading sexual rumors;
6. stalking a person—in person, by written or graphic means, or by Internet or phone;
7. displaying sexually suggestive objects in the educational environment;
8. rating or ranking people according to attractiveness or body parts.

“Unlawful Discrimination and Harassment”
The Laboratory Schools do not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or other protected classes as required by law. Such discrimination is unlawful. Unlawful harassment as a form of unlawful discrimination means verbal conduct, physical conduct, or conduct using technology such as social media that is based on a protected class and is so severe or pervasive that it has the purpose or effect of unreasonably interfering with an individual’s work performance or educational program participation, or that creates an intimidating, hostile, or offensive work or educational environment.

A person's subjective belief that behavior is intimidating, hostile, or offensive does not make that behavior harassment. The behavior must be objectively unreasonable. Expression occurring in an academic, educational or research context is considered a special case and is broadly protected by academic freedom. Such expression will not constitute harassment unless (in addition to satisfying the above definition) it is targeted at a specific person or persons, is abusive, and serves no bona fide academic purpose.

Harassment includes same-sex harassment and peer harassment among students, staff, faculty members, program participants, volunteers, and anyone on whom the Lab Schools formally confer a title, regardless of employment status. Harassment by a faculty member or a coach of a student over whom the individual has authority, or by a supervisor of a subordinate, is particularly serious.

**REPORTING Bullying, Hazing, Unlawful Discrimination or Harassment, including sexual harassment**

For bullying, hazing, unlawful discrimination or harassment, or sexual harassment to be addressed, it is crucial that witnesses and bystanders take action. It is your responsibility as a member of this community to step forward and share your concerns and observations with the Dean of Students. Please do not assume that the administration already knows, or that someone else will share the information.

Student bystanders in a bullying, hazing, unlawful discrimination or harassment, or sexual harassment situation are asked to refrain from joining in, to tell the bully to stop his or her behavior, and to promptly report the incident to the Dean of Students, or their school/college counselor or advisor. Any teacher who sees inappropriate conduct must, on the spot, stop it, identify it, and remind students of the school’s expectations. If the inappropriate conduct is bullying, hazing, unlawful discrimination or harassment, or
sexual harassment, the teacher must immediately report the incident to the Dean of Students.

The Laboratory Schools prohibits retaliation against any person who exercises any rights or responsibilities under this policy. The school will protect students against retaliation for reporting incidents of bullying, hazing, unlawful discrimination or harassment, and sexual harassment and will take disciplinary action against any student who participates in such conduct.

Students who believe they are victims of bullying, hazing, unlawful discrimination or harassment, or sexual harassment are expected to discuss the matter with a school/college counselor, or administrator right away. Students may choose to report to a person of the student’s same sex, and students may be accompanied by a parent/guardian, school/college counselor, or advisor in making such a report. The jurisdiction of the school in bullying, hazing, unlawful discrimination or harassment, or sexual harassment is the same as for other discipline incidents. That is, typically the school becomes involved in external behavior of bullying, hazing, unlawful discrimination or harassment, or sexual harassment when it interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function.

The school representative taking the report, typically the Dean of Students, will ensure that the reported incident(s) are documented and investigated in a prompt, thorough, and impartial matter. In the case of severe verbal or physical harassment that is founded, the school will require a mental health evaluation of the harasser to ensure he/she is no longer a danger to others (or themselves) before considering whether he/she is allowed to return to school.

**COMPLAINT RESOLUTION Bullying, Hazing, Unlawful Discrimination or Harassment, including sexual harassment**

If you feel that you have been the target of any form of bullying, hazing, unlawful discrimination or harassment, or sexual harassment, bring the matter to the immediate attention of the Dean of Students, your school/college counselor, or advisor. Using reasoned judgment, the Dean of Students, or designated investigator, will conduct a prompt, thorough, and impartial investigation and may choose to talk to students and/or faculty individually and directly about their knowledge of the situation or complaint. If deemed necessary, parents of those students will be contacted afterwards to share with them the conversation that took place. As practicable, families of all students directly involved in a report of bullying, hazing, unlawful discrimination or harassment or sexual harassment will be notified that such a complaint has been reported and of the general outcomes of the incident (specific outcomes pertaining to students that are not their own will not be shared in order to protect the privacy of the other students involved).

Any investigation generally includes the steps below:

1. The Dean of Students will interview any/all witnessing community members, students and teachers, and otherwise gather facts. Depending on the circumstances, the Dean of Students may be joined by another school adult for these interviews.
2. During the investigation, the students directly involved in the incident will be required to attend a meeting, separately, with the Dean of Students to discuss the allegations and allow each student the opportunity to share their knowledge regarding the incident. Depending on the circumstances, the Dean of Students may be joined by another school adult at this meeting. Depending on the severity of the situation, in his or her discretion, the Dean also may request that the students’ parent(s)/guardian(s) attend this meeting.
3. Upon completion of the investigation, the Dean of Students, and another school adult, if applicable, will review the facts and recommend consequences and outcomes to the Principal.
4. The Dean of Students will meet with any student found to be responsible to share the outcomes/consequences. Depending on the severity of the situation, in his or her discretion, the
Dean may request that the students’ parent(s)/guardian(s) attend this meeting. The Dean of Students may be joined by another school adult at this meeting.

5. If a student consequence will be a suspension, that student may elect to have the suspension decision reviewed by the Disciplinary Review Board (see pp. 58-61).

**Sexual Abuse, Sexual Assault, Dating Violence, Domestic Violence, and Stalking**

At all times, the Laboratory Schools will seek to use the University’s policy statement on sexual misconduct as a touchstone to guide matters involving sexual misconduct, with the understanding that the University’s policy statement may need to be modified or supplemented to take into account the ages and developmental phases of Laboratory Schools’ students.

**DEFINITIONS**

In compliance with the Violence Against Women Reauthorization Act of 2013 (“VAWA”) and the Clery Act, the University uses the State of Illinois Criminal Code's definitions of sexual assault and sexual abuse. The University incorporates the State's definitions of several other important terms, including domestic violence, dating violence, and stalking and recognizes that sexual assault, domestic violence, dating violence, and stalking are not gender-specific crimes. To aid searches, definitions are provided in alphabetical order.

"**Accused**" means a person accused of conduct prohibited by this policy and does not imply prejudgment.

**"Consent"** means voluntary, active and clear agreement, communicated by words or actions, to participate in specific sexual activity. Consensual sexual activity happens when each participant willingly chooses to participate. It is the responsibility of the person who wants to engage in a sexual activity to obtain the consent of the other person for that sexual activity. Consent may also be withdrawn or modified at any time by the use of clearly understandable words or actions.

Consent is best obtained through direct communication about the decision to engage in specific sexual activity. Consent need not be verbal, but verbal communication is the most reliable and effective way to seek, assess, and obtain consent. Non-verbal communication often is ambiguous. For example, heavy breathing can be a sign of arousal, but it also can be a sign of distress. To be sure, talking with sexual partners about desires, intentions, boundaries and limits can be uncomfortable, but it serves as the best foundation for respectful, healthy, positive and safe intimate relationships.

The lack of explicit consent does not imply consent and likewise, the lack of verbal or physical resistance does not constitute consent. Thus, silence, passivity, submission, and/or the lack of resistance (including the absence of the word “no”) do not—in and of themselves—constitute consent. An act will be deemed non-consensual if a person engages in sexual activity with an individual who is incapacitated (i.e. drugs or alcohol), and who the person knows or reasonably should know is incapacitated.

In cases where a victim asserts that sexual activity occurred without consent, the standard is whether a sober, reasonable person in the same circumstances as the accused should have known that the victim did not or could not consent to the sexual activity in question.

In Illinois, the legal age of consent is 17 but rises to 18 if the accused holds a position of trust, authority, or supervision in relation to the victim. This means that there can be no consent when one participant in the sexual activity is under the legal age of consent and any other participant is at or over the legal age of consent.
“Dating violence” means the use or threat of use of physical, mental or emotional abuse, or sexual violence by a person who is in a social relationship of a romantic or intimate nature with the victim.

