



THE UNIVERSITY OF  
**CHICAGO**

**LABORATORY SCHOOLS**

2023  

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2024

University High School  
**STUDENT & FAMILY HANDBOOK**

## Mission Statement

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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.

## History & Philosophy of the Laboratory Schools

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The Laboratory Schools of the University of Chicago date back to 1896, when John Dewey, professor in the Departments of Philosophy, Psychology, and Pedagogy of the University of Chicago, established a primary school for the development of a new approach to education. Dewey envisioned the school as a place in which to test his theories on child development and the educational process. He saw schools as a microcosm of the larger society, where children could develop habits of “being in the world” — habits including collaboration, kindness, and the welcoming of new people and new ideas. Dewey felt that if children had the opportunity to practice these qualities in their daily school lives, they would become second nature, and would eventually characterize their social and civic activities as adults.

Educators who contributed to Dewey’s educational philosophy included Heinrich Pestalozzi, whose theories of learning led to the inclusion of practical arts in the curriculum, and Frederich Froebel, who established the world’s first kindergarten and advocated learning through activity. In the early 1900s, Colonel Francis Parker succeeded Dewey as Director of the Laboratory Schools. Parker emphasized the individuality of each child and the need to grow and learn naturally and freely. Under Parker’s leadership, Blaine Hall was designed and constructed to embody the most advanced educational and architectural concepts.

Dewey’s and Parker’s essential principles of education are summarized below:

- Learning should be focused on the child rather than the lesson; learning is a social process that is achieved most effectively through small groups.
- Learning is most effective when inspired by hands-on activities — e.g., the study of history through the performance of plays, and the study of natural science by exploring nature.
- The goal of education should be not only excellence in academics, but also creative problem-solving.
- Education should involve developing in students a sense of responsibility to both the school community and the larger society.

- The process of learning in a school setting should be a continuation of the type of learning that takes place in everyday life.
- Academic learning should be broad, encompassing not only “traditional” subjects but also the arts, sports, music, and various extracurricular activities.
- Continuing teacher education and research are integral parts of teacher training; teachers should be given a significant degree of autonomy within a rigorous framework.

More than one hundred and twenty-five years later, the University of Chicago Laboratory Schools remain committed to the basic tenets of progressive education on which the Schools were founded. In the 21st century, Lab educators have drawn inspiration from, and contributed to, the [Progressive Education Network](#) (PEN). At Lab, we strive to know each child as an individual, with a unique intersectional personal identity, cultural heritage, interests, and aptitudes. In the upper grades, we are committed to providing a strong college preparatory program to help students develop their passions and enable their future aspirations. We value learning as a goal in and of itself, a source of excitement and satisfaction, and seek to establish a lifelong love of learning in our students.

More information on the Laboratory Schools may be found in *The History of the Laboratory Schools: The University of Chicago 1896–1965* by Ida DePencier (a former Laboratory Schools teacher), and *Experiencing Education: 1896-2012* by William Harms. The history of the Laboratory Schools is the history of a school that changed the face of American education, and continues to encourage its students to take risks, pursue knowledge, realize their full and unique selves, and ultimately become impactful participants in a healthy democratic society.



# Welcome to University High School

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Dear U-High Students and Families,

Welcome to the 2023–2024 school year! At University High School, you are part of an inspiring educational mission. We are excited to support our students’ learning and growth and to partner with their families.

This Handbook is the official statement of U-High policies and outlines expectations, resources, and requirements for all U-High students and families. Students and families are expected to be familiar with the contents of this Handbook, and with the contents of all linked or referenced Lab or University policy documents. Families will be asked to review this Handbook and linked or referenced policies with their student, and confirm they have done so via the *Back to Lab* process in early August. The most up-to-date version of this Handbook is available on the student and family portals. Students and their families are obliged to stay abreast of changes in school policies and procedures.

The High School Administration, faculty, and staff of the University of Chicago Laboratory Schools strive to establish a collaborative relationship between the school and home. We firmly believe that everyone within our community shares the responsibility of fostering a safe and inclusive environment. We welcome your inquiries, concerns, and suggestions, and encourage you to reach out to us at any time.

All the best for the 2023–2024 school year.

Sincerely,

Martin Woods  
University High School Principal

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Zilka Rivera-Vazquez  
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## Directory

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## Section One: Community Norms, Values, and Expectations

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The fabric of the University High School community is woven from the threads of *scholarship*, *integrity*, *kindness*, and *diversity*.

- *Scholarship*, or knowledge gained through study, is a process that requires rigorous inquiry, a strong work ethic, attention to logic and reason, and responsible use of sources. It also requires a willingness to learn about oneself, to seek help when needed, and to respect others' points of view.
- *Integrity*, or acting ethically and honestly, requires personal courage and a commitment to doing the right things in all circumstances. Integrity pertains to both academic and personal behavior, and entails a paramount commitment to honesty.
- *Kindness*, or consistently considerate and respectful behavior, is about treating others as you would want to be treated and with attention to how they want to be treated. It requires the cultivation of compassion, mindfulness about appropriate language, and support for others' experiences, backgrounds, and challenges.
- *Diversity*, or the multiplicity of identities, backgrounds, and viewpoints in our community, is honored when we work to ensure that everyone experiences inclusion, equity, and belonging. Honoring diversity requires us to evaluate our own biases (conscious or implicit), understand others' points of view and experiences, and respect new ways of thinking.

The well-being of our community is sustained when our actions and interactions are infused with these ideals. They allow us to work for the betterment of each other, our school, and the broader communities of which we are a part—our neighborhood, city, and world.

### Community Norms, Values, and Expectations

We believe that students thrive in an environment where the adult members of the community support the mission of the school and adhere to norms related to respectful, productive interactions and communication. Therefore, Lab community members are expected to:

- Support the mission of the school;
- Support the growth of a positive community by being inclusive and embracing diversity;
- Communicate openly, respectfully, and constructively with others, recognizing that healthy communication begins with open and respectful interaction, and that many matters are best handled on an individual or personal basis via phone or email;
- Model respectful, kind, and inclusive behavior for both children and adults;



- Embrace lifelong learning and support others in their continued intellectual curiosity;
- Support the school through active engagement, volunteerism, and philanthropy according to one's situation;
- Commit to reading and responding to communication from the school;
- Adhere to community rules and safety measures.

## **Policy on the Safety of Students in Laboratory Schools Programs**

Lab is committed to providing a safe and secure environment for all children and young adults in our community. All Lab employees must adhere to the guidelines provided in the Policy on the Safety of Students in Laboratory Schools Programs, which is informed by the University's [Safety of Children in University Programs](#) Policy, the [Illinois Abused and Neglected Child Reporting Act](#), best practices in Nursery–Grade 12 teaching per the [National Association of Independent Schools](#) (NAIS), the [Independent Schools Association of the Central States](#) (ISACS), and the [Illinois Educator Code of Ethics](#). Read Lab's full Policy on Safety of Students in Laboratory Schools Programs [here](#). For questions regarding the policies or required training, please contact [Equal Opportunity Services](#).

## **University of Chicago Nondiscrimination 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 state or federal law (including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 and their implementing regulations). For additional information, see [the University of Chicago's Policy on Harassment, Discrimination, and Sexual Misconduct](#).

The Laboratory Schools' Director of Equal Opportunity Services/Deputy Title IX Coordinator is Betsy Noel. Ms. Noel is the primary point of contact for Lab matters and can be reached by phone at 773-834-4366, by emailing [enoel@ucls.uchicago.edu](mailto:enoel@ucls.uchicago.edu), or in person or by mail at The University of Chicago Laboratory Schools, 1362 E. 59th Street, Judd C106A, Chicago, IL, 60637. The University official responsible for coordinating compliance with this Notice of Nondiscrimination is Bridget Collier, Associate Provost and Director of the Office for Equal Opportunity Programs. Ms. Collier also serves as the University's Title IX Coordinator, Affirmative Action Officer, and Section 504/ADA Coordinator. You may contact Ms. Collier by emailing [bcollier@uchicago.edu](mailto:bcollier@uchicago.edu), by calling 773-702-5671, or by writing to Bridget Collier, Office of the Provost, The University of Chicago, 5801 S. Ellis Avenue, Suite 510, Chicago, IL, 60637.

## Diversity, Equity & Inclusion

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### Honoring Diversity through DEI Work

The Laboratory Schools prioritize honoring diversity as a cornerstone of learning and growth. As renowned scholar bell hooks has stated: “To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.” The Director of Diversity, Equity, and Inclusion at Lab seeks to support a learning environment that honors diversity by fostering belonging for all students. We do this work by supporting adult educators and parents/guardians in their growth, assessing our structures for equity, and cultivating a culture of inclusivity across the Schools. Our [Diversity Action Plan](#) identifies specific strategies by which we pursue this goal, and our [complete Diversity Statement can be found here](#).

Intentional diversity, equity, and inclusion (DEI) work helps us develop the skills to navigate difficult conversations across differences. DEI work challenges the ways in which racism and bias of all forms affect our lives. Most importantly, DEI work requires reflection and self-awareness; it is lifelong work. We strive to model this work for all Lab students in developmentally appropriate ways.

### DEI Programs and Education

Every year the Laboratory Schools engage in a variety of initiatives to educate and support students and educators around equity, inclusion, and belonging. Student and adult affinity groups and cultural clubs thrive at Lab. Our trained High School DEI Peer Facilitators and faculty DEI Coordinators in each division support programming and provide individualized support. Educational programming at U-High includes a Social Justice Week organized and delivered by students, as well as ongoing opportunities for reflection, information, and discussion about power, privilege, identity development, healthy relationships, digital citizenship, and upstander interventions, supported by our Director of Diversity, Equity, and Inclusion, our Director of Equal Opportunity Services, School Counselors, and other educators.

### Bias Incidents

Disagreements about values, beliefs, approaches, or opinions are natural in a school environment, and help students develop and hone their own informed viewpoints. However, a person’s multifaceted identity is not cause for debate or disagreement. Discriminating against others based on their identity is fundamentally disrespectful, disrupts the learning environment, and can have the purpose or effect of interfering with others’ equal access to a Laboratory Schools education.

Discriminatory conduct pertaining to the following personal identifiers may be considered a bias incident:

- > Age
- > Disability status
- > Gender identity
- > Race, color, national origin, and/or ancestry
- > Order of Protection status
- > Marital status
- > Military status
- > Pregnancy
- > Religion
- > Sex
- > Sexual orientation

Students who have experienced or witnessed a bias incident are strongly encouraged to share their experience with Lab educators so that we can support them and address the incident. Students are welcome to make a report either anonymously or under their own name through our [Bias Response Reporting Form](#). Students should also remember that educators are here to help: the Dean of Students and School Counselors as well as Lab’s Director of Diversity, Equity, and Inclusion and Director of Equal Opportunity Services are eager to help students make a report about or process an unwelcome experience. Hateful expression as defined in this Handbook will be addressed as a major policy violation. See [Appendix A](#) for more information about the [High School Framework for Responding to Bias Incidents](#).

### **Religious Observances and Reasonable Accommodations**

Lab is fortunate in the diversity of religions practiced in our community, and we endeavor to be fully inclusive of students’ and families’ religious traditions. When school responsibilities coincide with religious observances, we will do our best to support students’ needs.

If there is a conflict between religious observances and school work, students are expected to be proactive in reaching out to their teacher. At least two days prior to an absence on account of a religious observance, a student must complete a [Pre-Arranged Absence Form](#) and submit the completed form to the attendance office. The form requires the student to secure a teacher’s signature for each class missed during the absence, which facilitates conversation between student and teacher about what will be missed and what arrangements will be made. Absences for religious observances will not be counted towards a student’s attendance thresholds. Reasonable extensions of time will be given, without academic penalty, for assignments missed due to religious observances. Exams scheduled during religious observances will be reasonably rescheduled without academic penalty.

## Communication

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Clear and appropriate communication among students, parents, and educators is essential to student success at Lab.

### Regular Communications

*Students are expected to check Schoology, our learning management system, every day.*

Teachers use Schoology to manage communication and assignments with students. Schoology also allows for communication between administrators and students. General information and announcements are posted on Schoology. Students are added to the Schoology page for their grade level. All clubs and groups are asked to create Schoology groups to facilitate communication amongst their members. (Students may choose to forward their email or Schoology messages to their personal account for the purpose of reading them only.)

*Communication between students and employees* can occur through in-person meetings, Schoology, or UChicago-issued Laboratory Schools email. Students should check Schoology for course information prior to contacting their teachers by email. Students should not request or use school employees' private cell phone numbers or social media accounts; in turn, students should refrain from providing their personal contact information or social media information to school employees. Exceptions may be appropriate when traveling off-campus (e.g. travel abroad or domestic travel), when students may be asked to provide a cell phone number so that trip chaperones can use a group messaging app for communication.

If a student has a question or concern about a class, the student is expected to play a central role in communicating with their teacher and working toward a solution. Students should learn to communicate directly with their teachers about their needs. Should a student need advice on communication with a teacher or self-advocacy in any context, they are encouraged to seek the support of their School Counselor, Advisor, or another trusted Lab educator.

### Lab Enews

[Enews](#) is an all-school newsletter containing the times, dates and places of upcoming events and activities. Enews is emailed to families twice a month and is available online.

### LabLife

*LabLife* is an all-school news magazine published by the Laboratory Schools. Its articles are of general interest to students, parents, faculty, and alumni.

## **Emergency Closing of School Due to Severe Weather**

In general, the Laboratory Schools follow the University's plans when there are severe weather conditions. If there is an emergency closing, delayed opening, or early closing, our automated emergency call system will alert families at the phone number they have registered in PowerSchool as their home phone number. Closing information will also be posted on the school website and in traditional Chicago media.



## Section Two: Academic Program

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### Matriculating to U-High

All students matriculating into U-High at Grade 9 must have successfully completed their Middle School program to be eligible to enroll in U-High courses. Students joining U-High after Grade 9 must have successfully completed all courses at the school from which they are transferring and be in good academic standing.

### Program of Studies

Information regarding U-High courses, course planning, and graduation requirements can be found in the U-High Program of Studies. An updated U-High Program of Studies is published at the end of the fall semester every year (late January/early February). Course selection opens in February for the following school year. The [2023–2024 U-High Program of Studies](#) can be found [here](#).

### Co-Curricular Program

The Co-Curricular Program is designed to support the mission and values of the Laboratory Schools serving to deepen our bonds with one another and further develop a sense of connection, community and responsibility. During co-curricular weeks, students are scheduled to attend workshops and assemblies on a range of topics that invite them to think critically about their experiences as members of the Lab community and beyond. Co-curricular programming is facilitated by members of Learning & Counseling, the Directors of Diversity, Equity, & Inclusion, the Title IX Coordinator for Lab, the High School Dean of Students, faculty, invited speakers, and/or student facilitators with presentations and activities that focus on students' interpersonal, academic, health and wellness, and social-emotional needs.

During these sessions, students are invited to reflect on their personal and familial values, consider the impact of their actions towards others regardless of intent, and delve deeper into personal decision-making. The Co-Curricular Program also creates opportunities for the whole school to gather to celebrate one another's accomplishments and positive contributions to the community, as well as explore and share their artistic abilities.

## Attendance

### Expectation of Regular Daily Attendance

Regular attendance is essential for a rich educational experience and therefore required for all students. Academic, social, and emotional growth depends on the exchange of ideas and information in the classroom, as well as interpersonal interactions connecting adolescents to each other and the school community beyond the classroom.

U-High takes attendance seriously. Students are required to be present in classes, Advisory, co-curricular periods, assemblies, and other school events and activities on time and to remain for their duration. Students who are absent from a full day of school due to illness may not be present at or take part in school-sponsored activities like athletics practices and contests, arts productions, and academic team events that day. Attendance is taken every class period, including advisory, co-curricular periods, and assemblies.

Please note:

- If a student does not attend classes at the start of the school year for more than 10 days, their classes will be dropped and enrollment at Lab will be canceled.
- Seniors seeking to go on May Project: After spring break, no more than five (5) absences in any class are permitted.
- Students may not be excused from a specific class if the student is otherwise present in school that day (e.g., a student cannot be excused from attending 3rd period class in order to study for their 4th period test).
- If a student receives an email from the attendance office regarding an absence, they must respond within 24 hours of receipt or the absence will remain.

### Co-Curricular Program Attendance

Co-curricular periods, including assembly and lab periods, are a required part of the U-High Program. During these periods, students may not schedule other commitments, including meetings with clubs, teachers, or makeup/extra-time testing. Furthermore, when co-curricular programming is the first or last scheduled period of the day, students are expected to attend on time. Students may not miss a co-curricular period if they are otherwise attending school that day. Attendance will be taken during co-curricular periods and if a student skips their co-curricular period on a day they are at school, this absence will count as a cut. Please refer to the Cutting Thresholds chart below.

### School Attendance Categories

The following attendance categories are tracked for each student:

- > **Present:** present at the stated start time and for the entire period.
- > **Tardy:** between 1–10 minutes late and not in the room when attendance is taken.
- > **Absent:** more than 10 minutes late to class (also counts as a cut) or absent that day.
- > **Cut:** more than 10 minutes late to class; attending other classes but skipping a given class; or leaving the classroom early prior to being dismissed by the teacher.

### Attendance Thresholds

The school recognizes that students will on occasion miss or be late to school. However, absences and tardies can impact progress, grades, and credit; therefore, inconsistent, excessive, or otherwise concerning patterns of absence or tardiness will necessitate a conversation among the student, their parent/guardian, and School Administrators. In addition, U-High has established clear thresholds for accumulated absences, tardies, and cuts after which defined consequences will ensue, described below.

All types of absences count towards attendance thresholds with a few school-related exceptions as shown in the chart below. Because illnesses and other unanticipated emergencies may occur throughout the year, students and families must be aware that such absences will count towards thresholds, and moderate other absences accordingly. Any exceptions to the thresholds (e.g., extended illness or family tragedy) are at the sole discretion of the Dean of Students and the Principal. Planned absences (marked in the chart with an asterisk\*) require the advance submission of a Pre-Arranged Absence form and advance planning between the student and their teachers. Please see [Planned \(pre-arranged\) absences in the Types of Absences and Communications section](#) of this handbook for more information.

<b>Types of Absences &amp; Threshold Considerations</b>	
<b>Count Towards Thresholds</b>	<b>Do Not Count Towards Thresholds</b>
Illness	Lab athletics
Visits to doctor, dentist, therapy; School Nurse or Counselor	School field trips
Mental health day	Class retreats
* Family travel (e.g., college visits, weddings, vacations, non-Lab club sports)	* Religious holidays
* School co-curricular activities (e.g., MUN, Debate, Robotics)	AP Exams
College representative visits to Lab	
Unforeseen circumstances (weather, traffic)	

### **Absence Thresholds**

The maximum number of absences in any class in an academic year is 20 absences, with no more than 10 absences in either semester. If a student reaches the maximum, the student may be dropped from the course and ineligible to receive credit for the course. As students accumulate absences, the school will respond according to the following chart:

<b>Absence Threshold Chart Per Course</b>	
4–5 absences in a semester	Email notice sent.
7–8 absences in a semester	Email from and/or meeting with Dean, family, Counselor and/or Advisor.
11 absences in a semester	Dropped from class. Notation of WA (“Withdrawn/Absence”) on transcript.
15 absences over both semesters	Email from and/or meeting with Dean, family, Counselor and/or Advisor.
20 absences over both semesters	Dropped from class (even if less than 10 in a semester). Notation of WA (“Withdrawn/Absence”) on transcript.

## Tardy Thresholds

The maximum number of tardies in any class in an academic year is 20 tardies, with no more than 10 tardies in either semester. Once a student reaches the maximum, the student may be dropped from the course and ineligible to receive credit for the course. There is no such thing as an excused tardy; while the student's parent or guardian may call to report that the student is running late, the tardy stands. Teachers will consider a student tardy if they are one to ten minutes late to the period. As students accumulate tardies, the school will respond according to the following chart:

Tardy Threshold Chart per course	
4–5 tardies in a semester	Email notice sent.
7–8 tardies in a semester	Email from and/or meeting with Dean, family, Counselor and/or Advisor.
11 tardies in a semester	Dropped from class. Notation of WA (“withdrawn/absence”) on transcript.
15 tardies over both semesters	Email from and/or meeting with Dean, family, Counselor and/or Advisor.
20 tardies over both semesters	Dropped from class (even if less than 10 in a semester). Notation of WA (“withdrawn/absence”) on transcript.

