# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME</td>
<td>2</td>
</tr>
<tr>
<td>MISSION STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>STATEMENT OF CHARACTER</td>
<td>3</td>
</tr>
<tr>
<td>STATEMENT OF EXPECTATIONS</td>
<td>4</td>
</tr>
<tr>
<td>WORKING WITH ADULTS IN THE COMMUNITY</td>
<td>7</td>
</tr>
<tr>
<td>ADMINISTRATORS</td>
<td>7</td>
</tr>
<tr>
<td>HELP LINES</td>
<td>8</td>
</tr>
<tr>
<td>SCHOOL SONG</td>
<td>9</td>
</tr>
<tr>
<td>RULES AND REGULATIONS</td>
<td>10-32</td>
</tr>
<tr>
<td>LIFE AT CHOATE</td>
<td>33-43</td>
</tr>
<tr>
<td>SCHOOL PROGRAMS</td>
<td>44-53</td>
</tr>
<tr>
<td>SERVICES AND FACILITIES</td>
<td>54-62</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>63-65</td>
</tr>
<tr>
<td>INDEX</td>
<td>66-67</td>
</tr>
</tbody>
</table>
WELCOME

This Handbook serves as a guide to student life at Choate Rosemary Hall. Students and parents/guardians are asked to read the following pages closely and to become familiar with the codes and expectations of the School. Abide by the expectations outlined herein and the student’s experience at Choate will be one of the most positive experiences of their life.

Above all, students are encouraged to seek out the wisdom and guidance of the adults in this school who have committed their lives to education and the formation of a system of values that will sustain students both during their time here and in their lives in the years beyond Choate.

The School reserves the right to make changes in the codes and expectations outlined in this Handbook as it deems necessary and will provide reasonable notification to the community when a change has been made.

Nondiscrimination Policy: Choate Rosemary Hall prohibits in all its programs discrimination against or harassment of any member or group based upon age, gender, race, color, religion, disability, sexual orientation, gender identity or expression, national origin, genetic predisposition, ancestry or other categories protected by Connecticut or federal law. It does not discriminate on these bases in the administration of its admission process, educational policies, scholarship and loan programs, athletics, or other school-administered programs.
MISSION STATEMENT

Two interwoven priorities define the Choate Rosemary Hall experience: a rigorous academic curriculum and an emphasis on the formation of character in a residential setting that allows for teachers and students to live with, and learn from, each other in important ways.

The curriculum inspires students to:

- think critically and to communicate clearly;
- understand various methods of intellectual inquiry and their connections to each other;
- recognize the interconnections of learning;
- work independently and in partnership with others;
- develop a global perspective on cultural, social, political, and environmental issues;
- appreciate the importance of beauty and grace in their lives; and
- achieve distinction in accordance with their individual interests and talents.

In these ways, students are prepared to seek knowledge for its own sake and to pursue further study at the finest colleges and universities.

The development of character is a responsibility that rests with every member of the community. In classrooms, on playing fields, in residential houses, students grow in confidence and self-esteem, and are instilled with such fundamental values as honesty, integrity, teamwork, generosity, and compassion toward others. Choate Rosemary Hall also fosters community involvement and service as it prepares students to assume leadership roles in an ever-changing world. As part of its commitment to character formation, the School offers regular community-wide reflections on moral and spiritual issues, as well as exposure to various religious traditions.

Choate Rosemary Hall attracts intellectually gifted and motivated students from diverse backgrounds whose commitment to serious study is enhanced in this personally supportive and academically challenging setting. On a campus that inspires a particular sensitivity to beauty, teachers — who share genuine respect and affection for young people — impart an enthusiasm for life and for learning.

Choate Rosemary Hall is confident that its graduates will go forth from a school that values each of them for their particular talents and enthusiasms; that affirms the importance of personal integrity and a sense of self-worth; that inspires and nourishes joy in learning and love of truth; and that provides the intellectual stimulation to generate independent thought, confident expression, and a commitment to improve the welfare of others.

STATEMENT OF CHARACTER

Choate Rosemary Hall perceives character — the personal commitment to moral sensibility, to an informed conscience, to an expansive “heart,” and to exercising moral choices — as an integral part of who a person is. In all aspects of life at Choate Rosemary Hall, we attempt to nurture and promote the development of sound character. Among the elements of sound character that the School has identified as central to a person’s life and to our life as a community are:

INTEGRITY

Integrity means, at root, to be whole. We must each work toward self-knowledge, and self-awareness; the beliefs and values that spring from this should be reflected in our behavior. Integrity requires honesty in our academic work and our personal lives; such honesty is crucial for nurturing individual relationships and a community of trust. As we build integrity, we must develop the ability to stand up for what is right.

RESPECT

Respect involves treating oneself and others with dignity. This includes the acceptance, perhaps even the celebration, of our differences. Respect also includes taking responsibility for our commitments to ourselves and to others, as well as treating all people in a fair, non-prejudicial manner. Respect should extend beyond the Choate community and characterize our interactions with all individuals.

COMPASSION

Compassion means having a true understanding of, and sympathy for, the condition and needs of others. This requires developing an awareness of what is happening in the lives of other people. Such awareness forms the foundation for, and encouragement of, acts of generosity and support for those in need.
STATEMENT OF EXPECTATIONS

At the heart of Choate Rosemary Hall is a culture defined by integrity, respect, and compassion. All members of the community have an obligation to know and uphold Choate's values and strive to embody them in word and deed.

We therefore expect that all members of the community will:

• respect other people and their privacy and property, both within and beyond the School;
• treat all human beings with dignity, refraining from behavior that intimidates, insults, threatens, bullies, coerces, abuses, exploits, harasses, humilates, or demeans;
• support and promote a school climate that does not discriminate against any individual or group;
• use words constructively, avoiding gossip and other inappropriate or unproductive dissemination of information;
• maintain high standards of honesty, avoiding deception, half-truths, and deliberately misleading words or behavior;
• exemplify principles of responsibility and fairness in daily life;
• observe safe behavior and report unsafe conditions or practices;
• cultivate compassion and seek to serve others, both within and beyond Choate.

These community standards apply to our words and behavior not only in personal interactions but also in all forms of electronic media and communications.

We expect that each member of the community will take truly constructive action when these expectations are compromised. Doing so means not being a passive bystander, but rather acting in the best interests of those involved, even in situations when different values of the School (e.g. loyalty and honesty) are in tension with each other. While constructive action often means addressing concerns about inappropriate words or behavior directly with those involved, at other times it means reporting concerns to a Choate employee.

Students are encouraged and empowered to report concerns about violations of these community expectations to any trusted adult at the School, who will assist the student with next steps. Adults must report to an appropriate person as delineated in the Faculty and Staff Handbook.

The School maintains clear and transparent policies, which are explained fully in relevant handbooks, to handle any violations of our community standards and protect all members of the community. Any behavior that violates these standards and/or adversely affects the wellbeing of an individual or the community will be subject to appropriate action, from a reminder about the importance of community standards to official disciplinary response, including possible Dismissal from the School or termination of employment.

Choate will not tolerate retaliation against anyone who makes a report in good faith about violations of our community standards; no one should hesitate to make a report out of fear of retaliation. Conversely, all community members must understand that intentionally making a false report is a violation of our behavioral expectations and that doing so may, after appropriate investigation, result in disciplinary action.

This Statement of Expectations clarifies not only how each of us is expected to behave as a member of the Choate Rosemary Hall community but also how we may expect to be treated.

We understand that living out these values requires responsibility, judgment, and courage. We strive to be gracious, supportive, and compassionate toward others as we work to embody our values more fully each day.

LIVING OUR VALUES

Choate cultivates a school environment in which all members of the community feel valued, safe, and part of something greater than themselves. Adults in the community work to understand the developmental needs of adolescents, support their emerging identities, and promote their healthy growth, embracing the responsibility to provide a clear and consistent structure for students and engage them in conversation about our community standards.

SAFETY AND WELLBEING

• Every member of the community has a responsibility to support a safe school environment by refraining from harmful and unsafe behavior and reporting such behavior when observed.
• Adults are expected to identify and report suspicions of harassment, abuse, and sexual or other misconduct and will not engage in such behaviors themselves. In addition to their reporting obligations to the School, all employees are mandated reporters of suspected abuse or neglect of students as specified by Connecticut state law.
INTERPERSONAL BOUNDARIES AND POWER DYNAMICS

- Adults must be alert to the power imbalance in their relationships, whether with students or other adults, and be especially attuned to ways in which others may perceive their words or actions given that imbalance.
- Students must also be mindful of the power they have in various roles at school. They must use their roles constructively, always avoiding intimidation and abuse of authority.
- Adults must not lean on students for emotional support, share personal information with students to an inappropriate degree, or engage in any behavior that blurs the lines between adult and student.
- Adults and students alike must be conscious of their choices regarding language, dress, personal space, and physical touch, understanding that their choices affect others.

MODELING

- Adults have an obligation to model through both language and behavior the values and expectations we have as a school, being especially conscious of their actions at times and in places when students can observe them.
- Older and returning students must take seriously the power of their example on younger and newer students, accepting the responsibility to model and transmit the values and character of Choate Rosemary Hall.

INFORMATION, CONFIDENCES, TRUST

- Knowing that information has power and value, members of the community must take special care to safeguard personal information with which they are entrusted, always striving to promote the dignity of others.
- Students and adults alike have an obligation to protect confidential information shared by others unless that information raises concerns that someone's physical or mental health may be at risk. In such instances, adults must share the information through appropriate channels at the School; students are encouraged to do the same.

In the context of responsive, genuine relationships, all members of the community help others to develop a sense of belonging, encourage empathy and compassion, and promote an environment that is kind, generous, and open to the free flow of ideas. As members of this community, we acknowledge that our actions reflect not only on ourselves but also on the School as a whole and therefore strive to live in a way consistent with our values.

STATEMENT OF EXPECTATIONS IN PRACTICE

SCHOOL AND FAMILY PARTNERSHIP

At Choate Rosemary Hall, we partner with parents and guardians to create a student's support network with the shared goal of encouraging the student's intellectual, social, and emotional growth. Together, we support the development of character which, according to our mission statement “is a responsibility that rests with every member of the community.” We provide learning opportunities and age-appropriate guidance to prepare our students to graduate from Choate as healthy, independent, and purposeful individuals with a commitment to others. Choate’s Statement of Expectations is a living document that guides our intentions and behaviors on campus. In the spirit of transparency and clarity, the following guidelines outline our Statement of Expectations in practice. Maintaining these practices and honoring our commitment to each other is core to our Choate community.

Students at Choate Rosemary Hall:

- Live independently, respectfully, and cooperatively in a community setting, with an awareness of and accountability for how individual behaviors impact others. Treat others with compassion and respect. These expectations assume that a student’s behavior (in person and online) will not adversely affect others in the community. These expectations include: practice basic norms of personal hygiene, nutrition, sleep, and shared responsibilities; arrive to school commitments on time (for boarders, this includes the ability to wake up independently at the appropriate hour and for day students this includes drop-off and parking in designated locations).
- Speak and act truthfully and respectfully.
- Respond appropriately and in a timely manner to communications from campus adults seeking to support the student. Maintain regular communication and contact with adviser.
- Demonstrate commitment to and respect for the community through prompt and engaged attendance and required student programming, including school and form meetings, college counseling sessions, Community Service Day, Diversity Day, Gold Key tours, and wellness programming.
• Make use of academic and health resources as deemed necessary by adults responsible for students.
• As applicable, manage personal prescription medications with full adherence to the School's guidelines and expectations.
• Honor the School’s Statement of Expectations in daily lives both on and off campus.

When the expectations outlined above are not met, we will seek to foster dialogue, growth, and accountability in accordance with school policies. In cases where a student persistently struggles to meet these expectations and/or in the event of egregious behaviors that place the student and/or community at risk, a student may be placed on leave or separated from Choate Rosemary Hall.

**Parents, guardians, and family members of Choate students:**

• Communicate respectfully with the adults responsible for your student.
• Encourage and promote your student's integrity, learning, and growth. In developmentally appropriate ways, encourage student self-advocacy, self-sufficiency, and independence.
• Understand, respect and support Choate's mission, policies, and procedures.
• Speak and act truthfully and respectfully.
• Partner with Choate faculty and staff members to support your student in relationships built on communication, collaboration, and mutual respect.
• Support the School’s commitment to diversity, equity, and inclusion.
• Engage with the student’s adviser as the family’s primary resource, seeking to exchange information and resolve challenges through the appropriate processes (adviser, then dean, then dean of students).
• Recognize Choate’s responsibility to balance the needs of the entire community with those of individual students.
• Receive and read Choate communications and materials. Respect the School’s schedule and calendar, ensuring that students attend required programming and school commitments.
• Ensure partnership between external providers and Choate providers/clinicians, if and when a student is in the care of healthcare providers outside of Choate (including for both medical and mental health care). In these instances, a “Release of Information” form will be required to be signed by the family and given to the Choate healthcare team to allow for communication between providers/clinicians.

**Choate faculty and staff members:**

• Encourage and promote student's integrity, learning, and growth. In developmentally appropriate ways, encourage student self-advocacy, self-sufficiency, and independence.
• Partner with parents, guardians, and family members to support the student in a relationship built on communication, collaboration, and mutual respect.
• Speak and act truthfully and respectfully.
• Acknowledge and honor parents' and guardians’ deep understanding and keen insight into their student.
• Prioritize building strong and trusting relationships with students. In most circumstances, communicate with students before reaching out to parents and guardians.
• Provide an on-campus support network for each student. See, know, and value our students. Celebrate their full, authentic selves. Collaborate with a student’s team of supportive adults. Foster an inclusive, and nurturing environment where students will often face and overcome challenges.
• Communicate with parents and guardians, through regular Parent Update newsletters and cadenced adviser check-ins. Through the advising system, serve as the primary point of communication for parents and families. Collaborate with on campus partners, including form deans, members of the equity and inclusion team, members of the Health Center, and members of the college counseling office, to address student needs.
• Receive and respond to parent and guardian feedback through the Parent and Community Relations Manager.
• Articulate and share clear expectations and processes through our core documents and handbooks.
WORKING WITH ADULTS IN THE COMMUNITY

Students and parents/guardians are encouraged to develop a close working relationship with the student’s adviser, teachers, and form dean. The faculty adviser is the point person for communications between the School and families and plays an important role in a student’s academic and social development. The School expects the student and adviser to develop a close working relationship.

Final responsibility for a student’s academic and social life rests with the form dean, whose duties are coordinated under the supervision of the Dean of Students. Students should consult the form dean on matters of major academic or disciplinary significance; the form dean also authorizes weekend clearances. Should special circumstances require a student’s absence from school, the student’s parents/guardians must discuss the matter with the form dean; only the form dean may authorize such absences through the prepared absence form (see Prep Slip, p. 26). Any extended absence from school requires the permission of the Dean of Students and the Director of Studies (see Special Requests for Extended Absences, p. 27).

Teachers keep in touch with the student’s adviser and form dean to record significant developments in the student’s academic life. Individual conferences to discuss the student’s work and progress are held at the discretion of the teacher, but the student and parents/guardians may also request a conference at any time.

Members of the College Counseling Office are available to guide students on questions of future education, college choices, and summer opportunities. Students also are encouraged to discuss any aspect of school life with the Health Center staff, a member of the Spiritual Life Team, or the Counseling Team.

The School believes in the importance of developing an effective partnership with families to support students during their academic tenure at the school. To help foster such collaboration, the School routinely communicates with parents and/or guardians regarding student progress and may, at times, require specific permission of a parent/guardian in connection with certain school events (e.g. off campus trips, activities etc.). For this reason, even though a student may turn 18 while enrolled at our school, the School will continue to maintain regular communication with their parents/guardians and will expect the same degree of parent/guardian involvement for all students, regardless of age, in all aspects of the School’s programs. By remaining at the School following a student’s 18th birthday, a student agrees to abide by all school rules and understands that the School may continue to discuss or share school information with parents/guardians to the same extent as it would were the student still a minor, including information related to academics, enrollment, attendance, discipline, and health matters.

ADMINISTRATORS

Head of School.................................................................Dr. Alex Curtis
Head of Student and Academic Life ..................................................Jenny K. Elliott
Dean of Faculty...........................................................................Katie Levesque
Dean of Students.................................................................Will Gilyard ’98
Associate Dean of Students / Director of Residential Life...........Pat Dennehy
Associate Dean of Students/ Health and Wellness......................Alexandra Copeland
Dean of Equity and Inclusion..................................................Dr. Rachel Myers
Director of Studies..............................................................Ellen Devine
Director of Global Engagement...............................................Ashley Sinclair
Form Deans
    third form — Jonas Akins and Emily Osterhout
    fourth form — Zach Kafoglis and Edrik Lopez
    fifth form — Aliya Cox and Katrina Linthorst Homan
    sixth form — Amy Howland and Yaser Robles
## HELP LINES

Main school number (Switchboard): (203) 697-2000.

For academic concerns, you should first contact the teacher of the course. If concerns are not resolved, then contact the adviser, form dean, or Ellen Devine, Director of Studies.

The numbers listed below are direct extensions of the main number. The online directory on the website within the School’s portal has contact information for the entire school community.

To reach the four-digit extensions listed below, dial (203) 697 + extension.

<table>
<thead>
<tr>
<th>Category</th>
<th>Main Contact</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Admission Office</td>
<td>2239</td>
</tr>
<tr>
<td>Athletics</td>
<td>Athletic Department</td>
<td>2271</td>
</tr>
<tr>
<td>Arts</td>
<td>Arts Center Office</td>
<td>2423</td>
</tr>
<tr>
<td>Spiritual Life</td>
<td>Reverend Aaron Rathbun</td>
<td>2508</td>
</tr>
<tr>
<td>Class absence requests and</td>
<td>Form Deans’ Office</td>
<td></td>
</tr>
<tr>
<td>Weekend permissions</td>
<td>Kristin Thoelen</td>
<td>2218</td>
</tr>
<tr>
<td></td>
<td>Gail Desrosier</td>
<td>2369</td>
</tr>
<tr>
<td></td>
<td>Michelle Dennehy</td>
<td>2251</td>
</tr>
<tr>
<td></td>
<td>Megan Radigan</td>
<td>2224</td>
</tr>
<tr>
<td>College Counseling</td>
<td>Marcia L. Landesman</td>
<td>2528</td>
</tr>
<tr>
<td></td>
<td>Megan Jackson</td>
<td>2816</td>
</tr>
<tr>
<td>Community Safety</td>
<td>Routine calls</td>
<td>2466</td>
</tr>
<tr>
<td></td>
<td>Emergency calls</td>
<td>2400</td>
</tr>
<tr>
<td>Community Service Director</td>
<td>Melissa Koomson</td>
<td>2652</td>
</tr>
<tr>
<td>Director of Choate Icahn and Gakio-Walton Scholars</td>
<td>Jorge Olmo</td>
<td>2055</td>
</tr>
<tr>
<td>Day Student Director</td>
<td>MaryLiz Williamson ‘94</td>
<td>2081</td>
</tr>
<tr>
<td>Dean of Equity and Inclusion</td>
<td>Dr. Rachel L. Myers</td>
<td>2390</td>
</tr>
<tr>
<td>Director of Global Engagement</td>
<td>Ashley Sinclair</td>
<td>2182</td>
</tr>
<tr>
<td></td>
<td>Associate Dean of Students for Health and Wellness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chief Communications Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director of Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nurse Practitioner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medication Manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lost and Found</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Schedules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Study Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sustainability Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test Prep Classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transcripts (Registrar’s Office)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travel Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Billing</td>
<td>2536</td>
</tr>
<tr>
<td></td>
<td>Pratt Health Center</td>
<td>2203</td>
</tr>
<tr>
<td></td>
<td>Raynetta Gibbs</td>
<td>2450</td>
</tr>
<tr>
<td></td>
<td>Dr. Miriam Cohen</td>
<td>2203</td>
</tr>
<tr>
<td></td>
<td>Karen Klein</td>
<td>2438</td>
</tr>
<tr>
<td></td>
<td>Bonnie Scherf</td>
<td>2038</td>
</tr>
<tr>
<td></td>
<td>Help Desk</td>
<td>2572</td>
</tr>
<tr>
<td></td>
<td>Student Activities Office</td>
<td>2506</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
<td>2468</td>
</tr>
<tr>
<td></td>
<td>Alexandre Long</td>
<td>2495</td>
</tr>
<tr>
<td></td>
<td>Corey Rudolph</td>
<td>2673</td>
</tr>
<tr>
<td></td>
<td>Katrina Linthorst Homan</td>
<td>2363</td>
</tr>
<tr>
<td></td>
<td>Megan Jackson</td>
<td>2816</td>
</tr>
<tr>
<td></td>
<td>Amy Gosztyla</td>
<td>2250</td>
</tr>
<tr>
<td></td>
<td>Mejrema Duracak</td>
<td>2510</td>
</tr>
</tbody>
</table>

When offices are closed and school is in session the Deans on Duty can be reached by calling (203) 430-1659 or (203) 430-0649.

On academic days, the Dean on Duty phones are answered between 4:00 p.m. and 8:00 a.m. the following morning; on weekends the Dean on Duty phones are answered at all times.

Campus fax numbers can be found on p. 56.
SCHOOL SONG
Words and music by Guy E. Moulton

To our school upon the hillside come and sing a rousing song,
Till the echoes clear send back our cheer in accents loud and strong.
Then ever true to Gold and Blue shall be our loyal throng,
So we’ll hail our alma mater, ’tis to her our hearts belong.

Chorus
Cheer then for Choate! All hail her bright name!
Far thro’ the land we all shall bear her great fame, forever.
   Down thro’ the ages renown’d shall she be.
Fairest in all the land, ever thy name shall stand,
   Ever we all sing to thee!
   GO CHOATE!
I. COMMUNITY STANDARDS

The following section of this Handbook outlines the basic rules and regulations of the Choate Rosemary Hall community. We understand that adolescents – like adults – will make mistakes, and our goal is to help young people understand what it means to be responsible citizens. Part of that education is recognizing that actions have consequences. We work with students to support their understanding of and adherence to the values and principles of this community, but the School reserves the right to discipline or to separate from the School any student if it is in the best interest of the School to do so; for example, when a student’s behavior or performance has demonstrated an inability or unwillingness to function successfully and cooperatively within the academic and/or social expectations; when a student fails to abide by the major school rules or the principles of integrity and honorable conduct; or when a student accumulates a series of minor offenses and/or a pattern of unexcused absences from school appointments.

The official seal of Choate Rosemary Hall calls us all to “faithfulness” and “integrity”—concepts that imply our loyalty to preserving and protecting each other and our school. In this spirit, Choate Rosemary Hall encourages every student to take some form of “truly constructive action” in response to known Probation-, Suspension-, and Dismissal-level violations of the Honor Code and major school rules to help avoid the often-painful consequences of such violations for individual students, for their friends and families, and for the School.

The range of “truly constructive action” may include informing another student that one is aware of their violation; encouraging that student to desist; referring a student to the Assessment Team (pp. 57-58); requesting Safe Haven (pp. 14-15) in cases of substance use; reporting to a dean knowledge of such a violation (without revealing the name of the individual involved); and specifically reporting the violation and the individual involved.

II. THE HONOR CODE AND MAJOR SCHOOL RULES

HONOR CODE

The Honor Code is the basic foundation upon which we at Choate make choices in our daily lives. All members of the community are expected to live up to high standards of academic and personal integrity. These standards, which are also applicable to the use of technology and electronic media, are outlined below. Violation of either of these basic principles is grounds for dismissal, unless the School decides that circumstances warrant a lesser punishment. A student who is present (i.e., physically present, aware due to in-person or electronic communication, etc.) when the Honor Code is violated may be found guilty of complicity, for which the punishment is, at minimum, Disciplinary Restriction (see p. 28).

A. ACADEMIC INTEGRITY

The principle of academic integrity is the cornerstone of a school community. Choate encourages students toward a life governed by the values of academic honesty and respect for the work of others. Cheating, plagiarizing, or giving or receiving unacknowledged assistance in academic work are unacceptable behaviors in this community. As an affirmation of this principle, students are required to write out and sign the following honor pledge on all academic work:

On my honor, I have neither given nor received unauthorized aid.

The following are examples of academic dishonesty:

1. Plagiarism—the unacknowledged use of another’s words or ideas:
   a) When using another’s words, quotation marks must be used and the author needs to be cited.
   b) When using the product of someone else’s research, a citation that gives credit is needed.
   c) Even when paraphrasing or changing words from a source, one must give credit for the ideas obtained from any other source.
   d) Sources that must be credited are not simply published works, but any other person or any other person’s work.
   e) The principle of plagiarism is not limited to academic work. When making speeches, competing on an academic team, writing an application essay, contributing to literary publications, etc., one must always attribute words and ideas to their source.
   f) One may not use any part of a literary plot, poem, film, musical score or other artistic product without attributing the work to its creator.
   g) Plagiarism rules apply to computer programs and artificial intelligence.

2. Using unauthorized notes or other aids while taking an assessment or copying from or being influenced by another student’s work during an assessment.

3. Giving unauthorized aid to another student; allowing another student to copy or use one’s test, paper, or homework.

4. Using help on homework or take-home tests that is beyond the limits specified by the teacher—in effect, constituting plagiarism.

5. Using translating software, including those found on the internet, or translations of texts studied in class without the permission of the teacher.

6. Submitting the same work for credit to more than one teacher unless both teachers give their permission. If in doubt, ask the teachers before turning in any work.

While teachers will at times permit students to work together on certain assignments, students must always acknowledge in writing any collaboration or help received when submitting their work.
It is extremely important that a student be mindful of materials used in the preparation of work, and the proper citation of all materials, electronic or hard copy, regardless of format or source. The ease with which electronic copying is misused will not excuse a student from an Honor Code violation, nor will the student’s ignorance of the source of the material.

In order to provide students with helpful instruction for avoiding charges of plagiarism, teachers discuss the School’s guidelines on academic integrity and citation methods with students at the beginning of each course, and a document containing the guidelines is always available on the School’s portal (under Information & Forms – Handbooks). This educational material is offered to clarify the rationale behind certain conventions of scholarship and to educate on the necessity for absolute honesty in the presentation of written work.

It is important to note, while evolving technology is a powerful tool for students to use in service of their learning during their time at Choate, such tools should not be used in place of student learning. Again, there may be times when teachers give direct instruction and permission for students to use particular tools, and at those times, students will also receive instruction on how to cite those tools correctly.

Note 1: A student found guilty of academic dishonesty while enrolled in a summer program, either at Choate Rosemary Hall or at another school, should expect a disciplinary response.

Note 2: If a student cheats on a standardized test, whether administered on the Choate campus or elsewhere, the student should expect a disciplinary response. Examples of cheating on a standardized test include, but are not limited to, use of unauthorized notes or other aids, copying from or being influenced by another student’s work, working on a section other than the one designated for a particular period of the test’s administration, or changing answers on previously completed sections.

B. PERSONAL INTEGRITY

Sensitivity and mutual respect are basic values of the Choate community. One of life’s lessons is learning how to live with and get along with people who may be different from oneself. Specifically, Choate prohibits in all its programs discrimination against or harassment of any individual or group based upon personal animosity or on factors listed in the school’s Nondiscrimination Policy (see p. 2). Such behavior should be brought to the attention of the form dean, Dean of Students, or Dean of Faculty. Lying, stealing, harassment (of a general or sexual nature), damaging or destroying the property of others, and behavior that threatens, intimidates, insults, demeans, or abuses (physically or verbally) another student or member of the Choate community and is intended to cause, or has the effect of causing, that person harm, embarrassment or discomfort is unacceptable within this school community as it is in society. (Refer to pp. 19–20 for information about the Complaint and Resolution Procedure.) Falsifying sign-outs, sign-ins, permission forms, excuse notes, etc., as well as possession of fake IDs is dishonest. Behavior inside or outside the community that violates propriety and adversely affects the wellbeing of an individual or the community will be subject to appropriate action, up to and including possible dismissal from the School.