"Force or threat of force" means the use of force or violence, or the threat of force or violence, including but not limited to (1) when the accused threatens to use force or violence on the victim or on any other person, and the victim under the circumstances reasonably believes that the accused has the ability to execute that threat or (2) when the accused has overcome the victim by use of superior strength or size, physical restraint or physical confinement.

“Interim measures” are steps taken to ensure the safety of the complainant and/or the Laboratory Schools community before the final outcome of any investigation. Such measures may include changes or adjustments to academic and extra-curricular activities, and a no-contact directive.

“Responsible employee” means any faculty member or staff employee who would reasonably be expected to have the authority or duty to report or take action to redress reports of gender-based discrimination, sexual harassment, sexual abuse, sexual assault, dating violence, domestic violence, and stalking. A responsible employee is obligated to promptly report allegations of such behavior to the Dean of Students or Title IX Coordinator for the University.

“Retaliation” means any adverse action taken against a person participating in a protected activity because of their participation in that protected activity. Retaliation against an individual for alleging harassment, supporting a party bringing a complaint, or assisting in providing information relevant to a claim of harassment is a serious violation of Laboratory Schools policy and will be treated as another possible instance of harassment or discrimination. Acts of alleged retaliation should be reported immediately to the Dean of Students or the Title IX Coordinator for the University and will be promptly investigated.

“Sexual abuse” means an act of sexual conduct:
- By the use of force or threat of force; or
- When the accused knew that the victim was unable to understand the nature of the act or was unable to give knowing consent; or
- Where the accused is under 17 years of age and the victim was at least 9 years of age but under 17 years of age when the act was committed; or
- In which the accused delivered (by injection, inhalation, ingestion, transfer of possession, or any other means) to the victim without his or her consent, or by threat or deception, and for other than medical purposes, any controlled substance.

“Sexual assault” means an act of sexual penetration:
- By the use of force or threat of force, including threatening or endangering the life of the victim or any other person; or
- Where the accused knew that the victim was unable to understand the nature of the act or was unable to give knowing consent; or
- With a victim who was under age 17 when the act was committed, or with a victim who was under age 18 when the act was committed and the accused was age 17 or more and held a position of trust, authority, or supervision in relation to the victim; or
- In which the accused delivered (by injection, inhalation, ingestion, transfer of possession, or any other means) to the victim without his or her consent, or by threat or deception, and for other than medical purposes, any controlled substance.

"Sexual conduct" means any intentional or knowing touching or fondling by the victim or the accused, either directly or through clothing, of the sex organs, anus, or breast of the victim or the accused, or any
part of the body of a child under 13 years of age, or any transfer or transmission of semen by the accused upon any part of the clothed or unclothed body of the victim, for the purpose of sexual gratification or arousal of the victim or the accused.

“Stalking” means a course of conduct (two or more acts) directed at a specific person that would cause a reasonable person to fear for her or his safety or the safety of a third person, or to suffer emotional distress. Stalking behavior includes, but is not limited to: following a person; appearing at a person's home, work, or school; making unwanted phone calls; sending unwanted emails or text messages; leaving objects for a person; vandalizing a person's property; injuring a person’s pet; and monitoring or placing a person under surveillance.

"Victim" is a person alleging to have been subjected to conduct prohibited by this policy and does not imply pre-judgment. The term “victim” is used interchangeably with the term “complainant” here.

**REPORTING & INSTITUTIONAL OBLIGATION TO RESPOND** to reports of Sexual Abuse, Sexual Assault, Dating Violence, Domestic Violence, or Stalking

Under Title IX, the Laboratory Schools has an obligation to respond to all allegations of sexual abuse, sexual assault, domestic violence, dating violence, and stalking, about which a “responsible employee” knows or should have known. As stated above, “responsible employee” means any faculty member or staff employee who would reasonably be expected to have the authority or duty to report or take action to redress reports of gender-based discrimination, sexual harassment, sexual abuse, sexual assault, dating violence, domestic violence, and stalking. A responsible employee is obligated to promptly report allegations of such behavior to the Dean of Students or Title IX Coordinator for the University.

If a known complainant discloses an incident or incidents of sexual abuse, sexual assault, dating violence, domestic violence, or stalking to the Laboratory Schools and asks to remain anonymous during the investigation and/or asks that the Laboratory Schools refrain from investigating, the Dean of Students, in consultation with the Title IX Coordinator for the University, will consider how to proceed, taking into account the complainant’s wishes, the Laboratory Schools’ obligation to provide a safe and non-discriminatory environment, and the respondent’s right to have specific notice of the allegations and an opportunity to be heard if the Laboratory Schools were to take action that affects him or her. In such circumstances, the Dean of Students, the Title IX Coordinator for the University, or his or her designee may arrange for limited fact-finding to better understand the context of the complaint and explore viable options for investigation, adjudication, and remediation.

Because sexual assault is a serious crime that may threaten the community as a whole, in some instances the Laboratory Schools may be obliged to address an alleged incident of sexual abuse, sexual assault, dating violence, domestic violence, or stalking through internal disciplinary procedures without the cooperation of the individual alleging the incident. Always in such instances, the Laboratory Schools will respect the parties’ privacy to the extent possible consistent with its legal obligations, and will inform the individual of its obligation to address a community safety issue.

Before and during an investigation, Laboratory Schools may impose “interim measures” to minimize contact between the complainant and the respondent or otherwise ensure the complainant’s ability to participate in the educational program. “Interim measures” may include changes to academic and extra-curricular activities and/or adjustments to transportation, after-school, and dining arrangements. In addition, before and during an investigation, the Laboratory Schools often will exercise its authority to issue a no-contact directive pursuant to which the students notified are forbidden from having contact, directly or indirectly, personally or through others, and through any medium (including but not limited to
social media), with the other student(s) specified in the directive. Violation of a no-contact directive may result in a disciplinary proceeding and the imposition of sanctions. Depending on the circumstances, interim measures may be modified, supplemented or withdrawn before, during or after the final outcome of any investigation.

**Leniency for Other Policy Violations**
To encourage reports of sexual misconduct, the Laboratory Schools normally will offer leniency to a student who reports an alleged violation of this policy in good faith with respect to other student conduct violations that come to light as a result of such reports. For example, the Laboratory Schools ordinarily will not pursue disciplinary action related to underage drinking by the reporting person if that policy violation comes to light as the result of a sexual assault complaint. The Laboratory Schools will not discipline a reporting student for such conduct violations unless the Laboratory Schools determine that the violation was egregious, including without limitation an action that places the health or safety of any other person at risk.

**RESOLUTION OF COMPLAINTS of Sexual Abuse, Sexual Assault, Dating Violence, Domestic Violence, or Stalking**

The appropriate Laboratory Schools investigatory and disciplinary avenue is determined by the status of the person accused of sexual abuse, sexual assault, domestic violence, dating violence, or stalking. If the person accused of such behavior is a student, a complaint should be addressed to the Dean of Students in U-High School or the Title IX Coordinator for the University. Anyone may choose to bring forward a complaint within the Laboratory Schools instead of, or in addition to, seeking redress outside the institution in the legal system. Someone with a complaint of sexual abuse, sexual assault, domestic violence, dating violence or stalking may also opt to pursue his or her case via the legal system without engaging the Laboratory School's disciplinary process, although, in the interest of community safety, the Laboratory School may be obliged to pursue an alleged sexual assault through internal disciplinary procedures. Unlike the State of Illinois, the Laboratory Schools does not impose a time limit after which it will not consider formal complaints of sexual abuse, sexual assault, domestic violence, dating violence, or stalking. However, timely disciplinary processes take advantage of the most recent recollections and evidence and can facilitate more prompt resolution to what is often a traumatic and painful situation for the victim.

The Laboratory Schools is committed to providing a prompt, impartial, and thorough investigation and resolution. Such an investigation may occur alongside, rather than in lieu of, an independent law enforcement investigation. Laboratory Schools officials participating in disciplinary proceedings involving sexual abuse, sexual assault, domestic violence, dating violence, and stalking receive ongoing training on issues related to these offenses, as well as training on how to conduct an investigation and hearing. In such proceedings, a preponderance of the evidence standard is used. This standard means that the Laboratory Schools official responsible for conducting the investigation will determine whether, after assessing all of the credible evidence, it is more likely than not that sexual abuse, sexual assault, dating violence, domestic violence, or stalking occurred.