## Cutting Thresholds

A cut is defined as arriving more than ten minutes late, skipping a class or co-curricular period, or leaving prior to being dismissed. Students may not be excused from a specific period if the student is otherwise present in school that day (i.e. a student cannot be excused from attending 3rd period class in order to study for their 4th period test). Students arriving more than 10 minutes late are still expected to attend the period in order to capture as much content as possible. The consequences for cuts are as follows:

Cuts	
1 cut	Meeting with Dean; written warning
2 cuts	Meeting with Dean and family; written warning
3 cuts	Meeting with Dean, family, and Principal. Dropped from class and possible <a href="#">General Suspension (item 7 in the Disciplinary Sanctions section of this handbook)</a>
Multiple cuts in a day	Meeting with Dean, family, and Principal and possible General Suspension



## Types of Absences and Communications

Only a student's own parents or guardian may notify the attendance office of an absence. Parents/guardians are asked to [notify the High School of any absence](#), including the reason for the absence, by 8:30 a.m. on the day of the absence.

**Planned (pre-arranged) absences** must be communicated to the school at least two days in advance by taking the following steps.

1. Parents/guardians must first complete the top part of the [Pre-Arranged Absence form](#).
2. Students must then speak with their teachers to plan for the content they will miss. Teachers will sign the Pre-Arranged Absence form.
3. The Pre-Arranged Absence form is then to be submitted to the attendance office (UH C023) at least two days in advance of the absence.

Planned absences that require the Pre-Arranged Absence form include:

- > Religious holidays and observances
- > Medical procedures and appointments
- > Family events like graduations or weddings
- > Participation in approved co-curricular activities that require missing a school day such as Debate, MUN, Robotics, etc.

**College visits and family trips** are not appropriate planned absences. College visits and family trips should be planned for non-school days, vacation periods, and weekends. Several days have already been built into the school calendar for these purposes.

**Mental health days** may be appropriate when a student has a mental or emotional need to take a day off of school. Parents/guardians should contact the attendance office if their student will take a mental health day. If two or more days are taken, a School Counselor may check in with the student and/or family. Mental health days may only be taken as full days and not partial days of school. Mental health days are factored into attendance thresholds.

**Extended Illness or Chronic or Persistent Medical Conditions.** For information on absences due to extended illness or chronic or persistent medical concerns, please see [the Chronic and Persistent Mental or Physical Health Conditions section](#) of this handbook.

**Weather and unforeseen circumstances.** Students and families must take weather and traffic conditions into account when planning their morning departure from home. If poor weather conditions or traffic cause students to be late or absent, the absences and tardies will

nevertheless count towards applicable thresholds and students will be responsible for the work missed.

### **Visiting the Nurse or School Counselor**

If a student feels that they are unable to attend class and must see the Nurse or School Counselor, they must first inform their teacher where they are going if at all possible. Students may not leave class to see the Nurse or School Counselor when they have a test, quiz, presentation or major assignment due, unless the concern is urgent. If the Nurse or School Counselor determines that the student should return to class, the Nurse or School Counselor will write a note for the student to present to the teacher with the expectation that the student will return to class immediately. If the Nurse and/or School Counselor is unavailable, the student should report to the Lower School Nurse, talk with another School Counselor, or return to class. Students may not otherwise be present in school and not attend their scheduled periods.

### **Work Missed Due to Absences**

Students with planned absences must make advance arrangements with their teachers. Students are expected to complete all missed coursework either before the absence or by a time specified by the teacher. Teachers are not required to give extensions for excused absences, including early departures or late returns from vacation. Students in such circumstances must accept that they may miss an assessment without the opportunity to make it up. Teachers are not expected to provide additional instruction for students on planned extended absences. Work missed due to illness or any other unanticipated absence must be made up as soon as possible. Academic penalties for tardiness and multiple absences are determined by the teacher.

### **Withdrawal for Attendance Reasons**

If a student is withdrawn from a class for attendance reasons, the withdrawal will be indicated on the transcript. The student will receive a grade of WA (Withdrawal Attendance) on their transcript. Students may be dropped from a class up at any time during the semester, up to and including the last day.

### **Teacher Lateness or Absence from Class**

If a teacher is scheduled to be out, a substitute will cover the class. On occasion, a teacher or substitute may not be in class on time due to unforeseen circumstances. If the teacher does not arrive within ten minutes, the students should designate one person to go to the High School Office, and the other students should remain in the classroom until dismissed by an adult.

## Workload at U-High

### Balancing your workload at U-High

Due to the wide variety of courses available at U-High, students' academic schedules vary widely. Likewise, students' homework obligations vary widely, depending on the courses they choose. It is recommended that students refer to the [U-High Program of Studies](#) in regards to course expectations when making their course selections. Homework is but one factor that determines the pace and intensity of a student's daily and weekly life. Please carefully consider the following factors, and engage in a realistic discussion as a family when selecting courses:

- 1) The number of courses you want/need to take.
- 2) Course levels.
- 3) Homework expectations for all courses.
- 4) Your individual learning style.
- 5) Co-curricular commitments.
- 6) Social habits and other lifestyle choices.

### How Many Courses Should I Take?

Beyond the obligation to meet Lab graduation requirements and carry a minimum course load, there is no one right answer to the question of how many courses to take each year. Generally, we recommend that students have one free period in their schedule to allow time for teacher meetings, homework, and open time. Students who opt for a full schedule (seven classes) should expect to do the majority of their school homework outside of the regular school day (8:30 a.m.–3:30 p.m.). If a student selects a full schedule, we recommend that the student limits co- and extracurricular activities appropriately. Conversely, if a student wishes to maintain significant extracurricular commitments, a lighter course load may be appropriate.

### Course Levels

Both the discipline and level of a course can significantly impact homework load at U-High. Students should refer to the course descriptions in the [Program of Studies](#) for more information on workload for specific courses. Students should expect more homework in courses designated as Advanced Topic (AT), Advanced Placement (AP), Advanced, or Accelerated. Students in Grade 9 may only take advanced courses in Math and World Languages. After Grade 9, it is recommended that students limit advanced courses to no more than three. Regardless of course level, consult the information in the [Program of Studies](#) about course expectations and make a candid assessment of what is healthy for each student.

### **Individual Learning Style**

Students learn in very different ways. Individual learning style can significantly impact the number of hours a student spends on homework each night for a given subject. By the time students reach High School, they should have a good sense about which subjects take more time for them and which take less. Accordingly, students are encouraged to factor these considerations into their overall course selection.

### **Co-Curricular Commitments**

Co-curricular activities such as athletics, academic teams, and clubs are an important part of the High School experience. It is important, however, that students factor these commitments into their course planning.

### **Adjusting Workload During the School Year**

During the school year, we recognize that students may encounter unanticipated challenges or needs, and it may be appropriate to adjust one's course load accordingly. To add or drop a course, students should meet with their School Counselor (Grades 9/10/11), or College Counselor (Grade 12). While there is a limited window in which students may add a course, students have a generous amount of time in which they can drop a course without notation. Details can be found in the [U-High Program of Studies](#).

### **Pass/Fail**

Students may request to take a course Pass/Fail instead of receiving a letter grade. The High School Administration will make the final decision.

- > To request a Pass/Fail option, students should meet first with their School Counselor or College Counselor. The Counselor will confer with the relevant teacher and High School Administration.
- > If a course is approved as Pass/Fail, students may still receive percentage grades throughout the year, but letter grades will be presented as a Pass/Fail at the end of the course.
- > Students may apply for Pass/Fail at any point throughout the course, but cannot revert to letter grades once the choice is made and approved.
- > For a passing grade, the student must achieve 60% or the equivalent letter grade (D-).

Students considering Pass/Fail should note the following:

- > Opting for Pass/Fail will impact the College admissions process; accordingly it is important that a College Counselor provide guidance on this decision.
- > Students opting for Pass/Fail will not subsequently be eligible for advanced level courses

that require a minimum letter grade from the class which they elected to take Pass/Fail.

- > Pass/Fail should be used as a way of maintaining workload balance, while meeting credit requirements towards graduation. It is not advisable to opt into this option to ‘hide’ grades from colleges.

### **Homework at U-High**

Homework is an important part of the academic program. Homework at Lab is used both to reinforce concepts previously introduced in class, and to prepare students for an upcoming class.

At U-High, students are expected to plan their assignments and time appropriately. Homework expectations should factor heavily into a student’s course selections. Within each department, teachers determine what amount of homework is reasonable and necessary for students to achieve the learning objectives of a given course. Thus, homework varies by discipline, course level, and unit being studied; students should consult the information about course expectations in the [Program of Studies](#) carefully before selecting courses. At U-High, homework will be a part of most weekends.

The quantity and frequency of homework assigned is determined by each teacher within their department. Homework will be announced in class or posted by 4 p.m. on the school day before the due date. While weekend homework should be expected, homework will not be due on the weekend; however, if a student requests an extension on a homework assignment, the extension may fall on a Saturday or Sunday.

### **Homework Over Break Periods**

**Extended Breaks.** U-High is committed to ensuring that the three extended breaks during the school year—Thanksgiving Break (November), Winter Break (December/January), and Spring Break (March)—are work-free for students. During these breaks:

- > Teachers will not assign school work.
- > Extra-credit opportunities will not be provided.
- > No tests will be scheduled for the first classes after the break.
- > For any paper or project assigned before the break, suitable work time will be allocated after the break.

**Shorter Breaks.** In order to move through the curriculum, teachers may need to assign work over shorter breaks (three-day weekends). However, any assignment on a three-day weekend will amount to a reasonable, single night’s homework.

### **Multiple Tests/Papers/Projects On the Same Day**

Students who have three (3) tests, papers, or final projects due on the same date may ask their teacher for a reasonable extension on the last-assigned item. Students should ask teachers for an extension at least one day in advance of the due date. Students must complete the work by the extended deadline to avoid any penalties.

### **Student Progress and Grades**

Each semester, U-High faculty will post a mid-semester progress report. The purpose of the report is to update students and families as to a student's progress and performance in a course.

At the end of the fall semester, teachers will post fall semester grades for all students. At the end of the spring semester, teachers will post spring semester grades and end-of-year grades for year-long courses. At the end of each semester, teachers will also post narrative comments for any student who receives a D, F, or Incomplete.

Outside of these required reporting periods, teachers may choose to communicate additional information to families. In turn, families are encouraged to reach out to the teacher directly if they have questions about student grades, engagement, and performance.

### **Progress and Eligibility for Extracurricular Travel**

Where a student is at risk of failing a course, their participation in travel for extracurricular programming may be restricted in order to prioritize academic recovery.

## **Standardized Testing**

### **PSAT, Practice ACT, and Advanced Placement Exams**

The Assessment Coordinator organizes and supervises the administration of all standardized testing given in the High School. These include the Preliminary SAT (PSAT), a Practice ACT, and Advanced Placement (AP) exams. Information regarding these exams is sent to families annually and is posted on Schoology. 10th and 11th graders take the PSAT in the fall quarter. 10th graders take the practice ACT in April. These scores are not reported to colleges.

The decision to sit for an Advanced Placement Examination must be made in the fall semester. Students will register for the exam prior to the national fall deadline (announced in Schoology). Families are billed directly for all fees associated with these exams in FACTS. Information about these exams is sent to families annually.

## **College Entrance Examinations: SAT and ACT**

Increasingly, many colleges admit students on a test-optional basis. However, other colleges request or require that applicants submit results from either the SAT or the ACT. Students should discuss with their College Counselor whether they should take these exams, and if so, when. In general, the College Counselors strongly encourage students to wait until late winter or spring of the 11th grade to take either the SAT or the ACT.

Students are responsible for registering for these tests, ensuring that they have completed each college's testing requirements, and sending scores as part of their application. National testing dates, testing locations, registration deadlines, materials, and other information are available in the Learning & Counseling Office, or on-line at [www.collegeboard.org](http://www.collegeboard.org) or [www.actstudent.org](http://www.actstudent.org).

Results of college entrance examinations are not noted on the transcript. In general, these exams are not administered at U-High, except that the SAT and ACT are administered on campus only for those students approved for school-based accommodations by the College Board or ACT. Students who seek accommodations for a standardized test must partner with their Learning Coordinator to work through the process determined by the College Board or ACT, including the required documentation and timeline. The ACT and College Board agencies grant or deny a student's request for a testing accommodation; the Laboratory Schools have no role in making these determinations.

## **Transcripts and Letters of Recommendation**

### **Official Transcript**

An official transcript is a certified academic credential. This record is often used for college applications, scholarships, driver's licenses, official ID cards, and employment background checks. The Registrar's Office can provide a hard copy of an official transcript with the school seal and Registrar's signature. Students/families may request an official transcript by sending an email to [registrar@ucls.uchicago.edu](mailto:registrar@ucls.uchicago.edu).

College Counselors facilitate the sharing of official transcripts with seniors' intended college or university. Students must be in good academic and financial standing to graduate and for final transcripts to be sent to the college or university at which they intend to matriculate.

### **Unofficial Transcript**

An unofficial transcript is an informal record of a student's completed classes and grades. Unofficial transcripts are often used for athletic recruitment, course planning, insurance



discounts, and any time a student needs informal documentation of their High School academic record. A student's Learning Coordinator or Counselor can view and print an unofficial transcript for students. Students must complete a request form and return it to the Learning and Counseling office at least two weeks prior to the date it is needed.

A parent or legal guardian may request an official or unofficial transcript for a student under the age of 18 in their custody without the student's consent.

### **Letters of Recommendation**

Letters of recommendation required for the college application process are sent by the College Counselors through our college admissions platform, Naviance.

Requests for other types of recommendation letters (outside of the college admissions process), or requests to list a teacher or Administrator as a reference, must be made two to four weeks in advance of the due date. Students should speak directly with the person of whom they are making the request to explain the opportunity and communicate what is being requested.

### **Academic Integrity**

Successful teaching and learning depends on mutual trust and respect among all students and educators. Honest, objective assessment by teachers provides students with necessary guidance and direction. In turn, academic honesty among students ensures that their progress can be accurately and fairly gauged. Integrity in citing sources ensures that each individual's quest to mature as a thinker and to benefit from the free exchange of ideas is honored. Students who take pride in their own work while giving all due credit to the ideas of others will develop a deep regard for their own education and their fellow learners.

Academic integrity is of paramount importance at U-High. The Lab community is entitled to assume that each individual's contribution is their own, original work, unless research is permitted and properly credited, or working with others is expressly permitted. Students who cheat, plagiarize others' work, or are dishonest about their work show disregard for their teachers, their peers, and the learning process; such actions are considered major policy violations. (See the [Examples of Major Policy Violations](#) section of this handbook for more information.)

### **Artificial Intelligence at Lab**

In recent years, artificial intelligence (AI) has evolved steadily to become a ubiquitous presence in academic communities. Online AI tools that create content, translate, improve grammar, and

accomplish other tasks have proliferated and are readily accessible to our students. As AI continues to develop, we will face increasingly complex questions about its usage and implications for teaching, learning, and social-emotional growth.

Lab's approach to AI is guided by what we are as a school. The Laboratory Schools were founded on core principles of progressive education. We value experiential learning, exploration, and experimentation. We employ a thoughtfully designed, intentional process to achieve understanding. As an educational institution, Lab is obligated to adapt to innovation, and support our students in adapting to innovation. At the same time, we remain committed to core principles of academic integrity, and we believe that fundamental skills including writing, language, computation, experimentation, and independent research remain integral to a well-rounded education in preparation for a fulfilling and successful future.

The way we incorporate technology into teaching and learning is ever-evolving, and may vary by discipline and developmental age. Therefore, at Lab, the responsibility for determining AI guidelines for each class and task primarily resides with grade teams and/or academic departments. Our school-wide expectations are as follows:

- Teachers may set guidelines for the use of AI by students.
- Students must communicate clearly with their teachers about whether, when, and how AI is permitted in their class.
- Students must always cite and/or disclose any use of AI in their submitted work.
- Students should be prepared to demonstrate their process in addition to their final product. Teachers may request documentation to demonstrate a student's process.

Many AI applications and programs, which collect and incorporate content from throughout the Web, may require parental consent for users under the age of 18 and prohibit use by children under the age of 13. Students and families should pay close attention to the age restrictions associated with the use of AI technology.

Please note: Artificial intelligence technology that draws on language, images, videos and other content from across the Web is likely to include erroneous information and/or content that reflects biased, homophobic, transphobic, misogynistic, racist, and other intolerant viewpoints. Users of AI at Lab are exhorted to pay close attention to such influences, and to understand the harm they can cause.

## Extra Help and Additional Support

**Teachers.** Whenever they have questions, need extra help, or need additional support, students should reach out to their teachers. Faculty are available to assist students throughout the school day. Students can speak to their teachers before or after class, stop by the department office, or email their teacher. Students must attend meetings required by the teacher, School Counselor, or a member of the Administration.

**Writer's Center.** All students are strongly encouraged to make use of the Writer's Center (Judd C307). The Writer's Center is open every day during school hours to help students with writing for any type of class, assignment, or extra-curricular interest, including essays for summer jobs and internships, creative writing, and college essays. Students can sign up for an appointment or drop in to receive one-to-one assistance in developing ideas, organizing content, or reviewing a draft.

**Peer tutors.** A student's School Counselor can provide a family with information regarding peer tutors at Lab.

**Outside tutors.** Students and families are highly encouraged to seek extra help from their own teachers, Learning Coordinators, and other Lab resources prior to hiring an outside tutor. According to school policy, teachers employed at the Laboratory Schools may not act as paid tutors for any student enrolled in the Schools; this includes during the summer months. Assistant Teachers may act as paid tutors to students enrolled in the Laboratory Schools, but may not tutor students in their current classroom.

Private tutoring or any such educational support is not permitted on school grounds.

## Libraries

The **Pritzker-Traubert Family Library** at U-High offers rich resources, both in support of the curriculum and for the personal growth and enrichment of each individual student. 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. The librarians are available throughout the school day to assist students in using the resources of the library.

Students in Grades 10 through 12 have access to the **University of Chicago Libraries** through their Laboratory Schools ID card. Grade 9 students may request University library access from the High School Librarians. With this privilege comes the responsibility to follow all of the University libraries' policies and procedures.

## **May Project (Grade 12 Only)**

A long-established tradition at U-High, May Project allows seniors to research, develop, and carry out a significant project outside the classroom during three weeks in May. Seniors who want to participate in May Project must go through a process involving idea development, preliminary research, finding a sponsor, and writing a detailed proposal. If a senior receives approval to do a May Project, its successful completion is required for graduation. Seniors can find more detailed information in the May Project Handbook, available each December in Schoology. A specific attendance policy applies to seniors seeking to go on May Project: After spring break, no more than five (5) absences in any class are permitted.

## **Schedules (Daily, Special)**

The daily schedule can be found on the back cover of the student planner and on Schoology. Special schedules are followed a few times throughout the year. These schedules are posted on Schoology in advance.

# **Section Three: Student Support and Well-Being**

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## **Student Support Services**

Student support services at the Laboratory Schools are designed to promote the academic, social, and emotional well-being of each student so that they may join fully in the life of the community. The Schools provide each student with a system of support, including their teachers, Academic Advisor, School Counselor, Learning Coordinator, Nurse, and College Counselor, all working in conjunction with the High School Administration and the student's family. Parents and guardians should contact the School Counselors, Learning Coordinators, School Nurses, or U-High Administration to discuss any concerns or to request any support services for their child. School Counselors and Learning Coordinators consult with the Nurses, the Director of Student Services, and/or High School Administration regarding appropriate accommodations for students with diagnosed social-emotional, developmental, or medically documented disabilities. Lab educators will also work together with a student and their parents/guardians via an interactive process to determine reasonable, appropriate accommodations, if any, for the student on a case-by-case basis.

## Learning and Counseling

Learning and Counseling faculty support students' academic and social-emotional growth for a satisfying and productive educational journey. These services are integral to Lab's educational programs. The High School Learning and Counseling Department—made up of School Counselors, College Counselors, and Learning Coordinators—actively works to create an environment that fosters health, scholarship, confidence, cultural competence, and compassion in every student. They collaborate with teachers, parents/guardians, and Administrators. Please see the [Learning and Counseling webpage](#) for more information and resources.