HARASSMENT

Harassment against any individual on the basis of sex, sexual orientation, gender identity or expression, race, color, religion, national origin, disability or any other characteristic protected by law of is a form of discrimination that will not be tolerated. Harassment in this context is defined as any unwelcome conduct on the basis of actual or perceived membership in a protected class that creates a hostile environment such that the conduct unreasonably interferes with, limits or denies an individual’s educational access or opportunities. The discriminatory effect can result from conduct that is verbal (e.g. innuendos, threats, ethnic slurs, derogatory jokes, pejorative epithets, propositions or gestures), non-verbal (e.g. obscene gestures, written (including online communications), visual (e.g. graphic posters and drawings) or physical (e.g. unwanted touching, assault) that is severe or pervasive and objectively offensive.

IDENTITY-BASED SLURS

The School will not tolerate the use of identity-based slurs nor identity-based terms used as a pejorative by anyone in our school community whether on school property, on school-related trips off school property, at any school sponsored activities or social functions, or within the “Reach” of the School (see p. 16). The use of identity-based slurs (including but not limited to insults historically and currently related to ability, ethnicity, religion, gender identity and expression, race, and sexual orientation) or identity-based terms used as a pejorative (e.g. Queer, Jew) are offensive and harmful to specific individuals and erode the welfare of the Choate community. In addition to speech (e.g. use of the “n” word, anti-LGBTQ+ language, threats, derogatory comments), identity-based slurs may present themselves in the form of gestures (e.g. Aryan Circle, Nazi salute) or symbols (e.g. swastikas, the Confederate flag) that make reference to real or perceived race, ethnicity, national origin, immigrant status, socioeconomic standing, religious belief, gender, sexual orientation, age, ability, political affiliation, manner of speech, or any other physical or cultural characteristics. In these instances, the detrimental impact of the identity-based slur on the community member(s) will take precedence over the intent of the alleged harasser(s).

Reports of incidents involving identity-based slurs or terms used as a pejorative may be made to any prefect, faculty member, or school administrator, who must inform the reporting students’ form dean. Alternatively, all community members may report an incident using the Bias Incident Form available on the portal on their own or another’s behalf. Any community member with knowledge that a student has been the target of an identity-based slur or term used as a pejorative is encouraged to immediately report the act to that student’s form dean. Reports (including instances occurring in the electronic world) will be investigated by the Dean of Students’ Office and may consist of interviews with the reporting and responding students, as well as any witnesses to the incident(s), and also include the evaluation of any information that may be relevant to the case. All reports will be kept private to the greatest extent possible, but anyone who reports an incident of identity-based slurs must understand that to conduct an adequate investigation, any student reported of using an identity-based
slur will be informed of the nature of the reported infraction as well as the identity of the reporting student. At the conclusion of an investigation, some cases, including repeated violations or malicious infractions of the policy, may lead to a judicial Committee hearing if the responding student is believed to have violated the Honor Code (see pp. 10-13). In addition to appropriate disciplinary responses, the Dean of Students’ Office may require the responding student to participate in educative training, engage in a restorative practices curriculum, meet with a member of the Counseling Team, or other measures aimed at repairing fractures created by the responding student’s words and/or actions.

Students who have experienced identity-based slurs or terms used as a pejorative may access various on and off campus resources including ongoing support from members of the Equity and Inclusion, Counseling, or Spiritual Life teams. The School is committed to providing the continued support required by students who have experienced this type of trauma, both during and after any investigative process undertaken by the Dean of Students’ Office.

**SEXUAL HARASSMENT**

The School will not tolerate sexual harassment of students by anyone, whether on school property, on school-related trips off school property, at school-sponsored social functions, or elsewhere. In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) has the purpose or effect of creating an intimidating, hostile or offensive environment.

Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student’s ability to participate in or benefit from the School’s program.

**Adult to Student:**
- submission to such conduct is either an explicit or implicit term or condition of the participation or evaluation of the student in any academic, co-curricular, or extracurricular activity; or
- the conduct has the purpose or effect of substantially interfering with a student’s academic, co-curricular, or extracurricular activities, or creating an intimidating, hostile, or offensive environment.

Sexual relationships or deep emotional attachments between students and faculty are not permissible and are grounds for immediate termination of the faculty member’s employment.

**Student to Student:**
- the conduct affects a student’s emotional wellbeing or interferes with a student’s academic performance or participation in co-curricular or extracurricular activities; or
- the conduct has the purpose or effect of creating an intimidating, hostile, or offensive learning or social environment.

**Examples of Sexual Harassment:**

*Verbal:* sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats.

*Non-verbal:* sexually suggestive objects, pictures, or messages, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures.

**SEXUAL MISCONDUCT**

The School does not tolerate sexual misconduct by students, faculty, or staff, regardless of gender identity or expression, or sexual orientation, whether on school property, on school-related trips off school property, at school-sponsored social functions, or within the “Reach” of the School (see p. 16).

Reports of sexual misconduct involving students should be made to one of the designated report takers named in the Sexual Misconduct Policy. Reports can also be made to the Wallingford Police. After the submission of a report, the complainant will be connected with adults (e.g. a student advocate, Form Dean, members of the Counseling Team) who will provide support and guidance throughout the investigation and possible adjudication process that follows. In accordance with mandated reporting responsibilities, the School will, if appropriate, contact the Connecticut Department of Children and Families (DCF) and, if warranted, the Wallingford Police Department. An outside investigator will conduct an impartial fact-finding investigation and report findings to the Sexual Misconduct Review Board. During the investigation process, the School reserves the right to require the individual under investigation for the inappropriate behavior to leave campus on a Dean’s Leave (see p. 18). If the Review Board concludes that there has been a violation of Sexual Misconduct, the Review Board will make a recommendation for discipline and other interventions as appropriate to the Dean of Students. The Dean of Students may accept, reject, or change the action recommended by the Adjudication Board.

Students who have experienced sexual misconduct may access resources on and off campus. (For an extensive list, refer to the Sexual Misconduct Policy.) The student can receive ongoing support from a member of Choate’s Counseling or Spiritual Life teams. Sexual Assault Crisis Counseling is also available 24 hours a day, seven days a week, through the Connecticut Alliance to End Sexual Violence (https://endsexualviolencect.org or (888) 999-5545), or the Rape, Abuse, and Incest National Network (www.rainn.org or (800) 656-4673).

**Note:** In cases where students report cases of sexual misconduct but then decide that they do not want to progress to a formal disciplinary process, the School is still mandated to report to DCF. The School reserves the right to pursue a very serious report of sexual misconduct without the participation of the reporting student.

**INTEGRITY IN THE ELECTRONIC WORLD**

Technology facilitates research and enables beneficial communications; however, misuse of electronic media can lead to Honor Code violations. In the digital world, students need to remain vigilant in their use of electronic resources. Choate’s standards for academic and personal integrity as well as privacy apply to student behavior online and in all forms of electronic media and electronic communications (e.g. email, text messages, all social media posts and communications).
The following are examples of Honor Code violations.

1. Personally offensive materials (electronic medium): Students may not download, upload, store, print, or distribute (particularly in public or on school-owned computers) electronic files, such as pornography, sexts, and messages that are profane, obscene, or that use offensive language or language and content degrading or demeaning to others.

2. Offensive communications: Students are to abide by the School’s personal integrity standards and may not engage in offensive communications (e.g., communications that are threatening, harassing, insulting, demeaning).

3. Unauthorized recordings: Students may not record (audio or video) or photograph other people unless express permission has been granted.

4. Impersonation: Students may not impersonate another individual through any electronic communications.

5. Tampering with Choate technology: Students may not tamper with, attempt to gain unauthorized access, or change any settings to any school-owned technology resources in any manner whatsoever.

6. Inappropriate posts: Accounts (e.g. Twitter, Facebook, Instagram) may not use the School name or iconography without permission from the Dean of Students and/or the Communications Department. Publication or posting of materials on a website, including social networking sites, must be completely appropriate and consistent with all school rules and regulations.

7. Copyright infringement: One may not illegally download copyrighted files or share legally downloaded materials without expressed written consent. Doing so is intellectual theft and a violation of the Federal Digital Millennium Copyright Act (DMCA).

8. Financial gain: Internet provided by Choate may not be used to conduct business that involves financial transactions, including mining for Bitcoin or other electronic currency, for personal profit. Internet provided by Choate is intended for communication, academic work, and personal entertainment.

9. Mass Communications: Students may neither author nor forward any type of electronic communication intended for any entire grade, population such as faculty or staff, or the entire school. These types of notices are only sent by the Dean of Students Office on behalf of students or student organizations.

To read the Acceptable Use Policy for Computing and Choate Network and the Honor Code, refer to p. 32.

MAJOR SCHOOL RULES

The major school rules arise out of the need to maintain the health, safety, and legal responsibilities of Choate’s community members. These basic expectations must be present in our lives to ensure the proper environment for study and healthy social interaction. It is a privilege to be a part of this school, and all students are expected to observe the basic rules for maintaining order and decorum while they are enrolled. The School hopes that adherence to the rules at Choate will encourage good citizenship throughout students’ lives. While on campus, on a school-sponsored trip, or in the company of boarding students, day students are under the jurisdiction of the School and are subject to all school rules and regulations as they are applied to and interpreted for boarding students. When a student’s conduct is under investigation, the student is expected to cooperate fully and to respond honestly to questions and can be held accountable for failure to comply. A student under investigation for a major school rule violation involving drugs, alcohol, or nicotine/tobacco-based products may invoke Safe Haven (see pp. 14–15) for others who are at risk but are not yet known to an adult in the community.

Students who violate a major school rule should expect a disciplinary consequence of Disciplinary Warning, Probation, Suspension or Dismissal (see pp. 28–31). A student who is present when a major school rule is violated may be found guilty of complicity, for which the school response is, at minimum, Disciplinary Restriction (see p. 28).

Any student on Probation for violating any of the major school rules or the Honor Code will likely be dismissed if the student commits another Probation-level offense during the period of Probation. A violation of a Restriction-level offense during the period of Suspension and accompanying Probation may lead to Dismissal; a violation of a major school rule or the Honor Code during the period of Suspension and accompanying Probation will lead to Dismissal. A student found guilty of a major school rule violation while enrolled in a summer program, either at Choate Rosemary Hall or at another school, should expect a disciplinary response.

A. DRUGS, ALCOHOL, TOBACCO & NICOTINE

Choate aspires to create a healthy and safe environment for all community members and works to educate students on the dangers involved in the use, possession, purchase, or distribution of drugs, alcohol, and nicotine/tobacco-based products. Chronic use of these substances has damaging effects on adolescent physical and mental development and puts in jeopardy the well-being of the individual and potentially others. In an effort to ensure safety for our community, the School cannot accept experimental or occasional use or possession of these substances. For these reasons, the possession, use or distribution of drugs, alcohol, or nicotine/tobacco products and any related paraphernalia is prohibited. In addition, a student present during suspected drug, alcohol, nicotine, or tobacco use, whether directly involved or not, should expect to be tested at the Pratt Health Center. (See “Testing for Illegal Substances” on p. 21.)

Violations of this policy are grounds for discipline up to and including dismissal from School. The School considers this rule to encompass all forms of controlled substances, tobacco and nicotine-based products, alcohol, and illegal drugs, including but not limited to any form of cannabis, steroids, synthetic drugs or the unauthorized possession, use or distribution of prescription or over the counter drugs or medications and/or chemical substances (e.g., inhalants). Testing positive for any of these prohibited substances may also subject a student to disciplinary consequences.
A student found in violation of this policy will be expected to disclose the location of any remaining substances or paraphernalia in order to remove contraband from campus. Student spaces (e.g., rooms, lockers) and possessions (e.g., backpacks, clothing) may be searched in efforts to locate and remove prohibited substances. In situations where additional substances or paraphernalia are discovered in the process of removing contraband that was not previously disclosed by the student, the School may consider an elevated or additional disciplinary response. If a student denies using prohibited substances and tests positive for drugs or alcohol the School may consider the matter to be an Honor Code (personal integrity) issue as well as a Major School rule violation.

In keeping with the School’s focus on health and safety, the School expects students to take immediate action to get help from adults when they have knowledge that another student is impaired and/or in danger as a result of the use of drugs, alcohol, tobacco, or nicotine. A student who fails to seek help for another student or is complicit in a situation involving the use, possession or distribution of prohibited substances may face disciplinary consequences.

In order to prioritize the health and safety of our students, a student found in violation of this policy may be asked if they want to invoke Safe Haven for other students not yet known to a faculty member.

If a student is concerned about a peer’s use of substances, but the peer is not impaired or in a potentially dangerous situation, the student is encouraged to bring their concern to the attention of an adult relative or guardian of a current Choate student; the student may invoke Safe Haven on behalf of a student in their care, including their own child.

If it becomes apparent that a student subject to Safe Haven has engaged in actions that threaten the health or safety of others, the student will not be subject to discipline for substance use, but the threat to health and safety (e.g. possession of a weapon, distribution of prohibited substances, etc.) will be investigated in accordance with school rules and may result in disciplinary consequences for the related misconduct.

**SAFE HAVEN POLICY**

In situations involving substances (e.g., drugs, misuse of prescription medications, alcohol, tobacco, nicotine, etc.), students may take a truly constructive action by requesting Safe Haven to seek help for themselves without a disciplinary response. The non-disciplinary response of Safe Haven exists to encourage students in an unsafe or unhealthy situation involving potentially dangerous substances to get support and/or medical care.

Furthermore, the Safe Haven Policy is intended to promote clear and supportive communication between students and adults on campus about substance use. Safe Haven is available only to students who are voluntarily seeking assistance for themselves or others or who have been reported by others to be in need of assistance. It may not be invoked after the School has reasonable suspicion of a drug, alcohol or tobacco/nicotine violation. The identity of students who request Safe Haven for others is considered confidential and is not shared with the other student or other faculty/staff.

**Safe Haven Policy Procedures:**

Students may invoke Safe Haven by contacting any school employee, including the Dean on Duty or a Community Safety officer, with a phone call or in person, or by contacting or reporting to the Health Center unassisted or with the aid of a fellow student. To invoke Safe Haven for oneself, the student must voluntarily initiate seeking help prior to any suspicion about use, possession, or other violation of the School’s drug and alcohol policy.

If a student for whom Safe Haven is requested denies using prohibited substances, they will be required to be tested. If the test result is positive, the student will be held to the requirements under the Safe Haven Policy and may face disciplinary action for a personal integrity violation of the Honor Code. If the test result is negative, the student will be subject to neither discipline nor the Safe Haven Policy.

Students who initiate conversations about substance use by peers will be asked if they wish to invoke Safe Haven. Students may choose to invoke Safe Haven for their peer or they may share information as part of a disciplinary investigation.

If it becomes apparent that a student subject to Safe Haven has engaged in actions that threaten the health or safety of others, the student will not be subject to discipline for substance use, but the threat to health and safety (e.g. possession of a weapon, distribution of prohibited substances, etc.) will be investigated in accordance with school rules and may result in disciplinary consequences for the related misconduct.

**Adults Roles in the Safe Haven Policy:**

1. if any faculty or staff member already knows a student is connected with an ongoing investigation involving prohibited substances, Safe Haven may not be invoked for that student;
2. if a faculty or staff member encounters a student in violation of school rules regarding prohibited substances, the student will face a disciplinary investigation. The adult will ask if the student wishes to invoke Safe Haven for other students not yet known to an adult in the community;
3. faculty and staff members may not invoke Safe Haven for a student;
4. an adult with general concerns about a student who might be struggling with substance use may go to a dean in the counseling mode (see Counseling on p. 17) or may refer the student to the Assessment Team’s faculty adviser;
5. an adult relative or guardian of a current Choate student may invoke Safe Haven on behalf of a student in their care, including their own child.

**After Safe Haven is invoked:**

1. the student will be taken to the Health Center for appropriate care and Health Center staff will notify the Dean on Duty;
2. the student will be expected to communicate openly and honestly; the student may invoke Safe Haven for others who are at risk but not yet known to an adult in the community (this also applies to a disciplinary investigation).
3. an assisting student may choose to spend the night in the Health Center without disciplinary repercussions; if an assisting student is in need of medical attention, they will be evaluated by the Health Center staff and may be granted Safe Haven. If an assisting student chooses to leave the Health Center, they are not protected by Safe Haven;
4. the student’s room, locker, belongings, or vehicle may be searched to gather contraband;
5. the student’s parent(s) or guardian(s) will be notified;
6. a dean or member of the Health Services team will notify the student’s adviser;
7. the Deans’ Office, if appropriate, may inform other adults on campus as appropriate;
8. the student will be placed on a No-Use Policy (see pp. 17-18);
9. the student will be evaluated by a member of the Health Services team and an appropriate plan for education and treatment will be developed as needed;
10. in certain cases, a student’s substance use may require a leave of absence in order to seek appropriate treatment;

Students who seek Safe Haven more than once, or who seek Safe Haven after being placed on a No-Use Agreement should expect to undergo a medical evaluation that may result in a medical leave of absence or medical withdrawal but will not result in school discipline (e.g. Probation, Suspension, or Dismissal).

CONFIDENTIAL REMOVAL OF SUBSTANCES OR PARAPHERNALIA
A prefect is permitted to confidentially remove alcohol, drugs, or related paraphernalia by contacting either the student chair of the Judicial Committee or one of the Head Prefects. The materials will be taken to the Health Center or the Deans’ Office. The name of the student in possession of substances or paraphernalia will be shared with the Health Center Staff and House Mentors will be told, without identifying the student’s name, that items were removed from the dorm. In this process, the student chair of the JC or Head Prefect will not be in violation of school rules. If they need to collect contraband after curfew, the JC chair or Head Prefect may do so after contacting Community Safety for an escort. The JC chair or Head Prefect may also request help from Community Safety prior to curfew.

When prefects encounter students using illegal substances, they are expected to inform an adult either by invoking Safe Haven or reporting the behavior. Confidential removal can only be invoked to remove substances before they have been used. Confidential removal is not appropriate in situations where students are providing illegal substances for other students. If prefects need to remove substances or paraphernalia from a student or a student’s room a second time, they may remove the item(s) but House Mentors, Student Life Adviser, and deans will be informed.

B. UNSAFE PRACTICES AND POSSESSIONS
Unsafe practices and possessions are not allowed and may be grounds for Probation, Suspension, or Dismissal.

Because the School values the health and wellbeing of our students, we do not allow students to place themselves or others at risk by their actions or their possessions. The following are examples of guidelines concerning personal and community safety:

Fires: A student may not light a flame or create a fire on the campus without specific permission from a faculty member. Lighting a flame or creating a fire in or on a residential building, evidence of fire violations in a student room (e.g. burnt matches, cigarettes, incense, candles, etc.), and tampering with smoke detectors or other fire safety equipment will be punishable by Probation, Suspension, or Dismissal.

Note: Students may not use a grill outside without the permission and supervision of a faculty member.

Fireworks: Use and possession of fireworks are prohibited on campus.

Weapons: Use or possession of ammunition or any weapon, such as guns, facsimile guns, objects that look like guns, knives (other than small pocket knives), air rifles, paint guns, pistols, bows, arrows, slingshots, spears, dart guns, martial arts weapons, or similar items, present a danger to students and are prohibited at all times. Any violation of this policy would be a major school rule violation and will likely lead to Dismissal.

Master keys: Unauthorized use or possession of Choate Rosemary Hall master keys or identity cards not assigned to them by students is a major school rule violation, as is unauthorized entry into any locked school building or area.

Reckless endangerment: Students may not engage in dangerous pranks or other activities (such as jumping from bridges, climbing outside a building above the ground floor, riding skateboards on public roads, or tampering with smoke detectors in a dormitory) that pose threats to personal safety of themselves or others.

Hoverboards: Because of safety concerns related to hoverboards, they may not be used on campus and are not allowed to be charged or stored in any building on campus.

Breaching dorm security: Allowing, without permission from an adviser, non-residents access to a dorm after curfew is not permitted because it jeopardizes the privacy and safety of other dorm residents (students, faculty members, and faculty families).

Unauthorized spaces: Entry into unauthorized spaces (construction areas, storage spaces, utility rooms, vacant apartments, faculty offices, school facilities outside operating hours, etc.) without permission and appropriate supervision is unsafe and is not permitted.

C. GROSS CURFEW, PARIETALS, ABSENCE FROM CAMPUS WITHOUT PERMISSION
Violations of curfew or parietals and absence from campus without permission may be grounds for Probation or Suspension.

In order to provide an orderly and safe pattern of life for students in a residential setting, the following guidelines are in place:

Gross curfew violation: Violation of curfew by more than an hour is a breach of a major school rule. Students may not leave their houses before 6:00 a.m. Day students who are found on campus...
more than an hour after curfew without prior permission from a student’s form dean or the Dean on Duty may face Probation or Suspension.

Parietals violation: Violation of parietals occurs when students of different genders are together in a building or are elsewhere on school grounds after curfew without permission.

Absence from campus without permission: Students may face Probation or Suspension (and, in more serious cases, Dismissal) if they leave campus without permission or fail to return after vacation without permission.

III. MAJOR SCHOOL RULE AND HONOR CODE-RELATED POLICIES

REPORTING DISCIPLINE TO COLLEGES

The Choate College Counseling Office maintains close working relationships with colleges and Choate’s integrity is at the core of these associations. If a college asks about discipline (e.g., on the application, in subsequent questionnaires/emails), students are expected to report major discipline (Probation, Suspension, or Dismissal) to colleges in an accurate and timely manner; if they do not, the School’s credibility is jeopardized. Similarly, student integrity is an important component of a Choate education. All students should be honest in their communications with colleges throughout the application process. Students who are found to be dishonest in the application process run the risk of an offer of admission being rescinded—even after the student has enrolled at the college.

All students are expected to answer truthfully questions regarding disciplinary violations. Some colleges ask the School to answer questions about students’ disciplinary standing. In those cases, it is Choate’s practice to send a follow up letter, cosigned by the student’s form dean and college counselor, which describes the incident and the disciplinary response. For disciplinary incidents that occur after college applications have been submitted, students and the School will follow the same procedure. (More information about reporting to colleges can be found in the College Counseling Office section of this Handbook on pp. 51-52.)

STUDENT LEADERS AND DISCIPLINE

Student leaders (e.g., prefects, Student Council members, Judicial Committee representatives, Peer Educators, C-Proctors, members of the Assessment Team) should expect to lose their positions if they are placed on Probation. A student leader who is Censured or Warned may also be required to resign. In addition, students placed on Probation after applying for leadership positions will not be elected/appointed to leadership positions. As part of an Administrative Response, the School also reserves the right to remove students from leadership positions.

If a sixth form student is removed from a leadership position and the student included the leadership position on college application materials, that student must inform colleges to which the student applied about the loss of leadership. This includes colleges to which the student has an active application, colleges to which the student has been admitted, colleges where the student is pursuing a wait list decision, and the college to which the student has matriculated. If the loss of leadership is related to a disciplinary event that is reportable to colleges, then the student and School will follow the procedure set forth in the Reporting Discipline to Colleges (see above) and the College Counseling Handbook. If the loss of leadership is not related to a reportable disciplinary event, the student must still inform the colleges. In that case, the student should directly email the college admission officers with a copy to the college counselor.

Note: Decisions about the status of team captains placed on Probation are made by coaches in consultation with the Athletics Director. It is likely that varsity captains or captains elect will lose their positions if placed on Probation whether before or during the season.

“REACH” OF THE SCHOOL

School rules apply any time a student is on campus or is participating or attending a Choate-sponsored activity, including school trips and programs, regardless of whether the event takes place on or off campus. For the purpose of this policy, “campus” refers to all Choate Rosemary Hall property, including use of the School’s computer networks, internet, email or devices owned or provided by Choate, and all points within the town of Wallingford. Programs include Choate Summer Programs and any other program or activity offered or sponsored by the School. In addition, students must also understand that while they are enrolled at Choate, they are always representing the School and the school community and therefore, students are subject to discipline for conduct that occurs off campus outside of school programs when such conduct is a violation of the Honor Code, Sexual Misconduct Policy, or other major school rules whenever such behavior:

- brings negative attention to the School or harms the School’s reputation;
- occurs during a day permission or when a student is departing from or returning to campus during a weekend or a vacation;
- is seriously disruptive to the School community;
- involves threats or compromises the health and safety of others;
- involves other Choate students; or
- involves illegal conduct.

Students returning from off campus should also expect a disciplinary response for testing positive for alcohol or drugs upon return to campus.
**DISCIPLINE IN OFF-CAMPUS PROGRAMS**

Choate offers off-campus experiences ranging from field trips to studying abroad for a full term. Regardless of the length of time off-campus, times of year, or location, Choate students participating in an official Choate trip or program are expected to adhere to all school rules and expectations as outlined in this Handbook. Students who violate major school rules or the Honor Code while on a Choate trip will be sent home and be subject to appropriate disciplinary action. In some instances there may be more extensive rules and expectations governing student behavior off-campus. Where applicable, specific guidelines regarding academic and behavioral expectations and discipline for off-campus programs are distributed prior to departure. Violations will be subject to disciplinary action up to and including Dismissal.

While traveling internationally, participants are expected to adhere to the laws and customs of the host country. However, in foreign countries where the purchase and/or consumption of alcohol, use of tobacco, drugs, or other narcotics may be permitted for participants of a certain age, Choate students are expected to adhere to Choate’s rules and policies regarding these substances.

Note: In circumstances where a student is asked to leave a trip or program due to a violation of Choate’s rules and expectations, the student will do so at the family’s expense.

**IV. ADMINISTRATIVE, COUNSELING, AND DISCIPLINARY RESPONSES**

The School addresses violations of school rules in either a counseling, disciplinary, or administrative mode. In responding to violations, the School strives to maintain a safe and orderly academic community as well as to help individual students and their families confront behaviors that may be symptomatic of other difficulties.

**DISCIPLINE**

A disciplinary situation exists when:

- a faculty or staff member’s attention has been directed to a specific, recent violation of the Honor Code or school rules, during or after the fact, by members of the community, Community Safety officers, or the police;
- a faculty member discovers a student in violation of the Honor Code or school rules anywhere within the “reach” of the School (see previous page);
- when the Honor Code or school rule violation is of an egregious nature.

Discipline carries a punishment component and is less private than counseling or an administrative response. Though a student’s disciplinary record is not shared with the entire school community, it is sometimes necessary to report on a discipline case inside the School and to notify other schools and colleges to which a student is an applicant or admitted student.

**COUNSELING**

The counseling response is used when:

- students, parents/guardians, alums, faculty, or staff share information of a general nature about concerns regarding a student’s behavior or wellbeing.

The counseling approach can involve supportive conversations between a student and adviser, form dean, and/or parents or guardians. These informal conversations are viewed as private matters within the school community and as such are shared on a strict need-to-know basis.

The counseling approach may also involve the professional counselors in Choate Health Services or an off-campus specialist. Choate Health Services subscribe to a policy of confidentiality in their dealings with anyone who may come to them for help, consistent with the School’s privacy practices and applicable authorization forms. Confidentiality must yield in some cases, however, including when necessary to address a threat to the health or safety of the individual or the community. (For more information about professional counseling and the Health Services Team, refer to p. 58.)

**ADMINISTRATIVE RESPONSES**

There are times when situations do not fit strictly under the umbrellas of counseling or discipline. At such times, the School’s responses will include aspects of both counseling and discipline, and, thus, they cannot be viewed strictly from either frame of reference.