Normally, the Dean of Students or the Title IX Coordinator for the University will conduct the investigation, although he or she may delegate the responsibility to another Laboratory Schools official. Generally, the process for this kind of investigation consists of: (a) written notification to the accused student of the misconduct he or she is alleged to have engaged in after a preliminary conversation with the investigator; (b) documenting in writing the statements by the complainant and respondent and providing an opportunity for the complainant and respondent to see each other’s statements; (c) interviews of the
complainant, respondent, and other germane witnesses; (d) gathering any additional, germane information.

The complainant and accused are entitled to have a support person of their choice attend all phases of the investigation that involve direct communication with the students on any material issue (e.g., the investigatory interview). That person’s role is strictly limited to providing support, not acting as an advocate or participant. If the support person violates the limitations regarding their role or engages in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or an individual resolving the complaint, the support person will be asked to leave. If the support person is an attorney, then reasonable, advance notice is required so the Laboratory Schools can make arrangements for a University attorney also to be present. Lastly, the complainant and accused will be simultaneously informed, in writing, of the determination of the proceedings and the procedures for seeking review of the decision.

No later than 15 days after the outcome of the proceeding is communicated, the complainant or the respondent may request a review of the decision by the Principal (or his/her designee). The person seeking review must put the request in writing and at the same time supply all supporting materials. Extensions of time will not be granted, and additional submissions of materials will not be permitted. The only legitimate grounds for review are: (i) that prescribed procedures were not followed, (ii) that new and material information unavailable to the Dean of Students or designated investigator would more likely than not substantially change the outcome of the proceeding; (iii) the sanction is disproportionate with the violation.

The Principal (or his or her designee) will maintain an open mind and exercise independent judgment. The review does not consist of a new investigation and normally does not include interviews or additional fact gathering. The Principal (or his or her designee), acting on the basis of the entire record, may sustain or strike the outcome and may sustain, reduce, modify or strike the sanctions. If the Principal (or his or her designee) concludes that new and material information not available to the Dean of Students or designated investigator more likely than not would have resulted in a different decision, he or she may require the Dean of Students to re-open the investigation and consider the new information in making findings and rendering a decision.

The Discipline Review Board will not hear appeals related to sexual abuse, sexual assault, domestic violence, dating violence or stalking in order to maintain utmost confidentiality for the students involved in this matter. The Principal’s decision is final and unreviewable within the Laboratory Schools and the University.

Finally, a mediated resolution of any matter involving sexual abuse, sexual assault, dating violence, domestic violence, or stalking is never appropriate.

**SUPPORT SERVICES AND SUPPORT for those who have Experienced Sexual Abuse, Sexual Assault, Dating Violence, Domestic Violence, or Stalking**

The needs of someone who has experienced sexual abuse, sexual assault, domestic violence, dating violence, or stalking vary from person to person and may vary over time.

The Laboratory Schools urges anyone who has experienced sexual abuse, sexual assault, domestic violence, dating violence, or stalking to seek support as soon as possible to minimize and treat physical harm, assist with processing the unique and complex emotional aftermath, and help preserve and understand options for pressing charges. Individuals have many options with regard to reporting sexual abuse, sexual assault, domestic violence, dating violence, and stalking, including reporting to the
University of Chicago Police Department, the Chicago Police Department, and to Laboratory School administration. Additionally, victims have recourse through the civil and criminal court systems, by being able to seek orders of protection, no contact orders and other similar court orders. Victims also have the option to decline to notify such authorities.

Even for someone who does not wish to report the event to the police or pursue disciplinary action, seeking medical attention as soon as possible is important. Victims should be aware of the importance of preserving evidence, which may be necessary to the proof of criminal sexual assault, domestic violence, dating violence, or stalking, or to obtain an order of protection.

The University official responsible for coordinating compliance with these policies is Sarah Wake, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Wake also serves as the University’s Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Wake by emailing swake@uchicago.edu, by calling 773.702.5671, or by writing to Sarah Wake, Office of the Provost, The University of Chicago, 5801 S. Ellis Ave., Suite 510, Chicago, IL 60637.

**Consequences of Bullying, Hazing, Unlawful Discrimination and Harassment, including sexual harassment, Sexual Abuse, Sexual Assault, Dating Violence, Domestic Violence, and Stalking**

Consequences for engaging in bullying, hazing, unlawful discrimination or harassment, including sexual harassment, sexual abuse, sexual assault, dating violence, domestic violence or stalking can be severe. Depending upon the nature of the conduct, circumstances, history, and other contextual factors, consequences including, but not limited to, verbal or written reprimand, denial of privileges, educational outcomes, social suspension or removal from groups and activities, and other academic, social or extra-curricular penalties may be assigned; suspension; expulsion. Parents/guardians will be notified of outcomes pertaining to their student, and an intervention plan governing future behavior and interaction will be created. If, after a Laboratory Schools degree is awarded, the Dean of Students is informed of misconduct that occurred before the degree was awarded, disciplinary proceedings may be initiated. If the misconduct is substantiated, the Laboratory Schools may revoke the degree or impose other sanctions (e.g., prohibition from participating in alumni events or from Laboratory School property).

**Substance Use/Abuse**

*Philosophy:*

We are committed to providing you with a learning environment that fosters physical and mental health so that you may become healthy, productive citizens who contribute positively to the school and the community. Use of alcohol and other drugs is illegal and is also inconsistent with your healthy growth and development. We therefore have developed policies that we believe will promote, enhance and maintain a drug-free school.

We are naturally concerned with the health and welfare of any student who may distribute, possess and/or use alcohol and/or drugs and will make every effort to provide assistance to you and your family if you need it, while also addressing your conduct via the disciplinary process.

In keeping with our concern for your welfare and the welfare of every member of the school community, if you are involved with a substance-abuse-related incident outside of school for which legal or medical intervention is required, you and your family are encouraged to notify your counselor. Having this information will enable us to best help, support, and protect you within the school environment. The
counselor will respect the student’s privacy and maintain confidentiality.

We are also committed to preventing substance abuse through a variety of discussions and activities in school. We continue to work on informative and open programs that address the questions and problems of substance use/abuse among your age group.

Substance-Specific Policies:

**Alcohol**

It is illegal for persons under the age of 21 to purchase, possess, or drink alcohol, and thus use, possession, or distribution of alcohol during the school day, on campus at any time, and at school-sponsored events is prohibited. Asking another student for alcohol is also prohibited. If a student is found to be in possession of alcohol, it will be confiscated. Parents will be notified if (i) you are found to be under the influence of alcohol; or (ii) you are found consuming, distributing or to be in possession of alcohol, and the police may be contacted. Students who violate this policy risk suspension or expulsion from school.

**Illegal Drugs**

The possession, use, or distribution (selling or sharing) of illegal drugs or drug paraphernalia is prohibited during the school day, on campus at any time, and at school-sponsored events. Asking another student for illegal drugs is also prohibited. If a student is found to be in possession of illegal drugs or drug paraphernalia, it will be confiscated. Parents will be notified if (i) you are found to be under the influence of illegal drugs; or (ii) you are found consuming, distributing or to be in possession of illegal drugs, and the police may be contacted. Students who violate this policy risk suspension or expulsion from school.

**Prescription Drugs**

The distribution (selling or sharing), possession or use of prescription drugs by someone other than the person for whom the drug was prescribed is prohibited. Asking another student to use their prescription drugs, or using someone else’s prescription drugs, is also prohibited. All violations of this policy will be reported to your parents.

**Tobacco**

It is illegal for persons under the age of 21 to purchase or use tobacco cigarettes, electronic cigarettes, and alternative nicotine products in the city of Chicago and thus possession, distribution (selling or sharing) or use of these items is prohibited on campus or at any school-sponsored event. Even if you are 18 years old these items, and other related products like rolling papers, pipes, lighters, and matches are prohibited on campus or at any school-sponsored event. If you are found to be in possession of them, they will be confiscated and your parents will be notified.