## Confidentiality

Learning and Counseling faculty support students' right to privacy and endeavor to protect confidential information received from students, their families, and others. Information is kept confidential unless:

- > The student gives permission to the Counselor;
- > The Learning and Counseling faculty members need to collaborate with other professionals (e.g., other school employees) in the student's best interest;
- > When disclosure is required or permitted by law;
- > When keeping information confidential could lead to foreseeable harm, as determined by the age and development of the student, setting, parental rights, and the nature of the harm.

## School Counselors

School Counselors provide prevention and intervention services to support students. School Counselors have the expertise to support students who may be experiencing stress, social or academic difficulties, or an acute crisis. As appropriate, School Counselors work with outside support professionals to meet individual students' needs; families will be asked to sign a Consent to Communicate form prior to the School reaching out to outside support. School Counselors also assist with questions about a student's academic concerns and schedule changes. Students are assigned to the same School Counselor for all four years of High School and are welcome to set an appointment or stop by the [U-High Learning & Counseling Office](#) to ask to speak with their Counselor regarding any questions or concerns.

## Learning Coordinators

Learning Coordinators assist both students and faculty with questions about learning differences, academic accommodations, or any other learning issues that may affect a student's academic performance. Learning Coordinators offer one-to-one support to address difficulties with organization and executive functioning and facilitate the implementation of approved

accommodations. They do not provide individual tutoring or educational therapy. Learning Coordinators make appropriate referrals to outside clinicians for assessments or to outside service providers for interventions. They manage the application process to obtain accommodations on the college entrance examinations, such as the SATs and ACTs. Learning Coordinators work with outside support professionals to meet individual students' needs. Families will be asked to sign a Consent to Communicate form prior to the School reaching out to outside support. Students are assigned to the same Learning Coordinator for all four years of High School.

### **Requests for Diagnostic Information from Outside Providers**

If a student's outside provider (e.g., therapist, doctor, or diagnostician) requests written information from a Lab teacher, families should submit the request to the student's Learning Coordinator. The Learning Coordinator will coordinate the collection of information and submit the completed documents directly to the provider.

### **College Counselors**

College Counselors assist 11th and 12th graders in the transition process from High School to college. Formal work with students and their families begins in January of 11th grade; however, appointments to discuss college and post-secondary school planning may be made at any time. Throughout students' 11th and 12th grade years, the College Counselors offer a wide range of services for students and their parents/guardians, including: classroom seminars on the college admission process; accounts on Naviance, a college and career readiness service that provides students with college planning tools; informational sessions for families; individual and family appointments; frequent communications through email; lists of college visitors; and other resources. Families are informed of their College Counselor assignment in the Fall Quarter of the student's 11th grade year. It is expected that students and parents/guardians will make an appointment and meet with the assigned College Counselor before the end of the student's 11th grade year.

### **College Representative Visits**

Over one hundred college representatives visit U-High each fall during the school day to talk about their schools and meet U-High students. The times and places for these visits are posted in Naviance, Schoology, and in the Learning & Counseling Office. Seniors sign up to attend through Naviance. Attending up to four (4) college representative visits during class periods is permitted, provided the senior secures their teacher's signature on the permission slip in advance of the visit. There is no limit to the number of visits during free periods. If a senior cannot attend a particular session, they may obtain a "personal data sheet" from the Learning & Counseling

Office and complete it for the representative ahead of time. Juniors may attend a college representative information session only if they have a free period at that time.

### **Junior/Senior College Workshops**

The College Counselors provide workshops for 11th and 12th graders throughout the school year during the Thursday Advisory period on topics related to the college admissions process and transition to college. Senior college workshops will take place during the fall semester, and junior college workshops will take place during the spring semester. Please note that college workshop meetings will extend 10 minutes into the lunch period. Students are required to attend all workshops; attendance is taken.

### **Learning Accommodations**

In response to different learning styles or abilities, or medical or mental health conditions, Lab will offer students reasonable educational accommodations, as determined on a case-by-case basis. Examples of educational accommodations may include extra time, small group testing, and/or large format print and testing.

Requests for accommodations must be addressed to the student's High School Learning Coordinator. The request must include disclosure of the disability calling for the requested accommodation. The Learning Coordinator may request documentation from a licensed/certified examiner or physician that indicates a student's diagnosis, describes any limitations the student may experience in the educational setting, and suggests appropriate accommodations to assist in the interactive process and determination of reasonable accommodations for the student. Such documentation may include current educational, medical, psychological, and/or neuropsychological evaluations. Families are responsible for providing Lab with current documentation to substantiate a student's emerging or continuing need for educational accommodations. Lab does not cover the cost of any evaluations or physician visits to support a student's request for educational accommodations. The Learning Coordinator will review the documentation provided, discuss appropriate and available accommodations with the student and their parents/guardians, and determine what interventions and accommodations are reasonable and appropriate.

Should the student or their parent or guardian object to the accommodations determined to be appropriate and reasonable by the Learning Coordinator, they may appeal the decision to the Principal and Director of Student Services, who will consider the matter in collaboration with the Director of the Laboratory Schools. A decision will be made within ten school days from receipt of the appeal. Should the student or their parent or guardian believe that discrimination has



occurred in the process, they may appeal the matter to the University's [Equal Opportunity Programs Office](#), 773-702-5671.

### **Guidelines for Evaluations**

Where an educational, psychological, and/or neuropsychological evaluation is obtained for purposes of accommodations, 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. The evaluation must address the student's diagnosed condition and may include recommendations regarding possible classroom accommodations that, in the opinion of the evaluator, should be applied. 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 auditory and visual continuous performance data, applicable standardized personality measures, and behavior rating measurements from the student, parent/guardian(s), and teachers.

Please contact the High School Learning Coordinators for a list of preferred tests and assessment domains.

### **Private Teleconferencing Space**

The Laboratory Schools do not provide private space for students to engage in teleconferencing or virtual meetings with outside providers or tutors or for any other purpose.

### **Advisory**

Every High School student has an Academic Advisor and is a member of an Advisory group. At the heart of the advisory program are the relationships between the student, Advisor, and fellow Advisory members, cultivated throughout the four years of High School. The Advisor's role is to develop relationships with their advisees, individually and as a group, and to oversee each advisee's educational growth. Advisory offers a non-evaluative setting to provide balance to the rigorous academic demands of the U-High experience. Advisory may also provide a forum for students to pursue developmentally appropriate topics and questions regarding their social-emotional development. Advisory meets twice a week; attendance is required and will be recorded. Students are also encouraged to see their Advisors on an as-needed basis.

## Health and Nurse Services

### Medical Emergencies

If a serious medical emergency occurs at school or during a school-sponsored event, a Nurse, chaperone, or School Administrator will call the student's parents/guardians or designated emergency contact person. If Lab is unable to contact someone, the student will be taken by ambulance to the nearest emergency room. Parents/guardians assume full financial responsibility for any transportation and/or services rendered. In the meantime, school personnel will continue their attempts to reach parents/guardians and emergency contacts.

### School Nurse

The High School Nurse's Office is located across from the High School Office on the first floor of University High School, UH C124, and is open from 8 a.m. - 4 p.m. on school days. Students should seek out a Nurse if they are feeling ill, think they may need to go home, or need to take medication. If the High School Nurse is unavailable, the student should report to the Lower School Nurse's Office in Blaine S112. Students must first talk with their teacher if they feel that it is necessary to leave class on account of illness. See the [Visiting the School Nurse or Counselor](#) section of this handbook for more information.

Students are expected to sign in and out of the Nurse's Office. The Nurse will record the time and duration of the visit in PowerSchool to explain a tardy arrival or absence, or to note that the student has left school. For all health-related information, including grade-level health requirements, health forms, health policies, and other helpful information, please visit the [School Nurse webpage](#).

### Student Health Forms

Families must submit all required health information via [SchoolDoc](#) prior to the start of the academic year. Students who do not submit the required forms may not be permitted to attend school, view their midterm comments, or participate in school activities including athletics. Forms must be completed by the student's treating medical provider. Forms may not be completed by the student's parent, even if they are a licensed provider. Please refer to the [School Nurse webpage](#) for health requirements by grade, for students new to Lab, and for students new to the state of Illinois.

### Student Illness At Home

If a student is ill while still at home, they may not come to school. Rather, they must stay home to care for themselves and to protect the well-being of the community.

In particular:

- Students with the following symptoms may not come to school without a negative COVID test: fever of 100.4°F or higher, chills, new cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea/vomiting, diarrhea.
- Students with a fever of 100.4°F or higher, vomiting, or diarrhea may not return to school until they have been symptom-free for 24 hours without the aid of medication.
- Students with a flu diagnosis may not come to school until they have been fever-free for 24 hours without the use of fever-reducing medication, and symptoms have improved.
- Students diagnosed with strep throat or pink eye (conjunctivitis) must be on antibiotics for 24 hours before returning to school.

### **Student Illness or Condition During the School Day**

If a student becomes ill during the school day, they must report to the Nurse. The Nurse will evaluate their condition. Students and their families are expected to follow the Nurse's direction. The Nurse will contact a parent/guardian to inform them of the student's condition, and if the Nurse determines that the student should go home, the parent/guardian must pick them up as soon as possible or consent to the student going home alone. Alternatively, the Nurse can require that the student stay in the Nurse's office for the remainder of the school day. Students are not permitted to dismiss themselves from school. If the Nurse determines that a student should return to class, the Nurse will give the student a note to present to the teacher, in which case it is expected that the student will return to class immediately upon leaving the Nurse's Office.

If a student has a condition that affects their participation in PE on a given day, the student must report to the Nurse. The Nurse will write a note indicating what activity, if any, the student can undertake; the student will take the note to their PE teacher. If the Nurse determines that a student cannot participate in PE class that day, the student is expected to remain in the Learning & Counseling suite during that period—it is not a free period. Students who are unable to participate in PE on a given day may not participate in after-school athletics (practice/competition) on that day. Please refer to [the Chronic or Persistent Mental or Physical Health Conditions section](#) of this handbook for circumstances that may affect more than one day of PE participation.

### **Student Use of Medication During the School Day**

Parents/guardians have the primary responsibility for the administration of medication to their children. The administration of medication to students during the school day is discouraged,

unless the medication is absolutely necessary and critical to the health of the student. Administration of medication to students is subject to state agency recommendations (e.g., Illinois Department of Professional Regulation, Illinois Department of Public Health, and Illinois State Board of Education). Please familiarize yourself with Lab's full [U-High policy on the Administration of Medication to Students](#).

### **Undesignated Emergency Medications: Epinephrine; Opioid Antagonists; Asthma Medication**

Per [state law](#), the Laboratory Schools maintain a standing protocol which allows for the School Nurse or other trained school personnel to administer an undesignated epinephrine auto-injector, an opioid antagonist, or asthma medication to any person whom the School Nurse or trained personnel in good faith believes to be having an anaphylactic reaction, opioid overdose, or acute asthma episode, respectively, while in school, while at a school-sponsored activity, while under the supervision of school personnel, or before or after normal school activities, such as while in before-school or after-school care on school-operated property.

The Laboratory Schools and its employees and agents are to incur no liability or professional discipline, except for willful and wanton conduct, as a result of any injury arising from the administration of asthma medication, an epinephrine injector, or an opioid antagonist regardless of whether authorization was given by a student's parents or guardians or by the student's Physician, Physician Assistant, or Advanced Practice Registered Nurse.

The School Nurse shall accept a written request from a parent or guardian stating that their student shall not be administered any or all of these drugs under any circumstances.

### **Communicable Disease Travel Policy for Domestic and International Trips**

The following policy applies to all participants in Laboratory Schools' domestic or international trips in the Middle and High School.

- 1) **Students' families should consider purchasing trip insurance.** If a student's travel arrangements must be canceled or altered in any way, for any reason, families will not be refunded any costs associated with the change/cancellation by the school; the only source of reimbursement will be the family's own trip insurance.
- 2) **Students and faculty chaperones must be healthy before departure.**
  - a) During the week leading up to the departure date, participants must inform the school if they have any symptoms of communicable illnesses. Self-testing for COVID-19 is recommended.

- b) Participants must comply with any health-related (or other) travel requirements imposed by the destination country/countries, air carriers, other public or private transportation providers, or other authorities. Note that some international destinations maintain vaccination or booster requirements for certain communicable diseases.
  - c) Students and chaperones are strongly encouraged to exercise increased caution the week before they travel. For example, avoid high-density activities and consider wearing a mask in all shared spaces. Participants should be up-to-date with vaccinations/boosters.
  - d) Participants must have access to their medical history while traveling.
  - e) Participants will be required to follow CDC guidelines regarding COVID and all other communicable diseases.
- 3) **If a student cannot depart on time with the group because of illness** (or any other reason), traveling separately to meet the group is not guaranteed, but may be permitted by the Principal as follows:
- a) The decision to permit a late arrival at the destination is at the exclusive discretion of the Principal.
  - b) Factors will include an assessment of whether a late arrival is logistically possible without disrupting the trip or other participants.
  - c) The student's family is solely responsible for any additional cost (e.g., change/cancellation fees or additional travel expenses) not covered by the family's own trip insurance.
- 4) **Throughout the trip, all students and chaperones should consider masking on public transportation.** Additional masking may be instructed by trip leads on an as-needed basis; therefore, students and chaperones must pack 3–5 masks and carry a mask with them while traveling.
- 5) **Chaperones will carry a small number of rapid antigen tests** in case a participant becomes symptomatic for COVID while traveling.
- 6) **If a student becomes ill during the trip:**
- a) While the trip is in progress, appropriate accommodations will be provided.
  - b) At the conclusion of the trip:
    - i) If a student cannot return with the group as scheduled, a Laboratory Schools chaperone will do the following:
      - (1) Domestic: a Lab chaperone will stay at the destination with the student for approximately one (1) day. If the student is unable to travel, their parent/guardian is expected to relieve the Lab chaperone within 24 hours.

- (2) International: a Lab chaperone will stay at the destination with the student for up to three (3) days. If the student is unable to travel, their parent/guardian is expected to relieve the Lab chaperone within three (3) days.
- ii) If a student must remain at the destination after the conclusion of the trip, the student's family will be solely responsible for any associated costs (e.g., additional accommodations, change/cancellation fees, additional travel expenses). The only source of reimbursement will be the family's own trip insurance.

### **High School Food Allergy Management**

All students with a documented food allergy and/or who require emergency medications (such as Benadryl or an EpiPen) must submit to the Nurse a Food Allergy Emergency Action Plan, completed by a health care provider and dated within the past year. If a student requires emergency medications as part of their Emergency Action Plan, the student should carry a set in their backpack, and a set must be provided to the Nurse's Office. 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's page of the school website.

Café Lab does not serve food items made with or containing peanuts or tree nuts. 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. There are no tables or areas identified as "food restricted" and students are responsible for choosing their seating. There is no monitoring of food entering the High School classrooms or common areas (e.g., hallways or lobby) or being sold at bake sales or athletic events.

### **Prohibition on Latex Balloons and Other Latex Products**

Due to known, serious allergies in our community, latex balloons (and any known latex product, including gloves) may not be used on the Historic Campus without express permission from the Director of Schools or Associate Director of Schools for Finance and Operations. This policy applies to students, employees, families, and other visitors, and applies throughout the Historic Campus. Our Nurse's Office does not stock latex gloves. The alternative to latex balloons, mylar balloons, are available from local vendors. Additionally, if you see latex balloons in use, please alert the Nurse and Operations Teams immediately.

### **Extended Illness/Surgery**

If a student needs to be absent for more than five (5) consecutive school days on account of illness or hospitalization, a note to the High School Nurse from their treating medical provider is required, dated within the past five (5) days to the extent practicable. The note must outline the student's condition, describe the expectations for the student's attendance and participation in the school's program, and include the date when the provider believes the student will be able to return to classes. If any requests are made for reasonable accommodations, the family will need to consent to ongoing communication between the school and the provider about the student's needs.

After any major surgery, or if a student requires medication following a surgery, the student or parent/guardian must speak to the Nurse before returning to school.

Following a hospitalization, the school will require a letter from the student's medical provider clearing the student's return to school. In addition, the student and their parent/guardian must meet with the School Counselor, Administrator, or Nurse prior to the student's return to ensure a successful transition.

### **Chronic or Persistent Mental or Physical Health Conditions**

The Laboratory Schools will make every reasonable effort to accommodate students with chronic or persistent mental or physical health conditions. At the discretion of the Principal, with proper supporting documentation described below, reasonable accommodations may include program modifications, support structures, temporary exemption from attendance thresholds, or other measures short of creating a parallel program or introducing structures which would fundamentally alter the Lab experience.

### **Accommodations Process for Chronic Conditions**

In order to request accommodations for a student with a chronic or persistent mental or physical health condition, the following documents are to be provided to the School Nurse and the student's Counselor two weeks before the start of school, or within two weeks of diagnosis:

1. Written medical documentation from the treating health care provider on the provider's letterhead, detailing:
  - Diagnosis of the student's chronic medical or mental health condition;
  - Recommended treatment plan and duration of treatment;
  - If applicable, names of any medications, dosages, and side effects;



- Any recommended modifications or restrictions to the student’s activities or participation in the U-High program—including, if applicable, restrictions on physical activities.

2. Signed releases permitting the treating health care provider to communicate with the School Nurse and School Counselor, and for the School Nurse and School Counselor to communicate with the treatment provider.

Thereafter, annual documentation is requested in order to ensure the school has the most recent diagnostic information and treatment plan.

The school will partner with the student, family, and treating health care provider(s) to create a school-based plan to support the student as they manage their chronic or persistent mental or physical health condition, while also ensuring the student attends school with sufficient regularity that they meet the attendance and course requirements. The school will determine reasonable accommodations appropriate to a student’s condition and educational program, with the understanding that all accommodations must be consistent with the Laboratory Schools’ fundamental programmatic and graduation requirements, including regular, in-person attendance. Generally, accommodations will not be applied retroactively.

When chronic or persistent mental or physical health conditions require accommodations, partnership is essential between family and school. Parents/guardians may be asked to provide the school with appropriate documentation, including medical releases, so that the Lab team can best support the student. If a student’s family declines to partner with the school, for example by withholding relevant documentation or not signing medical releases, it may not be possible to reasonably accommodate the student. If, after an interactive process, Lab determines that it cannot reasonably accommodate the student, the student may not be offered an enrollment contract for the following academic year.

In some cases, accommodations that adequately address both the student’s condition and the essential requirements of the program will not be possible. In such cases, the family’s options will be to seek a Temporary Medical Withdrawal or to withdraw from the Laboratory Schools. To learn more, please review Lab’s [“Leaving the Schools” Policy](#). The school will support any student who needs to withdraw in favor of a different educational program or another school.

### **Extended or Frequent Intermittent Absences**

Regular, in-person attendance is a required part of the U-High program, in accordance with our attendance thresholds. The school recognizes that at times, chronic or persistent mental or

physical health conditions may necessitate extended or frequent intermittent absences. Temporary exemptions from or modifications to attendance thresholds are at the discretion of the Principal and will be assessed through the accommodations process described above. Where such an exemption or modification is deemed appropriate, the school may permit or require the student to make accompanying programmatic/course changes to ensure the workload is manageable or that there are free periods in the student's schedule to access additional support. These may include:

- > Taking certain classes Pass/Fail (with Principal approval)
- > Reducing workload by dropping a class
- > Changing a class period (which may also require a class drop)
- > Changing level of a class
- > Repeating a course (due to needing to withdraw)
- > Repeating a year of High School (with Director approval)

### **Concussions**

Students diagnosed with a concussion seeking academic and/or activity accommodations should consult [Lab's Concussion Policy on the Nurse's page](#) of our website. The student's treating health care provider must complete the school's [Concussion Restriction Form](#) on the first page of the policy. This form is to be submitted to the School Nurse within one (1) school day of seeing the health care provider.

If a student misses a class or spends multiple periods in a day in the Nurse's Office while healing from a concussion, they may not attend any other school events (e.g. dances) or be present at school-sponsored activities on those days (e.g. field trips, theater productions, athletic practices or contests). Specifically, student-athletes healing from a concussion are not permitted to attend athletic team practices or contests during their recovery period. The athletic trainer, in consultation with the School Nurse, Concussion Oversight Team, and student's medical provider, will determine when the student-athlete may return to their team.