These Administrative Responses are generally, but not always, kept private from outside reporting to schools and colleges as with counseling situations, but the student’s parents or guardians are informed. Administrative Responses may carry some restrictions and punishment for the student while at school. Safe Haven (see pp. 14-15) is an example of such an Administrative Response to a student’s misuse of prohibited substances. In fact, whenever a dean implements the No-Use Policy (see below), the dean is applying an Administrative Response to a behavior, combining some elements of counseling and discipline.

**NO-USE POLICY (AKA “NO-USE”)**

If a student has been placed on Probation for alcohol use, has requested Safe Haven, or has behaved in such a way as to make adults in the community concerned about the possible use of alcohol or drugs, the student will be placed on No-Use. A student on No-Use is required to meet with a school counselor and, subsequently, the School reserves the right to refer the student for a drug and alcohol evaluation with a specialist. The student’s parent(s)/guardian(s) will be notified of this referral and will be responsible for the cost of the evaluation. A student held to the School’s No-Use Policy is subjected to random testing (see p. 21.) If a student on No-Use is found to have purchased, possessed, used, or distributed any alcohol or drugs, the student will be dismissed from school.

No-Use is intended to support the student’s general health and safety by helping the student make good decisions and avoid further drug or alcohol use while living within the rules of the School.
Note 1: Students placed on Probation for alcohol violations will be held to our No-Use Policy for the length of the probation period.

Note 2: Students placed on No-Use through the Safe Haven policy will be held to our No-Use Policy for a minimum of five terms but may have the period of time lengthened at the Dean of Students’ discretion.

RESTORATIVE PRACTICES
Restorative practices represent a positive step forward in helping students strengthen relationships with other individuals and relevant stakeholders in the community while taking ownership of their mistakes. The restorative practice approach involves the student, form dean, adviser, and other adults interested in supporting the educative and reparative work that the student will undertake. The curriculum for a student’s restorative work is specific to the rule violation committed. All restorative programming will promote respect for all, provide the opportunity for equitable dialogue, and address the impact the student’s violation had on community member(s) while aligning with Choate’s mission and values.

Note: Students may receive a formal disciplinary response from the School which also requires a restorative practices component.

LEAVE OF ABSENCE
A leave of absence is an absence from school for a period of time that is granted, required, or otherwise authorized by the School in accordance with the Student Handbook.

DEAN’S LEAVE
There may be some instances where a student needs to leave campus for a period of time without such absence being attributable to medical, personal, or disciplinary reasons, such as pending the completion of an investigation or in response to an identified risk to the community that requires immediate response by the School. Such leave may be imposed at the discretion of the Dean of Students or their designee and will be characterized as a Dean’s Leave, which is considered an involuntary, non-disciplinary leave of absence.

V. PROCEDURES

ADJUDICATION OF HONOR CODE VIOLATIONS
The Dean of Students, in consultation with the student’s form dean and the chair and faculty adviser of the Judicial Committee, will decide the seriousness of an Honor Code violation and if the offense should be adjudicated by the form deans group or by the Judicial Committee. In general, all cases involving academic dishonesty will be referred to the Judicial Committee. A student always has the right to request a Judicial Committee hearing on an academic issue. Because of the sensitive nature of many cases involving the lack of respect for others, the Dean of Students will determine whether such a violation will be adjudicated by the deans’ group, by the Judicial Committee, or by an ad hoc form of the Judicial Committee, consisting of adults, the student chair, and/or the vice chair. Due to the sensitive nature of cases involving sexual misconduct, violations will be adjudicated by a separate committee (refer to the Sexual Misconduct Policy for more details) comprised only of adults.

JUDICIAL COMMITTEE
The Judicial Committee (JC) consists of elected students, an appointed faculty adviser, and form deans. It operates under a constitution that sets forth student rights and responsibilities. Copies of this constitution may be obtained from the Dean of Students’ Office. The committee hears cases brought to it and recommends disciplinary action to the Dean of Students or his designee.

When a student is believed to have violated the Honor Code (see pp. 10-13), the form dean investigates the matter. In general, violations of academic integrity are taken to a form JC hearing or a full JC hearing. In other cases the Dean of Students, in consultation with the form dean or a caucus group (made up of the form dean, the Dean of Students, the student chair, and the adviser of the JC), will decide upon the seriousness of an Honor Code violation and if the offense should be adjudicated by the form deans group or by the Judicial Committee. Any student who is charged with a Probation-, Suspension-, or Dismissal-level honor code offense may request a hearing, but the final decision about which cases should be taken to the Judicial Committee rests with either the Dean of Students or the caucus group described above.

The Dean of Students may accept, reject, or change the action recommended by the Judicial Committee. It is the Dean of Students’ duty to ensure that students are given fair process. When a student’s conduct is under investigation, the student is expected to cooperate fully and to respond honestly to questions and can be held accountable for failure to comply.

A full Judicial Committee hearing consists of four form deans, the faculty adviser to the Judicial Committee, the eight representatives, the two chairpersons, a faculty observer, the student(s), and the students’ adviser(s). A full JC is convened for a case involving students from different forms or for a case that could result in Dismissal. Otherwise a form JC is convened. A form JC hearing consists of two form deans, the faculty adviser, the form representatives, the chairpersons, the faculty observer, the student, and the adviser. For any hearing, a student may request the presence of another Choate faculty member, as long as the requested faculty member is not a relative of the student. Neither parents/guardians, lawyers, nor anyone outside the Choate community may attend the hearing.

Before any JC hearing, the student is informed of the charges and is advised as to the procedures of the hearing. Just prior to the hearing the student is presented with the charges in writing, is again informed of their rights and responsibilities and is warned that lying to the committee is grounds for Dismissal.

The record of each hearing carries the charge, the recommendation made by the committee, and the decision made by the Dean of Students. The record is kept in the Dean of Students’ Office as confidential and privileged information for at least six years.
In all cases, the School reserves the right to take immediate action — including Dismissal — without recourse to the Judicial Committee.

When a case involves particularly sensitive material that would not be appropriate for the student Judicial Committee, the Dean of Students may adjudicate the matter or may appoint an ad hoc form of the Judicial Committee, consisting of adults and the student chair and/or vice chair, to make a recommendation.

Appeals of disciplinary decisions based on questions of process should be made in writing to the Dean of Faculty.

**ADJUDICATION OF MAJOR SCHOOL RULE VIOLATIONS**

Decisions about disciplinary response to violations of school rules, as well as some Honor Code violations, are made by the Dean of Students in consultation with the form deans group. When there is reason to believe that a student has violated a school rule, the form dean will investigate the potential violation and share the findings with the Dean of Students who generally shares the matter with the form deans group for consideration.

**FORM DEANS GROUP**

The form deans group is comprised of the eight form deans, the Dean of Students, the Associate Dean of Students, and the Director of Day Students. The form deans group typically meets twice each week to discuss student matters, school policies, as well as possible rule violations.

**COMMITTEE ON STANDING**

Throughout the year and, particularly, at the end of each year, the faculty review the status of students and identify those who are not functioning successfully within the expectations of the Choate community due to academic, psychological, or social problems. Such students may fail to thrive because they are unable or unwilling to live within the School’s expectations or they may have a serious negative impact on others in the community. The form deans, in consultation with the Dean of Students, determine if such students will be referred to the Committee on Standing. In evaluating a student’s place within the School, the form dean and the Dean of Students will consider the student’s disciplinary record and history of counseling for discipline-related concerns. When a student’s case is referred, the Committee on Standing will review the student’s situation with classroom teachers, house advisers, coaches, Counseling Team members, the appropriate form dean, and other adults at school who have contact with the student. This review of the student’s situation results in a recommendation to the Dean of Students concerning the student’s continued presence at Choate.

The School, acting through the Dean of Students, reserves the right to require a student to withdraw at any time when the student’s behavior or performance has demonstrated an inability or an unwillingness to function successfully and cooperatively within the academic and/or social expectations.
INVESTIGATION AND CONFIDENTIALITY

All complaints of inappropriate treatment will be investigated and kept confidential to the greatest extent possible. The School reserves the right to require the student(s) or the adult(s) under investigation for the inappropriate treatment to leave campus until the completion of the investigation. Any student who brings a complaint must understand that in order for a comprehensive resolution to be reached, certain information about the complaint must be shared with those students involved in and necessary to the investigation/resolution. Such students will be warned that breach of confidentiality associated with the claim, its investigation, and its resolution is grounds for disciplinary action up to and including Dismissal.

It is vital that the student who feels mistreated fully comprehends that the School and its representatives have a legal and ethical obligation to report incidents of harassment, investigate them, and resolve them as soon as possible. For this reason, complete confidentiality cannot be guaranteed.

NON-RETALIATION

Retaliation against any student who makes a complaint or assists in the investigation of a complaint under this policy is strictly prohibited. The School will not tolerate anyone in our community engaging in any behavior toward the reporting student or others that could be considered retaliatory in nature, including conduct that has the purpose or effect of causing harm, embarrassment or discomfort. Complaints of alleged retaliation will be investigated promptly and anyone who violates this policy will be subject to disciplinary action up to possible Dismissal.

AMNESTY

Choate Rosemary Hall recognizes that a student(s) violation of a school rule (e.g. drugs, alcohol, parietals, gross curfew, visitation) at or near the time of inappropriate intimidation, abusive conduct, sexual misconduct, etc., may be hesitant to report the inappropriate behavior due to fear of potential consequences for violating a school rule. In cases where information about the incident would not otherwise be available to adults, the student complainant or reporting bystander may expect amnesty from potential discipline for breaking the school rule. (For example, a student subjected to sexual misconduct when under the influence of alcohol may report the incident without fearing punishment for the alcohol violation, if the School would not have otherwise known about it.)

MANDATED REPORTING

The School takes seriously its responsibility to ensure the safety and wellbeing of all students. As mandated reporters, school employees are required to report to the Department of Children and Families (DCF) or to the police when, in the ordinary course of their employment or profession, they have reasonable cause to suspect or believe that a child under the age of 18 has been abused, neglected, or is placed in imminent risk of serious harm. In addition, faculty, staff and other adults in the School community are encouraged to immediately report any concerns about sexual activity between or among students, particularly if there is a significant age difference between the students, or if there is any question about whether the interaction was consensual. Reporting obligations also extend to suspicions of sexual activity between any school employee and a student, regardless of the age of the student. There may be times when sexual activity between students may also require a report to DCF depending on the relative ages of the students involved, and whether it was consensual. Students or any other individual with concerns about possible abuse or neglect, including suspicions of possible non-consensual sexual activity, are encouraged to report such concerns to the Associate Dean of Students for Health and Wellness or Dean of Students.

For a complete description of the School’s Mandated Reporting Policy, refer to the Sexual Misconduct Policy or the Faculty & Staff Handbook.

SEARCHES

ROOM AND LOCKER SEARCHES

Because a student’s privacy is respected, a boarding student’s room and day student lockers will not be searched unless a form dean, after consultation with the Dean of Students, concludes there is good cause to do so. Unless the Dean of Students determines that circumstances require otherwise (such as in an emergency), it is expected that the student and any or all of the following will be present during the search: the Dean of Students, the student’s form dean, the student’s adviser, and the Director of Community Safety or their designee.

Note: While a student’s room will be searched in accordance with the conditions above, advisers may enter and look around student rooms at any time.

ELECTRONIC RECORD AND DEVICE SEARCHES

As a byproduct of the operation of electronic systems, the School has the ability to access electronic information. When a threat to the welfare of a community member or the community as a whole is identified, or there is good reason to believe that a student has violated a major school rule or the Honor Code, the School may inspect the records of its electronic systems or electronic information on a student’s own electronic device (e.g. computer, mobile phone, tablet). The scope of the examination may be broad, and no records of electronic systems will be excluded if they are deemed relevant to an investigation. Such inspections will only occur with the approval of the Head of School or Head of Student and Academic Life and one of the following senior administrators: Dean of Students, Dean of Faculty, and Chief Financial Officer. If the Head of School or Head of Student and Academic Life initiates the request, then two other senior administrators need to approve the inspection.

Note: Electronic information is any information that resides within or interfaces with school- or student-owned resources including, but not exclusively, the campus wiring structures, telephone systems, network and associated security systems, computer servers, and other information appliances.
SUSPICIOUS ITEMS
For the health, safety, and welfare of the community there are items (e.g., weapons, drugs, drug paraphernalia, alcohol, explosives) that are not permitted on campus. If a student has a suspicious item in a locker, a bag, a room, or on their person, any faculty member or Community Safety Officer may ask to inspect that item. The Mailroom staff regards mail and packages as personal property and will not open items addressed to students, staff, faculty, or faculty families. When there is reason to believe that a letter or package contains items that students are not allowed to have on campus, Mailroom staff will bring it to the appropriate form dean, in whose presence the student will be expected to open the item. If there is reason to believe the item contains medications, it will be sent to the Health Center and the student will be expected to open the item in the presence of a member of Choate’s Health Services Team. Students receiving prohibited items through the mail will be subject to school discipline.

TESTING FOR ILLEGAL SUBSTANCES
If there is reason (e.g., behavior, odor, etc.) to believe that a student has violated the school rule on drugs or alcohol, the student will be tested. In addition, a student in possession of paraphernalia (including, but not limited to vaporizers, e-cigarettes, hookahs, bongs, rolling papers, pipes) that can be used to consume illegal and/or controlled drugs, should expect to be tested. Such tests determine if the student is in violation of school rules and provide information that will assist in safeguarding the student’s health and welfare. For drug tests, the student is required to provide a urine sample; for suspected alcohol use, the student, at the discretion of the dean at the time of the testing, is required to take either a breath or urine test. For fairness and thoroughness, any other student(s) present during suspected use of drugs or alcohol, whether directly involved or not, may also be tested.

The test will be administered in the Health Center in the presence of a Health Center staff member or a form dean. The results of breathalyzer tests will immediately be shared with the Dean on Duty or form dean. Drug test samples are sent to an outside laboratory for processing. The outside laboratory shares the results with the Medical Director, who then informs the Dean of Students or form dean. For the purpose of drug testing, Choate Rosemary Hall is the outside laboratory’s sole client, and parents/guardians will be billed for the cost of the testing.

In the event the test results are positive for drugs, for which the student’s use is not fully in accordance with a physician’s prescription registered with the Health Center for that student, the student will be dismissed regardless of whether the violation occurred on- or off-campus or during the academic year or break. If the test results are positive for alcohol but not drugs, the student will at a minimum be placed on Probation regardless of whether the violation occurred on- or off-campus or during the academic year or break, and the student will also be held to the School’s No-Use Policy (see pp. 17-18) for the duration of their period of Probation. Any student who refuses to provide a urine sample (or in any way endeavors to circumvent the testing process) for drugs will be required to withdraw or will be dismissed. Any student who refuses to take a breathalyzer test (or in any way endeavors to circumvent the testing process) will at a minimum be placed on Probation.

The School reserves the right to employ random testing, if the School, at its sole discretion, determines that circumstances warrant such testing.

VI. ADDITIONAL RULES AND COMMUNITY STANDARDS
We all must respect the rights of others and also be aware of our responsibility to ensure both personal and community safety. Failure to abide by the following rules and standards may lead to a disciplinary response. Where Disciplinary Restriction is specified as the likely response, repeated violations will lead to escalating consequences including, but not limited to, Disciplinary Warning and Probation.

BICYCLES/SCOOTERS/SKATEBOARDS
Students should secure their own bikes and must supply their own locks. For safety reasons, bicycles may not be stored or left in the corridors of dormitories or other campus buildings. (An exception is made in Tenney and Bernhard Houses, which have indoor bicycle racks on the lower level.) Bicycle owners on campus must register their bicycles with Community Safety (see Room Security on p. 37).

Scooters and skateboards present a hazard to both the rider and pedestrians. They are not to be used inside any school building. Outside, they should be used and parked cautiously and responsibly. Use of scooters and skateboards on town streets is an unsafe practice (see p. 15).

Use of motorized bicycles, scooters, and skateboards is not permitted (see Motorized Vehicles on p. 24).

HELMET POLICY
When school is in session, students are required to wear appropriate helmets when riding a bicycle, skateboard, scooter (such as a Razor), or similar means of conveyance (whether motorized or not) on campus and whenever they leave campus with a bicycle, etc. Failure to abide by this rule may result in confiscation of the device.

CAMPING
Students may not camp out on school property without specific permission of the Dean of Students and the presence of a faculty adviser.

CARS ON CAMPUS
DAY STUDENTS
For a variety of reasons — including safety, insurance, space, and school rules — we discourage day students from bringing cars to school. If a car must be used, it must be registered with Community...
and 17-year-old licensed drivers:

In the state of Connecticut, the following regulations apply to 16- and 17-year-old drivers (see below). Use of cars is restricted to transportation to school in the morning and from school after the student’s last commitment. Similarly, on weekends, cars are to be used only for transportation to and from campus. Once cars are on campus they are to be parked in the Gunpowder Creek lot (the area adjacent to the football field) and not on any streets adjacent to the School. The student driver may not use the car again until the student departs at the end of the school day. Car use during free time during the school day is not permitted unless the form dean grants permission. Failure to adhere to these guidelines will result in the following responses:

- 1st violation: Written warning from the form dean sent to the student, their parent(s)/guardian(s), and Student Life Adviser.
- 2nd violation: Relegation to a specified parking space for a period of time determined by the form dean in consultation with the Director of Day Students and Dean of Students.
- 3rd violation: Loss of student driving privileges for a period of time determined by the Dean of Students’ Office.

Note: If a student who loses driving privileges disregards the School’s response (i.e. drives to campus without permission), the matter will likely be considered a personal integrity issue.

CONNECTICUT DRIVING REGULATIONS

In the state of Connecticut, the following regulations apply to 16- and 17-year-old licensed drivers:

- For the first six months after obtaining a driver’s license, a minor may only drive with:
  - parents or legal guardians, at least one of whom holds a valid driver’s license.
  - a licensed driving instructor, or
  - a person providing instruction who is at least 20 years old and has held a license for at least 4 years, with no suspensions during the last 4 years.
- For the second six months, a minor may drive with those approved people, as well as immediate family members (e.g. brothers and sisters).
- Until a minor’s 18th birthday, driving is not permitted between the hours of 11:00 p.m. and 5:00 a.m., unless it is for employment, school, religious activities, or medical necessity.
- Until a minor’s 18th birthday, all passengers in the vehicle must use permanently installed seat belts.
- Until a minor’s 18th birthday, use of cell phones (even if hands-free) or other mobile electronic devices while driving is prohibited. This includes any hand-held computers or other devices with video displays.

BOARDING STUDENTS IN DAY STUDENT CARS

Unless requests are filed in the form dean’s office, day students may not transport boarding students. In rare cases, such as a day student driving a boarder to and from the day student’s home for an overnight visit, the form dean may authorize an exception to transporting students if the parents/guardians of both the boarding student and the day student give signed, written permission in each instance. Boarding students may not drive day student vehicles. Driving a boarder without permission or being a passenger in a car in which a boarder is being driven without permission violates school rules and will result in Disciplinary Restriction. If repeated or egregious violations occur, the School may revoke the privilege of using a car for transportation to school.

BOARDING STUDENTS

No boarding student may keep or drive a motorized vehicle on or in the vicinity of campus while the student is at school. The form dean may grant rare exceptions. If a boarding student is granted permission to have a vehicle, no other student may ride in it without signed, written permission from the parent(s)/guardian(s) of both the driver and passenger. In addition, boarding students may not ride with drivers under the age of 25 who are not Choate students or family members. Violation of these rules will result in Disciplinary Restriction.

OFF-CAMPUS CONCERTS

Third, fourth, and fifth form students may not attend concerts on academic nights. On rare occasions, sixth formers may attend weekend concerts (see Day Permissions pp. 34-35 for details). Students wishing to attend concerts, including shows at the Oakdale Theatre in Wallingford, on a day permission need parental permission and are required to return to campus by curfew. Students who sign out for the weekend may not go directly from school to a concert, unless driven there by a Choate parent/guardian (not a car service, taxi, sibling, or friend) who then assumes responsibility for the student(s).

DRONES

Drones or unmanned aerial vehicles (UAV) may only be used on campus with the permission and under direct supervision of a faculty member. All UAV must be registered with the Federal Aviation Administration (FAA) prior to the first flight of that specific drone. Because Choate is less than 5 miles from the Meriden Markham Municipal Airport, the FAA “requires that airport operators and air traffic controllers receive prior notice of drone flights... The airport may deny such flights. (Section 336 of the Modernization and Reform Act of 2012)” For each flight, the operator must appropriately notify the Meriden airport by
consistent with the educational nature of the class. In classrooms: as distracting; therefore, electronic device use in classrooms must be allowed when and where other cameras are permitted, but they may not be used in areas where privacy may reasonably be expected such as locker rooms, bathrooms, or dormitory rooms (in situations where camera use would be inappropriate). Cameras used in the context of an electronic meeting for academic classes or meetings are allowed within a dorm, classroom building, or other location. Cameras of any sort may only be used in classrooms with the teacher's permission.

There are some locations where silent use of electronic devices is reasonable; therefore, electronic devices may be used, except for phone calls, in the following locations:

- the Library (be sure that all sounds — including vibration buzzers — are off)
- lounge areas of academic buildings (e.g. Humanities Rotunda, Hill House Common Room, Library Foyer, Science Center Lounge, Lanphier Commons, Colony Hall)

Students who violate these policies should expect to have their electronic device confiscated and turned in to their form dean. A disciplinary response (e.g. detention or work crew) is also possible.

Electronic devices may be used in the following places:

- in or immediately next to dormitory buildings
- St. John Hall student center
- athletic facilities
- Deans' offices (when students are making arrangements for weekend sign-outs, etc.)

For information about unsupported and restricted hardware (devices) refer to the Information Technology Services section on pp. 54-55.

**Fundraising, Student Businesses, and Selling in Dorms**

Students who want to sponsor a fundraiser need permission from the Director of Student Activities and are required to submit a proposal at least two weeks in advance of the proposed event. Such fundraisers need to be organized by an existing student organization or club and approved by the faculty advisor or coach.

Students are not permitted to operate businesses on campus without specific permission from the Dean of Students. In the rare

**Electronic Devices**

Within the Choate community our goal is for people to use electronic devices in a respectful, courteous, and balanced manner. There are places and situations in which the use of electronic devices (e.g. laptops, smart phones, tablets) undermines direct interpersonal communications, the sort that the community strives to promote. Furthermore, there are situations where the use of electronic devices is disrespectful, rude, and even dangerous. That said, the School recognizes the importance of electronic devices in helping people remain connected and know that such devices can be useful academic tools when used properly.

Above all, electronic devices are to be used in a courteous manner, which means that their use should not negatively affect people in the vicinity of the user. In addition, electronic devices are not to be used at check-in, during extra help, or in any other situation where face-to-face conversations occur.

To maintain an appropriate academic atmosphere, to promote direct conversations, and to foster courteous interactions, electronic devices may NOT be used for any reason in the following locations or situations:

- Theaters (PMAC main theater, recital hall, Gelb, Chase-Bear, Colony Hall)
- Chapel (in or around)
- while crossing the street
- during the administration of quizzes, tests, exams and standardized tests (such use violates Academic Integrity, see pp. 10-11)
- walking around the core campus during the academic day (if one needs to take a phone call, check an email, or to send a text while moving around campus, find an off-the-path place to pause before using the electronic device.)
- Thursday or Saturday detention

* An exception is made for Community Safety Officers and a Dean on Duty.

Use of electronic devices in classrooms can be constructive as well as distracting; therefore, electronic device use in classrooms must be consistent with the educational nature of the class. In classrooms:

- tablet computers and laptops may be used, with the teacher's permission, for notetaking, class-related research, and class-related assignments, but not for email, texting, or entertainment
- mobile phones may never be used for phone calls, texting, or entertainment. Other uses of mobile phones require the teacher's permission

Use of electronic devices in the dining hall can negatively affect the environment and the face-to-face conversations that occur when people gather for a meal, yet students sometimes work on assignments in the dining hall; therefore, courteous and reasonable use of tablets and laptops is permitted, but mobile phones may never be used for phone calls* in the dining hall.

* An exception is made for Community Safety Officers and a Dean on Duty.

Cameras in mobile phones, tablets, and laptops may be used when and where other cameras are permitted, but they may not be used in areas where privacy may reasonably be expected such as locker rooms, bathrooms, or dormitory rooms (in situations where camera use would be inappropriate). Cameras used in the context of an electronic meeting for academic classes or meetings are allowed within a dorm, classroom building, or other location. Cameras of any sort may only be used in classrooms with the teacher's permission.

Electronic devices may be used in the following places:

- in or immediately next to dormitory buildings
- St. John Hall student center
- athletic facilities
- Deans' offices (when students are making arrangements for weekend sign-outs, etc.)

For information about unsupported and restricted hardware (devices) refer to the Information Technology Services section on pp. 54-55.
Students are not permitted to have pets or comfort animals on campus. Exceptions for fish in small bowls may be made. See below for information about service animals, which the School does not view as pets.

INAPPROPRIATE BEHAVIOR

Behavior in public places that violates propriety is unacceptable. Such behavior includes, but is not limited to, offensive language, displays of affection or intimacy that make others uncomfortable, spitting, obscene gestures, rudeness, littering, and dancing that is sexually suggestive. Egregious violations will be adjudicated under the section of the Honor Code regarding personal integrity.

LASER POINTERS

Class III and Class IV laser pointers or lasers may not be used on campus.

MOTORIZED VEHICLES

Students may not possess or use motorized vehicles (e.g., motorized scooters, bicycles, skateboards). Students with such items should expect to have them confiscated and face the possibility of Disciplinary Restriction (for more information about bicycles/scooters, skateboards see p. 21). Possession and/or use of a hoverboard violates the major school rule on Unsafe Practices and Possessions (see p. 15).

NOISE POLLUTION

Any music, whether played within a dorm or outside, must be kept to a volume that can be heard only by those in the immediate vicinity. Music with explicit lyrics may not be played in public spaces. There is an obligation not to impose one's choice of sound on others.

PETS

Students are not permitted to have pets or comfort animals on campus. Exceptions for fish in small bowls may be made. See below for information about service animals, which the School does not view as pets.

PONDS

The ponds on campus are neither sanitary nor safe for swimming. Students may not bathe or play in the campus ponds. In addition, students may not skate or walk on the ice when campus ponds freeze. Water runs through the ponds and ice thickness is unpredictable, so going on the ice may be considered a dangerous practice (see p. 15).

SERVICE ANIMALS

Choate is committed to providing access to its programs and services for individuals with disabilities and follows the most up-to-date guidance with regard to service animals on campus. Detailed guidelines for service animals are available from the Deans' Office.

SEXUAL INTIMACY

Sexual intimacy, while a normal and healthy aspect of adult life, is a particularly complicated issue at Choate Rosemary Hall given the mission of the School, the living arrangements, the range of student ages, and the diversity of values and beliefs for students and their families; therefore, the School discourages sexual intimacy on campus. Furthermore, the School is concerned about the emotional and physical welfare of students and wants to help students avoid sexually transmitted infections, pregnancy, and emotional complications that can accompany sexual intimacy. Students with questions about these concerns should go to the Pratt Health Center for guidance and resources.

Healthy romantic attachments do develop and the School affirms students as they search for appropriate ways to express affection towards one another while demonstrating respect for other members of our residential community. The School has equal expectations for all students regardless of their sexual orientation and expects all students involved in romantic relationships, whether same or opposite-sex, to respect their partner's privacy and the privacy of others.

The School addresses issues of human sexuality in a variety of settings including, but not limited to, Life Long Wellness, dormitories, and in private conversations between adults and students. We address specific concerns about incidents of sexual intimacy through Health and Counseling Services in conjunction with the Deans' Office. When incidents of sexual intimacy are reported, the range of responses may include a required meeting with a member of the Choate Health Services team, notification of the students' parent(s)/guardian(s), and loss of visitation privileges (for heterosexual couples). Same sex couples will be required to have permission for future room visits and will not be granted permission to sleep over in one another's rooms.