**Consequences:**

This Substance Use/Abuse policy is designed to deter student possession, use and distribution of alcohol or any other illegal drug, or the inappropriate use of prescription drugs. The Dean of Students and Principal will evaluate each case based on relevant known information. When deciding on appropriate consequences the primary focus will be on individual student safety and the safety of the school community. The appropriate consequence(s) will begin at a higher level for serious offenses like these, including the possibility of suspension or expulsion. In some instances, there may be multiple sanctions, depending on the circumstances and severity of the violation. In situations where the school has a reasonable basis to believe that a crime has been committed, the school may contact law enforcement and then cooperate with a criminal investigation. In every drug or alcohol situation, parents will be notified.

**Theft**

You are not permitted to take something that does not belong to you and without permission. This
includes others’ computers, phones, book bags, sports gear, instruments, wallet/purse, etc. If you take property that is not yours, or fail to pay for items in Café Lab, you will at a minimum have to make restitution.

Trespassing
Trespassing at school means being on school property outside of school hours without permission and/or faculty or staff supervision. Trespassing is prohibited. In addition, you must leave the school buildings or campus when asked to do so by any school authority.

Vandalism
We expect you will protect the school's possessions and physical facilities just as you would your own belongings. Vandalism is illegal. If you deface or destroy private or public property in school, on school grounds, or at a school-sponsored activity, you will at a minimum have to make restitution.

Weapons Possession
Regardless of state law, weapons are not permitted on school property. In order to ensure a safe school in which you can learn, no weapons may be brought to school. These include any object that is, or may be used, as a weapon. These include but are not limited to matches, nunchucks, lighters, flares, fireworks, lighter fluid, knives and guns. Fake weapons are not permitted in school.

SECTION II: CREATING AND KEEPING AN ORDERLY SCHOOL

Our Joint Responsibility
Our school expects all of us, including you, to obey federal, state, and local laws. In addition to these laws, we have our own rules, policies, and guidelines, set down in this handbook, that we expect you to know and to follow. Our policies apply to you whenever you are at school or whenever you are participating in school-sponsored activities such as athletic events, contests, field trips, exchange programs, retreats, extracurricular activities, dances, etc. and any time when you are acting as, or when others will see you as, a representative of our school. School policies can apply to off-campus actions that do not reflect the standards of our community.

Because all of us benefit from an orderly school, each of us is responsible for maintaining that order. We know how difficult it might be for you to report violations of the rules by others. If you know that serious violations are taking place, and in particular when others are being harmed in some way, and you don’t report them, we don’t have the opportunity to ensure a safe environment for all. At times you may believe that the administration is already aware of a situation. Please decide to share the information that you know. It is better to receive information more than once than not at all because everyone assumes someone else has reported the situation. You can make a difference and the administration will support you if and when you step forward.

If you find yourself in the unfortunate position of having violated a policy, it is helpful for you to voluntarily report your behavior. A student who is honest and forthcoming about their involvement in a situation helps their standing; their attitude and honesty is considered when a consequence is evaluated. Conversely, if you lie or otherwise try to cover up your misdeeds, this will be considered when evaluating the consequence.

Responding to Policy Violations and Disciplinary Sanctions
The Dean of Students, High School Principal, and Laboratory Schools Director exercise authority in circumstances of discipline and determine necessary responses to violations. Questions or concerns about disciplinary decisions or process can be referred to the Principal and/or Director.

**Disciplinary Sanctions**

Official responses will be governed by the nature, frequency and severity of the particular violation. Initial action will begin at a higher level for serious offenses. It is possible in some cases for there to be multiple sanctions, depending on the situation and the severity of the violation. In situations where it is believed the law has been broken, police may be contacted. In nearly every situation, except for the most minor, parents will be notified. In order to provide support for the student during and after any situation, and to inform those who may benefit from knowing, the Dean of Students may notify the school/college counselor, advisor, Principal and/or Director of the violation if deemed necessary. U-High School disciplinary sanctions include:

1. **An oral warning from the Dean of Students**: The student is told why a particular behavior is problematic and what the student must do to correct the problem.

2. **A family meeting**: The student and their parent(s)/guardian(s) may be required to have a meeting with Dean of Students to discuss the policy violation and any additional possible outcomes.

3. **A behavioral or educational sanction**: The student is assigned a task to do that directly correlates to their behavior and the severity of the policy violation. Examples include: restitution and an apology in the case of a theft, or writing a letter to explain what decision they will make in the future that is better, or having to read a book or meet with someone and then write a reflection paper that demonstrates what they have learned about their past behavior and how they will behave in the future, or discussing the violation with others involved, especially those hurt or offended by it and apologizing where appropriate, or being told to avoid all contact with another student. Additionally, sometimes a student’s behavior is such that our school will require an appropriate medical or psychological evaluation before the student is allowed back on campus. Behavioral or educational sanctions are not reported to a student’s college.

4. **Social Suspension**: The student will lose privileges (i.e. leaving campus during free periods) or be prohibited from participating in an athletic, theatrical, or other co-curricular (i.e. MUN) or extra-curricular activity (i.e. attendance at a dance) for a determined period of time. Social Suspections are not reported to a student’s college.

5. **Behavioral Supervision**: Behavioral supervision is instituted when a student's behavior has been unacceptable and must change, including repeated behaviors. Behavioral Supervision is imposed because the behavioral problem is serious or because the student ignored previous oral warnings. Behavioral Supervision is normally imposed for a specific period of time, for example, the remainder of the quarter or school year (may include the following school year). When placed on Behavioral Supervision a student’s behavior will be closely monitored when at school. If a student has made sufficient progress in meeting school expectations as deemed by the Dean of Students and/or Principal, then their Behavioral Supervision will expire as originally set out. If it is determined that a student has to remain on Behavioral Supervision for an additional quarter, and during that additional quarter does not show significant changes to improve his or her behavior and/or attitude, the school will work with the student and their family to help the student find another, more suitable school to attend.
If while on Behavioral Supervision the student violates another policy, the student will face additional disciplinary outcomes, including the possibility of suspension or expulsion. Behavioral Supervision is not reported to a student’s college.

6. General Suspension: A General Suspension is instituted when the student’s behavior is egregious, or violates one of the major policies. It is a formal disciplinary response that the student’s behavior was problematic and may not be repeated. A General Suspension means that a student may not attend any class or any school social, co-curricular or extracurricular event for a period of time (1-5 days typically). The time a student spends on suspension would depend on the severity of the violation and their past behavior, but would be long enough to demonstrate how seriously our school takes the violation(s). When serving a General Suspension, the student may not come to school or attend school events (such as sports contests, dances, etc.) except to meet with the Principal at the Principal’s request. The student will also have to make up missed class work, though he/she will not receive credit for it; and must take the responsibility of meeting with their teachers to get these assignments and to set the due dates. Our school does not expect teachers to give extra instruction that a student might need due to the suspension. A student on a General Suspension is also automatically placed on Behavioral Supervision (see above). Students are expected to report General Suspensions to their college.

7. Expulsion: An Expulsion is instituted when the student's behavior is especially egregious, or if they continue to have disregard for school policies and continually violate them. Decisions to expel are made in consultation with the Director of the Laboratory Schools.

**Discipline Review Board**

Students may appeal a disciplinary decision of suspension or expulsion to the High School Principal and may request that their case is heard by the Discipline Review Board.

*The Discipline Review Board will not hear appeals related to sexual misconduct, domestic violence, dating violence or stalking in order to maintain utmost confidentiality for the students involved in this matter. A student wishing to appeal a decision related to one of these topics may appeal to the Principal. The Principal’s decision is final and unreviewable within the Laboratory Schools and the University.*

**Composition of the Board**

A board to hear a discipline case will consist of eight people: four teachers from the faculty and four high school students. The members will be chosen at random from an elected pool of six teachers and seven students. Choosing members from a pool allows for some degree of confidentiality, since it will not be known who will be attending a hearing.

Faculty and students chosen for a hearing may recuse themselves if they feel that their judgment in the case would not be impartial.