### **Medical Leave**

If a student is experiencing a mental or physical health condition that significantly impacts the student's ability to continue attending Lab successfully, a Medical Leave may be appropriate. During an approved Medical Leave, the student is exempted from attendance requirements and academic work is modified to essential assignments as determined by the teacher. The student and family should prioritize their recovery, and the student may not come to campus or engage in any school-sponsored activities. Parents/guardians continue to be responsible for all tuition and fees during a Medical Leave. The student and family are required to follow the treatment plan from

their medical provider and the student must attend all required medical appointments and meetings while on an approved Medical Leave.

Medical Leaves are granted in increments up to 15 days but may not exceed 30 days for year-long courses or 15 days for semester-long courses. Medical Leaves, which are at the discretion of the Principal, are intended to allow students to focus on recovery while planning for a full return to school. A Medical Leave may be appropriate for students who are hospitalized for extended periods of time, or enrolled in a partial-hospitalization program or intensive outpatient program. A Medical Leave is intended to address issues requiring finite absences. The school may review the Medical Leave periodically to ensure that the leave is still meeting the needs of the student's condition while ensuring that the student can yet satisfy program requirements in a meaningful manner.

A Medical Leave is not appropriate where a student is or will be unable to attend school on a regular basis over a prolonged period of time, or where a student's condition will preclude their return to school following an absence of manageable duration. In such cases, the family's options will be to seek a Temporary Medical Withdrawal or to withdraw from the Laboratory Schools. To learn more about Temporary Medical Withdrawal and other withdrawal and leave options, please review Lab's [Leaving the Schools](#) policy.

The school has discretion to initiate a Medical Leave when it is the opinion of the Principal, in consultation with the Lead Nurse, Director of Student Services, and the School Counselor, that this would be in the best interests of the student. The family may also request a Medical Leave in writing to the School Counselor, supported by the following documents to be submitted within four (4) school days of the request where possible:

1. Written medical documentation from the treating health care provider on the provider's letterhead, dated within 30 days, detailing:
  - Student's diagnosis;
  - Recommended treatment plan and duration of treatment;
  - Requested/recommended length of Medical Leave;
  - Recommendations for or restrictions from school work.
2. Signed releases permitting the treating health care provider to communicate with the School Nurse and School Counselor, and for the School Nurse and School Counselor to communicate with the treatment provider, for the duration of the leave and a minimum of 15 days following the leave.

Once received, families will be notified regarding the status of the request within two (2) school days. The date the Medical Leave is approved is the effective date of the leave.

### **Course Enrollments During Medical Leave**

The student's ability to meet essential requirements of their courses is a necessary consideration for a Medical Leave. The student (if possible) and their parents/guardians will be asked to meet with School Administrators 10 school days into the Medical Leave to discuss the student's readiness to return to school full-time and to plan for their return. If necessary, a student may be granted up to three five-day extensions of the Medical Leave. The total duration of a student's Medical Leave may not exceed 30 school days in an academic year; furthermore, if extensions to the Medical Leave in excess of 15 school days are necessitated by the student's condition, the student may be withdrawn from any semester-long courses in which they are enrolled.

The school's first priority is the health of the student. Although the school will make every effort to support a student on Medical Leave, extended absences may require a change in graded status (such as pass/fail in lieu of a letter grade), adjustment in the academic load, or withdrawal from a class. If academic recovery is deemed improbable, the student may be required to take a Temporary Medical Withdrawal or withdraw outright from the Laboratory Schools.

### **Student Support During Medical Leaves**

Depending on the nature and duration of the Medical Leave, the student may need to take steps toward acquiring specific content knowledge and/or developing specific skills in order to stay abreast of essential course requirements. The school may consider a range of potential options to support students. At the discretion of the Principal on the advice of the relevant academic department, these options may include the partial or full completion of an academic experience not directly overseen, operated, or managed by the Laboratory Schools.

### **Returning from Medical Leave**

Prior to the student's return, the student and their parent/guardian will have a formal transition meeting with the School Administration and the student's Counselor, in order to ensure a successful transition. Students may not return to school activities or classes until the transition meeting.

## Leaving the Schools: Withdrawals, Leaves of Absence, and Temporary Medical Withdrawals

Lab offers an in-person program. Our courses of study, co-curriculars, and social-emotional programming are intended as an ongoing, continuous experience that builds from year to year. Our goal is to help every enrolled student progress from grade to grade, through graduation from U-High. However, we recognize that there are circumstances when it is in a child's best interest to take a leave of absence from Lab, repeat a grade, or withdraw permanently. To learn more about temporary or permanent withdrawal from Lab, please review Lab's [Leaving the Schools](#) policy, which describes the availability, duration, and process for: (1) Leaves of Absence, (2) Educational Leaves of Absence, (3) Temporary Medical Withdrawals, and (4) permanent withdrawals.

## Section Four: Community Expectations

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### Confidentiality

Breaches of confidentiality and privacy undermine the school's educational mission, erode community trust, and may have the purpose or effect (unintended or intended) of harming another's emotional or social well-being (e.g., their reputation). The Laboratory Schools will make every reasonable effort to maintain the confidentiality of private or personal situations to the extent practicable and within the parameters imposed by law, while recognizing that confidentiality should never interfere with a community member's ability to report concerning behavior or seek support.

In turn, it is the responsibility of every community member, including students, and parents/guardians, to honor one another's privacy. In particular, any student who has been directed by a Lab Administrator to maintain confidentiality regarding a certain situation—including the involvement or actions of another student in that situation—may be held accountable for violating Lab's confidentiality expectations. Likewise, if a student becomes aware of information that is confidential or of a private nature, and violates that confidentiality or privacy by any means, the student may be held accountable for violating Lab's confidentiality expectations.

### Dress Code

Laboratory Schools students are required to wear clothing and shoes appropriate to an educational setting. Clothing must cover the student's upper torso and buttocks, and be opaque

over undergarments (waistbands and straps excluded). Clothing must be suitable for all scheduled activities and weather (e.g., swimsuit during swimming; safety attire for laboratory classes). Clothing should allow a full range of motion without frequent readjustments and should not pose a distraction to the wearer. Clothing may not feature profane, derogatory, sexually suggestive, or other offensive or inappropriate language, or illegal or inappropriate products or images, including drugs, alcohol, or firearms.

If a teacher or Administrator feels a student's clothing is inappropriate, they may discreetly address the student (e.g., privately and at the end of the class period whenever possible) and instruct the student to go to the Dean of Students' Office. If the Dean of Students is not available, the student should go to the Assistant Principal or Principal's Office. The Administrator will review the concern with the student and make the final determination as to whether the clothing meets the school's dress code and what action, if any, is necessary. The administrator may direct the student to refrain from wearing the clothing again, ask the student to change, send the student home, and/or contact their parent/guardian.

The Laboratory Schools comply with applicable federal and state laws prohibiting discrimination. Lab does not prohibit any hairstyles, including those that are historically associated with race, ethnicity, or hair texture, including but not limited to, protective hairstyles such as braids, locks, and twists. Similarly, Lab allows student athletes to modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of their religion, cultural values, or modesty preferences.

## **Bathrooms and Locker Rooms**

Bathrooms and locker rooms are sensitive spaces and privacy must be respected. Bathrooms may be used for their intended purpose only, i.e., personal hygiene activities. Single user bathrooms are for single use only; likewise, stalls in multi-user bathrooms should only be occupied by one person. Students are encouraged to use the closest suitable bathroom to reduce the amount of missed class time. If a student requires assistance or accommodation in the bathroom, their family should make a written request to the Principal and provide the Nurse with appropriate written documentation from a treating medical provider. Sunny Gym has gender-neutral, single-user, accessible changing spaces and bathrooms to ensure privacy.

Students may use the restrooms on campus that correspond to their gender identity. Where available, single-user restrooms may be used by any student; no student, however, is required to use this option.

It is never appropriate to take photos, videos, or recordings of others in bathrooms or locker rooms, including with consent.

## Emergency Procedures and Safety

The safety of all school community members is a paramount concern. The Laboratory Schools maintain a number of systems, dedicated personnel support, training and drill protocols, and technologies to uphold safety and security at our schools.

Students must have their lanyard and ID card available at all times (e.g., on their person or in their backpack or pocket). Students are strongly encouraged to download the [UChicago Safe app](#), which features direct calling and location notification capabilities for emergency and law enforcement as well as links to safety resources, on their mobile device. Students are asked to be alert to the presence of suspicious persons or items. If students encounter something suspicious, they are to report it immediately by calling Lab's Director of Safety and Security at **773-834-6104** or the University of Chicago Police Department (UCPD) at **123** from a campus phone or **773-702-8181** from any other phone. Remember to dial **911** in any emergency.

As required by law, Lab conducts fire, tornado, and lockdown drills every school year. Drills will be conducted as if an actual emergency is taking place. Procedures will mirror what would happen in an emergency. Cooperation during these drills is essential. Students must remain quiet and follow directions provided by faculty, Administrators, staff, or safety personnel.

### Fire Drill

Students must respond immediately when the fire alarm buzzes (a loud continuous buzzer) by following teachers' instructions and proceeding quietly to exit the building through the nearest exit. Students should follow their teacher outside and once outside, students should continue to move away from the building and assemble in the predetermined location for their class. If the buzzer sounds between classes or during an unscheduled period, students should proceed through the nearest exit quietly. Students who have a free period are to go outside to the Learning & Counseling designated location on the corner. At the predetermined location outside of the building, teachers will take attendance and students are to remain with their teacher and wait for further instruction.

### Tornado Drill

Tornado drills are announced over the emergency public address system. No bell or alarm will announce this drill. Students should follow directions, moving quickly and quietly to the hallway or assigned area, staying away from windows. Students must remain seated quietly, facing the



wall/lockers with their head protected until told to return to their class. If a drill occurs between classes or during a free period, students should follow the instructions of the nearest adult.

### **Lockdown Drill**

A lockdown drill is signaled by an announcement over the emergency public address system stating “Lockdown.” In a lockdown situation, no persons may enter campus buildings; external doors will be locked and monitored to ensure that nobody may enter; and all faculty, staff, and students must secure themselves in a locked room or office, staying out of sight and maintaining silence. The faculty member ensures that the door is closed and locked, and turns off the lights. If a student is not in a classroom when the drill occurs, they should leave their possessions and move immediately into the nearest classroom or room with a faculty member present. Students in Café Lab should enter any close, available enclosed space (e.g. the Dean of Students’ suite, the faculty/staff break room, a journalism classroom, etc). The Senior Lounge is not an appropriate space during a lockdown drill. If students are outside for PE classes, their teacher will move them into another Lab and/or University building or nearby facility. Administrators will sweep the halls, check to see that doors are locked and lights are out, and will bring “stray” students into a supervised room, away from doors and windows. Faculty will take attendance as best they can in this situation. Another announcement will be made to advise when it is safe to resume normal activities.

### **Threat Assessment Team**

The Threat Assessment Team (TAT) is a coordinated, multidisciplinary team created to respond appropriately when members of the Laboratory Schools community—including students, parents/guardians, caregivers, and employees—may be in distress. The TAT engages in behavioral assessment for the support of community members; mitigates safety risks to the community; and coordinates direct assistance for affected community members by appropriate Administrators, faculty, and staff. The goals of this coordinated and collaborative process are to support individual community members, enhance the safety of our school community, and prevent violence. If you have observed a concerning, *non-emergency* incident or behavior, please [fill out the Report a Concerning Behavior form](#) on the Lab TAT webpage. Lab’s Threat Assessment Team will review each report and provide the appropriate response.

### **Communication During an Emergency**

Students are strongly encouraged to sign up for the [University’s cAlert emergency alert system](#) using their University CNet ID. Should an emergency occur on the Lab or University campus, students will receive security alerts via cAlert.

## Free Periods and Emergency Procedures

Lab does not monitor students in activities unrelated to school, and is not responsible for students when they are outside of the school's direct care. It is possible that a High School student has a free period during an emergency event. *Please note:* As an open campus school, we do not track students' locations during free or lunch periods.

## Facilities (Building Hours and Access)

### Entrances

The primary U-High student entrance is off of Kenwood Mall. High school students may also use the Judd Hall entrance on Kimbark Avenue. Members of the security staff are stationed at these entrances during regular school hours until 6 p.m., and at Kovler Gym until 9 p.m. Students may enter through these staffed entrances by tapping the access control panel with their Lab ID. Students can access school buildings with their Lab ID Monday–Friday when school is in session at the following times:

- > U-High, Judd and Kovler: 7:30 a.m.–5:45 p.m.

### Use of Space During School Hours

Approved student clubs can reserve a classroom for meetings through the Dean of Students Office. Student organizers are responsible for cleaning up the space after their meeting.

Students who are not scheduled to be in a class or required activity may use common spaces, lobbies, the library, or Café Lab to study or be with friends. Meals should be eaten in Café Lab.

The Senior Lounge is for Grade 12 students' exclusive use. Seniors are expected to keep the lounge clean and free from garbage and litter. Music and conversation must be school-appropriate and kept to a reasonable volume. Senior Class Officers are expected to monitor and help maintain the cleanliness and order of this space. The Senior Lounge is open from 7:30 a.m.–4 p.m. on days when classes are in session.

### After-School Hours

Students who remain after school for organized events or practices are expected to be in the location designated for the purpose, supervised by the faculty/staff sponsor or coach. Students who choose to remain on campus after school for any purpose other than an organized, supervised school activity may not be in a classroom and must be in one of the following locations:

- > The Pritzker-Traubert Library (until closing)

- > The second floor lounge
- > The first floor of the High School (near the High School Office)
- > The High School Lobby

Please note that Café Lab is not available for use after school hours due to Extended Day programming. Students may still visit the Dean of Students’/Attendance Office or purchase a snack/drink from the vending machines, but may not remain in Café Lab.

Students are expected to leave campus by 6 p.m., unless attending a supervised event. Students whose departure is delayed for some unanticipated reason must wait in the lobby of the High School entrance after 6 p.m. Community Service Officers (CSO’s) monitor the school and students must follow their instructions. Note: Student athletes may return to their locker after 6 p.m. to collect their belongings but may not remain in the building.

### **Restricted Areas**

Students are not permitted to be on the roofs of any buildings, fire escapes (unless there is an active fire or alarm), active construction sites, scaffolding, basement facilities, storage spaces and the staircases leading to them, or any other areas that are designated as “off limits.”

### **Respect for Campus Facilities**

Students may not misuse or damage any part of the physical plant of the Laboratory Schools. Prohibited conduct includes removing screens, tampering with locks, exiting secured alarmed doors, entering/exiting a building via a window, vandalism, graffiti or other damage to walls or furniture, and tampering with electrical, fire, computing, or phone systems.

### **Student Use of Elevators**

Only students with an approved reason and elevator key are allowed to use the High School and Judd elevators. An elevator key for the High School elevator can be obtained from the High School Office; appropriate documentation may be required. In the event a key is not returned by the deadline noted on the form, or is lost, the student will be charged \$25 via their family FACTS billing account.

### **Visitors**

If students wish to bring a High School visitor to school, a Visitor’s Form (available in the Dean of Students’ Office) must be completed and submitted two days before the scheduled visit. This form must be completed by a parent/guardian first, and then taken to all teachers for their signature, which indicates their approval of having a visitor in class. Once completed, the form

must be submitted to the Dean of Students' Office for pre-approval. The Dean will send an email to approve or not approve the guest. If approved, on the day of the visit the student must meet the visitor at the Judd (Kimbark Avenue) entrance where the visitor will need to show their school or state/federal ID, register with security, and receive a visitor's name tag. The visitor must wear their name tag all day and the student host must stay with the visitor at all times, and are responsible for their visitor's conduct in school. Any unannounced visitor will not be allowed to stay on the Laboratory Schools property.

### **Use of University Facilities**

The University sets the limits and conditions of access to the University's facilities for U-High students. Students must behave appropriately when using these facilities. Lab students may not enter International House (59th Street between Dorchester and Blackstone Avenues) and Ida Noyes Hall (59<sup>th</sup> Street between Kimbark and Woodlawn Avenues) unless attending an event organized and supervised by the High School. The Booth School of Business determines its own visitor access and policies. Laboratory Schools students may use the Reynolds Club for studying. Students in Grades 10–12 may enter the Regenstein Library with their Lab ID card.

### **Food and Litter**

Students must clean up after themselves in all facilities and at all times. All garbage and recyclables should be deposited in the appropriate containers around school. Students are not permitted to take food or drinks into the Gordon Parks Assembly Hall auditorium.

### **Lockers**

Students are assigned a U-High and a gym locker each year and must maintain their lockers in a clean and orderly condition. Problems using lockers should immediately be reported to the High School Office or the PE Department. Both U-High and gym lockers have built-in locks. Students should lock their lockers at all times and not share their locker combinations with anyone. Students may not deface, damage, or put stickers or other markings on their or others lockers.

### **Personal Property**

Students should not leave their personal belongings or book bags unattended or they will be taken to the High School or Dean's Office. Book bags are not to be taken through the food line in Café Lab or into Gordon Parks Assembly Hall auditorium.

Students assume complete liability for all items they bring to school. A lost and found is maintained near the Dean of Students' Office and in Sunny Gym. Students can check in the

Dean of Students Office (UH C023) or the High School Office (UH C129) if they have not located their missing item after checking the lost and found.

### **Open Campus and Free Periods**

All students may postpone their arrival at school until their first scheduled period (class or co-curricular). All students may leave school after their last scheduled period (class or co-curricular).

Students in Grades 10–12 may leave campus during any free period, but must return by the beginning of their next scheduled period. Open Campus and free period privileges may be revoked for individual students by the Administration.

Students in Grade 9 may not leave campus during free periods; they may only leave campus during the scheduled High School lunch period (12:05–12:50 p.m.).

### **Pets on Campus**

Dogs and other family pets are not permitted on school property, regardless of whether they are leashed. Service animals are permitted on campus. Animals kept in science labs are not to be removed from the classroom.

### **Freedom of Expression**

Debate, deliberation, and the exchange of ideas in an effective and responsible manner are an essential part of our Schools' educational mission. The [University's policy statement on free expression](#) will serve as a touchstone to guide matters at the Laboratory Schools 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.

It is natural, healthy, and to be expected that the ideas of different members of the Lab community may often conflict. Lab seeks to facilitate development of the skills necessary to express ideas appropriately and to engage in conversation with civility—even when discussing ideas or opinions which some or many of our community might find unwelcome or disagreeable. All members of the Lab community are responsible 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 want, wherever they want, and in whatever manner they want. Given the varying developmental 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.

## Visual Media Displays

**Shared Common Spaces:** Visual media, including advertisements for club and athletic events, must be pre-approved by the Dean of Students before being displayed in any Historic Campus shared spaces like hallways, lobbies, or stairwells. Lab students ranging from Grade 3–12 share common spaces on the Historic Campus. The Dean will consider the sensibilities and developmental ages of all community members. Thus, the content of any advertising for a mature event or topic may be limited.

**Semi-Private Spaces (Classrooms and Offices):** Students may approach teachers for permission to display advertisements or other media in a classroom. If a student has a concern about content displayed 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.

**Pritzker-Traubert Family Library:** In the Library, one conference room has been designated as a space where mature visual content may be displayed. The librarians, relevant faculty, Dean of Students, and/or other Lab Administration will collaborate on the content and scheduling of visual media in this space.

## Events

Student groups or clubs may sponsor events to learn about and discuss ideas. Topics of discussion may include ideas perceived as controversial, within the essential framework of our values and mission. U-High supports such events in accordance with our policy on the Freedom of Expression. If a student group or club requests the opportunity to use a school venue to express controversial views, or if the Administration believes the event has the potential to be controversial, the following guidelines will apply:

- > The student or group must have a faculty sponsor who will be present at the event.
- > The student or group must submit an official written proposal to the Dean of Students for approval a minimum of five (5) days in advance of the proposed event date.
- > The proposal must answer: who (sponsoring club, audience, the names of the two faculty chaperones), what (content/topic/goals), where (preferred location), why and how (other details: speaker? petition? food?, etc).

- > The event will be held in a room where participants may “opt in,” such as a classroom (as opposed to an open community space like Café Lab or a lobby/hallway).
- > The event must contain an educational component.
- > All advertising must follow school policy.
- > The event may not have a purpose or likely outcome of creating chaos, disruption to Lab’s educational mission, or a hostile environment. The Administration will make this determination.