Sexual intimacy in a public place is a violation of propriety and may be treated as a violation of the personal integrity portion of the Honor Code (see p. 11). The School retains the right to require a student to withdraw or to take other action for any subsequent violation of the sexual intimacy standard.
CONSENT

The complicated issue of consent is not limited to sexual activity and centers on the existence of empathy and mutual respect between individuals as they make decisions together. The School defines consent in an effort to develop a common language and understanding to facilitate productive conversation that will help students throughout their lives. Consent describes how people communicate and interact with one another and applies to a range of situations from simple choices about watching movies to decisions involving intimacy. While it is important to understand what consent means and why it matters, the existence of consent between students does not mean that sexual activity is appropriate at Choate. A lack of consent, however, could result in a Disciplinary Response and legal consequences including triggering Choate’s responsibility as a mandated reporter.

Choate has established a standard of affirmative consent for sexual intimacy. Affirmative consent means an active, clear, and voluntary agreement, expressed through words or actions, by a person to engage in sexual activity with another person. The following statements expand upon that definition:

- consent is knowing, mutual, and conscious;
- consent cannot be provided by an individual who is asleep or otherwise mentally or physically incapacitated;
- consent cannot be inferred by the absence of “no;”
- consent must be on-going and can be revoked at any time by any person involved;
- consent cannot be obtained through coercion, which can be explicit as well as implicit;
- the existence of past consent does not mean consent exists in the present or future,
- consent to some acts does not indicate consent for all acts;
- when children younger than 16 are involved, there are situations where sex or sexual contact is illegal, even though both individuals agree to it (see section below on Statutory Rape).

STATUTORY RAPE

The State of Connecticut defines Statutory Rape as follows: “Statutory rape is the commonly used name for the criminal offense that occurs when a person has sexual relations with another person who is not old enough to legally consent to having sexual relations. In Connecticut, the law says that there are some situations where having sex or sexual contact is illegal, even though both people agree to it; a person commits statutory rape when they engage in sexual activity with a minor (1) more than three years younger if the younger person is at least age 13 but under age 16 or (2) under age 13 if the actor is more than two years older... Also, in some cases when an older person has a position of power or influence over a person under 18, sex or sexual contact between those two people can be statutory rape. Examples of this would be any sexual contact between someone under 18 and their guardian, coach, probation officer, therapist, employer, or someone who works at a school in their district.” (source: http://uwct.211ct.org/statutory-rape/)

Sexual contact is any touching of the “intimate parts of a person;” even if there is no penetration. This “means any contact with the intimate parts of a person ... for the purpose of sexual gratification of the actor or for the purpose of degrading or humiliating such person...” (source: https://www.cga.ct.gov/current/pub/chap_952.htm#sec_53a-65)

Sex (sexual intercourse) “means vaginal intercourse, anal intercourse, fellatio or cunnilingus between persons regardless of sex... Penetration, however slight, is sufficient to complete vaginal intercourse, anal intercourse or fellatio and does not require emission of semen. Penetration may be committed by an object manipulated by the actor into the genital or anal opening of the victim’s body.” (source: https://www.cga.ct.gov/current/pub/chap_952.htm#sec_53a-65)

VISITATION

Refer to p. 36 in the Life at Choate section.

VII. ATTENDANCE

CLASS APPOINTMENT AND ATTENDANCE

Students are required to attend all classes and to meet other commitments, such as advisory group meetings, field trips, art lab, school service, athletics, community service seminar, obligations in the arts, school/form meetings, and any individual appointments. Teachers and supervisors are required to report all absences. Unexcused absences lead to escalating discipline.

Students are expected to come to class prepared to begin work at the beginning of the period. If a teacher is late, students are to remain in the classroom until they are given further instructions.

Students who arrive late to class will be given tardies at the discretion of the teacher. A student who arrives more than 20 minutes late for class and without an acceptable written excuse from an adult supervisor will be reported as absent. Students who accumulate a pattern of tardies will be subject to disciplinary action at the discretion of the form dean.

While the school maintains a robust capacity to use technology to connect virtually, it is not meant to be a substitute for in-person attendance. To that end, Choate students are expected to attend classes in person unless given specific permission from the Director of Studies.

PREP SLIP

Absences from class or from other school commitments inevitably occur. Students must inform the teachers whose classes they will miss, and they must secure a prepared excused absence form, called a prep slip, from their form dean. This prep slip must first be signed by the form dean and then by each teacher, coach, or supervisor whose class or appointment the student will miss. If a student must miss a class for a religious holiday, special family occasion, or a medical appointment that cannot be scheduled

RULES AND REGULATIONS 25
outside of class time, a parent/guardian should call the form dean prior to the event to secure approval for the absence and the student must secure a prep slip from the form dean.

MEDICAL ABSENCE

Students who are ill or require temporary short-term personal wellness support can only be excused from class and other commitments by the health care professionals at the Health Center. If day students are ill and unable to attend classes, a parent or guardian should call the appropriate form dean office between 8:00 a.m. and 8:45 a.m. (see Help Lines on page 8 for directory of names and numbers).

POLICY ON ACADEMIC AND NON-ACADEMIC CONFLICTS DUE TO RELIGIOUS OBSERVANCES

Choate is sensitive to the diversity of religious backgrounds within its student body, and the School makes every effort to support the spiritual lives of its students. Though it is not always possible to cancel classes, students who wish to participate in religious observances will be excused from classes, rehearsals, and athletics; will be given the opportunity to make up any missed homework or tests; and will be allowed to reschedule any examination without prejudice and with the support of faculty and staff. Nevertheless, the School will not grant excused absences on a regular basis as students are expected to participate fully in the life of the community. Any questions about religious conflicts should be directed to the form dean or the Director of Studies.

SPECIAL REQUESTS FOR EXTENDED ABSENCES OF A NON-MEDICAL NATURE

Requests for an excused absence of two or more days in a row are made to the Dean of Students and Director of Studies. In consultation with the necessary school officials (form dean, coach, Student Life Adviser, college counselor, etc.), the Dean of Students and Director of Studies make a decision regarding the request. In general, extended absences are granted for those activities that are deemed to be “for the pursuit of excellence” of an extraordinary nature. An example of such an absence is when a varsity athlete participates in a national competition in their sport. The Excessive Absence policy stated below is NOT waived for students who request such absences.

UNEXCUSED ABSENCES

Most students attend class and other commitments in a responsible fashion. A student who receives notification of an absence and feels that a mistake has been made has a period of two academic days to clear the absence with the Deans’ Office.

The following policies are therefore designed to provide swift and constructive intervention for those whose absences may be symptomatic of other difficulties. Absences are tallied from the beginning of each term. If attendance problems persist, a student’s enrollment contract for the following year may be withheld.

Absences per term from school commitments:

First absence: warning conversation with Student Life Adviser.
- Unexcused absence from an announced graded assignment: Student will be assigned to Thursday Detention and receive an academic penalty.
- Unexcused absence from Thursday detention: Student is assigned to the following week’s detention and is placed on Bounds for the weekend.

Second absence: Thursday morning detention from 7:30–8:30 a.m.
- Deans’ Office sends detention notification email to student, Student Life Adviser, and parent/guardian — email will describe escalating consequences of further absences.

Third absence: one weekend on Bounds (see p. 28)
- Deans’ Office sends Bounds Notice email to student, Student Life Adviser, and parent/guardian; email will describe escalating consequences of further absences.

Fourth absence: one week of Absence Restriction (see p. 28)
- includes Saturday night detention for each week on Restriction; meeting with form dean; notice sent to Student Life Adviser; letter to parent(s)/guardian(s)

Fifth absence: one week extension of Absence Restriction
- includes Saturday night detention for each week on Restriction; meeting with student, Student Life Adviser and form dean; second letter sent to parent(s)/guardian(s)

Sixth absence: student placed on Absence Probation (see p. 29) for 10 academic weeks, the equivalent of one term;
- student meets with Dean of Students, form dean and Student Life Adviser; letter to parent(s)/guardian(s) explaining terms of Absence Probation.

EXCESSIVE ABSENCES

Any student who misses six or more class meetings of any course during a given term — whether the absences are excused or not — may not receive course credit for that term. Any exception to this policy requires the combined approval of the Director of Studies and the Dean of Students.

When a student has a chronic condition with unpredictable or cyclical acute episodes, modifications to attendance policies may be appropriate as an accommodation. If it is not possible for a student to abide by the attendance policy because of medical issues related to a disability, the student’s form dean should be notified as soon as possible after the need for an exception arises. The number of additional absences a student may be allowed as a reasonable accommodation will be determined on a case-by-case basis for each course in consultation with the Director of Studies, the Dean of Students, the form dean, and Associate Dean of Students for Health and Wellness, depending on the student’s individual disability, the nature of the course, and the degree to which class attendance is an essential requirement of the specific course. If appropriate, a leave of absence may also be considered at this time.
VIII. STUDENT DRESS CODE

GENERAL PHILOSOPHY
Students are to dress at all times in a way that is consistent with the School’s values as expressed in the Statement of Character and the Statement of Expectations. During the academic day, students are to dress in a way that respects the atmosphere of learning and sets a proper tone for the primary purpose of the School. The School recognizes that an individual’s manner of dress is an expression of personal style as well as a practical necessity. While the importance of personal style and all it represents should be honored, living and working within a learning community requires that all community members balance personal expression and comfort with respect for the learning environment and the comfort of other members of the community. Students should be mindful of this balance as they select attire for the class day.

On some occasions, such as Convocation and Matriculation, special programs or evening lectures, special academic dress is required. Students will always be informed in advance when special academic dress is in effect.

EXPECTATIONS
• Clothing should promote a positive, focused learning environment
• Clothing should promote a safe, inclusive community
• Clothing should align with all other standards and rules of the School
• Clothing should permit students to participate fully in all school activities
• Clothing should be clean and in good repair
A student should expect and anticipate that faculty members will address the student’s choice of dress if the faculty member believes that the student’s clothing may not be consistent with the expectations above. The standard of dress is meant to encourage students to consider how and why they choose to dress as they do. Therefore, interactions between students and faculty regarding student dress should always be framed as a constructive and positive conversation.

NOT ACCEPTABLE
• Clothing that is torn or in disrepair
• Hats in the dining hall unless worn for a religious purpose
• Clothing that exposes the midriff, bares the back, has a plunging or lowcut neckline, or is otherwise inappropriately revealing
• Clothing that is sheer

Note 1: Students are expected to change out of clothing, including team uniforms worn during work-outs, practice, or games before going to the dining hall.

Note 2: An exception to Note 1 is made for teams returning from away games or from late practices. Players may enter Hill House Dining Hall after 6:45 p.m.

Note 3: Shirts, shoes, and pants/shorts/skirts/dresses must always be worn in school buildings other than dorms. Bathing suits may not be worn in class, the dining hall, library, or other public buildings on campus.

SPECIAL ACADEMIC DRESS
Special dress is required for special dinners, major lectures, and other special gatherings as announced. Students are expected to choose attire that shows respect for these events. As is the case for class dress, students are to dress in a way that respects the atmosphere of learning and sets a proper tone for the primary purpose of the School: attire for dances and parties is not in line with the spirit of special academic dress occasions.

ACCEPTABLE ATTIRE FOR SPECIAL ACADEMIC DRESS
• Dress shirt with folded collar (e.g. button-down, point, spread) should be tucked in and should be accompanied by a sports jacket, tie and, dress pants or dress shorts
• Dressy blouse or sweater paired with dressy pants or skirt (the length of which should be at least mid-thigh)
• Dresses (the length of which should be at least mid-thigh)
• Outfits representative of other cultures that are consistent with the formality of Special Academic Dress and are worn in an appropriately respectful manner
• A sweater or jacket covering the shoulders of apparel that has shoulder straps less than 2 inches wide
• Dress shoes or dress sandals in good repair (no flip flops, or work boots)

NOT ACCEPTABLE
• Clothing that is torn, or in disrepair
• Cargo pants, army fatigues, and bib overalls
• Hats unless worn for a religious purpose
• Clothing that is sheer
• Clothing that exposes the midriff, bares the back, has a plunging or lowcut neckline, is skin-tight, or is otherwise inappropriately revealing

GROUP ITEMS (T-SHIRTS, DORM ITEMS, ETC.)
Clothing with offensive slogans is inappropriate. Students are especially responsible for ensuring the propriety of group items, (e.g. dorm softball shirts, dorm items) and the School, therefore, requires that students who order group items that will be purchased, distributed, or worn at Choate must have their designs approved by the Director of Student Activities, head of house, club adviser, or their coach for athletic team items, prior to ordering.
IX. DISCIPLINARY DEFINITIONS

DETENTION

Thursday Detention is held from 7:30 – 8:30 a.m. and is typically assigned for a student’s second unexcused absence, but may also be assigned by the form dean for other transgressions.

Saturday Detention is held from 9:00 – 10:30 p.m. and is typically assigned to students on Restriction, but may also be assigned by the form dean for other transgressions.

BOUNDS

Boarding students are restricted to their dorm rooms after 8:00 p.m. on Friday and 7:30 p.m. on Saturday nights and only friends from their house may visit. During the rest of the week, students are simply expected to adhere to the School’s normal rules and routines and are not confined to campus or their dorms.

Day students are required to leave campus after their last commitment on Friday and may not be on campus after dinner (7:30 p.m.) on Saturdays. Day students on Bounds will not be permitted to attend evening social events during the weekends.

RESTRICTION

Boarding students are restricted to campus (no overnight, day, or downtown permissions), and must be in the house by 8:00 p.m. on all nights of the week except Saturdays when they must be in the house by 7:30 p.m. On all nights, boarders on Restriction will remain in their rooms, except to check-in or attend mug nights or house meetings, and may only be visited by other residents of the dorm. On academic nights, the House Mentor on duty may permit a student on Restriction to attend extra help. Boarders will leave their house to attend Saturday Detention but will return immediately afterwards.

Day students are required to leave campus after their last commitment on academic days and may only return to campus for school commitments (e.g. athletics, Saturday detention) on weekends.

All students on Restriction will attend Saturday detention from 9:00 until 10:30 p.m. for each week of their Restriction. Students will attend evening academic (ensemble rehearsals, required art lab), athletic (late games, hockey practice in the winter), and theatrical (rehearsals for main stage productions, such as the spring musical) commitments.

A letter will be sent to parent(s)/guardian(s) by the form dean. In general, the period of Restriction will run for one or two weeks, although at the discretion of the form dean, a longer period may be assigned.

ABSENCE RESTRICTION

Students with four unexcused absences are placed on Absence Restriction for one week. A fifth unexcused absence extends the period of Restriction by another week.

When a period of Absence Restriction carries over into the next term, a student who is absent during that Absence Restriction receives a one-week extension of Absence Restriction. When that period of Absence Restriction (and Absence Probation, if appropriate) is served, the slate for the new term is wiped clean.

A student who is placed on Absence Restriction twice in the same academic year will be placed on Absence Probation for 10 academic weeks (see next page).

DISCIPLINARY RESTRICTION

In response to transgressions (e.g. breaking visitation, consuming or possession of tobacco, etc.) that fall short of major school rules violations, students should expect to be placed on Disciplinary Restriction. Any infraction of a Restriction-level rule, a major school rule, or the Honor Code while a student is on Disciplinary Restriction makes the student liable to an increased disciplinary response. A student placed on Disciplinary Restriction more than once makes a student liable for escalating consequences, including, but not limited to Disciplinary Warning.

WARNING

DISCIPLINARY WARNING

Students who are unwilling or unable to adhere to our rules and expectations or who are placed on Disciplinary Restriction two or more times may be placed on Disciplinary Warning. Disciplinary Warning lasts for three terms but may be lengthened at the discretion of the form dean in consultation with the Dean of Students. A letter will be sent to the parents/guardians by the form dean. A meeting — usually consisting of the student, form dean and the Student Life Adviser — will occur at the beginning of the period of warning to discuss the meaning of the event in the student’s life and to make clear the conditions of Disciplinary Warning.

Note 1: A student who is placed on Disciplinary Warning has increased vulnerability to Probation, Suspension, or Dismissal. Any infraction of a major school rule while a student is on Disciplinary Warning makes the student liable to Dismissal.

Note 2: Violations of Restriction Level rules by a student on Disciplinary Warning make the student liable to Probation.

Note 3: A student on Disciplinary Warning who has another Disciplinary Warning level violation should expect to be placed on Probation.

HONOR CODE WARNING

When a student is found to have been less than sensitive to matters of honesty, or deceptive, or negligent in representing themself to the School, the form deans group, the Judicial Committee, or a caucus group may recommend that a student be placed on Honor Code Warning for a personal integrity violation. Similarly, when a student has been insensitive in behavior to another person or persons or has violated community standards, the form deans group, the Judicial Committee, or caucus group may recommend that a student be placed on Honor Code Warning.

A student may be placed on Honor Code Warning for an academic integrity violation in cases that involve elements of reasonable confusion or ineptitude. Warning is usually not appropriate in a case when a student knowingly violates academic integrity standards.
Such a warning places the student on notice that any future lack of integrity or respect may result in a higher level of punishment than otherwise would have been called for if the student had not been warned. Repeated offenses of the Honor Code will not be tolerated. Honor Code Warning lasts for three terms and may require a restorative practices component as well. The length of a student’s Honor Code Warning may be lengthened at the discretion of the form dean in consultation with the Dean of Students. A letter will be sent to the parent(s)/guardian(s) by the form dean. A meeting will occur to discuss the meaning of the event in the student’s life and to make clear the conditions of the warning. This meeting should include the form dean and the Student Life Adviser.

An Honor Code Warning may be issued in addition to other punishments for non-Honor Code offenses that involved dishonest behavior.

Note 1: A student who is placed on Honor Code Warning has increased vulnerability to Probation, Suspension, or Dismissal. Any infraction of the Honor Code while a student is on Honor Code Warning makes the student liable to Dismissal.

Note 2: A student on Honor Code Warning who has another Honor Code Warning level violation should expect to be placed on Suspension.

DISCIPLINARY CENSURE

The form deans group may recommend that a student be censed when their violation of a major school rule or repeated Restriction-level offenses is more serious than a violation that would receive a warning. Censure is the likely response for violations that are impulsive but knowingly violate major school rules. A student so censed should expect to be dismissed for another breach of a major school rule. A Censure lasts for four terms and may require a restorative practices component as well. A Censure can be applied to major school rule violations that are less serious than a Probation-level offense. A letter will be sent to the parent(s)/guardian(s) by the form dean. A meeting will occur early in the period of censure to discuss the meaning of the event in the student’s life and to make clear the conditions of censure. This meeting should include the student, Dean of Students, the form dean, and the Student Life Adviser.

HONOR CODE CENSURE

The form deans group, the Judicial Committee, or a caucus group may recommend that a student be censed when their violation of the Honor Code is more serious than a violation that would receive a warning. Censure is the likely response for academic integrity violations that are impulsive but knowingly violate the Honor Code on an assignment that has a relatively low impact on a student’s grade for the term. A student so censed should expect to be dismissed for another breach of the Honor Code. An Honor Code Censure lasts for four terms and may require a restorative practices component as well. An Honor Code Censure can be applied to Honor Code violations that are less serious than a Probation-level offense. A letter will be sent to the parent(s)/guardian(s) by the form dean. A meeting will occur early in the period of censure to discuss the meaning of the event in the student’s life and to make clear the conditions of censure. This meeting should include the student, Dean of Students, the form dean, and the Student Life Adviser.

An Honor Code Censure may be issued in addition to other punishments for non-Honor Code offenses when lying has played a role in the student’s defense. (Lying before the Judicial Committee is always grounds for Dismissal.)

ABSENCE PROBATION

Students who accumulate six unexcused absences in a single term or are placed on Absence Restriction twice in the same academic year are placed on Absence Probation.

Absence Probation lasts for 10 weeks, the equivalent of an academic term. A third, fourth or fifth form student on Absence Probation who accumulates two additional unexcused absences during the probationary period will have their enrollment contract for the following year withheld.

A third, fourth, or fifth former who accumulates three additional unexcused absences during the probationary period will be reviewed by a disciplinary committee composed of the form dean, Student Life Adviser, two members of the Committee on Standing, and the Dean of Students to consider a recommendation for Suspension or Dismissal.

A sixth former who accumulates three additional unexcused absences during the probationary period should expect to be held over. If a sixth former accumulates a fourth unexcused absence, a disciplinary committee will review the case and consider a recommendation for Suspension or Dismissal, which would be reportable to colleges (suspension is reportable if the college asks about discipline in its application process; dismissal is always reportable). Subsequent absences will lead the School to consider escalating consequences such as not participating in the graduation ceremony, Suspension, or Dismissal.

If a student is placed on Absence Probation for a second time their case will immediately be reviewed by a disciplinary committee to consider a recommendation for Suspension or Dismissal.

PROBATION

Students who violate a major school rule or the Honor Code may be placed on Probation. This decision is made by the Dean of Students in consultation with the form deans group in the case of major school rule violations, or at the recommendation of the Judicial Committee in the case of Honor Code violations. Probation lasts for a minimum of five terms, but may be extended for a student who is unwilling or unable to adhere to the School’s rules and expectations or does not fulfill any restorative practices component required of them. A student on Probation should expect to be dismissed for subsequent violations of a major school rule or the Honor Code. The student will also serve a seven-day period of ineligibility for non-academic activities (any extracurricular activity, organized social activity, non-academic rehearsal, practice, game, or performance). At the end of the class day, the student will perform two hours of school service instead of participating in their normal afternoon activity. Over the weekend, the student will not
participate in any extracurricular activity, organized social activity, non-academic rehearsal, practice, or game. During the week of ineligibility, boarding students will be restricted to their house every night after 8:00 p.m., except for Saturday when they will be restricted to their house after 7:30 p.m. Day students must leave the campus after their last commitment and cannot return in the evening or on the weekend without permission from the form dean.

A letter will be sent to the parent(s)/guardian(s) by the form dean. A meeting will occur early in the period of Probation, but following the period of ineligibility, to discuss the meaning of the event in the student’s life and to make clear the conditions of Probation. This meeting will usually include the Dean of Students, the student, the parent(s)/guardian(s), the form dean, and the Student Life Adviser. At least one required meeting with a member of the Counseling Team will take place early in the period of Probation.

To be removed from Probation at the end of five terms, a student needs to submit a formal, written request to their form dean. That request should reflect on the situation that led to the student’s probation, the meaning of probation in the student’s life, and plans to avoid future misbehavior. In deciding whether or not to remove the student from Probation, the Deans’ Office will review the request as well as the student’s conduct during the probationary period.

Note 1: A student who is placed on Probation has increased vulnerability to Suspension and Dismissal. Any student who violates a major school rule or the Honor Code while on Probation should expect to be dismissed. Once off Probation, a student is less vulnerable to school discipline, but the School will note the student had been on Probation if there is a major school rule violation or a breach of the Honor Code and a student who subsequently violates the same rule that led to their initial probation should expect a more significant response than a student who had not been on Probation. If the student is placed on Probation a second time, they cannot again be removed.

Note 2: For Honor Code violations, an Honor Code Censure automatically accompanies the Probation and lasts for the duration of the student’s Choate career.

Note 3: After the start of the spring long weekend and until classes end on the Tuesday prior to graduation, a sixth former who violates the Honor Code or breaks a major school rule and, as a result, is placed on Probation may take part in the graduation ceremony. but will receive the diploma only after being held over on campus for three days following graduation.

Note 4: After classes for sixth formers end on the Tuesday prior to graduation, a sixth former who is placed on Probation for violating the Honor Code or a major school rule may take part in the graduation ceremony, but will receive the diploma only after being held over on campus for five days following graduation.

SUSPENSION

Students who violate a major school rule or who commit a violation of the Honor Code that is more than a Probation-level offense, but falls short of Dismissal, may be suspended. This decision is made by the Dean of Students in consultation with the form deans group in the case of major school rule violations, or at the recommendation of the Judicial Committee in the case of Honor Code violations. The Dean of Students, in consultation with the form dean, determines the duration of the Suspension and whether the Suspension will be served on or off campus.

A student who has been suspended remains on Probation for six terms. The length of Probation may be extended for a student who is unwilling or unable to adhere to the School’s rules and expectations or does not fulfill any restorative practices component required of them.

A letter will be sent to the parent(s)/guardian(s) by the form dean. A post-Suspension meeting will occur soon after the student returns from suspension to discuss the meaning of the event in the student’s life and to make clear the conditions of Probation for a student who has been suspended. This meeting will usually include the Dean of Students, the student, the parent(s)/guardian(s), the form dean, and the Student Life Adviser. At least one required meeting with a member of the Counseling Team will take place soon after the student is suspended.

Note 1: After the start of the spring long weekend and before the last Monday of classes prior to graduation, a sixth former who violates the Honor Code or breaks a major school rule and as a result is suspended will be held over for five days after graduation.

Note 2: If a sixth former is suspended on or after the last Monday of classes or is serving a long Suspension on the day of graduation, the student will not be allowed to participate in the graduation ceremony and will be required to leave campus after their last academic commitment. The diploma will be mailed home.

Note 3: A violation of a Restriction-level offense during the period of Suspension and accompanying Probation may lead to Dismissal.

Note 4: A violation of a major school rule or the Honor Code during the period of Suspension and accompanying Probation will lead to Dismissal.

Note 5: For Honor Code violations, an Honor Code Censure automatically accompanies the Probation and lasts for the duration of the student’s Choate career.

ON-CAMPUS SUSPENSION

In some cases a suspended student remains on campus but is excluded from participation in campus activities. While Suspension is a form of punishment, students are separated from their normal involvement in campus life to help them recognize the significance of the School in their lives, hoping such reflections will prevent future violations. A Suspension also provides the parents with an opportunity to work with the School to improve the student’s behavior.

Conditions:

- All on-campus Suspensions will be dated from hour to hour, for the period of suspension.
- For the period of Suspension the student will be restricted to school grounds.
- In addition, the student is placed immediately on Probation.
- Under ordinary circumstances, the student will take all meals in the Health Center.
- The student will attend all classes, possibly remotely.
- After the class day, the student will perform two hours of school service instead of participating in their normal after-school activity.
- The student will be ineligible to participate in any extracurricular activity, organized social activity, rehearsal, practice, game, or performance during the period of Suspension.
- If there is unscheduled time between school service and dinner in the Health Center or between dinner and 8:00 p.m., the student may be assigned to report to a specific location on campus (e.g., library, study hall).
- The student must be back in their dorm room by 8:00 p.m. for every night of the period of Suspension, with the exception of Saturdays when the student must be back in their dorm room by 7:30 p.m. When in the dorm room, the student may not have any visitors other than their roommate. A head of house may choose to move the suspended student into a study room (if available) to complete work.
- Day students will follow the same daytime pattern as outlined above for boarders. They will be required to leave campus as soon as their afternoon school service is over. They may not return to campus in the evenings or on the weekends without permission from the form dean.
- A student may be temporarily housed in the Health Center for a portion of an on-campus Suspension.
- Failure to adhere to the above guidelines or significant lack of cooperation on the part of the suspended student will be grounds for required withdrawal.

**OFF-CAMPUS SUSPENSION**

In some circumstances, the School may decide that a period of separation from the School will serve the best interests of the student and the School. Off-campus Suspensions are determined by the seriousness of the offense or, in some cases, a series of offenses. During an off-campus Suspension, the student is sent home for a period of time determined by the Dean of Students. In some cases the student may be sent home for the rest of the year. A student suspended off-campus will be ineligible to participate in any classes, extracurricular activity, organized social activity, rehearsal, practice, game, or performance during the length of the Suspension.