During the first two quarters each year, the student members of a Board will be: two seniors, one junior, and one sophomore, chosen from a pool of three seniors, two juniors and two sophomores. In the Spring Quarter, the three seniors will leave the student pool and be replaced by a new junior and two freshmen. The student Board members will then be: two juniors, one sophomore and one freshman.

The elected board members will serve until they are replaced according to the guidelines outlined below. In that way, when school begins in the fall before a new board is elected or before the seniors are replaced in the spring, a board is in place to hear cases if they come up.
Training/Debriefing
At the beginning of each new term (when a full board is elected), the Principal will convene the board members to explain the procedure of the board. At this time, the board will elect its faculty Secretary who will be the contact person for choosing a board to hear a case.

At the end of the school year, the Principal will reconvene the entire board so that documentation of the cases heard, decisions made, and the procedures followed can be discussed among all board members. This allows for a “history” of procedures to be written so that future boards may refer to these notes when similar cases arise. The notes and procedures are to be kept in a file in the Principal’s office to be consulted, if necessary, by future boards. This documentation should be devoid of student names. It is to be used for reference to the types of cases and their resolutions.

Election Procedure/Nominations
Student Procedures: The concept and idea of the board will be discussed by student representatives in the advisories during the first week of school. Juniors and seniors will be given two forms, one listing all members of the faculty and the other listing the members of their grade. Sophomores will be given one form listing members of the faculty. Each junior and senior will be asked to nominate one classmate and one faculty member. Each sophomore will be asked to nominate one faculty member. Students who do not wish to express a preference may choose to leave one or both forms unmarked. Expressly excluded from this list of faculty will be the counselors, who, at their request, wish to maintain their trusted role as confidants.

Faculty Procedures: Faculty members will be given two forms, a list of the faculty, and a list of all students in the upper two classes. Faculty may nominate one student from the junior and senior class and one member of the faculty. Faculty who do not wish to express a preference may choose to leave one or both forms unmarked.

Term of Office: A person, faculty or student, may not serve more than two consecutive terms as an elected member of the board. People who have served two consecutive terms will have their names removed from the nomination ballot for the new term.

Election Procedure/Balloting
The faculty High School Discipline Committee (not the Discipline Board) will compile the list of nominees and create a ballot. If the number of nominees is large, a ballot will be drawn up from the names of those most often nominated (to keep the ballot to a reasonable length.) The same ballot will be presented to both faculty and students. It will not contain any count as to the number of times an individual was nominated.

Faculty will appear on the ballot alphabetically, and students will appear on the ballot alphabetically by grade. Nominees who wish not to serve on the Board will be instructed to see the High School Principal and ask that their name be removed from consideration.

From this ballot, all sophomores, juniors, and seniors will vote for two seniors and one junior, and one faculty member. From the same ballot, the faculty will vote for two seniors, one junior, and four faculty members. In this way, each constituency has much to say in the choice of its own representatives, and something to say in electing those of the other.

In March before the end of the winter quarter, another nomination of students will take place. The nomination procedure will require freshmen and juniors to nominate members of their respective classes and faculty to nominate one junior or one freshman. The High School Discipline Committee (not the Discipline Board) will follow the same procedure as outlined above to create the ballot.
The election for these new members will take place the first week of the spring quarter. All freshmen, sophomores, juniors, and members of the faculty will be allowed to vote for one freshman and one junior. From these ballots two freshmen and one junior will be elected to replace the seniors leaving the board as specified above.

These newly elected freshmen and junior will serve on the board for the remainder of the school year. The freshmen will then become members of the board as sophomores for the following year. The junior will become a member for the remainder of the school year and for the first two quarters of the following year, when, as a senior, s/he will be replaced in accordance with the procedures above.

Length of Term
A new pool for the board is to be elected each year except for members elected in the spring as specified above. It is possible for a person to serve on the Board for more than one year if duly elected.

If a student member of the board is suspended from school for at least one day, that student member will be removed from the board. That student will be replaced by the member of her/his respective class with the next highest number of votes. For this contingency, the discipline committee will retain the ballot count for the length of the term of service.

Procedures To Be Followed
When Does the Board Meet: Faced with suspension or expulsion, the student has two choices: accept the sanction designated by the Dean of Students or go before the Board for a hearing and accept its decision.

The Board will meet after school on the day it is called. Members are expected to clear their calendars to hear the case.

Who Calls the Board: The Principal or her designee, but not the Dean of Students, will call the Board.

Who Chairs the Board: There will be a faculty Secretary of this Board. Upon notice from the Principal or his/her designee, but not the Dean of Students, the Principal will contact the eight members to hear the case. The eight members hearing the case will elect from among themselves a chair to run the hearing and the deliberation. (This chair may be a teacher or student and may be different each time.)

Procedure for Hearing a Case: Present at the hearing will be the Dean of Students, the student, and an advocate of the student's choice (i.e. the student's counselor or advisor). This advocate may not be a lawyer or the parent of the student requesting the hearing. The Dean will present the evidence gathered. The student and the advocate will present a defense. If the offense involved a victim, that victim has a right to be present at the hearing. The victim may present her/his case. If the victim chooses not to be present at the hearing, the board may take that into account when deciding the case. The Board and the student may call other witnesses. The Board will not be privy to past offenses unrelated to the current charge by the student. If a Board member knows of prior offenses unrelated to the current charge by the student, the member is obliged not to reveal that knowledge to other Board members until after a decision is rendered regarding the student's guilt or innocence. Should the student be judged guilty, prior infractions will be made known to the other members to recommend an appropriate punishment.

To Reach a Decision: The Board must agree upon a recommendation by a margin of 6-2 or greater. Ballots will be taken in secret. When the decision is reached, the Board will inform the Principal of the decision but will not reveal the vote count.

In rare cases, it may happen that even after considerable deliberation, the Board cannot reach a decision. The Principal, once informed of the deadlock, may instruct the Board to make every effort to resolve the
impasse. As a last resort, the Principal may make a decision in the absence of the Board's recommendation, following the consequences set out in the Student Handbook.

**Recommendations of the Board:** If the Board decides that the student is guilty of an infraction, it makes a recommendation based on the Student Handbook guidelines and the best judgment of the members. The Board may recommend overturning a suspension, supporting a suspension, decreasing or increasing the number of days of a suspension, and/or adding additional sanctions. The Board may not recommend removing sanctions other than suspension or expulsion. The Board may recommend expulsion, with the understanding that only the Director may implement expulsion.

This recommendation is presented to the Principal for review and implementation. If the Principal decides not to follow the recommendation of the Board, it is expected that he/she would as a courtesy address the Board to explain his/her reasons. A student may only be expelled at the direction of the Director.

**Consequences:** The Principal or the Dean of Students will inform parents immediately of a child's suspension, and send a letter home explaining the circumstances. The Dean or his/her designee will escort a suspended student off the premises.

As in the past, all adults who need to know (the student's teachers, counselor, advisor and directors of any extra-curricular activities in which the student is currently participating) will be informed by a confidential note from the Principal or Dean of Students of the suspension and the days involved. Neither the offense itself nor any deliberation of the Board will be described in this note. In keeping with past practice, the faculty will be informed at a faculty meeting of suspensions, but not of the students involved. At some time after the suspension (the time frame is to be determined), the school community will be informed that a suspension has been given for a named offense, but no student involved will be identified. We feel that students should learn that serious offenses may result in serious consequences.

**Records:** The Board will keep a record of its proceedings so that it can be used as a reference for the types of cases and their resolutions. This requires some member(s) of the board take notes of the deliberations. These notes are to be kept in a file in the Principal’s office for reference by future boards. This documentation should be devoid of student names.

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**SECTION III: ATTENDANCE POLICY**

The teaching and learning process takes place in the classroom and cannot be duplicated. It is mandatory that you attend all of your classes, on time, and remain in class for the entire class period. Furthermore, excessive tardies or absences will affect not only your learning and progress in class, but also your grade, earned credit, and possibly graduation. Missed work due to absence is to be made up expeditiously.