## **Gender Identity Support**

The Laboratory Schools strive to honor individual identity as an essential component of both personhood and community. We are committed to nurturing an environment that is open and affirming of all students, without regard to gender identity or gender expression. The responsibility for determining a student’s gender identity rests with the student. The school will honor a student’s assertion of gender identity. Should conflicts or questions arise, the school will review each situation based on the particular circumstances. Relevant factors include, but are not limited to, the preferences of the student(s) involved, their developmental age(s), their safety, their privacy, maximizing social integration, minimizing stigmatization of any student, and the available facilities and/or accommodations. Students can request support, including adding their pronouns to PowerSchool around their gender identity or requesting an ID card with their affirmed name, using [this form](#).

The following topics are intended to provide practical direction to the school community for the full inclusion of gender expansive individuals.

### **Names/Pronouns**

Upon request by a student, the Laboratory Schools will use the affirming name and pronouns that reflect the student’s gender identity, and will request that all community members do the same. While inadvertent slips or honest mistakes in the use of affirming names or pronouns may occur, the school does not tolerate intentional and persistent refusal to respect a student’s gender identity by using the wrong name and/or pronoun.

### **Partnership with Families**

Lab will support students who ask for help in talking with their parents/guardians about their gender identity and the name and pronouns they are using at school. If a student requests to change their name in official school records, their parent/guardian(s) will be contacted before the change is made.



## **School Records**

Lab maintains official student records as required by applicable law. The Schools will make every effort to comply with student requests that an affirming name and/or gender designation be used on school documents, including the official, permanent student record, letters of recommendation, student schedules, school medical documentation, and disciplinary records. Students and families should be aware that some official documents and records (e.g., diploma, transcript) cannot be changed without documentation of a legal name change.

The school is sensitive to the private nature of discussions and documentation regarding students' names and/or genders and is committed to protecting students' confidentiality by restricting the use of, and access to, this information in accordance with applicable law.

## **Restrooms**

Students may use the restrooms on campus that correspond to their gender identity. Where available, single-user restrooms may be used by any student; no student, however, is required to use this option.

## **Locker Rooms**

Students will have access to the locker room facility that corresponds to their gender identity or best meets their needs. Any student who has a need or desire for increased privacy may use the gender neutral locker rooms.

## **Interscholastic Sports and Athletics**

Students are permitted to participate in interscholastic sports and athletics in a manner consistent with their gender identity, and to the extent that their participation complies with the athletic competition rules and bylaws of the athletic associations and leagues in which the Laboratory Schools competes. To promote fairness, students will not be permitted to change gendered teams after the season begins.

## **Retreats and other Trips: Overnight Accommodations**

In preparation for an overnight trip or retreat, students may be asked to provide names of a few students with whom they would like to room. If a roommate request includes students of diverse biological sex, the request must be mutual, and Lab will contact parents/guardians to confirm their approval of the roommate request. Please note that regardless of sex or gender, students should not request and will not be permitted to room with a person they are romantically interested in or involved with. Students will be assigned to a room that allows students of different sexes to not share a bed, and typically at least three students will be assigned to a room.

## **ID Card**

Students can request a University-issued Laboratory Schools ID card with their affirmed name using [this form](#).

## **Student IDs/Credentials**

U-High students are issued three forms of identification: two computing credentials (LabID and CNet ID) and one identification card (ID).

### **Identification Card (ID) and Lanyard**

An ID and gray lanyard is issued to each student. IDs are issued at the start of 9th and 11th grade and are valid for two years. Students must upload a current photo into the photo portal in PowerSchool by July 1. The University of Chicago will use this photo to produce the ID card.

The ID is to be tapped on the access control panel upon entering a campus building. Once identified at an entrance, students must keep their ID on their person or in their pocket, backpack, or bookbag, but are not required to wear or display their ID. Students must show their ID by any school adult upon request. Students may be required to show or tap their ID to enter school meetings and events, access the University of Chicago libraries, and to use the UChicago Go shuttles and free University-sponsored CTA bus routes (171 and 172).

Some printers will require a student ID to release the print job. The printers are located in these locations: Judd C206, Judd C313, Judd C414, UH C200DA, and UH C321. Students can set up their ID card to print for any Mac, Windows, iOS, or Android device by going to this [link](#). Follow the instructions to download and install the printer for your operating system. For detailed instructions on printing after this installation, click [here](#).

Families may set up their [MyMealtime](#) account and add funds to their student's ID to be used to purchase food in Café Lab or the coffee shop.

If a student loses their ID, they must report the loss *immediately* by emailing [lostid@ucls.uchicago.edu](mailto:lostid@ucls.uchicago.edu) including first and last name (no nicknames) and whether a new lanyard is needed. Sending an email to [lostid@ucls.uchicago.edu](mailto:lostid@ucls.uchicago.edu) results in building access to be suspended and submits a request for a new ID card. A new ID card should be issued within 24 hours. The replacement fee (\$20 for ID card and \$3 for lanyard) will be billed to a family's FACTS account.

The replacement ID process will not suspend MyMealtime funds for use in Café Lab/the coffee shop. Families must log into their account to suspend the card; and once replaced, will need to update the new card number in order for the student to access their funds.

### **Computing Credentials**

It is important for students to keep login and passwords private; do not share this information with anyone. Students are issued two credentials as follows:

- The **LabID** and password allows a student to log into their Google suite, Schoology, and PowerSchool.
- The **CNet ID** is the credential required to use University resources including: Wi-Fi (uchicago-secure) and online library resources (J-Stor).

### **Student-Owned Social Media Accounts, Including Accounts for Student Teams and Clubs**

Students must be mindful of how they represent themselves and their teams, or clubs online and on social media.

Students who administer official or unofficial team, group, or club social media accounts may be responsible for content posted by others; defamatory, threatening, or harassing statements that violate school policies should be promptly removed. Student Administrators of such accounts may find it helpful to make the accounts private and/or to turn off the commenting feature on their posts to prevent unknowingly appearing to endorse inappropriate content.

Students are prohibited from using trademarked University logos or designs like the University or Laboratory Schools crest and phoenix for any unofficial account (student-owned accounts for athletics teams, clubs, students running for Student Council, etc.) because doing so violates federal trademark law and can create the false impression that the account is created, endorsed and/or administered by Lab and/or the University. The same can be true regarding some uses of trademarked names like “The University of Chicago.” When in doubt, ask the Dean of Students for assistance.

### **Student Records/FERPA**

A student’s cumulative file at Lab 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.

FERPA, or the Family Educational Rights and Privacy Act, protects the privacy of education records. Under FERPA, except for “directory information,” a student’s records may be released without the prior written consent of the parent/guardian or student over 18 only to other school officials (including teachers) if the information is needed to fulfill a professional responsibility, or if other exceptions to FERPA apply. Parents/guardians or students over 18 who wish to inspect their record should submit a written request to the Principal or Assistant Principal that identifies the records they wish to inspect. It is not permitted to make copies or take photographs of records. [Additional information on FERPA can be found here.](#)

## **Technology and Computing Policy**

Computers and computing resources are important tools for furthering the Laboratory Schools’ educational mission. Use of these resources is a privilege, not a right.

The University of Chicago owns and operates the Laboratory Schools’ data and voice network. The Laboratory Schools provide computer accounts only to members of the Laboratory Schools community. Each account may only be used by the individual to whom it is assigned. Accounts provided to students by the University of Chicago are restricted in the same way. Users may not permit any other person, including family members, to use their account or login information (including Lab ID and CNET ID) for any reason.

Adults and students alike are expected to use the network and computing resources responsibly. 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. Users must comply with [Lab’s Acceptable Use Policy \(AUP\)](#) and the [University’s Eligibility and Acceptable Use Policies](#). Key responsibilities include:

- At all times, behave courteously, ethically, and legally online as well as in person.
- Maintain the good condition of school computers and other technology. Never tamper with settings on school computers or change them in a way that creates a nuisance or hazard for others.
- Make every effort to avoid privacy violations, degradation of user experience, disruption to production systems, and destruction or manipulation of data. Do not disclose any personally identifiable information to a non-Lab source at any time.
- Students who uncover a security vulnerability must immediately bring the vulnerability to the attention of the Principal or Dean of Students. Students may not otherwise disclose a vulnerability without express permission from the Director of Information Systems.

- Security vulnerabilities may not be exploited or used in any way beyond proving a vulnerability exists. Prohibited activity includes using a vulnerability to compromise or exfiltrate data, establish command line access and/or persistence, or use the vulnerability to “pivot” to other systems.
- Promptly report any policy violations to the Principal or Dean of Students and cooperate fully when policy violations are suspected, investigated, or confirmed.

When these responsibilities are not met, consequences may include suspension or termination of computer privileges, disciplinary steps, or legal action.

### **Equipment Use and Loans**

Courses, clubs, programs and teams throughout U-High make use of University property and equipment to achieve their goals. When equipment is loaned to a student, by an individual teacher or department, the student is subject to the following terms of use:

- Loaned equipment is to be used only by the student who it was loaned to.
- Equipment is available on a first-come, first-served basis.
- The student is solely responsible for equipment during the loan period, including damage, loss, and theft. While every step should be taken to safeguard loaned resources, students should never prioritize equipment value over their own personal safety. Do not resist if someone tries to take Lab property from you; your personal safety comes first.
- Do not leave equipment unattended or in the care of others while checked out.
- If any issues arise with the loaned equipment, inform the teacher or staff member who loaned you the equipment.
- Use of loaned equipment is subject to [Lab’s Acceptable Use Policy \(AUP\)](#) and the [University’s Eligibility and Acceptable Use Policies](#).
- Return loaned equipment promptly once it is no longer needed or at the conclusion of the course, whichever occurs sooner.
- Students’ families will be billed via FACTS for the replacement cost of any unreturned items at the conclusion of each semester.

### **Travel to and from School**

Students travel to Hyde Park from many locations in a variety of ways. Lab does not provide bus transportation to campus. Below are some recommended options.

At all times, prioritize safety. Maintaining awareness of one’s surroundings and being prepared for unexpected situations is a necessary aspect of city life. Students are encouraged to incorporate safety practices into their daily routines. Wearing headphones and/or looking at a

device while walking are strongly discouraged; when your hearing and vision are distracted, you will not be fully aware of your surroundings. Students should note the location of Campus Security Personnel and campus safety (blue light) phones. Any incident should be reported to the [Lab Director of Safety & Security](#).

**Bicycles** must be secured to racks located outside the High School entrance, and may not be brought into the school building for storage. Students are encouraged to register their bicycles with the UChicago Police (UCPD) by visiting the dispatch center at 6054 S. Drexel Avenue.

### **Public Transportation**

[Metra](#), [the South Shore Line](#), and [Chicago Transit Authority \(CTA\)](#) all provide convenient service to Lab. Students, faculty, and staff are able to ride CTA routes 171, 172, and 192 at no charge upon displaying a valid Laboratory Schools ID. Lab Students are eligible for CTA Student Ventra Cards for riding other CTA transportation. Students can purchase Ventra Cards from Mrs. Carol Arrington in the High School Office, C 129. Click here for more information about [UChicago Transportation Options](#).

### **University Transportation Shuttle Services**

The [University's UGo shuttle service](#) provides convenient service to Lab upon displaying a valid Laboratory Schools ID. The shuttles run year-round, except on University-observed holidays. Visit the [UChicago Shuttle Services](#) page for more information and to learn more about the various **UGo** Shuttle Routes available to students, faculty and staff.

**Skateboards, scooters and rollerblades** may not be used on campus; they must be left in lockers during the school day or they will be confiscated.

**Hoverboards are prohibited on campus at all times.**

**Students who drive** to school should follow all posted parking regulations. Students may not park in the cul-de-sac on Kenwood Mall, or in the Judd parking lot on Kimbark Avenue.

## Section Five: Principles of Conduct and Discipline

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Lab recognizes that principles of conduct as well as the consequences for misconduct should reflect students' developmental ages. By the time they reach High School, U-High students are expected to have the capacity and judgment to comport themselves in a manner consistent with the values and mission of the school. Among other things, students are expected to respect the learning environment, uphold academic integrity, treat others with respect and dignity, and resolve conflict through appropriate communication. We also recognize that adolescence is a time of change and exploration. While students are responsible for the consequences of their behavior and the impact of their actions, we also look for opportunities for education, growth, and reflection when responding to inappropriate behavior and/or violations of school policy.

Faculty, Administrators, and other school staff interact and communicate directly with students to provide a world-class educational experience at Lab. Educators must also be able to address student behavior. To that end, at all times and in all situations, the school retains the right to work directly with students in addressing behavior violations of school policy and other matters that impact the school environment.

This Handbook is as thorough and precise as possible, but may not be all inclusive. The Laboratory Schools may interpret its contents in the best interests of the students and the Lab community. Students may be held accountable for misconduct that can reasonably be inferred from the policies and values stated here, or for misconduct not specifically prohibited. From time to time, the Laboratory Schools may also modify or update our policies.

### **Age of Majority**

Students who reach 18 years of age while enrolled at the Laboratory Schools continue to be obligated to this Handbook in its entirety and linked or referenced policies. Students' continued enrollment after reaching 18 years of age evidences their agreement with this requirement. After turning 18, if a student is still being claimed as a dependent for tax purposes, the school will continue to share all health/medical records, major disciplinary concerns, grades, progress reports, and other information with the student's parents/guardians throughout the student's enrollment at the school. Should a student have a concern about particular information being shared with their parent/guardian, the student should consult with the Principal.



## **Personal Responsibility and General Expectations**

The principles of conduct described below reflect Lab’s emphasis on personal responsibility, the importance of learning to make sound behavioral decisions, and our collective obligation to maintain an inclusive, safe, and healthy environment for the entire school community.

At U-High, students are expected to develop a mature sense of responsibility and respect for others. Students are therefore given considerable latitude in using their free time, school spaces, and the university computing network throughout the school day. In turn, students are expected to conduct themselves with regard for all members of the community, and to be honest, respectful, and forthcoming in all of their actions and interactions.

Students and their families are expected to be familiar with and abide by all rules, policies, and expectations set forth in this Handbook, those which can be reasonably inferred from its contents, and all linked and referenced policies. Students will be held accountable when their behavior violates guidelines or school policies or falls short of community expectations. As a possible consequence of repeated or egregious noncompliance with this Handbook by a student or their family, the student may not be offered an enrollment contract for the following academic year.

## **Jurisdiction**

Students must be aware that they represent the Lab community at all times—both on and away from campus, during or outside of the school day, at school events and non-school events, and regardless of whether the school sponsors or sanctions an activity.

All school rules and expectations apply when students are at school and during school-sponsored and authorized activities, such as athletic events, field trips, dances, retreats, and trips. If a student is required to return home from a school event or trip due to a disciplinary infraction, the cost of travel is the family’s responsibility.

Lab does not monitor students in activities unrelated to school, and is not responsible for students when outside of the school’s direct care.

The school may respond to inappropriate or concerning conduct by students occurring on or off campus, during or outside of the school day, including weekends, vacations, and summer. This includes online conduct, social media interactions, and conduct undertaken with or enabled by the use of artificial intelligence. In particular, Lab will respond to behaviors that constitute a serious violation of the school’s rules or interfere with the school’s ability to provide a safe

environment for its students and staff, regardless of when, where, or how it occurs. The school's response may include the enforcement of rules, a threat assessment, educational measures, and/or disciplinary action, including suspension or expulsion.

## **Integrity, Reporting, and Self-Reporting**

In order to maintain an environment that is healthy, safe, and conducive to learning, Lab expects every member of the community to uphold school values, standards, and policies.

This expectation includes promptly reporting any concern about misconduct. Even if a student believes that the Administration is aware of an issue, that student should still report what they know. Making a report, especially about a fellow student, can be very difficult. Where requested, Administrators will endeavor to maintain the anonymity of a reporting student; however, this may not always be possible. When making a report, a student may choose to bring a Lab school community member to support them, such as a Counselor, Advisor, or classmate. Making a report is an act of good citizenship, and helps ensure that our school is a safe, healthy, and respectful place.

If a student violates a policy, rule, or expectation, they are strongly encouraged to voluntarily report their own behavior. Students must remember that they are responsible for any misconduct that results from their use of artificial intelligence. When a student is forthcoming about their involvement in a situation, their honesty will be taken into account when determining outcomes and/or consequences. Conversely, should a student attempt to conceal their responsibility or involvement in any misconduct, such dishonesty will factor into the consequences.

Faculty and staff are responsible for addressing problematic student behavior and must bring possible policy violations and other issues of concern to the attention of an Administrator. In particular, community members should be aware:

- All faculty, staff, and Administrators must promptly report to the University's Title IX Coordinator or Lab's Director of Equal Opportunity Services/Deputy Title IX Coordinator any discriminatory, harassing, or retaliatory conduct that implicates our prohibition against sex discrimination, sex-based harassment, sexual misconduct, stalking, dating/domestic violence, and harassing behavior relating to sex, sexual orientation, gender, and gender identity.
- As mandatory reporters pursuant to state law, Lab faculty, staff, Administrators, volunteers, and contractors must promptly report suspected child abuse and neglect (including abuse that does not involve sexual conduct) first to the Illinois Department of

Children and Family Services, and then to the Director of Equal Opportunity Services/Deputy Title IX Coordinator or Director of Schools.

## **Addressing Interpersonal Behavior and Misconduct: Options and Obligations**

To address and prevent violations of the Laboratory Schools' community standards, especially injurious interpersonal behavior, a variety of avenues are available to students. In some cases, addressing harmful behavior is optional; for example, an injured individual is never required to address offensive behavior directly with the offender. In other cases, action is required; for example, faculty and staff who are made aware of violations are obligated to report the concern to School Administrators. Otherwise, individuals who feel they have experienced or witnessed problematic words or actions have the following options:

### **Direct conversation**

An individual who has been injured or offended by an identity-based insensitive remark or other problematic words or actions may choose to inform the actor that the behavior is unwelcome or offensive and to request that it stop. While direct conversation is always an option, an individual is never required to address the behavior directly with the actor. Students may seek support and advice from a trusted adult before engaging in such a direct conversation.

### **Facilitated conversation**

An individual who has been injured or offended by problematic words or actions by another Lab community member may request a facilitated conversation with that person. This option involves a trained School Administrator or School Counselor who guides both parties in reaching understanding, healing, and agreed-upon next steps. The intent is not to determine right or wrong, but to find a mutually acceptable path forward. Please contact the Dean of Students or the Director of Diversity, Equity, and Inclusion to request a facilitated conversation or to obtain more information about this option.

### **Active Bystander Intervention**

The Laboratory Schools provide opportunities for all students to develop the skills required to be an active bystander. Upon witnessing a hurtful or problematic encounter, an active bystander will take steps to end the encounter and address the situation. Being an active bystander requires compassion, courage, and calm. It may require naming microaggressions, identifying other offensive behavior, asking a peer or other community member to stop, providing support to the injured person, and identifying next steps for all parties.

### **Bias Response Reporting Form**

Students who have experienced or witnessed a bias incident are strongly encouraged to make a report either anonymously or under their own name through our [Bias Response Reporting Form](#). The Dean of Students, School Counselors, Director of Diversity, Equity, and Inclusion, or Director of Equal Opportunity Services can help students make a report. Community members should understand that anonymous reports are challenging to investigate; therefore, direct outreach to an Administrator is encouraged.

### **Making a Report to an Administrator**

Reports made in person to an Administrator are encouraged, as conversation and open questions help the school understand the facts and reach an appropriate resolution. A student who feels that they have experienced harm under any policy in this Handbook has the option of reporting their concern to an Administrator. A student who believes they have witnessed a violation of any policy regarding interpersonal behavior in this Handbook is strongly encouraged to make a report. A faculty or staff member who witnesses, is notified, or becomes aware of a potential violation of any policy regarding interpersonal behavior in this Handbook is required immediately to make a report. Students and their parents/guardians who experience employee misconduct are encouraged to make a report.

Reports may be made to the Dean of Students, Principal, Assistant Principal, Director of Equal Opportunity Services/Deputy Title IX Coordinator, or the Director of the Laboratory Schools. The school will investigate all reports as promptly, thoroughly, and equitably as possible, in accordance with the procedures outlined in the Investigating Misconduct section of this handbook on pg. 81.

In general, the school will not investigate or respond to allegations posted on social media or the Internet. Rather, community members are encouraged to use one of the reporting mechanisms described above.