**HOLDOVER**

A rule violation (whether it be Restriction-level or greater) or excessive unexcused absences may result in a student being held over on campus after a term ends, if the Dean of Students rules that such punishment is more appropriate or better timed than a punishment during the term. After the start of the spring long weekend, a sixth former who commits a Probation- or Suspension-level offense may be held over. (See Probation and Suspension descriptions pp. 29–31 for details). Holdovers may also be applied to rule violations by underformers during the last week of school. Students on holdover will be expected to work for the School for several hours each day.

**DISMISSAL**

When a student has acted in violation of the Honor Code or major school rules in a manner that is more egregious than Suspension, the student may be dismissed. This decision is made by the Dean of Students in consultation with the form deans group in the case of major school rule violations, or at the recommendation of the Judicial Committee in the case of egregious violations of the Honor Code. When a student is dismissed from the School or withdraws while under disciplinary investigation, the individual is not eligible to reapply to the School until a full academic year has passed, nor is the student eligible for a diploma from Choate Rosemary Hall, except in extraordinary circumstances. A student who is dismissed or withdraws under disciplinary investigation may not return to campus until after all students depart for the summer following the graduation of the student’s class from Choate. A student may be barred from campus for a longer period of time or may be banned permanently from campus if the School feels it is warranted, for example in cases where a student has caused harm to other members of the community (e.g., sexual misconduct, bullying) and is dismissed or withdraws under disciplinary investigation. When a student leaves Choate (whether withdrawn or dismissed) before graduation the transcript will read “withdrawn.” Recommendations cannot be written for the student unless the parent(s)/guardian(s) sign a Release of Information form. If this form is not signed, the only information that will be given is a transcript.

**X. TECHNOLOGY, THE INTERNET, AND SCHOOL EXPECTATIONS**

**ACCEPTABLE USE POLICY FOR COMPUTING**

The use of the Choate Network, computers, mobile phones, and tablet devices is a privilege, not a right, which may be revoked at any time for abusive conduct. One may not use technology at Choate Rosemary Hall to harass, demean, or threaten others. One must not impersonate another individual through any electronic communications. One also may not tamper with or attempt to gain unauthorized access to any school-owned technology resources in any manner whatsoever. One may not probe, test, alter, attack, or poke any information system or web interface owned or licensed by Choate. One may not use Choate resources for a profit-making venture or business. Publication or posting of materials on a website, including social networking sites, must be completely appropriate and consistent with all school rules and expectations. Choate Rosemary Hall believes that an individual’s privacy should be respected. The School defines privacy as the kind and degree of knowledge concerning one another that is appropriate to have. Choate recognizes that the electronic world, because of its ability to collect and disseminate information quickly, challenges traditional conceptions of privacy. The School will continue to uphold a
respect for individual privacy to the best of its ability and within the
guidelines set forth for each constituency of the school community.

CHOATE NETWORK AND THE HONOR CODE

The Choate Network is to be used for educational purposes. As a
user of the network, one may be allowed to access other systems.
Each network or system has its own set of policies and procedures.
If violations of policies on other networks or systems external to
the School are reported to the School, those violations will be
handled in the same manner as local violations.

The School’s policies regarding academic and personal integrity—
and community standards, regulations, and guidelines govern
the use of technology. Everyone within the Choate Rosemary Hall
community who uses the School’s network, computers, iPads, or
any other technology owned by the School has the responsibility
to use them in an ethical, professional, and legal manner. This
means that each member of the Choate community agrees to the
following general guidelines:

• to respect the integrity of all electronic systems whether on
campus or connected via the Internet,
• to not intrude upon the privacy of others at any time,
• to respect the rules and regulations governing the use of the
facilities and equipment on campus,
• to not obtain unauthorized access to other users’ accounts
and files,
• to become familiar with and abide by the guidelines for
appropriate use of the systems and networks accessed,
• to not violate any international, federal, or state laws regarding
the use of digital content,
• to always represent one’s self in a truthful and honorable fashion.

Note: Commercial use of school technology resources is prohibited.
The School will not be held responsible for any damages, injuries,
and claims resulting from student violations of responsible use of
technology as outlined in this Handbook.

WHO OWNS WHAT?

A person may own their personal computer and iPad. (For purposes
of this Handbook, the term “computer” includes smart phones,
tablets, gaming units, or any other electronic device that a student
uses while enrolled at Choate.) The School owns the network,
however, and has policies that may affect the way one configures
their computer.

All students are provided an iPad. These tablets are owned by the
School and must be returned with all associated peripherals, power
adapters, cord, case, and Apple Pencil, when one leaves the School.
A student is responsible for all damage and/or loss of their iPad
and will be charged for repairs or replacement.

The School also provides licensed software, such as Microsoft Office
365 and Adobe Creative Cloud, that can be installed on multiple
computers through a site license.

The School owns any accounts where access is through an
@choate.edu account name and password, otherwise known as
the Choate domain. A student does not own their Choate Dropbox
or Google Drive account but does have exclusive access to those
accounts. Access to any Choate system through the Choate domain
gives a student, and only that student, the privilege of using them.

The School owns the central servers, departmental computer labs,
and other public computing resources, and all the software it has
installed on them. The School contracts with software and cloud-
based vendors on behalf of students. The School determines who
may use these resources and how they may use them.

The School owns the school network including all the wires, cables,
and equipment that connect the central computers, labs, and other
resources to each other and, beyond the campus, to the Internet.

For more information about Information Technology Services and
Facilities at Choate, refer to pp. 54-56.
I. STRUCTURE OF ACADEMIC DAYS

From 8:15 a.m. until 3:20 p.m. (12:50 p.m. on Wednesdays, and 3:30 on Thursdays) on academic days, students' primary responsibility is class attendance. From the end of classes until 6:00 p.m., students are involved in afternoon commitments (e.g., athletics, community service, theater production rehearsals, dance, arts concentration). **Campus Time** then lasts from 6:00 p.m. until 8:00 p.m.; during **Campus Time** clubs and affinity groups meet, a cappella groups rehearse, collaborative work is completed, etc. Starting at 8:00 p.m. **House Time** begins, the entire campus shifts to study conditions, and study hours begin in residential houses. Throughout the year, rehearsals for music ensembles will continue into **House Time** and some athletic teams (particularly in the winter) will also practice during **House Time**.

II. BOARDING STUDENTS

**Director of Residential Life and Associate Dean of Students:**
Patrick Dennehy: pdennehy@choate.edu, (203) 697-2604

**RESIDENTIAL LIFE**

As the Mission Statement (see p. 3) acknowledges “two interwoven priorities define the Choate Rosemary Hall experience: a rigorous academic curriculum and an emphasis on the formation of character in a residential setting that allows teachers and students to live with, and learn from, each other in important ways.” The values inherent in living with other students and adults in a residential setting are every bit as important as the lessons taught in the classrooms. In the residential houses, students learn how to live as responsible members of a community; respecting their fellow students and adults; treating the physical environment with care; recognizing the safety of the entire community; learning sensitivity to differences; and embracing the Choate Rosemary Hall Honor Code. The following house rules are designed to help achieve these goals and to allow the community to function successfully.

**STUDENT LIFE ADVISERS**

The Student Life Adviser is the faculty member who is primarily responsible for ensuring that all of their advisees feel valued and safe, and have frequent and meaningful interactions with adults. Student Life Advisers support students with academic, extracurricular, and personal matters and ensure that each is connected with the broader Choate community. In a residential community, all faculty members are expected to play a role in the total life of the student; the quality and depth of relationships between the adults and students who live and work together enrich the Choate Rosemary Hall experience. The Student Life Adviser is expected to have regular connections and conversations with students and will be the primary contact for families with the School.

**RESIDENTIAL PREFECT PROGRAM**

A Prefect is the key student leader in the residential life program. Prefects are expected to act as empathetic student counselors, assist in the daily running of their house, and with their House Mentors’ assistance, set a happy and constructive tone. Prefects are among those student leaders who are expected to confront possible major school rule violations when necessary and make the appropriate decisions regarding how the behavior will be initially addressed. Prefects sign a contract committing to these responsibilities and may be required to sacrifice their position if they do not live up to the expectations of the job. For more information, refer to Student Leaders and Discipline on p. 16.) As role models in the community, prefects must uphold the values of the School.

Prefects will know the students in their house, interact with them on a daily basis, and communicate with them regularly. They will reach out to those students in need when necessary and pay specific attention to those students who have difficulty adjusting to boarding school life. Prefects work in partnership with their House Mentors by enforcing house rules, communicating any house matters about which the house mentors may not be aware, and sharing ideas regarding the climate and tone of the house. Prefects are familiar with all of the School’s counseling resources and how and when to make referrals. They also understand the concept of discretion, maintaining privacy when appropriate. Prefects are the eyes and ears of the house mentors and can often make the difference in how smoothly a house runs.

The Head Prefects are primarily responsible for supporting their fellow prefects and facilitating communication between the prefects and the Directors of the Prefect Program. Head Prefect candidates are nominated by the prefect cohort via an approval process, and then two Head Prefects are appointed by the Directors of the Prefect Program in consultation with the Dean of Students.

Due to the expectations for Head Prefects, including the time-sensitive nature of the role and the potential for conflicts of interest, a candidate’s other leadership positions (e.g., Chair of the J.C. Student Body President, or Masthead of The Choate News) will be considered when appointing Head Prefects.

Through regular check-ins and communications, Head Prefects assist in problem-solving issues that may arise in the house and/ or St. John while also receiving feedback from the Directors of the Prefect Program as to new implementations within the program. Head Prefects have the ability to confidentially remove contraband items from other students. (See p. 15 for details on Confidential Removal policy.)

**SIGNING IN AND OUT**

1. **Academic Nights:** Every House Mentor, Prefect, and student must use **REACH**, the School’s electronic sign-out system, to sign in or out by 8:00 p.m.; third, fourth, and fifth formers must be in the dormitory unless they have permission from a House Mentor (third, fourth, fifth form) or Prefect (fifth form) to be at an academic commitment. Prefects are responsible for the 8:00 p.m. check-in and report to the faculty member on duty (House Mentor). All boarding students check in with the House Mentor on duty by 9:30 p.m.

2. **Weekends:** Students are always expected to use **REACH** to indicate their destinations, whether on or off campus. On Saturday evenings,
boarding students must check in in person with a House Mentor between the hours of 7:30 and 9:00 p.m. The exceptions are when students are legally signed out for a day permission past 9:00 p.m. and when students are involved with a faculty-supervised school commitment (athletic contests and theater productions for example). In those cases, students should be signed out on REACH and they should make every effort to check in as soon as they are able.

Students leaving the town of Wallingford or going to the Oakdale Theatre in Wallingford must obtain a day permission from the Dean on Duty and must use REACH to sign out. Upon return they must sign in with the House Mentor on duty. On Saturdays if students have a day permission that has them returning to campus after 9:00 p.m. they must sign in with the Dean on Duty in the Sanctum between 10:00-10:30 p.m. Every student checks in with the House Mentor on duty by 11:00 p.m. on Fridays and Saturdays.

Note 1: House Mentors and house prefect duty rosters are posted on the bulletin board or near the common room.

Note 2: The Sanctum is located in the office of the Fifth Form Deans’ Assistant in St. John Hall.

STUDY HOURS

On academic nights designated study hours for all students begin at 8:00 p.m. by which time House Mentors or Prefects will indicate the location of each student on REACH. Third and fourth formers are expected to work in their own dorm rooms, but if specific need exists, they may receive permission from one of their House Mentors to sign out to a specific academic activity (e.g. extra help). The House Mentor will change the location for the student on REACH. Fifth formers are also expected to work in their own dorm rooms, but with permission from either a House Mentor or Prefect from their house, fifth formers may sign out to an academic activity. The Prefect or house mentor will update the students location on REACH once permission is received. Sixth formers may be in their dorms or may sign themselves out via REACH to other campus locations. Curfew for all students is 9:30 p.m. Students are also permitted to sign out of their houses during study hours to attend spiritual life activities, ensemble rehearsal, sports practice, rehearsals for faculty-directed theatrical productions or layout for The Choate News (if members of the Masthead). From 8:00-10:30 p.m. all dorms, including sixth form houses, must remain quiet, with an atmosphere conducive to studying. No students are allowed to play video or computer games or watch movies or TV shows in their rooms during study hours.

PHONE USE IN DORMS DURING EVENINGS

Use of phone, Skype, FaceTime, etc. is not permitted during designated evening study hours (see Study Hours above).

The School wants to facilitate communication between students and their families and friends away from campus, but it is important that such communication does not contradict the expectations of evening study hours. To ensure that students focus on their work and get a reasonable amount of sleep in the evenings, the School asks that parent(s)/guardian(s) honor the phone use time restrictions previously listed. In the event of a family emergency, a parent/guardian can call the Switchboard at (203) 697-2400, and connect with Community Safety who will get a message directly to the student. Students may not use their smart phones at any time during evening study hours.

COMMON ROOMS

Because of the variations in architecture and size of upper form houses, the house advisers are responsible for clarifying the house rules for individual sixth form dormitories. The common rooms in third, fourth, and fifth form houses are closed during study hours on academic nights and are closed every night one-half hour after check-in. Guests entering common rooms designated for visiting in residential buildings during approved hours should sign in via REACH and sign out when departing the building. Common rooms are open to guests during the following times:

- from the end of the academic day (3:20 p.m. Monday, Tuesday, Thursday, Friday and Wednesday 12:50 p.m.) until 10 minutes before study hours.
- from noon until 10 minutes before curfew on Saturday.
- from noon until 10 minutes before study hours on Sunday.
- President’s Day, the Wednesday before Parents’ Weekend, and days when students return to campus from break.

LIGHTS OUT

Lights out on academic nights is at 10:45 p.m. for third formers and 11:00 p.m. for fourth formers.

Fifth and sixth formers — other than prefects — are to be quiet and in their own rooms after 11:00 p.m.

Students may request “late lights” from the House Mentor on duty if they need a little extra time to complete an assignment.

DORMITORY OCCUPANCY

No students may return to campus before their designated registration. Because our residential houses are unsupervised during vacation time and student support and services such as the Health Center and Dining Hall are unavailable, students may occupy their rooms only when school is in session. Please note that campus will be closed during Thanksgiving break as well as winter and spring vacations.

PERMISSIONS FOR BOARDING STUDENTS

DAY PERMISSIONS

Boarding students who wish to leave Wallingford or go to the Oakdale Theatre during the day must obtain permission from a form dean and sign out in the Deans’ Office indicating their times of departure and return, destination, and mode of transportation. Any student on a day permission should also sign out on the house log/REACH for the information of the House Mentor.

In general, underformers are not allowed to leave campus on academic nights to attend concerts, sports events, etc. Sixth formers may attend such events on academic nights only with prior permission from the form dean, only in the company of a parent/
guardian or faculty member, and only with the understanding that they will return before curfew.

Note: Students must travel to and from school-sponsored events in school transportation. They may neither be taken to an off-campus site nor return to campus or home with anyone else unless they have officially been released to a parent or guardian by the faculty member in charge of the trip. Other students wishing to ride with another student or their parent/guardian may not do so unless they have been given permission from the Deans’ Office.

Signing Out

Monday–Friday, during the class day, sign out in your form dean's office.

On Saturdays, students must call the Dean on Duty cell phone to make arrangements.

On Sundays, students must call the Dean on Duty cell phone to make arrangements.

Signing In

On Fridays, students on day permissions must sign in with the House Mentor on duty in their house at curfew.

On Saturdays, students who return from a day permission prior to 9:00 p.m. must sign in with the house mentor on duty in their house during the 7:30–9:00 p.m. early check in window. Students returning after 9:00 p.m. must sign in between 10:00 and 10:30 p.m. with the Dean on Duty in the Sanctum.

On all other days, students must sign in by 8:00 p.m. with the House Mentor on duty in the dormitory.

Note 1: Visits by boarding students to private homes within the town of Wallingford (homes not affiliated with Choate and homes owned by Choate families, both day and boarding) require an invitation from the adult host and permission from the student's parent or guardian to be given to the form dean's office.

Note 2: Students may not go to a concert, including those at the Oakdale, on a day permission without permission from their parent(s)/guardian(s). When a parent/guardian calls to grant permission, concerns about possible risks and behaviors often associated with concerts will be shared. Students attending concerts on a day permission must return to campus prior to curfew.

OVERNIGHT PERMISSIONS

Signing Out

Permission to leave campus overnight begins after the student’s last school commitment of the week. Obligations on campus, such as athletics commitments, must be fulfilled or excused before a student leaves for a weekend. A student who misses the last class before a long weekend or school vacation will be put on Bounds. Unauthorized early departure and/or early or late return to school will result in discipline, up to and including Dismissal.

Visits to places other than home require an invitation from the adult host who will assume responsibility for a student’s safety and wellbeing. Hosts should understand that the School expects adult presence throughout the stay of a boarding student in their home. A student may not stay in a residence or hotel room unless an adult, who is at least 25 years of age, is present. Students should understand that they must make personal contact with the supervising adult host and not just go to a general destination.

Before noon on Thursday, a student must start the weekend sign out process. Once the student submits required transportation and destination information in REACH, an email will be generated to inform their parent(s)/guardian(s) of the destination and, if needed, solicit permission. If not going home, the student must obtain the form dean's approval, which will be recorded on REACH, after presenting an invitation from the host. The house adviser will not approve an overnight permission unless the form dean has already done so. In all situations, students are on their honor to provide accurate information in REACH; failure to do so will result in discipline.

Third, fourth, and fifth form students may not make overnight visits to colleges unless they have specific permission from the form dean to visit a sibling who has invited them for a specific occasion (e.g. graduation). Such students may not take another Choate student as a guest.

Note 1: The School reserves the right to deny an overnight permission when circumstances deem it necessary.

Note 2: Students may not go directly from school to a concert, unless driven there by a Choate parent/guardian (not a car service, taxi, sibling, or friend) who then assumes responsibility for the student(s).

Note 3: The dormitories are closed during vacations. Students may not stay in their rooms unless school is in session. Students may not arrive to campus earlier than scheduled, nor may they stay after their final academic commitments unless given specific permission from their form deans.

REACH Sign Out Form

A student must have their sign-out approved on REACH by their form dean and parent/guardian. Prior to long weekends and extended vacations a House Mentor will also check students' rooms and will need to approve a student's leave on REACH. Students must depart from campus no later than 7:30 p.m. (or after their last school commitment, such as an athletic contest) on the day they are leaving campus and indicate on REACH that they have left campus.

Failure to sign out or complete the process on REACH for a weekend will result in a disciplinary response. Students who leave campus without any record of their destination will be in breach of the rule on curfew. If information about destination or method of travel is submitted inaccurately on REACH, the case may be heard by the Judicial Committee as a breach of the Honor Code. Students whose plans change after signing out and completing the sign out process on REACH must notify their form dean or the Dean on Duty immediately of the change in plans and thus the inaccuracies they submitted. Partial or incomplete sign-out procedures will result in disciplinary action.

A student must notify the House Mentor on duty in their house and the Dean on Duty if the student has signed out to be absent overnight and finds that, through a change in plans, they will be spending the night on campus.
LIFE AT CHOATE

VISITATION

Visitation is defined as a student entering a residential house or section of a dorm designated for the use by another gender.

REGULATIONS

1. During the academic day, entry into individual dorms is only granted to residents of that house. Visitation for non-house residents is permitted only during the following hours:
   - from 6:00 p.m. until 10 minutes before study hours on Monday through Thursday
   - from 6:00 p.m. until 10 minutes before curfew on Friday
   - from noon until 10 minutes before curfew on Saturday
   - from noon until 10 minutes before study hours on Sunday, President’s Day, the Wednesday before Parents’ Weekend, and days when students return to campus from break.

   Exceptions may be granted in specific houses. (e.g. the Tenney House lower level, where female students may pick up dry cleaning during posted hours.)

2. Students may visit in designated house common spaces without a House Mentor’s permission during the following hours:
   - from the end of the academic day until 10 minutes before study hours on Monday through Friday
   - from noon until 10 minutes before curfew on Saturday
   - from noon until 10 minutes before study hours on Sunday, President’s Day, the Wednesday before Parents’ Weekend, and days when students return to campus from break.

   (Note that due to variations in floor plans, some houses may require students to obtain permission to access certain common spaces.)

3. During visitation hours, visitation in a student’s room is allowed only with permission from a House Mentor.
   a. Visitors must have a host’s invitation and permission prior to visiting the host’s dorm/section of a dorm. The host student is responsible for greeting their guest in the common space and requesting permission from a House Mentor. If there is no House Mentor present, there can be no room visitation. House Prefects do not have the authority to grant room visitation permission.

4. Visitation applies equally to heterosexual students and to those who identify as gay, lesbian, or bisexual. In other words, a male identifying as gay would need visitation permission to visit a female friend in her room; additionally, a student’s sexuality would not prohibit the student from living with or visiting students of the same gender identity in their rooms so long as other school policies are observed. A transgender student’s visiting guidelines will be based on their gender identity.

   Violation of visitation regulations results, at a minimum, in Disciplinary Restriction. Students who violate room visitation regulations outside of visitation hours will, at a minimum, be placed on Disciplinary Warning.

   Note 1: The Dean of Students may determine that a visitation violation has occurred when students of mixed gender are found in an unsupervised area without specific adult permission.

   Note 2: Visitations also apply to guests and alumni.

   Note 3: Visitations for gender-inclusive houses on campus may operate under a modified system in order to create a healthy and safe environment for residents. The visitation model will be shared with all residents and advisers and agreed upon before visitation privilege is granted.

STUDENT ROOMS AND FURNISHINGS

ADVICE FOR THE START OF THE YEAR

What’s here and what to bring: Rooms are furnished with a bed, dresser, desk, chair, and wardrobe if there is no closet. Student rooms are an ample size for occupants and their belongings. In the event that students need to head home early or relocate on campus, the packing guidelines below will allow students to be more nimble with fewer belongings.

Bring the basics: A student will need at least two blankets or a warm comforter, four sheets (most mattress sizes are 36” x 80” x 4”), a mattress pad or cover, pillow, four towels, and a desk lamp. Please focus on essentials like a fan, warm weather clothing (for outdoor activities), bug spray, and a shower caddy (students will not be permitted to store items in bathrooms). Optional items...
may include an alarm, power strip (only one per student; extension cords are not allowed), book bag, or hair dryer.

*Note: Window blinds or shades are provided in all dorm rooms.*

**Sometimes it is wise to wait:** It is helpful for roommates to share ideas before finalizing room furnishings and decorations.

**FIRE SAFETY PROCEDURES**

1. Each dormitory is provided with a copy of *Fire Protection and Prevention at Choate Rosemary Hall.*
2. Dormitories and other school buildings are equipped with red pull box detector fire alarm systems. Dormitory systems are connected directly with the Wallingford Fire Department. Become familiar with the location of these boxes. Dormitories have additional fire protection consisting of standpipe and sprinkler systems. Ceiling-mounted aluminum ionization early warning detector alarms are sensitive enough to detect smoke and gases even in small amounts. Once smoke or fire is detected, the fire alarm is activated.
3. Each house has at least one fire drill per term, called and supervised by Community Safety. A student fire captain in each house assists the House Mentor in monitoring fire safety procedures and equipment.
4. A student who smells smoke or hears the fire alarm while in their room should follow these procedures: Feel the door. If the door is hot, stay put and signal out the window for help. If the door is not hot, leave the room, making sure the door is closed, but not locked. Remember—walk, be quiet, stay calm. Sound the nearest alarm, unless already sounded, and leave the house immediately through the nearest safe exit. Gather at the predetermined area for roll call.

*Note: Tampering with fire protection equipment is an unsafe practice (see p. 15) and sending a false alarm is against the law. Anyone who does so will be subject to appropriate disciplinary action.*

**FURNISHINGS AND DECORATIONS**

- Students are responsible for maintaining neat rooms throughout the week and for ensuring that the furniture and walls remain in good condition.
- Students are responsible for any damage to rooms or furnishings. Damage that has occurred must be immediately reported to the House Adviser and Facilities Services. Repairs are billed to parents/guardians. Any unacknowledged damage done in a residence by students (either individually or in a group) will be assessed, and the cost of repairs will be billed to the parents/guardians of each of the students in the residence.
- Additional furnishings (e.g. desk chairs) are not permitted.
- Furniture may not be exchanged between rooms.
- TVs and refrigerators are House Prefect privileges. On rare occasions, the Medical Director grants medical permission for a student to have a refrigerator. (If seeking medical permission for a refrigerator, contact the Health Center and ask for the appropriate form.)
- **Air conditioners are not permitted in student rooms. On rare occasions, the Medical Director grants medical permission for a student to have an air conditioner installed. (If seeking medical permission for an air conditioner, contact the Health Center and ask for the appropriate form.)**
- External monitors for computers may NOT be mounted on the wall, and must be small enough to be packed in a box for storage.
- **Pictures, banners, and small bulletin boards should be hung from the molding or attached to walls with tacks, pins, or adhesives approved by the School. Accepted mounting supplies are available in the Choate Store.**

*Note: Because the School has limited storage space, no school furniture may be moved out of student rooms without the specific permission of a House Mentor.*

**PERSONAL BELONGINGS**

The School cannot be responsible for the personal possessions such as bicycles, mobile phones, computers, iPads, cameras, etc.

**PERSONALLY OFFENSIVE MATERIAL**

Public display or sharing of materials that are considered offensive or degrade another human being is not permissible. Students may not keep pornography or gratuitously violent material in their rooms. A simple breach of this expectation is a matter of values clarification and education. Repeated offenses may lead to disciplinary action.

**ROOM SECURITY**

Student rooms have locks, but we recommend that personal possessions of significant value be left at home, since the School cannot be responsible for loss or theft. Parents/guardians might want to consider extending homeowner’s insurance to cover some items. Rooms should be locked when left unattended. It is strongly recommended that students not leave large sums of cash in their room. Students in possession of valuable travel documents (e.g. passports, visas, 1-20s) are encouraged to keep them in the Student Kiosk safe located in St. John Hall.

**SAFETY AND FIRE CODE REGULATIONS**

Students may arrange furnishings as they wish but must follow the safety regulations listed below:

- **Tapestries, posters, pictures, and other combustible wall hangings may not be hung in such a manner as to block exits from the room, electrical outlets, or heating vents. Nothing may be hung from ceilings or sprinkler pipes.**
- **All furnishings and decorations are to be kept clear (at least 3 inches) of wall switches, electrical outlets, and doorframes.**
- Fire regulations prohibit furniture in the hallways, in stairways and blocking doors and passages.
- Furniture should be placed so that it does not constitute a fire hazard by blocking egress or entrance. Wherever possible, beds must be visible from the doorway, and wardrobes must have the backs against the walls. In addition, beds must
be supported by the frames designed by the manufacturer and in accordance with clear safety procedures. Under no circumstances may beds be propped up on other pieces of furniture, windowsills, boxes, or other unsafe supports.

- Heat producing electric appliances (e.g. toasters, toaster ovens, electric blankets, microwave ovens, immersion heaters, space heaters), sun lamps, sun bulbs, halogen bulb desk lamps, torchiere style lamps, decorative light strands (twinkle lights), and other equipment that are potential fire hazards are not permitted.

  Note: LED light strips are permitted if they are installed in a way where they are not a trip hazard. LED strips do pull paint off the walls which damages the rooms, so students may be charged for any damage to the walls when strips are removed. We recommend the use of painter’s tape prior to applying LED strips to the walls to decrease the chances of any damage to the room.

- Keurig machines are permitted in student rooms. Hot pots, steam kettles, and irons are permitted but may only be used in common spaces (bathrooms, common rooms, and kitchenettes) and **must be unplugged when not in use**.

- Where conditions warrant, electric fans are allowed.

- Hair dryers, hair straighteners, and hair curlers are permitted and **must always be unplugged after use**.