**If you are absent from school, you may not be present at or take part in school-sponsored activities on that day (i.e. theatre productions, athletic contests, dances).**

The following categories are tracked for each student’s attendance:

1. **Present** – present in class at the stated start time and remain for the entire period
2. **Absent** * – not in the classroom within the first 10 minutes or absent that day (see below)
3. **Tardy** – not in the classroom when the teacher takes attendance
4. **Cut** – being more than 10 minutes late to class, attend other classes but skip a given class, leave the classroom early prior to being dismissed by the teacher, a parent doesn’t call you in as absent

* **Types of Absences:**
  - College rep visit (seniors only)
  - Counselor/Nurse
- Doctor’s appointment
- Extenuating circumstances (i.e. family death)
- Family travel (including college visits)
- Ill
- Lab Extra-Curricular (Lab athletics, academic teams)
- Religious holiday

Parents/guardians are to call the Attendance Office at 773-834-9443 prior to 8:00am to report the type of absence, or complete the “Report an Absence” on-line form from the High School webpage. Students may be absent from time to time for the reasons cited above. While there are a concrete numbers of absences that follow that will dictate when the absences are deemed troubling - and then excessive - these numbers should not be viewed as limits to plan for and attain, but rather should be held “in reserve” to allow students the occasional approved absence when it can’t be avoided. You never know when you will become very ill or some other reason will arise and you will need to miss one or several days of school. Don’t place yourself in the position where you could get dropped from a class due to the number of absences you have. Except for school field trips and religious holidays, the reason for an absence does not matter; absence is determinative. Exceptions to the number of absences that trigger the school’s response (i.e. extended illness or family tragedy) can be administered by the Dean of Students, Assistant Principal or the Principal.

The following behaviors are not permitted:
- You may not skip one class to work on something for another class.
- Your parents may not excuse you from one or more classes to prepare for another class.
- Missing a class because you overslept or forgot what time it was is not an excuse.

Pre-Arranged Absence Form
We expect that whenever possible you and your parents will schedule non-emergency medical appointments, family travel, college visits, etc., for times when classes are not in session. When that is not possible, or for any absence you are aware of in advance (including religious holidays), you are expected to complete a Pre-Arranged Absence form and turn it into the attendance office at least 2 school days in advance of the absence. Planning ahead will allow you and the teachers to discuss what you will miss and arrange for any work you might miss during the absence.

If you plan to participate in any school-sponsored activity that requires missing a school day, you must arrange for the completion of a Pre-Arranged Absence form (i.e. Debate, MUN, band trip, etc). All pre-arranged absences will count toward the absence totals for each class (except for absences due to religious holidays).

Class retreats, class fieldtrips and AP exams support the curricular experience of students, do not require the completion of the form, and do not count towards the absence totals. While a pre-arranged absence form is not required for these events, it is your responsibility to talk with your other teachers 1-2 days in advance about what you will miss during class. You are expected to attend retreats and fieldtrips.

Absence Thresholds
If you reach any of the threshold numbers cited below, at a minimum you may be sent an email, with your parents, teacher, counselor and advisor copied. If the absences become excessive, your parents will be asked to come in for a meeting with you in order to discuss the absences and ensure a strategy moving forward where you will be in school more frequently.

The maximum number of absences in a year-long course (over the three quarters) is 19 absences – with no more than 7 absences during any given quarter.

The maximum number of absences in a quarter-long course is 7 absences.
Absence Threshold Charts (excluding Physical Education Classes)

<table>
<thead>
<tr>
<th>Year-Long Course Absences</th>
<th>Quarter-Long Course Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 absences in a qtr</td>
<td>troubling</td>
</tr>
<tr>
<td>7 absences in a qtr</td>
<td>excessive</td>
</tr>
<tr>
<td>8 absences in a qtr</td>
<td>dropped from class</td>
</tr>
<tr>
<td>19 absences in a yr</td>
<td>excessive</td>
</tr>
<tr>
<td>20 absences in a yr</td>
<td>dropped from class (even if less than 8 in that quarter)</td>
</tr>
</tbody>
</table>

Tardies and Cuts (excluding Physical Education Classes)

*There is no such thing as an excused tardy.* If you are not in class when the teacher takes attendance, you are considered tardy if it is within the first 10 minutes of class (within 2 minutes if a Monday/Friday advisory period). If a parent calls you in to let us know you are on the way to school, we are very appreciative to know that you are coming to school. If you arrive late to class, you will be marked tardy.

<table>
<thead>
<tr>
<th>Tardies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 tardies in a qtr</td>
</tr>
<tr>
<td>6 tardies in a qtr</td>
</tr>
<tr>
<td>9 tardies in a qtr</td>
</tr>
</tbody>
</table>

**Three (3) tardies equal one cut in that class.** The email from the attendance secretary to you, your parents, advisor, teacher and counselor is intended as a heads up to allow you to make a correction so that you arrive on time to that class in the future.

The email from the Dean of Students to you, your parents, advisor, teacher and counselor asking you to attend a meeting if you reach six (6) tardies in a class allows us discuss your tardies and strategies for how you will arrive on time in the future. You will be reminded that if you reach nine (9) tardies in a class, then you will be dropped from the class.

**Cuts**

A cut is defined as one of the following:

- Being more than 10 minutes late to class
- Accruing tardies as outlined above
- Attending other classes but skipping a given class
- Leaving the classroom early prior to being dismissed by the teacher
- A parent doesn’t call you in as absent

**Three (3) cuts in any course in any quarter results in a student being dropped from the course.**

If you cut a class two (2) times, you and your parent will be sent an email requesting a meeting with them, you, your counselor, advisor and the Dean to discuss why you are cutting class.

You will be warned that if there is one more cut (for a total of three) you will be dropped from the course. If you cut a whole school day, your parents will be notified, you may be suspended (General Suspension),
and a parent conference will be required before you are allowed to return to school.

If a pattern of cutting class develops, a meeting will be held with you, your parents, advisor, counselor and the Dean to address the concern, and to ensure that you understand that repeated cuts from class may result in suspension or expulsion.

Individual departments and teachers have assigned consequences for cuts, which may include your failing the class. Teachers and departments that have policies regarding grade consequences for absences will share these with you at the beginning of the course and with your parents at Open House.

**Absence Threshold Charts for Physical Education**

Physical Education is taught in six six-week units per school year; therefore, the attendance requirements and thresholds are different. If a student is dropped from Physical Education for attendance reasons, the student must complete a six-week unit during the senior year.

<table>
<thead>
<tr>
<th>Tardies (arriving after the 5-minute changing period)</th>
<th>Unit Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 tardies in a unit</td>
<td>1 unexcused absence; one cut; grade lowered by 1/3</td>
</tr>
<tr>
<td>4 tardies in a unit</td>
<td>2 unexcused absences; two cuts; dropped from unit</td>
</tr>
<tr>
<td></td>
<td>5 excused absences; dropped from unit</td>
</tr>
</tbody>
</table>

*NOTE: arriving more than ten minutes late constitutes a cut.*

The teacher will notify the student, parent, and school counselor after a student is tardy twice and/or if the student is absent (excused) three times to remind them of the policy and warn them that they risk being dropped. Parents will be notified of a cut by the Attendance Secretary.

**Withdrawal Attendance**

If dropped from a course for any of the reasons cited above, you receive a WA (withdrawal attendance) on your transcript for that course. If you will be dropped from a course, you and your parents will be sent an email sharing this update with you. You can be dropped from a class up to and including the final weeks of a quarter.

**College Representatives’ Visits**

Seniors who will miss class periods must get the permission of their teachers at least two days in advance; the teacher may grant permission at his/her discretion. Juniors may attend these meetings only if they have a free period. Attendance at these visits counts as an absence; plan accordingly. Generally, attending four (4) visits during the quarter is considered reasonable. If a student cannot attend a particular session, he or she can fill out a personal data sheet for the representative ahead of time. The personal data sheet is available from the Learning and Counseling department secretary.

**Assembly Attendance**

When assemblies or grade-level meetings are scheduled, your attendance is required. Please do not schedule appointments with teachers, counselors or in-school tutors during a scheduled assembly. If you are absent - but present in school that day – there may be disciplinary action.
Teachers
Sometimes due to unforeseen circumstances, a teacher may not be in class on time. If that happens, the student, who is first alphabetically, must go to the High School Office to report that the teacher is not there. Meanwhile, all other students should remain in the classroom and sign in for attendance. If the classroom is locked, someone from the office will unlock it. Students may not leave unless told to do so by a teacher or administrator. If a student leaves prior to the official dismissal, the absence is a cut.