### **Reporting to an Entity Outside Lab or the University**

In addition to filing a report with the school, any individual who feels they have experienced sex-based harassment or assault or other criminal conduct may file a complaint with the appropriate government agency, such as the police or the Department of Education. An individual may choose to file a complaint with the police or other government agency instead of, or in addition to, reporting the concern to the school.

## How to Report a Bias Concern

A community member who has experienced or witnessed a bias incident is strongly encouraged to bring concerns directly to an appropriate person at the school; however, if direct communication is not optimal or anonymity is needed, the school offers the [Bias Response Reporting Form](#). Community members should understand that anonymous reports are challenging to investigate; therefore, direct outreach to an Administrator is encouraged. The school will follow the processes described in this Handbook and summarized in [Appendix A](#).

## Supportive Measures

Students who report a concern or who are involved in the disciplinary process in any capacity will receive support at Lab. Supportive measures—i.e., non-disciplinary, non-punitive, individualized services—will be offered as appropriate and as reasonably available. Such measures are designed to ensure safety, to restore or preserve equal access to Lab’s education program, or to deter further misconduct, without unreasonably burdening other parties. Students’ needs will be assessed on a case-by-case basis. Depending on the circumstances, appropriate supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of class schedules, adjustment to locker locations, mutual restrictions on contact between parties, adjustments to dining arrangements, increased security or monitoring of certain areas of the campus, and honoring an order of protection or no-contact order entered by a State, civil, or criminal court. Lab will maintain the confidentiality of supportive measures to the extent possible.

## Policy Violations and Disciplinary Consequences

Violations of any policy or expectation in this Handbook may result in a disciplinary response by the school. The school also has the right to impose discipline in response to misconduct that is not specifically prohibited in this Handbook but can reasonably be inferred from the policies and values stated here, or behavior that the school deems, in its sole discretion, detrimental to the Lab environment, community, mission, or values. In situations in which there is no finding that a policy violation occurred, the school may nonetheless undertake an educational response to ensure that students understand the impact of their behavior, language, or actions.

## Minor Policy Violations

The school uses reason and judgment to assess whether an alleged infraction is a minor or a major policy violation. Among other considerations, the following criteria are likely to inform the determination that an infraction is a minor policy violation:

- The incident was the first time the student violated a minor policy;
- The conduct was not physical in nature;

- The conduct did not threaten the safety or well-being of others;
- The conduct did not significantly disrupt the learning environment or the school program;
- The conduct was not illegal.

Minor policy infractions may include:

- Failure to follow proper entry procedures (display and tap school ID);
- Gambling or betting, including online and through the use of school computers;
- Cursing;
- Use of cell phone without permission;
- Disrespectful behavior toward any member of the school community;
- Failing to abide by the request or direction of a school adult (insubordination);
- Littering and/or not cleaning up after yourself;
- Amorous and intimate behavior such as prolonged kissing or embracing;
- Other minor misbehavior or failure to abide by general school expectations.

The above is offered merely as guidance. The decision as to whether a behavior is considered a minor violation belongs exclusively to the Dean of Students and the Principal. Depending on the circumstances, behavior which fits the above description may nevertheless be considered a major policy violation at the discretion of the school.

Possible outcomes following a minor violation may include a meeting between the student and the Dean of Students or other Administrator, restriction of participation in a school activity or free periods, educational sanction restitution or apology by the student, and/or behavioral supervision. Please see the [Disciplinary Sanctions section](#) of this handbook for additional information. Repeated violations of minor policies may result in more serious disciplinary action.

### **Major Policy Violations**

Certain policy violations are deemed major at Lab due to their impact on other individuals, the community, or the school's values. Even a first or single violation of a major policy may result in serious disciplinary action. The decision as to whether a behavior is considered a major violation belongs exclusively to the Dean of Students and the Principal. Among other considerations, the following criteria are likely to inform the determination that an infraction is a major policy violation:

- Second or subsequent minor policy violation;
- The conduct included the use of force or physical contact;

- The conduct endangered or threatened the health, safety, or wellbeing of an individual or the community;
- The conduct was illegal;
- Behavior meeting the definition of policies listed under “[Examples of Major Policy Violations](#)”;
- Behaviors defined in the Laboratory Schools Policy on Title IX Sexual Harassment, including dating violence, domestic violence, sex-based harassment, sexual misconduct, and stalking;
- The conduct occurred when the student was on behavioral supervision or behavioral probation.

Depending upon the severity and impact of the infraction, as well as other factors such as the student’s behavioral history, possible outcomes for students who have violated a major policy may include behavioral supervision, behavioral probation, suspension, and expulsion. Please see the [Disciplinary Sanctions section](#) of this handbook for additional information. Except in cases of expulsion, students who have violated a major policy violation will also typically be given educational sanctions intended to further growth and understanding.

### **Sex-Based Harassment and Sexual Misconduct**

Alleged sex-based harassment or sexual misconduct, including dating violence, domestic violence, and stalking, are serious matters that are generally investigated by Lab’s Deputy Title IX Coordinator or their designee. Please see Lab’s [Policy on Bullying, Discrimination, and Harassment](#) for definitions, resources, options, and procedures.

### **Examples of Major Policy Violations**

#### **Academic Dishonesty**

Plagiarism, cheating, and other kinds of academic misrepresentation are regarded as serious breaches of conduct. Each case is treated individually and with the potential for learning in mind. Examples of academic dishonesty include, but are not limited to:

- Bringing unauthorized study aids into a testing environment, whether or not they are used. The presence and availability of unapproved material in the testing environment is itself a breach of trust and qualifies as academic dishonesty even if the materials were never used or intended to be used. The teacher does not bear the burden of showing that the student used or even intended to use the unapproved material.
- Submitting work that was drafted, revised, or substantially altered or modified by another person, including a parent, sibling, friend, or tutor.



- Copying or using the work of another person with or without that person’s approval, without both obtaining advance permission from the teacher and citing the source properly.
- Sharing work with another student without teacher approval, including letting someone copy work. This includes communicating information via any means, including phone, text messaging, email, or social media.
- Communicating to students in the same course what content to expect on a quiz or test, or receiving this information from other students.
- Using any unauthorized resource to complete a quiz, test, or other assignment without teacher approval. This includes previous years’ quizzes/tests, calculators, notes, websites, software, artificial intelligence, etc.
- The use of artificial intelligence, including language translators and content generators, on any assignment without express advance permission from the teacher and clear written acknowledgment.
- Storing unauthorized information in electronic equipment (e.g., smart watches, cell phones, computers, graphing calculators).
- Using your own, or someone else’s, past work and repurposing it for a new assignment without the express written permission of the teacher overseeing the past work and the teacher overseeing the new assignment.
- Fabrication or falsification of information, data, or citations.
- Plagiarism, or the use of any work created by, deriving from, or belonging to another person or source, without proper acknowledgment. This includes words, ideas, opinions, compositions, research, data, or images. Using the work of another person or source — including scholars, authors, teachers, family members, tutors, other students, or friends — without proper acknowledgment constitutes plagiarism, whether the use was intentional or unintentional. Clear, written, thorough acknowledgement of any material that is not the student’s own is required: every direct quotation must be cited and identified with quotation marks or indentation; material that is summarized or paraphrased from another source must also be properly cited; information or facts obtained through research must be acknowledged. Commonly known information does not require citation. Plagiarism can, in some cases, be a subtle issue; students should consult with their teachers or the Writer’s Center when unsure about the use of citations prior to submitting work.

Each teacher may have course-specific expectations regarding academic integrity. Students are responsible for knowing and understanding their teachers’ expectations about shared work, use of outside help, assessment and assignment protocols, source citation, and plagiarism.

Technological developments have made it both easy and tempting to cheat, share work, commit plagiarism, or commit other types of academic dishonesty violations. For example, artificial intelligence tools are readily available to generate content, perform calculations, collect research, or write content. Google and other platforms make it easy to share work. The ready availability of such technologies is no excuse for academic dishonesty. It is imperative that students remember the importance of exercising integrity in their academic work despite these temptations.

Teachers are required to notify the Dean of Students regarding any academic dishonesty concerns. Academic consequences for academic dishonesty—separate from any disciplinary response—are at the discretion of the teacher. Generally, students found responsible for academic dishonesty can expect to receive no credit or a failing grade on the relevant assignment or assessment. In addition to any academic consequences imposed by the teacher, disciplinary consequences are determined according to the disciplinary process. Even a first incident of academic dishonesty, if deemed egregious, as well as second or subsequent incidents of academic dishonesty, will result in a substantial consequence such as a General Suspension.

### **Arson/Flammable Material**

Setting of fire or use of an open flame (except under the direction of a teacher) is prohibited, as is the possession or use of flammable objects or substances such as lighters, flares, fireworks, or lighter fluid.

### **Bad Faith Reports and False Information**

It is a serious violation to make a report that the reporting person knows at the time to be false or frivolous. It is also a violation for any person to knowingly make a materially false statement during the course of an investigation or request for review.

### **Bullying**

Bullying, including cyberbullying, is a serious violation. Bullying, which may take various forms, is defined in the Laboratory Schools' [Policy on Bullying, Discrimination, and Harassment](#). Bullying is a violation regardless of when, where, or how it occurred; in other words, conduct that meets the definition of bullying is prohibited even if it occurs off campus, on social media, using any technology or equipment, during or after the school day, or during the summer or other school vacation. Not all social conflict is bullying or harassment per se, although it might constitute other inappropriate behavior calling for an educational or disciplinary response from the school.

### **Harming the School's Reputation**

Spreading rumors, false information, or slanderous information about the Laboratory Schools, its students, or its employees is considered a serious policy violation.

### **Harassment and Discrimination, including Sex-based Harassment and Sexual Misconduct**

Lab prohibits all forms of harassment and discrimination, including sexual harassment and sexual misconduct, as defined in our [Policy on Bullying, Discrimination, and Harassment](#) and [Policy on Title IX Sexual Harassment](#). When determining whether conduct amounts to harassment, the school will consider the developmental age(s) of the student(s) in question. For example, a third grader asking a classmate several questions about their new leg brace may not be considered harassment, but a High School student making repeated jokes about a classmate's hearing impairment, thus causing the classmate to stop attending a class or club, may be. For more information about Lab's policies on Discrimination and Harassment, see the [Equal Opportunities Webpage](#).

### **Hateful Expression**

Certain harmful student expression related to an individual's identity status is unacceptable in our community and must be addressed as a disciplinary matter, even when the conduct does not violate Lab's Policy on [Policy on Bullying, Discrimination, and Harassment](#). This type of expression is called "hateful expression" for purposes of this policy. Verbal, nonverbal, or physical expression may be considered hateful expression if it has the purpose or effect of vilifying, denigrating, threatening, harassing, expressing hate, or inciting hate based on disability, gender, gender expression, race, ethnicity, religion, sexual orientation, or any other protected identity. Hateful expression can occur in any medium comprising words, gestures, symbols, or images—for example, through in-person verbal communications, on social media, in private messages, or as displayed on clothing, books, phones, computers, or backpacks. Hateful expression may occur in contexts including but not limited to epithets, jokes, slurs, song lyrics, gestures, symbols, and imagery. Hateful expression is contrary to Lab's mission and values, and will not be tolerated.

This policy applies to expression that (1) occurs on Lab's campus or other University property; (2) occurs in connection with a program or activity sponsored or recognized by Lab or the University; or (3) has, or reasonably may have, the effect of creating a hostile educational environment for one or more Lab students, as defined in our [Policy on Bullying, Harassment, and Discrimination](#), even if it occurs off-campus.

When assessing and investigating allegations of hateful expression, Lab uses reasoned judgment to consider the facts on a case-by-case basis. Various factors are taken into account, including but not limited to: the age and developmental stage of the students involved; the context in which the expression took place; its purpose or intent; and its impact on intended recipients and/or others. Lab applies these criteria from both a subjective perspective and an objective perspective; that is, we consider the actual experience of those impacted by the conduct, and we consider whether a reasonable person would experience the conduct as hateful expression. In other words, a person's subjective belief about whether or not the expression was vilifying, denigrating, threatening, harassing, expressive of hate, or tending to incite hate does not alone determine whether the expression violates this policy.

Expression that occurs in Lab's educational settings may present a special case depending on the circumstances. Some communications in the classroom may serve a bona fide academic purpose even though they may constitute hateful expression in other contexts; in such cases, educators will permit the communication as a matter of free expression but will endeavor to mitigate its effects and create productive discourse. On the contrary, if a communication constitutes hateful expression and yet serves no bona fide academic purpose, the educational setting may amplify its negative impact; in such a situation, the communication will be analyzed using the same fact-based and multi-factor framework described above.

Students who wish to report concerns about hateful expression are strongly encouraged to share them with the Dean of Students, their School Counselor, or via the [Bias Response Reporting Form](#). Please see [Appendix A](#) for a summary of considerations and procedures that Lab will use to guide our response to these and other reported concerns. Violations of the hateful expression policy are considered [major policy violations](#). Depending on the circumstances, including confidentiality policies, Lab will endeavor to address the community impact of violations as well as provide the affected individual(s) with support. Note that derogatory conduct which does not rise to the level of "hateful expression" under this policy may nevertheless be separately addressed by the school.

### **Hazing**

A person commits hazing when they knowingly require or pressure a student or other person at Lab to engage in any embarrassing, dangerous, illegal, or otherwise harmful or potentially harmful activity for the purpose of initiating or admitting a student into a group, club, team, or other organization, or for the purpose of continuing or enhancing a student's membership or status in such a group. Conduct constitutes hazing regardless of whether the organization in

question is officially sanctioned or authorized by Lab. A person's willingness to participate in an act of hazing does not justify or excuse the conduct, or cause it to fall outside of this policy.

### **Improper Use of Network Resources**

All Lab policies apply to online and electronic contexts as well as in-person actions and interactions. extend to verbal or other conduct that takes place online or in an electronic format. In particular, students may not use school or personal devices on school property to access or possess sexually explicit content or pornography, send sexually explicit messages, distribute sexually explicit or violent images, or access sites that promote violence or have inappropriate or violent content. If School Administrators determine that there has been a violation of Lab's [Acceptable Use Policy \(AUP\)](#) or the University's [Eligibility and Acceptable Use Policies](#), or that a student's online or electronic conduct has materially disrupted Lab's educational environment, disciplinary action may result even if the conduct took place off campus or by means of technology not owned or controlled by the school.

### **Malicious Publications—Electronic and Print**

Publications that have the intent or impact of hurting others are inappropriate, regardless of medium (e.g., print, online, video) and regardless of whether they were created at school. Publishing anonymously, publishing under a false name, or posing as a real person online or social media for malicious purposes is prohibited. Disparaging members of the Lab community in electronic or print communications, either by name or by inference, will be treated as a violation. This policy covers postings from any device and any location, e.g., school computers, personal devices, on or off campus, on the school's network or a private network.

### **Photos, Recordings, and Videos**

Students are prohibited from taking photos, recordings, or videos of faculty, staff, or students without their express permission. Permission is not required for public events such as athletic competitions or plays. School assemblies, retreats, club meetings, and classes are examples of private events that require permission before a student may take any photos, recordings, or videos. Exceptions may be considered for a student working on a story for the *Midway* or the yearbook. If a person grants permission, they accept that they cannot control the use of the image or recording.

### **Rating or Ranking People**

It is prohibited to engage in "rating" or "ranking" members of our community by creating a list or equivalent according to attractiveness, body parts, sexual history, or other factors with the

purpose, or effect of being demeaning or derogatory. For example, creating a list of “the hottest 10th grade students” or “the best kissers in the 11th grade” is prohibited.

### **Retaliation**

Lab prohibits retaliation against any person who exercises any rights or responsibilities under school policies. Retaliation is defined in Lab’s [Policy on Bullying, Discrimination, and Harassment](#). All Lab community members, including parents/guardians, should recognize that discussing or criticizing a person’s decision to exercise a right or responsibility under Lab policies—even in circumstances where it was determined that no policy violation occurred—may have the purpose or effect of retaliation, by harming or diminishing the experience or reputation of those involved, and/or discouraging others from reporting concerns.

Acts of alleged retaliation should be reported immediately to the Dean of Students or the Director of Equal Opportunity Services/Deputy Title IX Coordinator (or to Human Resources for concerns about faculty and staff). All reports will be promptly investigated. Retaliation will be treated as a separate policy violation. For more information about Lab’s policy on Retaliation, see the Lab [Equal Opportunity webpage](#).

### **Raising False Alarms and Misusing Fire Equipment**

Students may not pull a fire alarm unless there is a fire or strong smell of fire/visible smoke. Students who, without justification, pull an alarm, call in a bomb threat, misuse a fire extinguisher, or in any way raise a false alarm that puts others in danger or disrupts the orderly functioning of the school, will face serious consequences.

### **Sexual Behavior**

We recognize that sexual exploration is a natural part of adolescent development. That being said, the school environment—including daily school activities as well as events, retreats, and trips—is not an appropriate setting for sexual activity or experimentation. Students who engage in sexual activity at school or at a school-sponsored event, activity, or trip will generally face disciplinary consequences and their parents/guardians will be informed.

Students must be familiar with Lab’s [policies regarding sexual harassment and sexual misconduct](#) and Illinois law regarding consent. Depending on the context of any student sexual activity, including the ages of the students, the school may be required to report the activity to an outside agency (e.g., the Illinois Department of Children & Family Services (DCFS) and/or law enforcement).

Students who wish to receive information, support, or counseling regarding sexual health have several options at Lab, including speaking with their School Counselor or a member of the nursing team. Students may visit the Nurse's Office to ask for information and resources. In addition, we ask families to discuss healthy and developmentally appropriate sexual exploration, and strongly suggest the setting of clear boundaries outside of school.

### **Sex-Based Harassment and Sexual Misconduct**

Harassment based on sex is unwelcome conduct based on sex, gender, sexual orientation, or that is sexual in nature. Sexual misconduct encompasses a range of prohibited conduct, including sexual assault, stalking, and dating or domestic violence. Other examples of sexual misconduct include unwanted touching or persistent unwelcome comments, e-mails, or pictures of an insulting or degrading sexual nature, which may constitute unlawful harassment, depending upon the specific circumstances and context in which the conduct occurs. Sex-based harassment and sexual misconduct are defined in Lab's [Policy on Bullying, Discrimination, and Harassment](#) and our [Policy on Title IX Sexual Harassment](#). Violations of these policies are serious matters and will be met with significant consequences. For more information about Lab's policies on sex-based harassment and sexual misconduct, see the Lab [Equal Opportunity webpage](#).

### **Stalking**

Stalking is a serious violation. Stalking is defined in the Lab's' [Policy on Bullying, Discrimination, and Harassment](#). Stalking means a course of conduct (two or more acts) directed at a specific person that would cause a reasonable person to fear for their safety or the safety of a third person, or to suffer substantial 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.

### **Substance Use & Abuse**

The use of alcohol and other drugs is both illegal and inconsistent with healthy growth and development. Lab prohibits student possession, use, and distribution (selling or sharing) of alcohol, marijuana, tobacco, any other illegal drug, and drug paraphernalia, as well as the inappropriate use of prescription or over-the-counter drugs. Possession, use, distribution, and/or being under the influence of the following substances at school or when attending a school-sponsored event is forbidden. In addition to disciplinary consequences, prohibited substances will be confiscated.



**Alcohol:** It is illegal for persons under the age of 21 to purchase, possess, or drink alcohol. Students are prohibited from possessing, using, distributing, and being under the influence of alcohol during the school day, on campus at any time, and at school-sponsored events and activities. Asking another student for alcohol is also prohibited.

**Illegal Drugs:** Students are prohibited from possessing, using, and distributing (selling or sharing) illegal drugs or drug paraphernalia. Students are also prohibited from being under the influence of illegal drugs during the school day, on campus at any time, and at school-sponsored events and activities. Asking another student for illegal drugs or drug paraphernalia is also prohibited.

**Marijuana:** Regardless of state law, it is against federal law to possess, use, or distribute (selling or sharing) marijuana. Students are prohibited from possessing, using, and distributing marijuana or marijuana paraphernalia. Students are prohibited from being under the influence of marijuana during the school day, on campus at any time, and at school-sponsored events and activities. Asking another student for marijuana is also prohibited.

**Prescription Drugs:** The possession, use, and distribution (selling or sharing) of prescription drugs by or to 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. Please [Lab's Policy on the Administration of Medication to Students](#) for questions regarding prescription medical cannabis.