- Electric coolers are not permitted. Permission for refrigerators will be granted to students other than prefects, nor will exceptions be made for acne medication or for ice for minor injuries. On rare occasions, the Medical Director grants permission for a student with chronic medical conditions, such as diabetes, to have a refrigerator in their room. (If seeking medical permission for a refrigerator, contact the Health Center and ask for the appropriate form.)

- Electrical extension cords are not permitted in dorm rooms. Where necessary, power strips with built-in surge protectors may be used and placed so they do not cause short circuiting, fire, or tripping hazards; only one per student will be allowed. Connecting multiple power strips (daisy chain) is not permitted. Power strip cords cannot be placed under rugs, across doorways or taped in place.

- Candles, open-flame devices, or burning incense are forbidden in the house and are a Probation- or Suspension-level offense.

- Corridor doors and fire exits are to be kept closed and never held open by wedges, chairs, etc.

- Tampering with smoke detectors in a residence is illegal and anyone who does so will be subject to appropriate disciplinary action.

- Fire extinguishers and emergency lights should be handled only in emergencies. (For further information on fire safety, consult the handbook, *Fire Protection and Prevention at Choate Rosemary Hall*, which will be made available in each dormitory.)

  Note: During vacation shut-down, staff from Community Safety or Facilities Services may enter student rooms to check for safety code violations or maintenance conditions.

**VIDEO GAME DEVICES**

Third form boarding students are not allowed to have external game systems, i.e. any electronic video game device that is remote or separate from a laptop or desktop computer.

**III. DAY STUDENTS**

Director of Day Students: MaryLiz Williamson: mwilliamson@choate.edu, (203) 697-2081

Day students must meet all school commitments (classes, conferences, school service, athletics, extracurricular commitments, special programs, school, and form meetings). They are to be on campus for their first commitment and to remain on campus through the last commitment. (Unexcused absences are a serious matter; repercussions are described on p. 26.)

**ADVISERS**

The Choate Rosemary Hall Student Life Adviser is the faculty member who is primarily responsible for ensuring that all of their advisees feel valued and safe, and have frequent and meaningful interactions with adults. Student Life Advisers support students with academic, extracurricular, and personal matters and ensure that each is connected with the broader Choate community. In a residential community, all faculty members are expected to play a role in the total life of the student; the quality and depth of relationships between the adults and students who live and work together enrich the Choate Rosemary Hall experience. Choate expects that Student Life Advisers will have regular contact/conversations with students and will be the primary contact for families with the School.

**ABSENCES**

Medical and dental appointments should be scheduled for vacations or weekends. If students are ill and unable to attend classes, parents/guardians should call the appropriate form dean office between 8:00 a.m. and 8:45 a.m. After a medical absence of more than two days, students must check in at the Health Center. Day students are responsible for contacting their teachers about the absence and for keeping up with all work they miss and any work that may be assigned during their absence.

**CARS**

Refer to pp. 21–22 in the Rules and Regulations section.

**DAY PREFECTS**

Day Prefects provide support in particular to third form day students and all new upper form day students by making contact prior to the start of the school year, connecting with them and monitoring them at various points in the school year, and serving as resources and role models. As student leaders, the Day Prefects will help guide new day students through the transition into the School community and will be one extra set of eyes to help advisers, teachers, and deans provide the support that new day students need.
LOCKERS
Day students will be assigned lockers in St. John Hall. All students will receive locker assignments at the beginning of each year. Personal locks are not needed as these lockers come with built-in combination locks.

MEALS
See Meal Hours on p. 55.

MESSAGES
Should an emergency arise during the class day, parents/guardians should contact the appropriate form dean’s office. After hours, contact the Dean on Duty (203) 430-1659 or (203) 430-0649. Should an emergency arise wherein classes are cancelled, day students should check their email for information. Emergency messages will also be sent through the Rave Guardian system.

PERSONAL BELONGINGS
The School cannot be responsible for the loss or damage of personal possessions such as bicycles, mobile phones, computers, iPads, cameras, etc.

SCHOOL REGULATIONS
While on campus or in the company of boarding students, day students are under the jurisdiction of the School and are subject to all the same school rules and regulations as boarders.

Day students are to leave campus as soon as school activities end (9:30 p.m. on academic nights; 11:00 p.m. on Friday and Saturday nights). If a day student’s mode of transportation will result in a departure of campus after these times, the individual should call and notify the Dean on Duty prior to curfew. Questions should be directed to the Director of Day Students.

House visiting rules also apply to day students. Day students are not to be in dorms during evening study hours (unless they are in a dorm space receiving extra help from a teacher) or after curfew. Being in a dormitory or elsewhere on campus without permission an hour or more after curfew or before 6:00 a.m. is considered a gross curfew violation (see pp. 15–16) and is grounds for Probation or Suspension.

SCHOOL CANCELLATIONS
Although school rarely closes, in severe weather day parents/guardians should use their own discretion when deciding whether or not to let their student drive to school. Parents/guardians should call their form dean assistant to let the School know that their student has stayed home due to the severe weather. Day students should check their email for special announcements of school closings or other cancellations.

When inclement weather prevents day students from traveling to campus safely, day students may make arrangements with their teachers to attend class remotely. Please note that teachers are not permitted to accommodate requests for students to attend class virtually except for reasons specified and approved by the school (i.e. inclement weather, COVID-19 isolation protocols).

STUDY SPACE
Day students may use the Library, common spaces in academic buildings, and spaces in St. John Hall to do their work during free periods and after school, but these are considered study areas, not storage space for day students’ belongings.

IV. LONG WEEKENDS
Long weekends are scheduled near the midpoint of each term. During these weekends, classes do not meet, athletic contests are played only in the rarest of circumstances, and many students and teachers depart campus. Single mentor houses, academic buildings, and most student-centered administrative offices close for the weekend. As the Deans’ Offices close, one dean is on duty throughout the weekend. Students who choose to remain on campus for all or part of the weekend attend a mandatory meeting with the dean at the beginning of the long weekend. The dean will discuss day permissions, curfews, and special schedules; the Student Activities staff will review the program for the weekend, which includes day trips, local shuttles, and mug nights. Although the Pratt Health Center is closed for the fall and spring long weekends, a member of the Health Services staff is on call.

CURFEW
Curfew is at 10:30 p.m. each evening, except for the night students return to campus. On that evening, curfew is 9:30 p.m. At the end of a long weekend, students are expected to return to campus by 8:00 p.m. and to contact the House Mentor on duty in their dorm, as well as the Dean on Duty by 8:00 p.m. If travel complications will delay their return to campus.

HOMEWORK
Teachers may not assign papers over long weekends and may not schedule tests for the first class day after the weekend. Additionally, teachers are discouraged from giving homework assignments over the fall long weekend; however, if they must, then they may not assign more than one night’s assignment.

ALTERNATE HOUSING
Students planning to remain on campus for a long weekend must go to their dean’s office to sign in for the weekend and should let their head of house know their intentions well in advance of the weekend. Single mentor houses close on long weekends. Multi-mentor houses remain open unless only one student plans to remain on campus, in which case a House Mentor may request to close the house assuming the student would be better served by not having to spend the weekend alone in an otherwise empty house.

When students remaining on campus for long weekend are displaced, the resident house mentor, not the student, is responsible for arranging alternate housing. The House Mentor should check to find out where the student would be most comfortable.
DINING HALL HOURS

Departure day:
Breakfast and Lunch: regular schedule
Dinner: 5:30 – 6:30 p.m.

During the Long Weekend:
Continental Breakfast: 8:00 – 9:30 a.m.
Lunch: 11:00 a.m. – 1:00 p.m.
Dinner: 5:00 – 7:30 p.m.

Return day:
Continental Breakfast: 8:00 – 9:30 a.m.
Lunch: 11:00 a.m. – 1:00 p.m.
Dinner: 5:00 – 7:30 p.m.

V. SPECIAL OCCASIONS

Some special occasions are reserved for Choate Rosemary Hall students only. No outside guests may be invited to: the Holiday Ball, First Hurrah (fifth and sixth form students only), Last Hurrah (sixth form students only), and Three/Four Ball (third and fourth form students only).

VI. SPECIAL PROGRAMS

CHOATE ICAHN SCHOLARS PROGRAM

Jorge Olmo, Director of the Choate Icahn and Gakio-Walton Scholars programs, and Tiffany Rivera, Choate Icahn Scholars Adviser, provide counseling, advice, and support to students in the Choate Icahn Scholars Program and are supported by other members of the Choate Icahn and Gakio-Walton Scholars Programs Committee.

GAKIO-WALTON INTERNATIONAL SCHOLARS PROGRAM

Jorge Olmo, Melissa Koomson, and Tim Eash provide counseling, advice, and support to students in the Gakio-Walton International Scholars Program and are supported by other members of the Choate Icahn and Gakio-Walton Scholars Programs Committee.

INTERNATIONAL STUDENTS

Director of Global Engagement, Ashley Sinclair, provides counseling, advice, assistance with visas and passports, and other types of support for international students.

EQUITY AND INCLUSION

The Equity and Inclusion team is a team of seven: Dr. Rachel Myers (Dean of Equity and Inclusion); Jillian Forgue (Associate Dean of Equity and Inclusion for Student Programming and Support); Cindy Okrah (Associate Dean of Equity and Inclusion for Faculty and Curriculum Support); Melissa Koomson (Director of Community Service); Michelle Thompson-Taylor (Chair of Driving Equity at Choate); Jorge Olmo (Director of Icahn & Gakio Walton Scholars); and Rev. Aaron Rathbun (Director of Spiritual Life). The Equity and Inclusion team helps the school live out its mission and values by providing support, advice, advocacy and community programming (on and off campus) that promotes and strengthens diversity, equity, and inclusion.

As we enter the 2023-2024 academic year, we look forward to continuing to engage with the Choate and local community in meaningful ways. This academic year, the Equity and Inclusion team will prioritize: the action implementation items of the new Strategic Plan for the benefit of the whole community; welcoming new faculty, staff and students on campus; and maintain support for affinity groups and clubs across the community.

VII. SUSTAINABILITY AT CHOATE

STATEMENT ON SUSTAINABILITY

At its core, being sustainable requires that, in meeting our needs, we do not decrease the potential of current and future generations to meet their needs.

Choate Rosemary Hall’s essential mission is the education of young people so they become informed, active, and responsible members of the world community. To ensure our students gain a fuller awareness of that world and their impact on it, we incorporate sustainability into the life of the School, with emphasis on three overarching areas: curriculum, student life, and school operations.

CURRICULUM

Understanding the long-term impacts that our actions have on others, resources, the environment, and quality of life requires a strong foundation in the sciences, humanities, and the arts.

Sustainability in the context of the curriculum is defined as subject matter that promotes environmental literacy—the ability of students to understand the natural world, and to critically examine policies, statements, predictions, and results related to the impacts that humans have on the environment.

Some of the topics in courses that meet this definition include ecology and other environmental sciences, environmental ethics, economics, policy, and history, and the portrayal of nature in literature and the arts. Individual courses and programs of study that incorporate multiple disciplines are particularly valued.

STUDENT LIFE

High school years are a time of growth, exploration, and discovery; they are a transitional period during which young adults acquire the skills, develop the habits, and gain perspectives that influence how they will live their lives and interact with the world around them. As our students navigate this period in their lives, we provide them with opportunities to engage physically and intellectually with that world and to develop a perspective on the connections between local actions and global consequences.

Sustainability in the context of student life is defined as the organizations, events, and initiatives we offer our students outside of the classroom through which they educate community members, promote environmental awareness, and practice sustainable living.
SCHOOL OPERATIONS
Sustainability in the context of school operations is defined as school-wide practices and policies that minimize the use of energy, water, and other resources as well as the production of waste while supporting and improving the long-term viability of the institution. Managing the long-term impacts that Choate has on its students, others, resources, the environment, and quality of life requires the collaboration of various groups including students, trustees, senior administrators, faculty, staff, the Financial Office, Information Technology, Human Resources, and Custodial, Dining, and Facilities Services.

As we work to achieve the goals inherent in this three-pronged approach, Choate is committed to: teaching ourselves even as we learn from others what it means to be socially, economically, and environmentally responsible; challenging community members to take personal responsibility for individual and collective actions; modeling sustainability education for K-12 institutions; and promoting sustainability locally and globally. In so doing, we hope to guarantee that present and future students can enjoy the beauty, diversity, and resources of the Earth for generations to come.

SUSTAINABILITY COMMITTEE
Our Sustainability Committee consists of faculty, staff, and key vendors (food service and environmental services) and is co-chaired by the Sustainability Director, Katrina Linthorst Homan, and the Director of Facilities, Ben Szalewicz. This committee is charged with promoting sustainable living and providing education and guidance to the School and the community on how to incorporate sustainability into every decision made. The areas of concentration include but are not limited to: energy (electricity, fuel, and natural gas) and water consumption and conservation; recycling; reduction of consumption of natural resources, and composting of food waste.

C-PROCTORS
The Conservation Proctors, or C-Proctors, comprise the student environmental task force on campus and consist of a group of dedicated students who work with the Sustainability Director to promote sustainability on campus. Students are selected through an application process in the winter term. The C-Proctors focus on engaging the student body on sustainability via education and outreach through a variety of events and campaigns around campus.

At any time during the year, students may join the student-run club, Environmental Action Coalition (EAC), that promotes the environment and sustainability.

LIVING SUSTAINABLY ON CAMPUS
When moving into the dorm, students should follow these suggestions in order to be more sustainable: 1) buy compact fluorescent or LED bulbs, as they use 75% less energy than incandescent bulbs, and they last longer; 2) use Energy Star model appliances for printers, computer, and lamps, and consider not bringing a printer at all as there are many locations around campus to print; 3) recycle all packaging as you settle into your room; 4) use paper made from at least 50% recycled pre-consumer or post-consumer waste, and also look for paper that is processed acid- and chlorine-free; 5) bring reusable coffee mugs, water bottles, plates or Tupperware, and use metal-ware instead of disposable plastic utensils. House Mentors can help with specifics.

Choate Rosemary Hall does not support the purchase of bottled water. All dining hall food waste is composted. Compost receptacles can be found throughout the campus in areas where food is served. While composting is a great way to deal with food waste, everyone is asked to make an effort to produce as little food waste as possible in order to help conserve natural resources. In addition, the School has banned the use of Styrofoam as food containers and discourages its use for packaging materials. Balloons are not allowed at school events.

Choate Rosemary Hall is a community that encourages its students to conserve both energy and water. Here are a few tips: 1) turn off lights and other electronics and unplug chargers when not in use — using a power strip is a good way to do this; 2) keep lights off during the day when there is enough natural daylight available; 3) follow school temperature guidelines for heating and air conditioning where controls are available; 4) turn off the water when brushing your teeth and washing your face, take shorter showers, and report leaking faucets and running toilets to the House Mentor.

Note: *Air conditioning is not permitted in student rooms.

RECYCLING
Recycling receptacles are available all around campus both inside and outside—larger multi-purpose receptacles can be found in halls, common areas, and entryways as well as along paths. In classrooms, all recyclable material is to be placed in the blue bin provided. In dormitories, every room is provided with a blue bin, and containers and bags for recycling are provided in every dormitory common room. Recyclable items should be placed in the blue bags that are provided before being placed in the large outside trash receptacles.

When moving out of the dorm at the end of the school year, students are asked to recycle everything that is recyclable. The community also collects gently used items that can be donated to charities or other schools or organizations in need or also reused on our campus the following year. This includes but is not limited to: plastic hangers, clothes, shoes, unopened food items, working electronics, certain furniture items, empty binders, school supplies, and books.

To recycle the following items, place them in a blue trash bag and then into the marked containers around campus.

Glass, Metal, and Plastic - Food and Beverage containers:
- Clear, green, and brown glass - NO CAPS AND NO BROKEN GLASS
- Aluminum foil and containers such as from take-out food – MUST BE RINSED CLEAN
- Aluminum, steel, and tin cans – MUST BE RINSED CLEAN
- Plastic #1 through #7 – MUST BE RINSED CLEAN
Paper products:
- White and color paper
- Newsprint, magazines, catalogs, and junk mail
- Newspaper include all inserts delivered with the paper
- Cardboard (all boxes must be flattened)
- Boxboard, cereal and pasta boxes, beverage cartons
- Pizza boxes (must be empty)

Common food containers NOT recycled: Styrofoam

Electronics recycling: (containers are available in several locations around campus; contact a C-Proctor or the Sustainability Director for more information)
- Batteries
- All electronics including cell phones, computers, and anything with a plug
- Compact fluorescent bulbs

Other recyclable items – collected by other vendors:
- Metal coat hangers and plastic bags from dry cleaning - Place in E&R recycling boxes in dorms
- Plastic grocery bags - place in designated containers around campus

CARPOOLING
Carpooling is a highly recommended option for day student transportation to and from the Choate campus as well as boarders traveling to and from home for holidays. Carpooling saves both time and resources. Students and parents are encouraged to use the directory on the portal to organize carpools by location.

VIII. EXTRACURRICULAR ACTIVITIES

BLUE CARDS
The “blue card,” an internal record of extracurricular activities, awards, honors, and other information about participation in the life of the School, is maintained for every student. Students are urged to notify their form dean’s office of all extracurricular involvement so that this information can be kept current.

LEADERSHIP

LEADERSHIP POSITIONS
Because of the large time commitments of some leadership positions and/or the conflicts that could arise because of scheduling or other factors, students may not hold the following positions simultaneously:
- positions on the Student Council and Judicial Committee
- positions on the masthead of The Choate News and either the Judicial Committee or the Student Council
- positions on the Peer Educators, Assessment Team, or Student Council and Head C-Proctor
- positions on the Judicial Committee and the Assessment Team
- positions on the Judicial Committee and Peer Educators
- positions on the Peer Educators and the Assessment Team
- editor of The News and a position on either the Peer Educators or the Assessment Team

STUDENT LEADERS AND DISCIPLINE
For information about discipline of students in leadership positions, refer to p. 16 in the Rules and Regulation section.

CHOATE LEADERSHIP INSTITUTE
The Choate Leadership Institute (CLI) is the vehicle with which we train our identified student leaders. Its purpose is to prepare students for their specific leadership roles in a centralized and focused organization, creating a retreat-like atmosphere as much as possible. Its broader mission is threefold:
- to present leadership philosophies and models based on personal integrity, moral courage, and commitment to larger communities;
- to provide students with the skills and resources to be effective agents for their peers and for the adults in the community; and
- to instill in our student leaders confidence, competence, and conviction.

The Director of Residential Life coordinates the CLI. The structure of the CLI is an intensive workshop emphasizing leadership philosophy and leadership skills. It is comprised of different sessions that include defining a philosophy of leadership, specific job skills and responsibilities, team-building games, role plays and challenging case studies, speaking skills, and individual reflection and planning. Prefects, Student Council representatives, Judicial Committee members, Pathways and International Student mentors, and Team Captains participate in CLI prior to the start of the school year and attend group leadership sessions and are trained specifically to meet the demands of their particular roles and learn more about the responsibilities and challenges that come with them.

STUDENT COUNCIL
The Student Council provides a democratic forum where students can address school-related topics. It maintains communication among students, faculty, and administration and plans, conducts, and oversees social functions and community matters that concern students. The Council is made up of elected members from each form. The Student Council President meets regularly with the Dean of Students to discuss student matters. The Dean of Students and form deans oversee the election procedures for major student offices and reserve the right to screen the list of candidates for office. Proposed policy changes are recommended to the Dean of Students.
Constitution: The Student Council constitution contains guidelines and procedures for the Council. Copies may be obtained from the Dean of Students' Office.

Council business: Representatives inform students as to the actions and deliberations of the Council. Designated members speak about Council business at form and school meetings.

Agenda: If you wish to have items of business put on the agenda, contact the president of the Student Council.

GOLD KEY SOCIETY
Gold Key was founded in 1953 and students have been giving campus tours to prospective families ever since. Gold Key students hold the key to “open the doors” of the School, both figuratively and literally — hence the Gold Key name!

The Gold Key Mission
Each year approximately 200 students serve as ambassadors of the School by giving admission tours to prospective students and their parents and by representing the School at admission-related activities. The tour is the first—sometimes the only—impression a student and family get of the School. The tour is a critical part of the admission process not just for the prospective families but also for the School.

Students may apply for the Gold Key Society during the spring term. This will include an application which is reviewed by the Admission Office to make sure the student body is fully represented: academics, athletics, arts, boarding and day students, geographic diversity, and clubs. Approximately 60-80 new tour guides are added each year, dedicating one free block a week to the program and helping with additional volunteer opportunities when special needs arise.

CLUBS LIFE

CLUB LIFE AT CHOATE
Clubs and organizations are an integral part of the Choate community. They exist to provide opportunities to continue education outside of the classroom. Choosing to be involved is a great way to enhance social, interpersonal, problem solving, and many other important life skills. At the beginning of the school year, students have opportunities to explore, express interest, and enroll in clubs and organizations, either at the Involvement Fair or at specially arranged after-school meetings.

CLUB PROCEDURES
For more specifics about club life, please reference the Student Club and Adviser Manual via the student portal. This document has been developed to assist students, advisers, and the community with all relevant policies, procedures, and services related to clubs.

A) Recognized Clubs
The authority to officially recognize clubs is held by the Student Activities Office and the Student Committee of Programming and Engagement (SCOPE). Recognition carries with it the obligation on the part of the club to subscribe to the rules and regulations set forth by the Student Activities Office, SCOPE, and the School. Clubs which are recognized will be eligible for a variety of privileges, including:

- Ability to reserve rooms for meetings and events
- Ability to advertise meetings and events
- Ability to receive funding from the Student Activities Office
- Ability to recruit new members
- Access to resources provided by the Student Activities Office

B) Club Proposal Process
The Student Activities Office and SCOPE will review applications for recognition from student groups wishing to be granted club recognition. Before official club recognition is granted, students must develop a mission statement and conduct an organizational meeting to gauge sufficient interest. While the School, acting through SCOPE, may approve official club recognition for a group, this recognition does not necessarily imply School support for the point of view taken by the club. If a club — either by its creation, membership, or activities — creates inappropriate disruption of the school community, the School reserves the right to revoke its status as a club.
I. ACADEMIC PROGRAM

DEPARTMENT HEADS

Arts
Matthew McClean

English
Mark Gosztyla

History, Philosophy, Religion & Social Sciences
Kyra Jenney

Languages
Charlie Fuentes

Mathematics & Computer Science
Andrea Sorrells

Science
Kevin Rogers

CURRICULUM AND PLANNING

Choate Rosemary Hall’s comprehensive curriculum fosters broad exposure in all disciplines, while also offering students an opportunity to discover and pursue special areas of interest. The School expects students to avail themselves of the richness of this curriculum; nonetheless students need to understand that they cannot do everything; they must learn to make choices. As they make these choices, students are expected to enter fully into the educational process by making academic responsibilities their first commitment. Thus, as students plan their time at Choate, in consultation with their parents/guardians, Student Life Adviser, a dean, and, at the appropriate time, a college counselor, discussions must include considerations of balance and rigor as well as adventure. Students are encouraged to pursue their passions in a manner that helps them to manage their commitments here in a successful, fulfilling way.

Academic department heads are responsible for this placement. For complete information see the 2023-24 Course Catalogue.

EDUCATIONAL RECORDS POLICY

Choate Rosemary Hall protects the privacy of students. Only faculty and officers of the School have access to a student’s academic record. No other person may have access to this information without written authorization or a legal order.

Admission recommendations are removed from a student’s file after the student enrolls.

DIPLOMA REQUIREMENTS

The 2023-24 Course Catalogue sets forth the requirements for a diploma or, in the case of postgraduate students, the Certificate of Study. Questions may be directed to the Registrar, the student’s form dean, the department head, or in cases involving special programs or exceptions, to the Director of Studies.

Diploma: To receive a Choate Rosemary Hall diploma, a student must:

- satisfactorily complete the required courses (as listed in the Course Catalogue);
- complete the course load requirement of five full-credit courses each term. This means a four-year student should have a total of 60 course credits to earn a diploma, with no one ever falling below a total of 58 course credits. Music ensembles (with the exception of Chamber Chorus and Symphony Orchestra) and Dance Company (DA910) do not count towards this course credit count.) Three, two and one-year students are to have equivalent course loads;
- avoid accumulation of excessive absences; receiving more than six absences (excused or unexcused) may mean a student does not earn credit for the given course;
- fulfill the Health and Wellness requirements;
- fulfill the athletic requirements; and
- fulfill the Community Service requirement.

Certificate of Study: Postgraduate students, those holding diplomas from other secondary schools, are eligible for a Certificate of Study. The certificate states that they have completed an approved course of study at Choate Rosemary Hall. Such students are considered sixth formers and must meet all expectations of credits, course load, and program balance. They must take three terms of English, unless exempted in the spring by the department, and one term of art.

GRADUES, REPORTS, AND TERM-END EXPERIENCES

Grades and reports from teachers and Student Life Advisers are produced three times a year, at the end of each academic term. The most recent term’s information is made available to parents/guardians via the Parent Portal of the School’s website at specific points in the academic cycle.

Parents/guardians can access additional information about their student at any time via this portal. Specifically, the link entitled “Student’s Information” directs parents/guardians to a page that provides access to their student’s schedule, term reports, grades, and profile. They can also access a Report Card, which provides a one-page view of courses, grades, athletics, music lessons, school service assignments, Gold Key, Deans’ List, prizes and more.

Grades are given on an A through F rating with (+) and (-) indicators. D- is the lowest passing grade.

Term-End Experience occurs at the end of some academic terms. Courses are assigned a time for their final meeting based on the block in which they meet. Students are expected to stay through the final meeting slot.

DEANS’ LIST

A student who is taking a minimum of five full-credit courses or four courses and a Senior Project and who earns a grade point average (GPA) equal to 3.5 or higher with no grades below B is named to the Deans’ List for the term.
ACADEMIC WARNING

A student who earns a grade point average (GPA) below 2.0 or has any one grade below C- is placed on Academic Warning. A student who drops to four courses in a term is also placed on Academic Warning. Students who have been on Academic Warning over a period of time and those who are on Academic Warning at the end of the winter term will likely have their reenrollment contract for the following year put on hold. Such students’ cases will be reviewed at the end of the spring term.

PASS/D/FAIL GRADE OPTION

Any student may, with the approval of the Director of Studies, take one or more courses on a pass/D/fail basis. A student taking a course pass/D/fail assumes all the normal responsibilities of a class (attendance, assignments, testing) but receives a grade of either pass (P), D, or fail (F).

A student who wishes to pursue P/D/F status in any given course should approach their form dean, who helps to understand the student’s situation and reasons for considering changing status to P/D/F. The dean then informs the teacher of the course, the department head, the Student Life Adviser, the college counselor (if applicable), and the Director of Studies, explaining the reason for the request and asking for input from all. (The form dean communicates appropriately with the parent(s)/guardian(s) about this matter and shares their thinking as well.) After that input has been gathered, the form dean speaks again with the student about the request, providing an opportunity for further conversation. If, after assessing this input, the student still wishes to convert to P/D/F status, the Director of Studies processes that request and informs all appropriate parties, including the Registrar’s Office and, when appropriate, the College Counseling Office.

Timeline and details:
The deadline for applying for P/D/F is the final regular class meeting of the term (i.e. not including the Term End Experience class meeting)!. If extenuating circumstances arise after this deadline, a student may request an exception by speaking to the form dean or Director of Studies, who will approve such requests as circumstances warrant.

- Students who go P/D/F in a two-term or year-long course may remain in that status for subsequent terms unless they request a change.
- A student who has a course designated P/D/F may change the designation of that course back to letter-grade status up until the last regular meeting of the class in question in any term of the course (i.e. not including the Term End Experience class meeting). To do this, the dean sends an email to everyone involved in the original decision stating that the student wishes to revert from P/D/F status to letter-grade status.
- A change to P/D/F status is not intended, nor should a student interpret it as approval to work less diligently in any class. The student should expect to complete all assignments and engage fully in the course.
- A student who does not earn five letter grades in a given term is not eligible for the Deans’ List.
- A student may request to return to P/D/F status after taking a grade in the prior term(s).