Sometimes teachers make mistakes when taking attendance. Sometimes you have arrived late to class after the teacher has taken attendance, but within the 10-minute timeframe where you can be considered tardy. In either case, this may result in your being marked absent from a class for which you were present. If you were in the class for which you were marked absent, please ask your teacher to notify the Attendance Office of this update so that your record can be updated.

You will have one week to clear the absence. If you do not clear the absence in that time frame, you will receive a cut for that class even if you were in the class.

Weather
When school is in session, regardless of weather conditions, classes will be held and absent students will be responsible for the work missed. Students and teachers will work together to articulate the work that must be completed and determine a date by which it will have to be made up.

Students Who Are Ill
Part of being a member of a community means caring for the health of others in the community. If you are sick, please stay home. Conditions that warrant staying home:
- Fever of 100° or higher
- Diarrhea
- Vomiting twice or more in 24 hours
- Severe cold/cough symptoms
- Strep throat diagnosis (first 24 hours)
- Pinkeye (conjunctivitis) diagnosis (first 24 hours)
- Flu diagnosis

Questions to ask yourself:
1. Are you well enough to engage fully in all of your classes and to be at school all day?
2. Are you contagious?
If the answer is no to either/both questions, you should stay home.

Visiting the Nurse/Counselor
You may feel ill or emotionally unable to attend class and feel that visiting the nurse or a counselor is necessary. If you have a test, quiz, presentation or paper due during that period, you are asked to attend class and see the nurse/counselor during a following period. If the concern is imminent and you cannot wait to go during a different class period, it is expected you will briefly talk to the teacher of the class you will miss BEFORE going to see the nurse so that the teacher is aware of your location. Then you may visit the nurse/counselor. If you feel that you need to leave school during the day because of illness, you need to be assessed by the nurse before you leave school. The nurse will contact a parent to inform them of your condition, and the parent must consent to you going home if going alone.

If you actually become ill during the school day, you must report to the nurse. She will evaluate your condition and you are expected to follow her direction. If you are too ill to complete the school day, the nurse will call your parents/guardian and make arrangements for you to go home or stay in her office for the remainder of the day. If the nurse determines that you should return to class, she will give you a note to present to your teacher. It is expected that you will return to class immediately upon leaving the nurse's office.
No excuses from physical education classes will be issued from the nurse’s office for a pre-existing illness without a written request from a parent. If you do not remember to bring a note, you must call a parent from the nurse’s office for phone permission. If you become ill in school and feel that you cannot get through gym class, you should report to the nurse’s office. The nurse will determine whether your condition requires an excuse or a “modified activity” slip to present to your gym teacher.

If the nurse/counselor confirms your presence with him/her in PowerSchool during the period, the absence is noted as a nurse/counselor visit.

If the nurse/counselor cannot confirm your presence with him/her during the period, the absence is changed to a cut.

All nurse/counselor absences will count toward the absence totals for each class.

**Calling In Sick**
Only parents/legal guardians may notify the attendance office of your absence due to being ill. Parents are asked to do by 8:00am on the day of the absence. You are not permitted to call yourself in as sick.

**Extended Illness**
If your illness or hospitalization results in you missing school for five (5) consecutive school days, a note to the attendance office from your treating physician will be required. This note is to be on the physician’s letterhead, dated within the past 5 days, and provide information regarding the reason you have not been able to attend classes, and the date when they believe you will be able to return to classes.

For students who have been hospitalized, the physician letter will also need to clear you to return to school. In addition, you and your parents will need to have a meeting with the Learning and Counseling staff prior to your return in order to ensure a successful transition back to school.

**Chronic Medical Conditions**
For chronic medical conditions requiring frequent doctor’s visits, you and your family are asked to provide medical documentation from your treating physician during the first two weeks of each school year that outlines the following on the physician’s letterhead, dated within 30 days of the beginning of the school year:

1. Student’s chronic medical condition
2. Recommended treatment plan – including, if applicable, names of any medications, dosages and side effects in order to position our nurses to best support you while at school
3. If school will be missed as a result of condition, doctor's appointments or treatment, which days and times/what is the frequency
4. Duration of treatment

It is likely that a meeting between you, your parents, counselor, Dean and Principal will be scheduled in order to discuss the impact the chronic medical condition has on your attendance and overall success at school.

**Concussion**
Parents of any student who experiences a concussion, whether inside or outside of school activities, are asked to contact the school nurse (773-702-9452) the next school day as the nurse is the primary point of contact for any concussion. The school nurse will engage the appropriate individuals in the high school who will work with the family and the treating physician to address the student’s needs while at school.
SECTION: COMPUTING POLICY

This University of Chicago Laboratory Schools Acceptable Use Policy was last updated on April 23, 2014.

The University of Chicago owns and operates the Laboratory Schools' data and voice network. In addition to the Schools' Acceptable Use policy, network users are also expected to comply with the University's Eligibility and Acceptable Use Policies.

The Laboratory Schools reserves the right to amend this statement at any time with or without notice.

Computers and computing resources are important tools for furthering the Laboratory Schools' educational mission. Using these resources is a privilege, not a right. This policy outlines the Schools' expectations for exercising this privilege responsibly and applies to adults and students alike.

In general, computer users are responsible for:
• reporting policy violations promptly to Laboratory School administrators
• cooperating with school staff members when policy violations are suspected or confirmed
• behaving courteously, ethically, and legally

Consequences follow when these responsibilities are not met. They may include suspension or termination of computer privileges, disciplinary steps prescribed in student handbooks or employee contracts, or legal action.

Care of Computing Resources
Users are expected to protect the Schools' investment in computing resources. Theft, vandalism, tampering, destruction, or disregard for the physical condition of computers and other equipment are not acceptable.

What this means to you:
• 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 expected to report others' abuse of computers to school administrators.

Using Networked Resources

Content
Communications that would be improper or illegal on any other medium in a school environment are equally so in an electronic format. Capturing, transmitting, viewing, or publishing electronic content deemed by school administrators to be obscene, offensive, threatening, abusive, harassing, unethical, illegal, or otherwise disruptive to the Schools' learning environment is prohibited, regardless of the manner in which it is captured or shared. Exercise caution when using social media. Under no circumstances post or share content that refers negatively to members of the Lab community by name or inference. If school administrators determine that an AUP violation poses a material disruption to the Schools’ learning environment, they may take disciplinary action even if such violations take place off the Schools’ campuses and/or without using school or University owned technology resources.
Security
Appropriate security precautions must be taken when using school resources to share content online. “Appropriate security precautions” vary with the age of the student, how the information is shared, and the dynamic nature of online tools. The Schools’ current interpretation of such precautions can be found in the Web Posting Policy. In general, it is rarely necessary or advisable to identify students on world-readable pages in school-related publications by matching a face with a name or enabling others to locate a student in space and time. The current interpretation reflects the input of school stakeholder groups, not just the Information Systems Group. Proposed changes to this interpretation must be vetted by these stakeholder groups prior to adoption.

The Laboratory Schools cannot be responsible for the security or accessibility of content stored on Internet servers not managed by the Schools. School community members who choose to use remotely hosted services for school-related purposes may do so, but with the following conditions:

1. They do not represent in any way that these are school-owned or managed resources
2. The posted content conforms to Laboratory School and University of Chicago Acceptable Use Policies and other published school guidelines for appropriate conduct, including all current Web Posting Guidelines
3. For school employees, the Terms of Use and Privacy Policy, or, in the case of paid resources, the User Agreement or contract for services, is submitted to and cleared by the Director of Information Technology prior to purchase or use.
4. No interaction with advertising is forced, nor is mandatory demographic data entry required to access site content

Identity Management
Anonymous or pseudonymous electronic communications are inappropriate when used to dissociate yourself from responsibility for your actions. Publishing anonymously or with an invented name for malicious purposes is prohibited.