**Tobacco and Vaping:** It is illegal for persons under the age of 21 to purchase or use tobacco, cigarettes, electronic cigarettes (vaping), and alternative nicotine products. Students are prohibited from possessing, using, and distributing (selling or sharing) tobacco, tobacco products, or related products (e.g., rolling papers, pipes, cigars, lighters, e-cigarettes/vapes, matches). Students are also prohibited from using tobacco in any form during the school day, on campus at any time, and at school-sponsored events and activities. Asking another student for tobacco, tobacco products, or related products is also prohibited.

In response to violations, Lab will determine appropriate consequences. The primary focus will be on individual student safety and the safety of the school community. Any student who

provides or facilitates the distribution of prohibited substances for another person at school or at school-sponsored events and activities will be regarded as presenting a significant risk to our community's well-being. 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. The Administration will immediately report any verified incident involving drugs on school grounds to local law enforcement authorities and the Department of State Police, as required by law. In every drug or alcohol situation, parents will be notified.

In addition to disciplinary consequences, the school can require that students receive a substance abuse evaluation and/or treatment for substance abuse, at the expense of the student's parents/guardians, as a condition of their continued enrollment. Required evaluations must be performed by a physician or service approved by the School and the results shared with the School Counselor or designated Administrator by a deadline determined by the School. Refusal to comply may result in dismissal from the community. The student is expected to follow the recommended treatment plan, and ongoing consent must be provided so that the School Counselor and Dean of Students can verify their compliance.

If a student is involved with a substance abuse incident outside of school for which legal or medical intervention is required, we encourage families to notify the School Counselor. Having this information will enable us to support and protect the student within the school environment.

### **Theft**

Students are forbidden from taking anything that does not belong to them without permission, or for which they have not paid (e.g. at the coffee shop or Café Lab). A student suspected of theft may be subject to a search. Disciplinary consequences will ensue, including 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, students must leave the school buildings or campus when asked to do so by any school authority.

### **Vandalism**

Vandalism is illegal. Under no circumstances may a student damage, deface, or destroy private or public property in school, on school grounds, at a school-sponsored activity, or off-campus.

### **Violating Student Confidentiality**

Any student who has been directed to maintain confidentiality regarding a situation (including the existence of the situation, its details, or the involvement of another student), or who becomes aware of information that is confidential or private, is prohibited from violating that confidentiality in any way. Confidentiality violations include direct and indirect references, and communications made verbally, in writing, electronically, or by any other means.

### **Physical Violence and Threats of Violence**

Fighting, physical violence, and threats of physical violence are strictly prohibited at Lab. This prohibition includes any “pretend fighting” or any behaviors that may appear to others as fighting or other acts of violence.

Lab prohibits words or actions suggesting the possible use of guns, weapons, or other violence on our campus or against our school community. Students should understand that the school will respond in all such instances, even if the words or actions were intended as a joke, a casual remark, a hypothetical, or other harmless comment. Nationwide, we live in challenging and alarming times when it comes to weapons and violence in schools, and tragic news from campuses across the country is not infrequent. Teachers and Administrators no longer have the luxury of overlooking a statement that suggests possible harm to others simply because it seems playful or offhand. Students should therefore refrain from casual or joking references to guns, weapons, or other violence. In such situations, the school’s response may include disciplinary action, removal from campus, calls to parents/guardians, referrals for psychological evaluation, or referrals to local law enforcement. If you have a question or concern about safety, please contact the [Director of Safety and Security](#).

### **Weapons Possession or Use**

Guns, ammunition, real or fake weapons of any kind, and objects capable of being used as weapons are not permitted during the school day, on campus at any time, and at school-sponsored events and activities. The school has the sole authority to determine whether an object is or can be used as a weapon. In addition to discipline up to suspension and/or expulsion, Lab will report any verified incident involving weapons on school grounds to local law enforcement authorities. See also the [University of Chicago Policy on Firearms, Other Lethal Weapons, Fireworks, and Dangerous Objects and Materials](#).

### **Responding to Reports of Misconduct: The Disciplinary Process**

If the U-High Administration becomes aware of a concern about potential student misconduct, the following steps generally will be taken. Lab will follow up on any report of suspected or

alleged student misconduct that is sufficiently detailed to bear further inquiry. If insufficient detail is available, the school may be unable to respond other than to offer appropriate support resources to individuals involved.

Generally, follow-up will include inquiry or investigation, followed by fact-finding and a decision about consequences. Throughout, the school's goals are to uphold school policies and community values, amend the situation to the extent reasonably possible, prevent repetition of misconduct, and support all students involved. Every effort will be made to respond to formal reports in a timely manner with the understanding that a thoughtful and careful process can take time to complete.

Following a report, appropriate steps may be taken by the Dean of Students in order to protect the well-being of all students involved and to prevent disruption of the learning environment. The Dean of Students may employ increased supervision, no contact directives, and/or personal safety plans during and after the investigation. See [the Supportive Measures section](#) of this handbook for more information. On some occasions, the respondent may be asked to leave campus until the investigation is complete. Resources such as counseling or referral to appropriate services are available to all students involved.

### **Roles and Responsibilities in the Disciplinary Process**

A teacher and/or Administrator will inquire into and respond to minor policy violations in a way that provides an opportunity for growth, education, and reflection. Many incidents, including [major policy violations](#), will be investigated by the Dean of Students.

Every effort will be made for the student's School Counselor to be present during a disciplinary interview. If the School Counselor is not available, another faculty member may stand in temporarily. However, students may, on occasion, be spoken to without another adult present. The student's parent(s)/guardian(s) will be notified that the school is looking into a behavioral infraction; the timing of parental notification may vary based on factors such as the nature of the policy violation and the status of the Administrator's review.

Where a report describes a possible violation of Lab's [Policy on Bullying, Discrimination, and Harassment](#) or [Policy on Title IX Sexual Harassment](#), it will be investigated by Lab's Deputy Title IX Coordinator or their designee according to the processes described in these policies. For definitions, complete information on relevant procedures and policies, and more information about the complaint resolution process, see the [Equal Opportunity webpage](#).

## Search and Seizure Policy

To maintain a safe learning environment, School Administrators are authorized to conduct reasonable searches of school property and equipment (e.g. locker), as well as searches of students and their personal effects (e.g. backpacks). School Administrators generally will not conduct searches or confiscate property 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. More details are available in Lab's full [Search and Seizure policy](#).

## Investigating Misconduct

What follows is an overview of the steps the Dean of Students or other Administrator will generally take when responding to allegations of student misconduct. Note that Lab may adjust these processes depending on the circumstances.

**Collecting information.** When a report indicates or alleges that a student may have violated a school policy or otherwise committed misconduct, the student will be required to meet with the Dean or other High School Administrator. During conversations about disciplinary matters, students may be separated from their peers, their phones and other electronic devices may be removed, held, and/or searched, and students may be asked to write a statement or chronology of events. A student may, on rare occasions, miss class time. Students may not use their cell phones without specific permission from an Administrator until the interview is complete.

An investigation may also include: interviews with other individuals who may have additional information to share, such as other students, faculty, or staff; a review of any written, electronic, or other forms of relevant information; and any other investigative steps the Administrator deems appropriate. The student in question will be invited to identify any potentially relevant information or witnesses they believe can shed light on potentially relevant information.

**Findings of fact.** When all available, relevant information has been collected, the Administrator will determine whether a preponderance of the evidence supports the conclusion that a violation or other misconduct occurred.

## Outcomes and Consequences

If a student is found responsible for a policy violation or other misconduct, the range of consequences is described under the [Disciplinary Sanctions section](#) of this handbook. The Dean of Students and High School Principal will decide the appropriate consequences short of

expulsion. Decisions regarding expulsion are made by the Director of Schools. Administrators will use reasoned judgment to determine the appropriate and necessary consequences. Factors will include the nature, frequency, and severity of the violation in question, the degree to which the student was forthcoming and cooperative, the student's willingness to take responsibility, and any previous misconduct by the student in Middle or High School. Consequences will begin at a higher level for violations of major policies. Multiple sanctions are a possibility, depending on the context and severity of the violation. Parent(s)/guardian(s) are notified of, and invited to attend, a meeting to discuss consequences and outcomes.

Consequences for violating Lab's [Policy on Bullying, Discrimination, and Harassment](#) can be severe. Parents/guardians will be notified of outcomes pertaining to their student, and an intervention plan governing future behavior and interaction will be created.

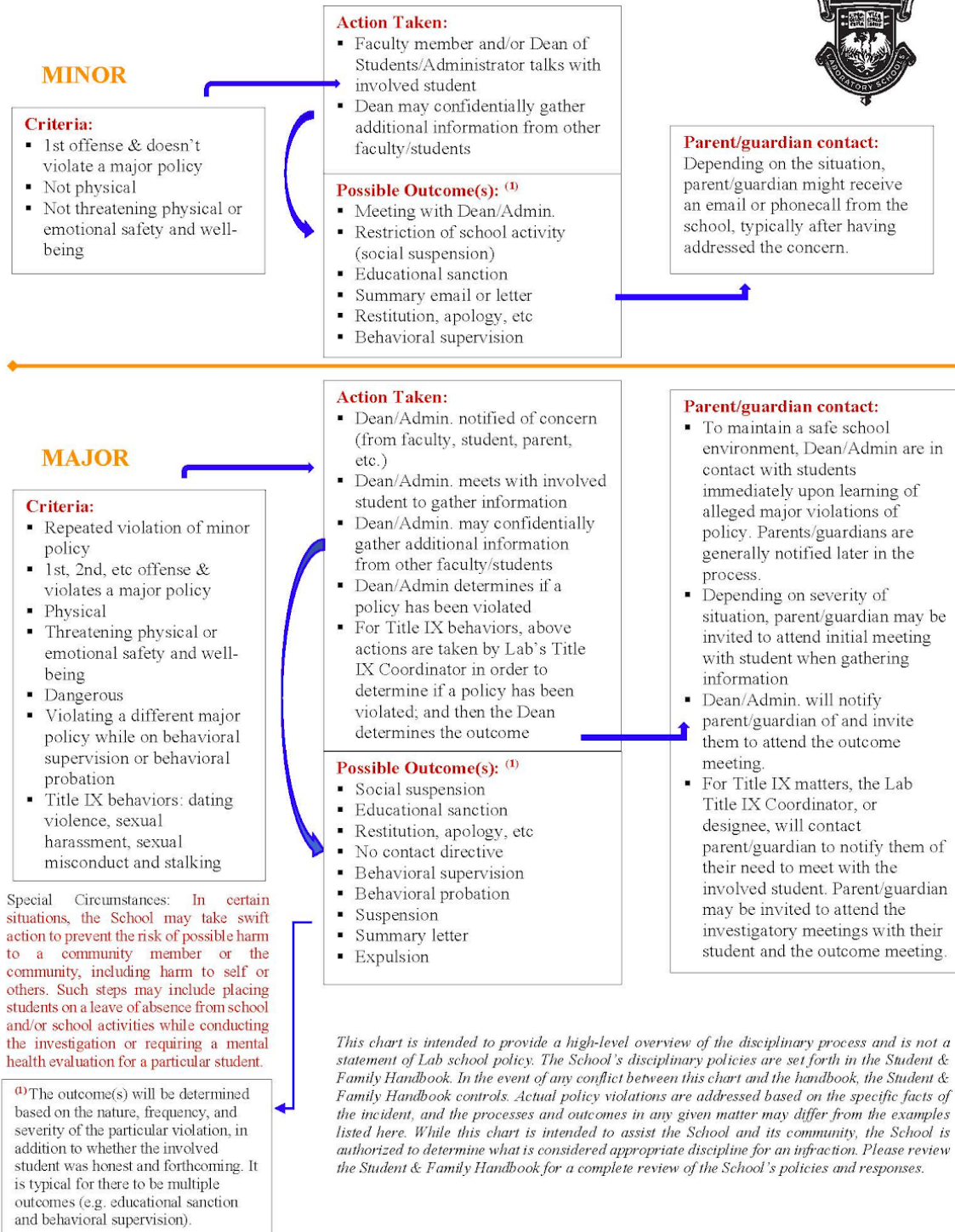
### **Health and Safety Measures**

In certain situations, the Administration may take swift action in response to a report or finding of misconduct in order to prevent possible harm to self, another individual, or the community. Such health and safety measures will be as limited as possible while ensuring that the rights, safety, and privacy of all involved are adequately protected. Measures may include temporarily barring students from school and/or school activities during an investigation, and requiring a medical or psychological evaluation before a student may return to school. Such decisions are made exclusively by the Principal. The student and their parent(s)/guardian(s) may request a review of the decision by the Director of Schools.



## Disciplinary Process Flowchart

### DISCIPLINARY PROCESS MAP School, student and family engagement



## Disciplinary Sanctions

Possible disciplinary sanctions in the High School are listed below. The consequences are not necessarily in sequential order; any one or combination of these sanctions may be assigned following any misconduct. The specific consequence for a disciplinary infraction will be determined at the sole and exclusive discretion of the Dean of Students in consultation with the Principal (or, in cases of possible expulsion, by the Director of Schools). Other than oral warnings, disciplinary sanctions will be confirmed in writing.

**1. Oral or Written 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. An oral warning is typically only appropriate for a single and initial minor policy infraction.

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

**3. Behavioral or educational sanction:** The student is assigned a task that directly correlates to their behavior and the severity of the policy violation. Examples include: restitution; apology; required meetings and discussion with School Counselors, School Administrators, or outside experts; completing a reflective reading and writing exercise; and/or discussing the violation with others impacted by the conduct.

**4. Social Suspension (Restriction of School Activities/Free Time):** The student will lose privileges and/or be barred from participating in co-curricular or extra-curricular activities for a specified period of time. Examples of privileges or activities which may be taken away include: the ability to leave campus during free periods; participation in athletic practices, contests, music or theatrical rehearsals or performances; May Project; activities such as MUN/Debate/Robotics; attending dances, prom, graduation or graduation-related events. The student may have to forfeit any elected or appointed position of leadership or honor at the school.

**5. Behavioral Supervision:** Behavioral Supervision is imposed when a student's behavior indicates that they have not been able to properly conduct themselves at school. They may be required to spend free periods in a designated location or check in periodically with their Counselor or the Dean. Behavioral Supervision is ordinarily imposed for a specific period of time, for example, the remainder of a semester or school year. At the conclusion of this period, if the student has adequately demonstrated that they can act more responsibly, the supervision will expire; however, if the student has shown that they remain unable to properly conduct



themselves, or if they violate any other school policies, the supervision may be extended or additional sanctions may be applied.

**6. Behavioral Probation:** Behavioral Probation is imposed when a student's behavior involves repeated or egregious violations of school expectations and/or prohibited conduct. During Behavioral Probation, the student's behavior will be closely monitored when at school and some privileges may be lost. Behavioral Probation is ordinarily imposed for a specific period of time, for example, the remainder of a semester or school year. At the conclusion of this period, if the student has made sufficient progress in meeting school expectations, the probation will expire. If the student shows themselves unable to meet school expectations, the probation may be extended, additional sanctions may be applied, or the school will support the student's family in withdrawing the student from Lab in favor of another school where the student can thrive. If the student violates the terms of the probation or any other policy while on Behavioral Probation, the student will face additional disciplinary outcomes, up to and including suspension or expulsion.

**7. General Suspension:** A General Suspension is imposed when the student's behavior is egregious, repeated, violates a major policy, or jeopardizes the safety or wellbeing of the community. During a General Suspension, the student is removed from the school environment for a period of time. The student may not come to school, attend classes, or participate in or attend any school events including co- or extra-curricular activities, except to meet with the Principal or another member of the Administration at the Principal's request. The General Suspension will last for a specified period of time, depending on the severity of the violation and any relevant past behavior. Following a General Suspension, the student is responsible for meeting with their teachers to discuss the teachers' expectations for making up missed class work. A student returning from a General Suspension is automatically placed on Behavioral Probation. Students must report General Suspensions during the college application and admission process as outlined by the Common Application.

**8. Expulsion:** Expulsion, or permanent removal from the school, is instituted when the student's behavior is especially egregious, imminently jeopardizes the safety of the community, or if the student has a pattern of disregarding and violating school policies. Decisions to expel are made by the Director of the Laboratory Schools and there is no review of an expulsion decision. Tuition and fees are not refunded following an expulsion. In general, students who are expelled can expect to be barred from campus or school-sponsored events (e.g., dances, graduation) for a period of time.

**9. Post-graduation sanctions:** If, after a Laboratory Schools degree is awarded, the Schools are informed of violations of Lab's [Policy on Bullying, Discrimination, and Harassment](#) that occurred before the degree was awarded, disciplinary proceedings may be initiated. If the misconduct is substantiated, the Laboratory Schools may revoke the degree, notify the alum's college or university, prohibit the alum from participating in alumni events, bar the alum from Laboratory Schools property, or impose other sanctions. Please see the [Equal Opportunity webpage](#) for additional information.

### **No Contact Directive**

No Contact Directives are non-punitive measures intended to ensure that each person involved in a conflict may, for a period of time, navigate their academic and social school lives with minimal interaction. They are issued to both/all people involved in a dispute. Participants in a no contact directive are forbidden from having contact with the others involved. While no contact directives are non-punitive, any violation of a no contact directive is considered a violation and may result in a disciplinary proceeding and the imposition of sanctions. A no contact directive remains in place for at least one calendar year, but may remain in place indefinitely. If after the appointed time both parties expressly agree to withdraw it, the Administration will consider their request.

### **Disclosure to Faculty**

School Counselors are notified of most [major policy violations](#) as they typically attend the meetings with the Dean of Students in order to provide support and guidance to the student. College Counselors are notified of General Suspensions due to the college reporting requirements (see [Disclosure to Colleges section](#) of this handbook). Teachers are notified when a student is suspended and will miss class, although teachers are not given information about the nature of the infraction. Otherwise, individual discipline decisions are not generally shared with teachers, unless a teacher was directly involved in the situation, or the Administration determines that disclosure to one or more teachers is in the best interest of the student or the community.

### **Disclosure to Colleges and/or Next Schools**

It is the policy of the Laboratory Schools that a student's College Counselor will report serious disciplinary consequences to colleges within 15 days of the disciplinary decision, at any time up through the student's graduation, even after applications have been submitted, college decisions have been rendered, or the student has submitted an enrollment deposit. Reportable discipline includes, but is not limited to, general suspension or expulsion. No exceptions will be made. Students must also report any suspension or expulsion. The College Counselor will work closely with the student as they honestly communicate their conduct and what they have learned from their experience. This school policy is in compliance with the National Association for College

Admission Counseling’s Code of Ethics and Professional Practices. If a student applies to another secondary school or educational program, Lab retains the right to disclose serious disciplinary findings or consequences to the school or program to which the student is applying.

### **Transcript Notations**

Discipline is not noted on the Laboratory Schools’ transcript.

### **Confidentiality in Disciplinary Proceedings**

In general, disciplinary proceedings and outcomes are confidential. Confidentiality in this context encourages honest and forthcoming participation and thus ensures fair outcomes. Conversely, where confidentiality is lacking, concerns about reputation, peer pressure, and retaliation may deter community members from participating fully, promptly, or at all.

It is the responsibility of everyone who participates in or is privy to the discipline process—including parents/guardians, students, and teachers—to honor confidentiality. It is never appropriate for a parent/guardian to seek information about the disciplinary case of a student other than their own, to engage in speculation or spread rumors about other students’ disciplinary matters, or to assume that they know the complete facts and circumstances about another student’s situation. Breaches of confidentiality may carry serious personal and legal consequences, including legal claims for defamation and school sanctions.

Please note that the expectation of confidentiality is not intended to interfere with any individual’s ability to seek support—for example, from a Counselor, legal counsel, the police, or parents/guardians—or their ability to obtain and present information or otherwise defend their interests. We encourage all persons involved, 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.

To the greatest extent possible, Lab will maintain the confidentiality of all information regarding disciplinary processes, investigations, and outcomes, including the identity of students under investigation, reporting students, witnesses, and other students involved. The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student records, including disciplinary records. Within the community of educators, Lab will only disclose disciplinary matters on a strict need-to-know basis. Lab may have to disclose information in certain situations, such as the following:

1. Where necessary to give fair notice of the allegations and to conduct a thorough investigation;

2. Where disclosure to law enforcement is consistent with state or federal law;
3. Where coordination with other Lab or University officials is necessary for the implementation of supportive measures or for other health and safety reasons;
4. Where disclosure to government agencies is necessary to demonstrate and ensure compliance with the law; and/or
5. Where disclosure to third parties is permitted or compelled by law (e.g., in response to a lawful subpoena or in compliance with federal privacy law).