For a sixth former who has applied to college: After the Director of Studies approves the change in status to P/D/F, it is the student’s responsibility to discuss with their college counselor whether there is need to share this information with the appropriate colleges. The student making the request should be aware that occasionally a college that has accepted a student does not support the change in status to P/D/F.

The Director of Studies must approve any exception to this policy.

A student who receives an F in a term-long course that is a diploma requirement has not fulfilled the requirement.

A conversation regarding a change to P/D/F status begins with the form dean who discusses with the student the intent of the policy as well as the student’s reasons for considering changing status to P/D/F in a given course. If the dean determines this is an appropriate request, they contact the teacher of the course in which P/D/F is being considered, the department head, the Student Life Adviser, the college counselor (if applicable) and the Director of Studies, explaining the reason for the request and asking for input from all. (The form dean communicates appropriately with the parent(s)/guardian(s) about this matter.) The Director of Studies makes a decision when all pertinent information has been collected and reviewed and the dean informs the student and Registrar of that decision. The student making the request must understand that this process can take some time.

Any exception to this policy must be approved by the Director of Studies.

AUDIT

Fifth and sixth form students may audit a course that is over and above the normal course load with the approval of the teacher, form dean, Student Life Adviser, department head, college counselor (if applicable), and Director of Studies. The student must audit all terms of the course, attend all classes, participate actively in class discussions, and complete all homework assignments. The student has all the responsibilities of a class member except for major assessments as determined by the teacher. Although the course appears on the student’s transcript, credit is not awarded for the course and no report is written. The deadline for applying for the audit option is the end of the first week of classes in a term course and no later than one week after the first midterm in a two-term or year-long course.

Auditing a course for no credit has limited advantage to the vast majority of students, so such a request should be carefully considered. A student who is thinking about auditing a course should review the Pass/D/Fail option before making a final decision.

Any exception to this policy must be approved by the Director of Studies.
HOMEWORK

Homework is designed to be a learning experience that students are well-prepared to undertake independently of the teacher. In some cases, it offers an opportunity to practice, extend, and enhance the learning that occurs in class. In other cases, this dynamic is reversed and class time is reserved for students to practice, extend, and enhance the learning that the homework was intended to impart.

Homework is also an essential component of the partnership between teacher and student. Indeed, given the diversity of abilities, interests, and rates of development among students, some assignments for some students may take longer than what the teacher expects. Timely communication with the teacher when this occurs, seeing the teacher for extra help outside of class, and approaching each assignment with earnest and undivided attention are important student responsibilities. Students should also be aware that sometimes an added investment in homework early in a course will pay important dividends later on as an understanding of a given course’s homework structure, content, and goals become a part of the student’s own study routine.

Should a student feel overwhelmed by the homework load in a given course, it is important for that student to speak to the teacher, describing the particular challenges of the situation. After implementing the teacher’s homework suggestion, if the student still feels the load is somehow inappropriate, the student should again discuss their concerns with the teacher. After taking these steps, should further assistance be necessary, the student may then take their concerns to either their Student Life Adviser, the relevant department head, and/or the Director of Studies.

GUIDELINES

Because Choate students and faculty juggle multiple responsibilities, in order to be successful, their courses and work flow require careful planning and open communication. All MAJOR assessments should be announced to students at least a week in advance and that at the beginning of a given week, students have a sense of the sequencing, amount and flow of their academic responsibilities outside of class.

Homework is also an essential component of the partnership between teacher and student. Indeed, given the diversity of abilities, interests, and rates of development among students, some assignments for some students may take longer than what the teacher expects. Timely communication with the teacher when this occurs, seeing the teacher for extra help outside of class, and approaching each assignment with earnest and undivided attention are important student responsibilities. Students should also be aware that sometimes an added investment in homework early in a course will pay important dividends later on as an understanding of a given course’s homework structure, content, and goals become a part of the student’s own study routine.

Should a student feel overwhelmed by the homework load in a given course, it is important for that student to speak to the teacher, describing the particular challenges of the situation. After implementing the teacher’s homework suggestion, if the student still feels the load is somehow inappropriate, the student should again discuss their concerns with the teacher. After taking these steps, should further assistance be necessary, the student may then take their concerns to either their Student Life Adviser, the relevant department head, and/or the Director of Studies.

100–200 level courses:

- Up to 45 minutes of work may be assigned between class meetings, with a maximum of 2½ hours per week.
- During weeks when students are working to prepare a larger assignment (e.g. a test, project, or paper) the weekly maximum should be 3 hours.
- Courses should have no more than four such weeks per term.

300-level+ courses:

- Up to 60 minutes of work may be assigned between class meetings, with a maximum of 3 hours per week.
- During weeks when students are working to prepare a larger assignment (a test, project, or paper) the weekly maximum should be 4 hours.
- Courses should have no more than four such weeks per term.

GROUP PROJECTS

When group projects are assigned, teachers are encouraged to provide class time for student collaboration, as student schedules can make it difficult for them to meet outside class time.

WEEKENDS

Weekend assignments should not be longer than weekday ones.

Family Weekend/Fall Long Weekend

- Teachers may assign homework on the Thursday before Family Weekend for the next class meeting, which will either be Friday or Saturday depending on the block. The homework assignment should be no longer than 45 minutes total.
- No papers may be assigned and no tests should be given on the first class day back from any long weekend.
- Teachers are encouraged to give no homework assignments over the fall long weekend, but if they do, it may be no more than one night's assignment.

Winter and Spring Long Weekends

See p. 39.

President’s Day

- Teachers should not require work to be submitted on President’s Day — it should be due at the next class meeting;
- Teachers should not give a double or extended homework assignment over President’s Day; it is expected that students and faculty take a genuine academic day off during President’s Day, so all assignments should simply be pushed back by a day.

EXTRA HELP

Teachers are expected to provide extra help to students who are seeking additional guidance or are experiencing difficulties in their courses. A teacher also has the option of requiring a student who is struggling to come for extra help. Although extra help may be initiated by the teacher or the parent/guardian, in the best-case scenario it will be initiated by the student who actively asks for assistance with a given topic or concept.

POINTERs REGARDING EXTRA HELP

- Students are made aware of a teacher’s expectations and availability for extra help at the beginning of a course. This permits students to plan appropriately for extra help.
- Students should come to extra help sessions with specific questions and having prepared independently beforehand.
- A principal goal of extra help is self-sufficiency.
- Ideally, extra help is the most beneficial to a student when it occurs well in advance of an assessment rather than the night before.
- Extra help should always occur in addition to focused individual homework on the part of the student, not as a replacement for this kind of study.
• Students can email teachers with questions, but teachers are not expected nor required to respond after 9:00 p.m.
• While technology can facilitate extra help, it should not replace face-to-face student-teacher interactions outside of the classroom.
• As noted above, a teacher can require a student who is struggling to come for extra help.

MAJOR ASSESSMENTS
A student is not expected to have more than two major assessments on an academic day. If the assignment of due dates results in more than two such assessments on a given day, the student can work with a teacher to change a due date. The new date should be at a time that works for both the teacher and student.

Sometimes a student can plan well enough in advance for multiple assessments and so chooses to sit/submit/complete more than two major assessments on the same day. We leave this decision to the student; however, we do recommend that, as a student weighs such a choice or considers which assessment it might be best to move, they confer with their adviser. Such consultation will help the student understand what sorts of assessments are considered to be “major” and also how to go about approaching a teacher with a request for a change of date. Students are prohibited from inappropriately rescheduling assessments, repeatedly asking the same teacher for such changes, or requesting a change of due date with inadequate warning to the teacher. A student who feels continually challenged by time management should seek support from their Student Life Adviser, form dean, or the adults in the Teaching and Learning Center.

TERM-END EXPERIENCES
As the School calendar allows, each of a student’s classes will meet for a term-end experience, which is an opportunity for authentic, relevant, meaningful, and active learning.

Students are reminded of the following guidelines regarding term-end experiences:
• The goals and structure of a course’s term-end experience should be communicated to students within one week of the midterm.
• If teachers give a major assessment (test, project, or presentation) in the final week of regular classes, they should not give a major assessment during term-end experience week.
• All classes must have an in-person meeting on their assigned term-end experience day. (The Director of Studies must approve any exceptions.)

Teachers are asked to allow appropriate time for students to produce their best work without overloading them.

TUTORING GUIDELINES
The following list of do’s and don’ts, while not exhaustive, should provide parents/guardians and tutors with sufficient direction to avoid violations of our Honor Code. It is expected that parents/guardians will follow these guidelines and will provide tutors with a copy of these guidelines that they, too, will follow. Any questions about these guidelines or about the assistance being provided to a student, be it by a parent/guardian or tutor (or perhaps even a fellow student), should be directed to the student’s teacher or form dean.

General guidelines:
• Any assistance from a tutor (parent/guardian or other source) must be acknowledged by the student.
• Departmental guidelines on the use of outside sources must be respected by the tutor.

Tutors can offer the following assistance:
• assist students in pre-writing;
• assist with brainstorming for ideas by asking open questions;
• encourage students to consider other choices in usage, diction, presentation and order of ideas, introductions, conclusions, etc.;
• encourage students to edit and proofread carefully;
• solve problems similar to those assigned for homework but not those actually assigned;
• review specific points of grammar, punctuation, and mechanics;
• review formulae, their derivation, and manipulation;
• direct students toward appropriate print and web resources as allowed by the teacher, course, and/or department;
• answer specific, focused questions about grammar, style, tone, usage, vocabulary, formulae, etc., but not specific questions about an assignment; and
• encourage students to get clarification of assignments from the teacher.

Tutors are not to provide the following assistance:
• do a student's written work, including drafting or revising;
• write sentences, paragraphs, or papers for students;
• supply thesis statements or conclusions on papers;
• supply purposes or conclusions on lab reports;
• correct errors of fact, content, etc.;
• complete calculations for students;
• interpret data or results from a lab exercise;
• create tables or graphs for a lab exercise or homework assignment;
• translate significant passages of a foreign language;
• tell students what grade they should receive; and
• write college letters of recommendation or any part of a college application on behalf of a student.

PROCEDURE FOR CHANGING, ADDING, AND DROPPING CLASSES

FULL-YEAR OR MULTI-TERM COURSES
Adding or dropping a full-year or multi-term course in the opening days of the academic year requires the approval of the form dean, who will inform the department head, and the teacher involved. A student may not enter a year-long course later than two weeks after the year has begun. A student enrolled in a full-year or multi-term course who wishes to drop the course without that fact being recorded on the permanent record may do so only with the above approvals (unless the student is dropping to a course load of four). The deadline for this is up to one week after fall midterm.

A student who wishes to change or drop a full-year or a multi-term course after the fall deadline must obtain permission from the Director of Studies. If approval is given for a drop, the following entries are made on the permanent record card: course number and name and standing at time of withdrawal, either withdrawn passing (WP) or withdrawn failing (WF). Grades for any completed terms of the course or sequence will remain on the transcript and the student will receive course load credit, and quantitative credit if applicable, for these completed terms of the dropped course. If a multi-term course is dropped in the sixth form year, students are expected to notify colleges to which a transcript has been sent.

Despite the seeming simplicity of the procedure outlined above, only in rare cases is a student allowed to drop a full-year course. If the student is working their utmost to pass the course but has little or no chance of passing, or if passing the course will require an inordinate amount of study time and detract from the student's other work, then a request to drop will be considered. A request to drop a year-long course that comes more than half-way through the year when a student has met with success in the preceding months will be looked at very closely.

Note: A student who wishes to change from one section of a year-long course to another to add an elective course may do so if 1) no teacher change ensues in the year-long course and 2) permission is granted by the form dean, department head, and Director of Studies.

TERM COURSES
Adding or dropping a one-term course within the timeframes indicated below requires the approval of only the form dean (unless the student is dropping to a course load of four). In the fall term, the student may not enter a term course later than two weeks after the year has begun. In the winter and spring terms, a student may not enter a term course later than one week after the term has begun.

A term course may be dropped up to one week after midterm without a record of enrollment or a grade appearing on the permanent record. If a student drops a term course after this period, the following entries are made on the permanent record card: course number and name and either withdrawn passing (WP) or withdrawn failing (WF). No credit is given.

DROPPING BELOW FIVE CLASSES
Any student who wishes to drop below five courses must obtain permission from the Director of Studies. If a student should take only four course credits one term, the student would be expected to carry six course credits another term; the Director of Studies makes this determination. Additionally, if a student drops down to four courses during a term, the student will automatically be placed on Academic Warning (see p. 45).

Note 1: Level changes occur whenever the teacher is convinced a student is in need of such a change; however, they must take place prior to the last three weeks of the term. Level changes in a year-long course are to happen no later than the winter midterm period and, in a year-long sequence, cannot occur after the end of the spring term add/drop period. The teacher initiates such changes in consultation with the section head and/or department head; the form dean is also consulted. The department head must approve all level changes.

Note 2: Sixth form students are very rarely allowed to change their course schedules after winter midterm unless the change is a teacher-initiated change. In all cases, such changes require permission from the form dean, college counselor, and, in most cases, the colleges to which the student has applied or been accepted.

DIRECTED STUDY AND CAPSTONE PROGRAMS
Refer to the Course Catalogue for information about the Directed Study and the Capstone Programs.
DISABILITIES/SPECIAL ACCOMMODATIONS

LEARNING DIFFERENCES
Disabilities that require accommodations can be physical, mental, or learning related.

Choate Rosemary Hall will make reasonable accommodations for students with disabilities so that they may participate fully in the life of the School. However, before we can grant any accommodations, we need complete and recent documentation; the Documentation Guidelines we follow are those used by The College Board. (General information can be found at The College Board website on Services for Students with Disabilities while specific documentation criteria can be found at the ETS website on Resources for Test Takers with Disabilities.) Briefly put, the following steps are critical:

- a qualified professional must conduct the evaluation and submit a report on official letterhead;
- the testing must be current (within the last three to five years in most cases);
- the documentation must clearly state the diagnosed disability or disabilities and describe the resulting functional limitation(s);
- the documentation must include complete educational, developmental, and medical history relevant to the disability for which accommodations are being requested;
- the documentation must include a list of all test instruments used and report all scores used to document the stated disability;
- each recommended accommodation must include a rationale; and
- the documentation must be signed and dated by the professional that completed the evaluation and it must include license number and the correct title for the issuant.

If accommodations are being requested by a new student, the documentation should be submitted ideally by June 1 but no later than July 15 so that a student may receive any approved accommodations prior to the start of the academic year. If accommodations are being requested by a returning student for the next school year, the documentation should be submitted no later than July 15 to ensure the approved accommodations are in place for the start of the academic year.

Once the School has received proper documentation, the Committee on Special Accommodations reviews and recommends suitable accommodations for the student’s specific situation. If the supporting documentation is incomplete or insufficient, the Director of Studies contacts the family to make clear what additional materials are necessary. If the committee does not grant a recommended accommodation, the family is notified and provided an explanation as to why.

If an accommodation is granted by the Committee on Special Accommodations, the student’s teachers, student life adviser, form dean, and when appropriate, the college counselor, are notified of the accommodation (unless the student requests otherwise and the School grants such a request). Students are expected to discuss the granted accommodation(s) with each of their teachers to determine a plan for how those accommodations will specifically be implemented and met within each course.

SHORT-TERM PHYSICAL INJURIES
Short-term adjustments to course procedures may be granted to students who have difficulty performing academically because of a temporary physical problem (a broken wrist, for example). Any number of people — the student, their parents/guardians, a teacher, the Student Life Adviser or form dean — can bring the need for short-term adjustments to the attention of the Medical Director or the Director of Studies. The Medical Director, in consultation with the student’s own doctor, determines if adjustments are needed and shares the findings with the Director of Studies. Once the Director of Studies approves the adjustments they are shared with the student’s form dean, Student Life Adviser, teachers, and the Testing Coordinator.

FOR ALL STUDENTS WITH DISABILITIES
Students with disabilities and short-term injuries are expected to participate fully as students with or without reasonable accommodations or adjustments. In addition, such students are held to the same standards that apply to all Choate students; for example, school rules and codes, diploma requirements, course load requirements, and grade requirements.

Any questions, appeals, or information regarding the School’s policy on accommodation and/or adjustment for disabilities and short-term injuries should be directed to the Director of Studies who heads the Committee on Special Accommodations and consults regularly with them, as well as with the Medical Director, to ensure appropriate accommodations and adjustments are being provided to students.

FAILURE OF ACADEMIC RESPONSIBILITY
A student is responsible at all times for the daily preparation and completion of assignments, absence notwithstanding. Missing a test or a quiz (announced or unannounced) or late submission of a paper is a failure of academic responsibility and the student will be penalized according to the circumstances as interpreted by the classroom teacher. In every case, however, there will be a minimum penalty exacted according to the department’s stated policy. No matter the penalty decided upon, the student is allowed to make up the missed work up until the final class meeting of the term.

ATTENDANCE
For more information about attendance (consequences for missing classes, how to excuse absences, etc.) refer to p. 26. Students with an excessive number of absences in a class risk loss of credit.

VOLUNTEERING AND EXPERIENTIAL LEARNING POLICY FOR STUDENTS WITH F-1 VISAS
According to F-1 student visa regulations set by the U.S. Citizenship and Immigration Services, K-12 international students with F-1 visas are ineligible for off-campus employment (except on a case-by-case basis) and also are ineligible for practical training, which includes both paid and unpaid internships. These federal
regulations may affect where F-1 students are able to participate in their internships for certain Signature Programs or to further explore personal and academic interests. That being said, Choate understands the value of experiential learning, and will work with students in their pursuit of appropriate opportunities while staying in status for their F-1 visas.

Please see the full policy in Appendix I, and contact the Director of Global Engagement with questions.

II. ATHLETICS

The Department of Athletics offers a broad range of interscholastic and intramural sports, and recreational activities. Students may select from a variety of athletic experiences designed to instill appreciation for physical wellbeing, the knowledge necessary for skillful and effective movement, and the motivation to participate in a lifelong pattern of physical activity.

We strongly encourage students to not do more than one intramural sport each year. We in the Athletic Department, believe strongly that the lessons learned through participation on an interscholastic team are essential to developing strong character and strengthening an individual’s ability to work with others in a competitive environment.

Roney Eford, Director of Athletics
Andrew Dickson, Assistant Athletic Director
Nolan Silbernagel, Assistant Athletic Director
Brian Holloway, Head Athletic Trainer
Matt Pendleton, Athletic Trainer
Emily Osterhout, Athletic Trainer
Tanisha Clark, Athletic Trainer
Justin Whittaker, WJAC Supervisor Assistant Coordinator of Athletic Operations/Head Equipment Manager
John Paleski, Assistant Equipment Manager
Dawn McGrath, Assistant Equipment Manager
Britney Cullinan, Coordinator of Athletic Operations
Sue Schade, Athletic Instructor

REQUIREMENTS: THIRD, FOURTH, AND FIFTH FORMERS

Students must take three terms of athletics or two terms of athletics and one term of an alternative activity. Alternative activity options for third, fourth, and fifth formers are:

Third Formers
- a departmental theatrical production or Fringe Festival
- an approved project* (winter or spring)

Fourth Formers
- a departmental theatrical production or Fringe Festival
- Community Service seminar (winter term)
- an approved project*

Fifth Formers
- a departmental theatrical production or Fringe Festival
- Community Service seminar
- a sixth course
- an approved project*

REQUIREMENTS: SIXTH FORMERS

Students must be enrolled in an afternoon activity each term. At least one term must be athletics. Alternative activity options for sixth formers are:

- a departmental theatrical production or Fringe Festival
- Community Service seminar
- a sixth course
- a senior project (approved by the Director of Studies)
- an approved project*

Note 1:* An approved project (for example, preparation for a solo recital) requires a commitment of at least five hours per week, including weekly contact with the project adviser. Students may take only one approved project per year. Applications are available online on the Information & Forms tab of the Student Portal. Copies are also available in the Athletics Office. All projects must have the approval of the student’s form dean and the Director of Studies, who will consult with the Athletics Department.

Note 2: Students who are cast in the spring musical receive an athletic credit.

Note 3: Students can manage a sport only one season per year. Third formers will not receive athletic credit for managing a sport.

Note 4: Third formers are not eligible to take Fitness and Conditioning.

Note 5: Fifth and sixth formers may enroll in Peak Performance one term per year. Applications are available through the Athletics Office.

Note 6: Students are allowed to do only one term of intramural Fitness and Conditioning in fourth form year and no more than two terms of Fitness and Conditioning in their fifth and sixth form years.

CHANGING SPORTS/ALTERNATIVE ACTIVITIES

To change their sport or alternative activities, students are to go to the Athletic Department office, not their form dean or the Registrar. After the third Friday of a term, sport or alternative activity changes require permission from the Director of Athletics.
GUIDELINES FOR COLLEGE VISITS

The College Counseling Office and the larger school community strive to make the college application and decision-making process as rewarding as possible. In an effort to provide opportunities to visit and to learn about the colleges to which they are making application, we occasionally excuse students from classes to visit colleges, and we encourage teachers to help such students make up their work when they return to school. Nevertheless, we must set a limit to the number of absences for college visits; a large number of sixth formers missing course work at irregular and unpredictable times places an enormous burden on the faculty, and the integrity of the courses we teach is compromised by frequent student absences. Therefore, we have established guidelines that we ask parents/guardians and students to follow closely.

1. College visits should be scheduled during school and summer vacations whenever possible.
2. Excused absences for college visits will be granted to fifth and sixth formers only (fifth formers are only eligible in the spring).
3. A sixth former may take no more than two class days for college visits in the fall term; one in the winter term, and two in the spring term. A fifth former may take no more than one class day for college visits in the spring term. These excused absences may not be used for any purpose other than for college visits and they may not be borrowed from one term to another. Of course, every sixth former need not take all five days, and every fifth former need not take one day. If the student and their college counselor believe that there is a critical need to miss additional days for college visits, the college counselor consults with the appropriate form dean.
4. Excused class absences are extended only for visits to those colleges that a student is seriously considering as part of the college search. The student’s college counselor will be the final arbiter in making decisions about the appropriateness of a particular visit. The student’s form dean will decide whether the student’s class absence for a visit to a particular college is permissible depending on their academic standing.
5. Prep slips should be used for visits to college campuses, not for off-campus interviews. Admission interviews should be scheduled at times when students do not have academic or other School commitments.
6. College visit prep slips must be initiated in the College Counseling Office at least 48 hours in advance of the proposed absence. The student’s assigned college counselor and form dean must sign the prep slip before the student presents the slip to the teacher(s) and coach (if applicable) for approval, and the student must return the slip to the form dean’s office before leaving campus.

GUIDELINES FOR MEETING WITH VISITING COLLEGE REPRESENTATIVES

To support our sixth formers in the college admission process and when feasible, we invite college representatives to campus to meet with interested students. When possible, we host college representatives when sixth formers are free, but conflicts do occur. Over the course of the fall term, an individual student may miss a maximum of three class blocks (including evening music ensembles). To facilitate these meetings, we have established the following guidelines:

1. Missing class to meet with a visiting college representative is contingent on (a) approval by the student’s college counselor and (b) permission from the teacher. The student must return a signed permission slip to the College Counseling Office Coordinator by 3:00 p.m. the day before the scheduled on-campus meeting.
2. A student may not miss the same class twice.
3. A student may not miss announced in-class graded assessments (e.g., tests, presentations, quizzes).
4. If the student and their college counselor believe that there is a critical need to miss an additional class, the college counselor consults with the appropriate form dean.

INFORMATION TO SCHOOLS AND COLLEGES

Transcripts:
Upon request, a student’s transcript is sent by the College Counseling Office to schools to which the student submits an application for admission. Students may also request that official transcripts be sent by the College Counseling Office to scholarship programs.

If a student applies and is admitted to a binding Early Decision program, the School will not process additional applications unless the Early Decision college releases the student from the binding commitment in writing.

Once a student has accepted an offer of admission at a college—either through a binding Early Decision program, Early Action admission, Rolling Decision, or Regular Decision — Choate will not process subsequent applications on behalf of the student.

If a student has accepted an offer to enroll at a college and subsequently receives permission to take a gap year, Choate will not send a transcript to other colleges as part of subsequent applications unless the college to which the student (now a graduate) has accepted an offer to enroll gives permission for the student to apply to other colleges during the gap year.

Recommendations:
The college counselors and other members of the faculty who agree to write recommendations for current students (and for graduates who request them) are considered free to make an honest appraisal without parents/guardians signing a Release of Information form. However, recommendations cannot be written for a student who leaves school prior to graduation (and prior to application submission) unless the parent(s)/guardian(s) and the student sign a Release of Information form. If this form is not signed, the only information that will be submitted is a transcript.
The School reserves the right to revise, modify, or withdraw recommendations in cases where it believes it is no longer appropriate for the recommendations to remain. Similar procedures will be followed for underformers who leave school and who request records and/or recommendations from the School.

Reporting Discipline:  
As laid out in Choate's College Counseling Handbook, all students are expected to answer truthfully questions regarding disciplinary violations. If the college asks the college counselor to report discipline, it is Choate’s practice to send a follow up letter, cosigned by the student’s form dean and college counselor, which describes the incident and the disciplinary response. For disciplinary incidents that occur after college applications have been submitted, students and Choate will follow the same procedure.

Final Report:  
Students are expected to inform their college counselor of the one college where they intend to matriculate. Each June, following Commencement and the completion of all diploma requirements, the College Counseling Office submits a final transcript showing successful graduation and final grades for each student to the one college where the student has indicated they will matriculate.

Loss of Leadership:  
If loss of leadership is not tied to a disciplinary event, but if such leadership was already reported to colleges to which the student has applied, it is the student’s responsibility to inform the college that they no longer hold the leadership position. (Refer to Student Leaders and Discipline on p. 16.)

Separation from the School:  
If a student is separated from the School (for personal, medical, or disciplinary reasons) and that separation results in a change to the student’s transcript, the School will notify the colleges to which the student has applied and/or colleges to which the student has been admitted in a timely manner. For sixth formers who are withdrawn, dismissed, or ‘withdrawn under disciplinary charges’ after college applications have been submitted, the School will notify the colleges with a single statement indicating “withdrawn,” “dismissed,” or “withdrawn under disciplinary charges,” along with the date. Except for the transcript, no further details about the student’s experience at Choate will be provided without a Release of Information form signed by the student and the parents. If a Release is signed, the School may also send a letter of explanation.

IV. COMMUNITY SERVICE

MISSION STATEMENT

In keeping with the mission of Choate Rosemary Hall, the Community Service mission is to inspire and empower all Choate students to positively impact local and global communities through service. We encourage students to cultivate an awareness of the needs of others, to commit to constructive action for the common good, and to recognize their own potential to affect meaningful change in the world.

We believe that service:

• encourages students to develop a deeper understanding of their own identity and privileges.
• promotes empathetic engagement and collaboration between individuals both within and beyond Choate’s diverse community.
• teaches awareness of social justice, civic responsibility, and environmental stewardship.
• facilitates participation in solutions to real world problems.
• fosters a lifelong commitment to thoughtful and responsible action.

COMMUNITY SERVICE REQUIREMENT

The diploma requirement, which begins once a student has matriculated at Choate, is defined as service to others in need beyond our school community. All service information and submissions are processed through Service BOARD which is available through the Student Portal.

• ALL STUDENTS (third form through PG) must complete a minimum of 10 hours of community service for each academic year that they are enrolled at Choate.