Anonymous or pseudonymous electronic communication may be appropriate when used to maintain appropriate online security when publishing school-related online content to an audience beyond the school community. It is never appropriate to pose as another real person online.

What this means to you:
• You may not capture, transmit, view, or publish material inappropriate for or disruptive to a school environment
• You may be held accountable for actions taken off campus and/or not involving the use of school or University technology resources
• 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 pose 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
Copyright Infringement
The Laboratory Schools' computing facilities may not be used to steal content owned or copyrighted by others. Fair use laws regarding copyright apply; in general, a single copy made for personal uses falls within fair use laws, while multiple copies do not. Guides to Fair Use can be found in Blaine and Rowley libraries and in each computer lab. In cases where the law is unclear, users should assume that anything published on the Internet is copyrighted.

The University's IT Services group actively monitors network activity and investigates when it appears that illegal file sharing may be taking place. The Laboratory Schools cooperates fully with UC IT Services in addressing copyright violations involving University and/or Laboratory Schools accounts and the students and/or employees responsible for those accounts.

Software and Licensing
Software piracy occurs when one installs and/or uses software for which proper payment has not been made. Protected software may not be copied into, from, or by any Laboratory Schools' facility or system, except by license. Copying software among computers within the school is prohibited. So is copying software between school and home computers.

The Schools enter into a variety of software licensing agreements, some of whose terms are complex. Users authorized to install software are expected to consult Information Systems or Computer Science staff when considering purchasing or installing software to certify that doing so will comply with vendor licensing agreements.

The Director of Information Technology is responsible for ensuring that the Laboratory Schools' computers are fully compliant with vendor licensing agreements. All school owned software licenses acquired by donations, departmental or grade level purchases, or promotional programs must be registered with the Director of Information Technology so they can be inventoried and a legal backup copy made. Information Systems staff will remove unregistered software from school computers until proper licensing can be verified. Personally owned software may not be installed on school computers. Similarly, school owned software may not be copied to personally owned computers.

Legal Documents
Computers and associated peripherals such as printers and scanners may not be used to create fraudulent or counterfeit documents, such as IDs, currency, tickets, legal documents, etc.

What this means to you:
- 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 computing equipment 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

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1 Exceptions to this policy include instances in which the Microsoft Campus Agreement provides software licenses for home, work-related use. Similarly, some software licensing agreements permit teachers to install copies of software on personally-owned computers for work-related tasks. Users should consult the Director of Information Technology to determine which software programs are eligible for home installation. It is permissible for faculty and staff laptop users to install drivers and syncing software for at-home peripheral devices they own, including printers, handheld devices, cameras, scanners, and other such devices.
• You may not use or install on school computers any software not licensed by the School
• 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
• You may not provide access codes to online services purchased by the Schools to unauthorized users
• 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
The Laboratory Schools' networks are not to be used for commercial purposes, such as marketing, reselling bandwidth, or business transactions between commercial organizations. Commercial advertising is forbidden. Software written using the Laboratory Schools' computing facilities may fall under the University of Chicago's policy on inventions, discoveries and software, and may belong to the University. All questions regarding this policy should be directed to the Director of Special Projects in the Office of the Vice-President for Research.

What this means to you:
• You may not use the network for commercial activity. If you are unsure of the definition of commercial activity, consult Laboratory School administrators.
• If you are going to write software using Laboratory Schools' computers, file a disclosure with the University of Chicago first.

Recreational/Personal Computing
Access to school computing resources is granted for educational and professional purposes. Using school technology resources for recreational or personal pursuits can deprive others from using them for educationally legitimate purposes. Doing so can also incur unauthorized direct and indirect operational costs the Schools are unwilling to assume.

For Laboratory Schools students, specific rules and policies about recreational computing vary by division and department. It is your responsibility to be familiar with these rules and conduct your activities accordingly. In general, you are expected to refrain from personal blogging, printing, instant messaging, on-line shopping or gaming, and other recreational activities (as determined by school personnel) unless teachers or administrators have given you express permission to do so.

What this means to you:
• Use the Schools' computers and/or network for educational and professional pursuits related to school activities.
• Be aware of specific restrictions on permissible recreational computing that may apply to you.

Using Shared Resources
The Laboratory Schools owns all data stored on school-owned equipment, including but not limited to the data network, computers, mobile data storage devices and all connected peripherals.

Individuals using these resources are subject to having their activities monitored and recorded by the System Administrator in conjunction with school administrators. Anyone using this system expressly consents to such monitoring. When monitoring reveals possible Acceptable Use Policy violations (Laboratory Schools or University of Chicago), system personnel may provide this data to school and/or University administrators.
The Laboratory Schools maintain the right to monitor school-owned technology resources electronically to ensure that system performance, management and maintenance functions, policy compliance, and system security are intact and that problems can be diagnosed and resolved quickly when disruptions to normal service occur.

When school-owned devices are believed to be lost or stolen, the Laboratory Schools also maintain the right to enable remote use of image capture hardware and software on those devices. Only the Schools’ System Administrator and/or the Assistant System Administrator, following a written directive from the Schools’ Director or his/her designee and approval from the University of Chicago’s Office of Legal Counsel, may initiate this action. When authorized, the System Administrator or Assistant System Administrator employs a utility for that specific purpose and delivers it to the device using remote management software already in place for tech support operations.

Remotely captured data relevant to school and/or law enforcement investigations into lost or stolen computers will be saved to a physically and electronically secure server accessible only to authorized school staff. Remote data gathering will be discontinued as soon as data of sufficient probative value has been captured. Such data will also be deleted in a secure fashion by authorized school staff when it is no longer relevant to recovery efforts or to disciplinary or legal actions in which the Schools are involved.

The Laboratory Schools may share data gathered through remote image capture with law enforcement officials as required or compelled by law. The Laboratory Schools also may use data gathered through remote image capture in any internal proceeding, e.g., a student disciplinary hearing. Shared resources on the Laboratory Schools network include file servers, other computers on which users' work is stored, University servers and devices containing Lab Schools’ information, and hosted online services with whom the Schools have contracted to provide services. To protect private information, mechanisms exist to prevent unauthorized examination by others. Attempts to circumvent these mechanisms are prohibited.

Searching through directories and folders to find unprotected information is also prohibited. Information you have not been invited to use is not yours to access. Even if a user's files are unprotected, it is improper for another user to read them unless the owner has given permission. Any attempt to access another user's files by any means constitutes a violation of this policy.

Users are expected to safeguard their data, authorization codes, and passwords by choosing passwords difficult to guess and changing these passwords frequently. You may not attempt to bypass password security features in any manner.

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 others’ files when necessary for the maintenance of computer systems. When performing this maintenance, every effort is made to ensure the privacy of a user's files. However, users cannot reasonably expect the same level of privacy as they would on a computer they own.

The Laboratory Schools reserve the right to monitor any files kept in disk areas it provides to you and to take action if software designed to breach security measures, crack or capture passwords, or break encryption protocols is found. Any attempt to deliberately degrade or disrupt system performance or to interfere with the work of others is a breach of this policy.
Limits may be set on certain computing resources such as disk storage space, printing access, bandwidth priority for specific applications, computer login time, etc. Users may not attempt to bypass these limitations.

Users may not use any other networking software or hardware on the Laboratory Schools' network other than that provided by the Schools.

**What this means to you:**
- You may not read, modify, or otherwise 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 computer network, computers, hard drives and all connected peripherals located at the Laboratory Schools expressly consents to having their activities monitored.
- 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**
The Laboratory Schools provides computer accounts only to the Laboratory Schools community. These accounts may only be used by the individual to whom the account is assigned. Accounts provided to you by the University of Chicago are restricted in the same way. Users may not authorize anyone, including family members, to use their account(s) or log in information for any reason, including LabID and CNET IDs. Users are responsible for all activity on accounts assigned to them and must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of their accounts by unauthorized persons.

**What this means to you:**
- You may not let anyone else (including family members) use your account. Sharing LabID and CNET IDs or other passwords with peers is a violation subject to disciplinary or corrective action by the Laboratory Schools and/or the University of Chicago.
- You may not use anyone else's account anywhere on the Laboratory Schools or University of Chicago network (including accounts belonging to family members).