## **Disciplinary Review**

Disciplinary decisions at the Laboratory Schools are not reviewable beyond the Director of Schools. Neither the University Administration nor Laboratory Schools Board determines disciplinary outcomes or hears appeals of decisions.

The Dean of Students, High School Principal, and Director of Schools have sole authority in implementing disciplinary procedures and determining responses to violations. Questions or concerns about disciplinary decisions or processes can be referred to the Principal and/or Dean of Students.

There is no review of an expulsion decision made by the Director of Schools; such decisions are final. Minor disciplinary consequences are also final.

A student seeking review of a penalty imposed for violating the [Policy on Bullying, Discrimination, and Harassment](#) or [Policy on Title IX Sexual Harassment](#) should consult the process described on Lab's [Equal Opportunity Programs](#) webpage.

A student seeking review of a general suspension has two options: (i) the Discipline Review Board (DRB), or (ii) the Director of Schools. If a student elects to request a review of a general suspension to the DRB, the student will have the option after it receives a decision from the Principal based on the recommendation from the DRB to file a second request to review with the Director.

### **Review by the Discipline Review Board (DRB)**

Review of a General Suspension by the Discipline Review Board may be requested in writing to the Principal within seven (7) school days of the decision (whether communicated verbally or in writing). The Principal will then notify the DRB members. The Chair of the Faculty Discipline Committee will invite the student and parents/guardians to a preparatory meeting to review DRB processes. The DRB meeting itself will be held promptly—when feasible, within three (3) school

days of the Principal's notification. During this time, the General Suspension will be paused, except if the school determines that the student should remain out of the school environment for reasons implicating health, safety, or the effective functioning of the Lab program.

The DRB will consist of six people: three teachers and three High School students, chosen from a predetermined pool of six teachers and seven students, determined by the faculty discipline committee-run election. Faculty and students chosen for a hearing may recuse themselves, or be asked to recuse themselves, if their judgment in the case may not be impartial.

Present at the meeting will be the Dean of Students, the student, and a student advocate chosen by the student from the Lab employee community such as the student's Counselor or Advisor. Lawyers, parents, or other third parties may not participate. The Dean of Students will present the information gathered, noting the policy or policies violated and the rationale for the General Suspension. The Dean of Students may inform the DRB of past offenses unrelated to the current circumstances, if those past offenses influenced the decision to suspend the student. The student will present their response and rationale that the general suspension is not warranted. The DRB must agree upon a recommendation by a margin of 4–2 or greater. Ballots will be taken in secret. When the decision is reached, the DRB will inform the Principal of their recommendation and the rationale for the recommendation. If the DRB is unable to reach a recommendation by a 4–2 margin, the DRB will be encouraged to undertake further deliberation; if the DRB is still unable to reach a recommendation, the Principal will make a decision on the review.

The DRB may recommend overturning a General Suspension, supporting the General Suspension as imposed, decreasing or increasing the number of days of a General Suspension, and/or adding additional sanctions. The DRB may not recommend removing sanctions other than General Suspension. The DRB may recommend expulsion, although only the Director of Schools may implement expulsion. The DRB's recommendation is presented to the Principal for review and implementation. If the Principal decides not to follow the recommendation of the DRB, the Principal will explain this decision to the DRB. The Principal will inform the student and their parents/guardians of the decision. Within five (5) school days of the Principal's decision, the student may request a further review by the Director of Schools. The Director's decision is final.

### **Review by the Director of Schools**

Alternately, or following the DRB process as described above, the student may request that the Director of Schools review a General Suspension if the student believes (i) that a procedural error occurred which, if corrected, might change the outcome, or (ii) that new and material information unavailable to the Dean of Students/Administrator at the time of the investigation

would more likely than not change the outcome. Disagreement with the school findings or determination is not, by itself, grounds to request a review. To initiate a Director's review, the student must contact the Director of Schools in writing within five (5) school days of the Dean's or Principal's decision (whether communicated verbally or in writing), stating the basis for the review request. The Director will evaluate the request and will promptly notify the student/family if their request will be considered. The Director may meet with the student or others involved in the situation, and will return a decision as soon as possible. During this time, the General Suspension will be paused, except if the School determines that the student should remain out of the school environment for reasons implicating health, safety, or the effective functioning of the Lab program. The Director's decision will be final and non-reviewable.

### **Reports to Law Enforcement**

Illinois law mandates Laboratory Schools to report to law enforcement and other authorities certain student conduct that occurs at or near Laboratory Schools, including certain drug violations, attacks on school personnel, and firearm incidents (including incidents involving toy or fake firearms). From time to time, Laboratory Schools also reports possible observed or reported student conduct to law enforcement in non-emergency situations. In those instances, Laboratory Schools uses reasoned judgment, grounded in facts, and considers a number of factors on a case-by-case basis, including but not limited to the student's age, the severity of the reported or observed conduct, whether the reported or observed conduct poses a legitimate risk of physical harm to others or did harm others (and the nature and extent of the harm), whether the reported or observed conduct damaged or put at risk Laboratory Schools property; and whether the reported or observed conduct constituted or may reasonably constitute sexual assault, sexual abuse, stalking, hazing, or domestic violence. When Lab decides to report student conduct to law enforcement it will make reasonable efforts to promptly contact parents and/or guardians to inform them about the situation and Laboratory Schools' decision to report.

## **Section Six: Student Life and Activities**

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U-High supports a variety of co- and extracurricular activities. These activities provide opportunities for students to explore and develop their capabilities, pursue personal interests, develop social and leadership skills, and provide service to others. School activities also foster a climate of mutual respect and cooperation conducive to the continued well-being of the school community. Participation in student government, clubs, special interest groups, and service

organizations is open to all students. Students are strongly encouraged to familiarize themselves with the various co-curricular and extracurricular offerings at U-High, and get involved.

## Academic Teams

U-High sponsors several Academic Teams including Debate, Math Team, Model United Nations, Robotics, and Science Team. Interested students will learn more by attending Club Shopping.

## Athletics

U-High School teams engage in interscholastic competition through the Illinois High School Association (IHSA) in the following sports.

Fall	Winter	Spring
Boys Soccer	Boys Basketball	Girls Soccer
Cross Country	Girls Basketball	Outdoor Track & Field
Girls Swimming & Diving	Boys Swimming & Diving	Boys Tennis
Girls Tennis	Indoor Track & Field	Baseball
Girls Volleyball	Fencing	Sailing
Golf	Squash	
Fencing	Dance Troupe	

Registration for all teams is managed by the Athletics Department. Important IHSA and Laboratory Schools requirements are outlined on the [athletics page of Lab's website](#).

Registration for all three seasons typically occurs in the spring prior to the coming school year. Students must have the following three (3) completed forms on file before being allowed to start practice:

1. [IHSA Pre-Participation Physical Exam](#) (a new exam is 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.

## Clubs/Groups

U-High students participate in myriad clubs and events. Early in the fall semester, students will learn about the active clubs for the year by viewing club videos and then attending Club Shopping, where interested students may sign up.



Clubs may elect to hold their meetings during lunch periods or immediately after school. Club leaders are expected to regularly meet with their faculty sponsor for support and advice. Any club event that takes place after school or off-campus requires the approval of the faculty sponsor and the Dean of Students, and the presence of at least two faculty chaperones.

Students who would like to start a new club should consult with the Dean of Students. The Dean will explain the process for requesting a new club. Requests for new clubs may be made until the start of spring break. No new clubs will be approved after spring break in a given school year.

## Dances and Activities

U-High hosts a variety of dances and other social activities during the year. Tickets for dances are typically made available the week prior to the dance (tickets sold at the door cost more than advance purchase tickets). Students must bring their school ID to the event and tap in at the entrance. Information about events will be posted on Schoology as they are planned.

## Student Fundraising

Only approved, official U-High student groups or clubs may sponsor sales and fundraising. Individual student sales (e.g., Girl Scouts, non-Lab organization) are prohibited. All fundraising ideas are to be approved by the Dean of Students in advance of any advertising or outreach. Requests must be made at least one (1) week in advance. Only one club will be permitted to fundraise during a given timeframe and requests are filled on a first come, first served basis. Groups are encouraged to request fundraising permission well in advance in order to secure their preferred date(s). Any sales of food (e.g., bake sale) must include written food ingredients, as outlined in the school allergy policy. Students groups interested in exploring possible corporate sponsorship should consult with the Dean of Students for additional information.

## Publications

U-High sponsors several publications. 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 must 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. (See the [Program of Studies](#) for more information on the Journalism program.)



Students sponsor four additional publications including: *InFlame* (history and economics journal), *Ourobouros* (literary translation magazine), *Renaissance* (arts and literature magazine), and *The Chicago Youth Science Journal*.

## Student Leadership

### Student Council

Student Council is U-High's student government. 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 club activities.

### Peer Leaders

The Peer Leader program and class are designed to provide training and experience for a select group of rising juniors and seniors to further develop their leadership skills within the Lab Schools community. Additional information is available in the [Program of Studies](#).

### DEI Peer Facilitators

DEI Peer Facilitators are committed to expanding their capacity as diversity advocates and giving voice to the lived experience of their peers. They work to develop and nurture a diverse, equitable, inclusive community, in partnership with the Administration, by leading and facilitating vital conversations that support responsive and proactive change. These leaders:

- > Create a sense of responsibility and action;
- > Move the community forward through dialogue and experience;
- > Provide space for various opinions and encourage productive conversation around those opinions.

### Grade 10 Mentors

Every fall, Grade 10 mentors welcome ninth graders who are new to Lab, and throughout the year, they serve as a support and resource for students who are new to Lab and U-High.

## Summer Internship Opportunities

U-High sponsors internships for students in several areas, including the sciences, humanities, computer science, and civic engagement. Application information is posted in Schoology.

## Theater

In addition to the opportunities afforded students to gain experience in theater through the curricular drama courses, students are invited to become involved in theater on a co-curricular

basis. Three productions a year are offered. In the winter production, students are responsible for writing, directing, costume design, and production.

## Travel Programs

U-High sponsors various trips and travel opportunities, including language-based international travel programs. Information is available in the [Program of Studies](#).

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*The contents of this Handbook are subject to the interpretation of the Laboratory Schools Administration in its sole discretion. The Laboratory Schools can take actions that they deem to be in the best interests of the School, its students, and its faculty and staff. This Handbook is for informational purposes only. The school always retains and exercises the right to make changes to the Handbook, which is not intended to be and does not constitute a legally enforceable contract within the meaning of the law. **Last Updated: July 2023.***

## Just for Parents and Guardians

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### Questions, Concerns, and Communications

Communication between families and school employees can occur through in-person meetings, email, video conference, or telephone. Lab uses email as a primary means of communicating with families. Parents/guardians must keep their contact information current in PowerSchool. Parents and guardians with questions about course information or Lab policies should first check Schoology, or visit the parent portal of the Lab website. Having done so, parents/guardians with outstanding questions about a particular course or their child's performance in that course should contact the appropriate faculty member; more general student concerns should be directed to the student's Advisor or School Counselor. When contacting a teacher or Counselor, please allow 48 hours before expecting a response excluding weekends and holidays. Faculty are supervised by the Principal; any concerns about faculty should be brought to the attention of the Principal.

A parent/guardian who comes forward in good faith with a concern will not be—nor will their child be—subject to retaliation. Any parent/guardian who believes they are experiencing retaliation is strongly encouraged to bring the matter immediately to the attention of the Principal, Director of Equal Opportunity Services, or other Administrator.

### Communication with Families with More than One Household

Where a student's parents/guardians reside in more than one household, Lab seeks to ensure timely and consistent communication. Wherever possible, Lab will include both parents/guardians on emails and other communications. In turn, we ask that parents/guardians in such circumstances include each other on email threads with teachers and administrators. In the event of an unscheduled, substantive conversation with one parent/guardian, we will endeavor to follow up promptly and in writing with both parents/guardians, summarizing the salient points of the conversation.

Lab expects that parents/guardians who wish to attend their child's conferences will do so at the same time, so that they hear the same information about what is happening at school, how best to partner with the teachers, and plans for the child's support. Lab cannot accommodate requests for separate conferences. Families will have the option to attend conferences viaZoom. If one parent/guardian is unable to attend a conference, both should connect following the conference to share relevant information.

Exceptions will be made to this policy when there are compelling circumstances that prevent the parents/guardians from being together or receiving joint communications, such as legal orders of protection, criminal charges, or pending investigations of abuse or neglect by the Department of Children and Family Services. Under those circumstances, families should contact the Principal, Assistant Principal, or the [Director of Equal Opportunity Services](#).

### **Gifts of Appreciation to Lab Employees**

The Laboratory Schools community values exhibiting kindness. While not an expectation, the act of recognizing a Lab employee with a modest gift by students, families, and friends is welcomed, within the following limitations. Lab employees may not accept personal gifts valued in excess of \$100. In lieu of gifts made directly to teachers for classroom supplies, Lab's annual Spring Teacher Appreciation Drive provides families with an opportunity to make a tax-deductible contribution to the [Fund for Lab](#) in honor of a teacher or teachers who have impacted a child's experience, along with a note of gratitude to the teacher(s). Questions regarding the giving of employee gifts of appreciation should be directed to the Principal. For more information on recognizing a teacher through a gift to the [Fund for Lab](#), please contact the [Alumni Relations and Development Office](#).

### **Parents' Association and U-High Parents Council**

The Parents' Association (PA) promotes Lab's mission, fosters a spirit of community, and assists in the implementation of school activities. The PA holds monthly meetings and sponsors a variety of programs for parents/guardians throughout the year. All parents/guardians of Lab students are automatically members of the PA. The High School Parents Council is the branch of the PA that plans activities and events for the social and educational benefit of the High School community. Your volunteer Council representatives will introduce themselves at the beginning of each school year.

### **Parent IDs, Lanyards, and Background Screening**

It is important that we know who is present in Lab buildings at all times. To that end, we have different ways of bringing visitors into our buildings.

Parents, guardians, and designated caregivers may elect to receive a Lab Parent ID with a white lanyard. Your ID will allow you to enter Lab buildings during school hours. While on campus, please wear both your ID and your lanyard at all times. All parents/guardians new to Lab will receive an email in late July/early August with instructions about obtaining your ID. The email will contain a link to upload a photo; your card will then be available for pickup during orientation. If you do not receive this email, if your parent ID has expired, or if you have

questions, please email [IDcard@ucls.uchicago.edu](mailto:IDcard@ucls.uchicago.edu). The first Lab Parent ID is provided free of charge to each Lab parent/guardian (up to two per household). Lost IDs should be reported immediately by emailing [LostID@ucls.uchicago.edu](mailto:LostID@ucls.uchicago.edu). [Please click here for further information about parent IDs and lanyards.](#)

As we have done in the past, all visiting parents/guardians must check in at the security desks located at the entrance of each of our buildings. Visitors with a Lab Parent or University of Chicago ID must tap in upon entry, and any visitor without an ID must present a state- or government-issued ID for a background check against the national sex offender registries. In the 2023-2024 school year, Lab is introducing a system aligned with best practices, whereby non-Lab employee visitors checking in at the Judd Hall entrance on the Historic Campus will be background-checked against the same national sex offender registries upon tapping their Parent or University of Chicago Faculty/Staff ID. This system will be progressively rolled out to all of our entry points. Individuals who do not wish to be screened may choose to wait in the lobby.

### **Parent/Guardian Volunteers**

In the High School, the maturity and independence of our students means that there are fewer opportunities to volunteer than in the lower divisions. It is nevertheless important to note that volunteers in school settings are “mandatory reporters” under the Illinois Abused and Neglected Child Reporting Act. Parents/guardians, and family members who wish to volunteer at Lab in any capacity are required to complete mandatory training regarding safety of students and supervision and provide their legal name and birth date to be checked against the National Sex Offender Registry. Further information can be found online at [Mandatory Reporting of Child Abuse Policy & FAQs for Staff and Volunteers](#) and in the [Policy on the Safety of Students in Laboratory Schools Programs](#).

## Appendix A

### High School Framework for Responding to Bias Incidents

*Below is a summary of provisions in the University High School Student and Family Handbook which are relevant to bias incidents. For complete and definitive details, please consult the Handbook itself.*

High School is a time of learning and growth about respectful, productive interactions with peers and teachers, as students develop the skills and maturity to treat every person with respect and dignity. Lab understands that students are at various stages of growth, development, and awareness about their relationships with other members of our community. Nevertheless, U-High students are expected to be aware of the negative impact of statements and actions that demean the identities of others, and to understand that such behavior is not acceptable in our community.

Disagreements about values, beliefs, approaches, or opinions are natural in a school environment, and help students develop and hone their own informed viewpoints. However, a person's multifaceted identity is not cause for debate or disagreement. Discriminating against others based on their identity is fundamentally disrespectful, disrupts the learning environment, and can have the purpose or effect of interfering with others' equal access to a Laboratory Schools education. Discriminatory conduct pertaining to the following personal identifiers may be considered a bias incident:

- > Age
- > Disability status
- > Gender identity
- > Race, color, national origin, and/or ancestry
- > Order of Protection status
- > Marital status
- > Military status
- > Pregnancy
- > Religion
- > Sex
- > Sexual orientation

If students are found to have violated Laboratory Schools policies by engaging in discriminatory conduct, disciplinary consequences will follow. By the time students enter Middle School, they are expected to understand the negative impact of statements and actions that demean the identities of others. We ask that families collaborate with the Schools in our effort to educate our students about issues of identity, diversity, equity, and inclusion, in accordance with our [Community Norms and Expectations](#). Families seeking support for discussions with their children are encouraged to [review the resources listed here](#).

Likewise, adult educators at Lab are expected to be aware of the impact of their words and actions; to be committed to lifelong learning about issues of diversity, equity, and inclusion; to model behavior that respects all identities; to support an environment at school where discriminatory behaviors are less likely to occur; and to play a central role in students' education about diversity, equity, and inclusion.

**Guiding Principles informing Lab's Response to Bias Incidents:**

1. Every student must be able to participate fully in our educational programs and activities without being discriminated against based on one of the identifiers listed above.
2. Every student is responsible for upholding our community standards, and will be held accountable when they do not live up to this obligation.
3. Lab will acknowledge a student's *intent* while also addressing the *impact* of their words or actions.
4. Education will be part of the school's response, to help students understand why a behavior was harmful and ensure that they may learn and grow from an incident.
5. We will fulfill our responsibilities under state and federal law regarding matters that constitute unlawful discrimination, including harassment or sexual misconduct.
6. In the High School, hateful expression is classified as a "major" policy violation.
7. If an incident involves a threat of violence or physical harm, the Threat Assessment Team (TAT) will be notified and will address the matter according to its protocols.

**When Lab Receives a Report of Discriminatory Conduct, the School's Response Will Include:**

1. A prompt meeting with the student(s) implicated, and timely notification to their parent(s)/guardian(s) of the concern;
2. Conversations and offers of supportive measures, to ensure the wellbeing of all students involved or impacted (when known);
3. Confidentiality of all information, including the identity of students under investigation, reporting students, witnesses, and other students involved, to the greatest extent possible;
4. A prompt, thorough, and equitable investigation of the report;
5. A determination as to whether a violation of school policy occurred, based on all available, relevant information and the appropriate standards and processes;
6. Appropriate disciplinary consequences for students who are found to have violated school policies;
7. Educational and other measures to safeguard against any future problematic behaviors, regardless of whether a policy was violated;

8. Appropriate opportunities for students to repair relationships, restore community, and reaffirm school values, with due support and respect for privacy.

**Guiding Principles Informing Lab's Communications About Bias Incidents:**

1. Lab complies fully with the Family Educational Rights and Privacy Act (FERPA), which protects the privacy rights of education records, including disciplinary information. Disciplinary information is confidential; without the consent of the student (or a minor student's parent/guardian), the school may not share any details or even confirm the fact of a disciplinary outcome.
2. Lab will keep confidential the names of students who have violated school policy, details of their behavior, and details of disciplinary outcomes or consequences.
3. If the Director of Schools determines that an incident involves significant risk to the health or safety of the community, and that sharing information is necessary to protect the health or safety of the community, Lab will share appropriate and legally permitted information with the community.