We encourage students to participate in a variety of different service opportunities during their Choate careers:

• Qualifying community service activities must connect students directly with service recipients and provide service to vulnerable individuals and/or communities. Students may complete this diploma requirement either by participating in approved on- or off-campus programs, including the Community Service Seminar, participating in weekly and monthly events, developing individual projects, participating in school-sponsored service trips, or volunteering with summer community service-based programs. Students are also encouraged to complete this service work in partnership with one’s at home community during school vacations.

• For any project students must submit a proposal through Service BOARD at least two weeks prior to doing service work (this does not apply for Choate-sponsored activities).

• In order to receive credit, students must submit a thoughtful reflection within one month of completing their service project. (Be sure to review Points to Consider as posted on the Community Service Steps tab via Service BOARD). With the exception of recurring projects over a sustained period of time, students are encouraged to submit their reflections as soon as they complete any community service work. For recurring projects over the course of sustained weeks, months or trimesters, we ask students to submit their reflections in bulk to create one solid entry with all hours combined so as to reflect on their experiences and observations at the start, middle and end of their projects. When reporting their work, students are operating under the Honor Code. Entries that have been submitted are considered pending and subject to review and acceptance by the Director of Community Service. Students are encouraged to submit any and all hours
completed as a way to track their Community Service record for college applications and for work experience. One can check their status with meeting the diploma requirement for service through the Diploma Requirement page on ChoateSIS.

Note 1: Students in all clubs and organizations are encouraged to plan and organize volunteer opportunities that offer their time and talents to service organizations outside the School in the larger community of Wallingford and New Haven county.

Note 2: Third, fourth, and fifth formers: Community service hours for the current academic year must be completed and reflections with supervisor verification submitted to Service BOARD by Monday, June 3, 2024.

- If completed, the student receives a CR (for Credit) on their report card in ChoateSIS for the spring term. If the requirement is not completed by the posted date, the student receives an NC (No Credit) that spring term.
- A student may complete any missing requirement for Community Service over the summer. If all reflection and verification requirements are met by September 15, the NC will be changed to a CR. After this date, the NC will not be changed.
- After September 15, any incomplete requirement from the previous year is added on to the requirement for the current academic year. A CR in the spring of that year indicates all required hours to date have been met.
- If a sixth former has not completed their diploma requirement for Community Service by May 1, the Director of Community Service will communicate with the Form Dean and Student Life Adviser as necessary, in order to help the student develop an approved plan.
- After May 1, those students without an approved plan will be subject to disciplinary action from the Deans’ Office, e.g. being restricted to campus on weekends and/or unable to participate in sixth form functions throughout the month of May.
- Sixth formers with an incomplete requirement as of May 20, 2024 will not receive their diploma at commencement, and will be held over on campus after graduation to complete any remaining hours. Once the requirement is fulfilled and approved, the diploma will be sent to the student.

Note 3: Students may choose to complete their diploma requirement for community service during the summer months. These hours will count towards any incomplete hours from the previous year, before counting towards fulfilling hours for the following academic year. Proposal and reflection requirements still apply.

For further information regarding the requirement and service programs, contact Melissa Koomson, Director of Community Service.

V. SPIRITUAL LIFE

Choate Rosemary Hall’s Spiritual Life Program seeks to support students in their religious and spiritual traditions, guide students in their spiritual formation and search for meaning, encourage ethical practice and moral development, and foster dialogue that recognizes, supports, and celebrates the multi-faith and diverse nature of our society and school community. The Director of Spiritual Life, Rev. Aaron Rathbun, leads and assists our team of chaplains and advisers in providing a variety of religious services, programs, pastoral care, and discussions. The Spiritual Life Offices are located in the lower level of the Library. Meetings with our chaplains can be arranged upon request and all activities are open to the entire school community. Check the Student Portal for times, locations, and additional programming. Weekly services include the following:

WORSHIP SERVICES
(See Calendar for dates and times)
Christian Fellowship contact: Rev. Aaron Rathbun
Meditation Leader contact: Chaplain Jim Davidson
Hillel contact: Rabbi Barbara Paris
Muslim Prayers contact: Chaplain Yassine Benzinane
Roman Catholic Mass contact: Father Matt Collins

RELIGIOUS STUDENT ORGANIZATIONS
(Meeting times and places to be announced)
Buddhist Students Group contact: Chaplain Jim Davidson
Muslim Students Association Chaplain Yassine Benzinane
Christian Fellowship contact: Rev. Aaron Rathbun
Roman Catholic Confirmation Class and Student Association contact: Father Matt Collins
Hillel contact: Rabbi Barbara Paris

SPIRITUAL LIFE AND DEVELOPMENT
For support and/or spiritual, emotional, or ethical concerns, questions, and interest, contact our Director of Spiritual Life.

LOCAL HOUSES OF WORSHIP
There are a variety of churches, mosques, temples, and synagogues in the area.

SPEARS ENDOWMENT
The Spears Endowment for Spiritual and Moral Education supports the Spiritual Life and Community Service initiatives that jointly fosters religious, spiritual, and moral development within the campus community.

SESAME SEEDS GRANTS
SESAME Seeds grants provide students, staff, and faculty financial grants to further individual spiritual, ethical, or moral education and development. For additional information, contact the Director of Spiritual Life.
I. CAMPUS SERVICES

BANKING
To avoid having large amounts of money in their possession, students should establish a debit card account either in your hometown bank or in one of the banks in Wallingford. Wells Fargo Bank on North Colony Road, TD Bank on North Main Street, and Webster Bank on South Main Street all provide a range of banking services for Choate students. A Wells Fargo ATM is available on the second floor of St. John Hall, and all the banks listed have 24-hour electronic banking service and are within walking distance from campus.

CHOATECARD
A student’s ChoateCard serves as a school identification card, exterior dorm door access card, remote printing access card, and debit card. With it students can make purchases at the Choate Store, Mailroom, Tuck Shop and Lanphier Café; and purchase tickets for Paul Mellon Arts Center and Student Center events.

Students may use their ChoateCard to withdraw cash from funds in your school account. Deposits to student accounts may be made by using cash, check, money order, or wire transfer. For convenience, deposits may be made online via the Parent Portal by using the MyKidsSpending portal. A $30 fee will be charged for a check drawn on insufficient funds.

If a ChoateCard is lost, stolen, or damaged, go to the Student Services Kiosk (see p. 62 for more information) for a replacement and, if applicable, to the Athletic Center to get a new swim test sticker. A fee will be charged.

COMMUNITY SAFETY
Uniformed Community Safety Officers are employed by the School to protect persons and property on campus. Students are asked to identify themselves to safety personnel, particularly at night, and are expected to cooperate with them as with other responsible members of the community. Community Safety Officers are required to report to the Dean on Duty students engaged in dangerous activity or in the possession of illegal or dangerous materials.

Community Safety Officers are trained to deal with a variety of accidents and emergency situations. Call Community Safety for assistance at (203) 697–2400 (ext. 2400 from a campus phone) in an emergency and notify the nearest faculty member.

Incidents that make students feel unsafe, thefts, and other issues related to Community Safety should promptly be reported. In non-emergency situations, reports should be submitted on the Student Portal by selecting the “Submitting a Report” link which is located under Information & Forms, Campus Services, and Emergency and Safety.

The School also utilizes a Blue Light system and security cameras in different areas of campus. Every dormitory has a Blue Light system box and intercom that connects directly to Community Safety officers who will provide assistance. (The Security Camera Policy can be found in Appendix II.)

INFORMATION TECHNOLOGY SERVICES: iPADS, LAPTOPS, COMPUTERS, AND SMART PHONES

PHILOSOPHY
Students use iPads, smart phones, and laptop computers to improve communications, to obtain easier access to information, and to supplement a teaching and learning process centered on close personal interaction. The School emphasizes the appropriate use of tablets, computers, and smart devices. This means that technology is not used for its own sake; students are taught to use technology in a manner consistent with the guidelines of personal conduct outlined in the Student Handbook as well as within the School’s Statement of Expectations.

POLICY
Nearly all boarding students bring laptop computers and, in many cases, an additional smart device to school. Although not a requirement, students are strongly encouraged to bring a laptop computer. The use of iPads has led the School to use Apple products in academic spaces. Macintosh laptops are recommended for students.

LOCATION APPLICATIONS
Students are encouraged to enable location applications (such as Find My iPhone) when they are available on their cell phones, tablets, and laptops. Students sometimes lose track of their devices and activating the location applications makes it easier to track down missing items.

iPAD PROGRAM
The School provides an iPad to all students. Students are responsible for any damage they may cause to the iPad equipment or software that is not covered under the machine warranty. For example, accidental spillage of liquid is not covered. Choate provides equipment damage coverage for the iPad and software damaged due to student negligence or misconduct. The student cost for such coverage is $49. In the event that damage to the iPad is such that ITS determines the iPad needs to be replaced, or if the iPad is lost, the student receives a new iPad and is charged $400. (Note: The manufacturer’s warranty, not ITS, determines whether damage is covered by the warranty or is due to neglect.)

Day students are required to bring their iPad to school every day. Furthermore, they can obtain access to the Choate Network from their home via their home Internet Service Provider. With their Dropbox for Education and Google Drive cloud storage, files are available on their iPad or computer at home.

LAPTOPS, DESKTOPS, APPLICATIONS, AND PRINTERS
Many students decide to purchase a computer for their time at Choate. For all classes, the School uses the Apple platform. We recommend bringing an Apple Macintosh laptop.

All students are required to have their desktops, laptops, and other such devices registered with the Choate Network. The School installs software to identify the computer and provide anti-virus protection, as well as a version of the Microsoft Office 365 Suite and Adobe Creative Suite of intelligent apps. While not required, it is strongly recommended that the operating system default language is English.
Student multi-function printers are available across campus. Some students bring their own printers for convenience.

Choate’s email system is called Microsoft Office 365. It is part of Microsoft Office and is provided to all students. Most students access their email through our internal portal on the Choate website.

SMART PHONES
All students must have a United States or Canadian cellular telephone. The phone number must be registered with the School. Use of cellular or smart phones is restricted to certain locations and times (see statement about Electronic Devices on p. 23). All rules that pertain to the use of a laptop also apply to smart phones.

UNSUPPORTED OR RESTRICTED HARDWARE
The following devices are prohibited:
- Any network equipment including hubs, routers, and switches,
- Any Ethernet device, other than a computer, including gaming devices,
- Wireless access points not owned by Choate. The School does not support wireless inkjet printers,
- Any smart speaker (Alexa, Google Home, Sonos) or smart device (light switch).

FACILITIES AND SUPPORT
Student computing facilities are located in most academic buildings. Wireless access is available throughout campus.

The Information Technology User Services Help Desk is open Monday – Friday from 8:00 a.m. until 4:30 p.m. Students are welcome to call ITS at (203) 697-2572, send an email (infotech@choate.edu), or visit the Help Desk in Brownell.

LAUNDRY AND DRY CLEANING
Weekly full-service laundry is available for your convenience from The Campus Laundry by E&R. To subscribe to a plan or to obtain additional information, please visit www.thecampuslaundry.com or call (800) 890-7273, ext. 731.

Alternatively, students may wash and dry their clothing by using a limited number of machines available on campus. All students receive a laundry bag in which they can send their bed and bath linens for cleaning each week at no cost. Other items, including machine-washable clothing and dry cleaning, may also be sent in the bag for cleaning; E&R will bill for these items on a per-piece basis. Dry cleaning must be picked up at the laundry building or in the Tenney House basement.

Laundry Building Access:
Sunday-Thursday, 6:00 a.m. – 9:15 p.m.
Friday & Saturday, 6:00 a.m. – 10:30 p.m.

Dry Cleaning Pick-up Access:
Tenney House: Monday–Friday 3:00 – 6:00 p.m.
Laundry Building: Monday–Friday 12:00 – 6:00 p.m.

LOST AND FOUND
All articles of clothing, as well as other possessions, should be clearly marked with the student’s name. Lost possessions may be claimed from St. John Hall, and articles that are found should be placed in Lost and Found boxes located around campus or taken to St. John Hall.

MAIL SERVICES
Students may purchase stamps and arrange for a variety of shipping options at the Mailroom, which is located on the lower level of Hill House (under the southwest section of Hill House Dining Hall). United Parcel Service (UPS) and various express services are available. Students receive an email notification whenever they receive a package at the Mailroom. Students should check their mail daily and pick up packages as soon as possible after receiving notification.

Trunks and other heavy luggage may be shipped to campus via UPS. Please do not send trunks before mid-August. After August 15, families may address trunks and packages to:
Student name, Choate Rosemary Hall, 333 Christian Street, Wallingford, CT 06492

Mailroom Hours: Monday–Friday, 8:00 a.m. – 4:30 p.m.
Saturday, 10:00 a.m. – 12:00 p.m.

MEAL HOURS
All meals are served in the Dining Hall located on the first floor of Hill House.

Weekdays (except Thursdays): Full Breakfast: 7:15 – 8:30 a.m.
Late Continental Breakfast: 8:30 – 9:30 a.m.
Lunch: 10:45 a.m. – 1:30 p.m.
Dinner: 5:00 – 7:30 p.m.

Thursdays: Early Continental Breakfast: 7:30 – 8:00 a.m.
Full Breakfast: 8:00 – 9:00 a.m.
Late Continental Breakfast: 9:00 – 9:30 a.m.
Lunch: 10:45 a.m. – 1:30 p.m.
Dinner: 5:00 – 7:30 p.m.

Weekend Meal Hours
Saturdays: Continental Breakfast: 8:30 – 9:30 a.m.
Full Breakfast (standardized testing days only): 7:15 – 8:30 a.m.
Lunch: 11:00 a.m. – 1:00 p.m.
Dinner: 5:00 – 7:30 p.m.

Sundays: Continental Breakfast: 8:30 – 9:30 a.m.
Lunch: 11:00 a.m. – 1:00 p.m.
Dinner: 5:00 – 7:30 p.m.

NOTARY PUBLIC
Heather Lafontaine in the Financial Office in Ruutz-Rees is a notary public. Students may contact her during business hours Monday–Friday if they have documents that require notarizing. There is no charge for this service.
ON-CAMPUS STORAGE

At the end of each academic year, third, fourth, and fifth form students may pack and store on campus any items they do not wish to bring home for the summer, and sixth form students may sign up for a ship to college option. The School contracts with an outside company, which provides this service for a fee. In May parents/guardians and students may sign up for these services via the portal.

The company will provide packing materials and pick up items at the dormitory common room by appointment. Items are stored off campus in a secure and fully insured facility and then delivered to dormitory rooms prior to student arrivals in the fall.

PRINT/COPY/SCAN

Students may use any multifunction printer on campus to copy, print, or scan to email. There is no charge for these services. Student machines are located in St. John Hall, the library, and in designated locations in every academic building.

The Print and Document Services Center (PDSC) is available to assist students with projects related to academic work, student activities, and clubs. Personal jobs should not be submitted to the PDSC.

SWITCHBOARD

The School’s main number is (203) 697-2000. An automated attendant provides access to a campus directory, Community Safety, the Health Center, and the deans on duty.

CAMPUS FAX NUMBERS

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Office</td>
<td>(203) 697-2629</td>
</tr>
<tr>
<td>Athletics Office</td>
<td>(203) 697-2601</td>
</tr>
<tr>
<td>College Counseling</td>
<td>(203) 697-2672</td>
</tr>
<tr>
<td>Communications Office</td>
<td>(203) 697-2380</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>(203) 697-2638</td>
</tr>
<tr>
<td>Deans’ Office (3rd form)</td>
<td>(203) 697-2160</td>
</tr>
<tr>
<td>Deans’ Office (4th and 5th forms)</td>
<td>(203) 697-2006</td>
</tr>
<tr>
<td>Deans’ Office (6th form)</td>
<td>(203) 697-2214</td>
</tr>
<tr>
<td>Financial Office</td>
<td>(203) 697-2937</td>
</tr>
<tr>
<td>Health Center</td>
<td>(203) 697-2294</td>
</tr>
<tr>
<td>Info Technology</td>
<td>(203) 697-2596</td>
</tr>
<tr>
<td>Student Activities Center</td>
<td>(203) 697-2186</td>
</tr>
<tr>
<td>Paul Mellon Arts Center</td>
<td>(203) 697-2396</td>
</tr>
<tr>
<td>Mailroom</td>
<td>(203) 697-2635</td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 697-2958</td>
</tr>
<tr>
<td>Choate Store</td>
<td>(203) 697-2492</td>
</tr>
<tr>
<td>Travel Information</td>
<td>(203) 697-2186</td>
</tr>
</tbody>
</table>

TRANSPORTATION AND TRAVEL INFORMATION

Specific travel information, including reservation deadlines, is posted on campus and on the portal in advance of each travel period. Information about travel dates and shuttle costs as well as a transportation request form are available on both the Parent and Student Portals. To find travel information or the transportation request form visit Campus Services under Parent Resources on the Parents Portal; on the Student Portal look under Information & Forms, Student/Community Life, and Student Services.

We recommend that families make travel plans through their local travel agent or through one of the travel agents within walking distance of the campus. (See below) Most agencies provide free ticket delivery to campus mailboxes. Be sure to check the School Calendar and the Term End Experience schedules before making reservations.

FOR TRAVEL ASSISTANCE, CONTACT THE FOLLOWING:

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone/Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Kiosk</td>
<td>(203) 697-2510</td>
</tr>
<tr>
<td>Gallagher Travel Shoppe</td>
<td>(203) 265-2856</td>
</tr>
<tr>
<td>369 Center St.</td>
<td>Wallingford, CT 06492</td>
</tr>
<tr>
<td>Email: <a href="mailto:judigallagher@yahoo.com">judigallagher@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>TravelWorks</td>
<td>(203) 284-2300</td>
</tr>
<tr>
<td>9 South Cherry St.</td>
<td>Wallingford, CT 06492</td>
</tr>
<tr>
<td>Email: <a href="mailto:travelken@snet.net">travelken@snet.net</a></td>
<td></td>
</tr>
<tr>
<td>Custom Travel</td>
<td>(203) 949-9990</td>
</tr>
<tr>
<td>600 North Colony Road</td>
<td>1(888) 291-0999</td>
</tr>
<tr>
<td>Tower Square Plaza</td>
<td>Wallingford, CT 06492</td>
</tr>
<tr>
<td>Email: <a href="mailto:CTTravel@cttravel.com">CTTravel@cttravel.com</a></td>
<td></td>
</tr>
<tr>
<td>AMTRAK Train</td>
<td>1(800) 872-7245</td>
</tr>
<tr>
<td><a href="http://www.amtrak.com">www.amtrak.com</a></td>
<td>1(800) USA-RAIL</td>
</tr>
<tr>
<td>CTrail Hartford Line</td>
<td>1(877) 287-4337</td>
</tr>
<tr>
<td>harkford line.com</td>
<td></td>
</tr>
<tr>
<td>Metro-North Railroad</td>
<td>1(718) 330-1234</td>
</tr>
<tr>
<td><a href="http://www.mta.info/mnr/">www.mta.info/mnr/</a></td>
<td></td>
</tr>
<tr>
<td>Metro Taxi</td>
<td>(203) 777-7777</td>
</tr>
<tr>
<td>Bradley International Airport: Curbside Taxi Dispatch</td>
<td>(860) 627-3128</td>
</tr>
<tr>
<td>Connecticut Limousine</td>
<td>1(800) 472-5466</td>
</tr>
<tr>
<td>(Milford, Central Reservation Office)</td>
<td>(203) 878-2222</td>
</tr>
<tr>
<td><a href="http://www.ctlimo.com">www.ctlimo.com</a></td>
<td></td>
</tr>
</tbody>
</table>

Note 1: Connecticut Limousine has scheduled departures from the Marriott Courtyard in Wallingford and from Union Station in New Haven to JFK, LaGuardia, Newark, and Bradley airports.

Note 2: Choate Rosemary Hall does not recommend particular taxi, car or limousine services. Members of the community have used the previously listed firms and the School has not heard complaints about their services. The School discourages the use of Uber and other ridesharing firms and advises families to check their terms of agreement before arranging rides or allowing their student to use such services.
II. CHOATE HEALTH SERVICES – HEALTH AND WELLNESS

Choate Health Services – Pratt Health Center (203) 697-2203

*Wellness must be a prerequisite to all else. Students cannot be intellectually proficient if they are physically and psychologically unwell.*


HEALTH SERVICES

Students have easy access to health care, counseling, and wellness support through Choate Health Services. The School’s multidisciplinary, integrated health services team consists of four full-time counselors, a physician, a pediatric nurse practitioner, a consulting psychiatrist/psychiatric mental health nurse practitioner (PMHNP), registered nurses, and is supported by administrative staff and aides. Students are encouraged to schedule appointments by calling (203) 697-2203 but can walk-in to be seen on an emergent basis. Similarly, for mental health issues, students can contact one of the full-time counselors directly, send an email to counseling@choate.edu to schedule an appointment, or speak to the receptionist or a member of the medical staff on the first floor of the Pratt Health Center. Students can also be referred to counseling by a teacher, Student Life Adviser, House Mentor, dean, coach, friend, or parent/guardian.

Students may prefer to establish a counseling relationship with a non-Choate-affiliated therapist locally or continue care with their home provider. If so, please inform the Director of Counseling of arrangements for care. With this information Choate Health Services can help coordinate care, arrange transportation, and partner with a student’s counselor when necessary. Similarly, the health services team can collaborate with care providers from home to manage chronic problems and work with local specialists and hospitals as needed.

PRATT HEALTH CENTER

The School’s medical and mental health services are located in the Pratt Health Center. The first floor has medical examination rooms and a 10-bed infirmary. Four counselor offices for mental health services are on the second floor. Medical and mental health professionals keep regular office hours Monday through Friday and, in special circumstances, see students outside of office hours.

When school is in session, the Pratt Health Center is staffed 24-hours a day, 7 days a week by at least one registered nurse and one of our medical clinicians and counselors, either on-site or on-call. A student who feels sick at night should inform an adult in the dormitory, the Dean on Duty, a prefect, or contact Community Safety to escort the student to the Health Center. Students need to be accompanied by an adult after curfew. When students are admitted to the Health Center overnight, their House Mentor, Student Life Adviser, and the Dean on Duty are notified.

The Health Center is also a place where students may rest and receive care when they have a short-term, non-emergent issue, like a headache. The goal is for students to return to class and be ready to learn as soon as they are able. Students who feel ill or require rest are expected to remain in the Health Center until cleared, unless they go home with a parent/guardian. In rare circumstances, and only if granted special permission by the Health Center staff or their form dean, boarding students may be allowed to rest in their dorm rooms during class time.

The School encourages students to develop a sense of ownership in navigating their health care and a better understanding of their own health information. Therefore, parents/guardians may first receive a call from the student describing a visit and treatment plan before a member of the Health Services team contacts parents/guardians about the student’s visit to the Health Center.

CONFIDENTIALITY

Providing care to the whole person requires trust. Establishing and maintaining that trust with students requires conversations about confidentiality, its protections, and its limits. When a student comes to the Health Center for care, several Health Services team members (nurses, physicians or counselors) might be involved. From time to time, the sharing of information with other adults (e.g. form deans or Student Life Advisers) or other offices is necessary on a need-to-know basis. These professionals are respectful of confidentiality and committed to ensuring that protected medical information remains in the Health Center.

Whenever possible, prior to sharing information (for example, when scheduling a referral to a specialist or consulting Health Services colleagues), the Health Center team informs students and involves them in the conversation about what information is to be shared.

INSURANCE

All students must have proof of health insurance coverage and maintain such coverage while enrolled at Choate. Parents/guardians must complete a Health Insurance Information form and provide a copy of insurance cards, all available through the Family Documents section of the Parents Portal. If a student’s insurance plan changes during the year, a family member must inform Choate Health Services as soon as possible.

CHARGES

The School does not charge for appointments and medical/clinical services provided in the Health Center team. This includes services provided by Choate’s counselors and on-campus evaluation/treatment by the consulting psychiatrist. However, Choate Health Services does bill student accounts directly for the following:

- Transportation services (e.g. for appointments with off-campus providers)
- Prescriptions and reimbursement for prescription copays paid by the School
- Medical supplies (e.g. nebulizer set-up, orthopedic supplies, and crutches)
- Optional immunizations (e.g. travel and Gardasil)
- Testing for influenza, non-routine COVID-19 testing, and drug testing
Choate Health Services does not bill insurance companies, which means that families are responsible for submitting claims for covered charges. When students are referred to local medical or mental health specialists, programs, or for laboratory tests, providers should bill insurance companies directly for charges incurred. Please note that students visiting off-campus providers are accompanied by a Choate employee, and families are charged for transportation services. This is billed through the Financial Office to the student’s account.

HEALTH SERVICES TEAM
Alexandra Copeland, MS, CHES, Associate Dean of Students for Health and Wellness
Miriam Cohen, MD, Medical Director
Karen Klein, APRN, Director of Nursing
Bonnie Scherf, RN, BSN, MPA, Medication Nurse Manager
Raynetta Gibbs, LCSW, Director of Counseling
Lisa Kimball, LPC, NCC, Associate Director of Counseling
Erin Hopkins, PsyD, Licensed Mental Health Counselor
Christina Mierez-Cicero, LCSW, Licensed Mental Health Counselor
TBD, Consulting Psychiatrist/Psychiatric Mental Health Nurse Practitioner

PRESCRIPTION MEDICATIONS

1) Up-To-Date Medication List
Please make sure that Health Services is notified of all medications prescribed for the student and call the Health Center with any changes. This requirement is for both boarding and day students. Students in possession of prescription medications unknown to the Health Center risk violating the school rule on drugs (see pp. 13-14).

2) Medication Management
For all medications prescribed for the student, even if for a short time, a parent/guardian and an authorized prescriber must complete an Authorization for the Administration of Medication Form and a Medication Supplemental Form. Many prescription medications must be registered with Choate Health Services upon arrival on campus. Arrangements will be made with Choate’s medication manager for administration and prescription refills. The Health Services team will maintain ongoing communications to monitor compliance and progress. All appropriate forms must be submitted whenever a new medication is prescribed or dosage is changed.

3) Registering and Administering Medications
All boarding students are required to bring their prescription medications to the Health Center when arriving at school. New or changed prescriptions received during vacations must be presented to the Health Center within 48 hours of arrival back on campus. All refills are to be processed through Annex Pharmacy in Hamden, Connecticut, unless insurance requires the use of a different pharmacy. Parents/guardians are asked to set up accounts at Annex for direct billing.

Students schedule regular times to pick up their medications, usually on a weekly basis, but the Health Services team may require daily dispensing in certain situations. The frequency at which a student’s medication could change at any time at the discretion of the Health Services team. Students will receive medications in a labeled authorized package. Medications are not allowed in a student’s possession outside of the labeled authorized package.

No medications are to be mailed directly to a student (see pp. 21-22, section on suspicious items), but, by agreement with the Health Services team, medications can be mailed directly to the Health Center.

Parents with questions or special requests are asked to contact Choate Health Services at (203) 697-2203.

LEAVE OF ABSENCE

A leave of absence will be granted to, or required for a student who, due to a serious health issue or personal circumstances, is unable to engage constructively in school life. A leave of absence will be required when the School determines that having the student remain on campus would compromise that student’s safety or wellbeing or the safety or wellbeing of other students. For those students who have engaged in suicidal behavior, are deemed at risk for suicidal behavior, or persist in self-harming behavior, the School will require a leave of absence until no earlier than September of the next academic year. However, if the decision to require the leave of absence is made during the spring term, the School will likely require that the student remain on leave for no less than the next full academic year. The School’s experience indicates that a clearly defined and extended period of time away from Choate permits students to focus, with their families and with the support of ongoing therapy, on taking the steps that will enable them to return and thrive at Choate.

The length of time for other leaves of absence shall be determined on an individual, case-by-case basis. The student on leave is expected to continue an active academic program, preferably in a formal school setting. The details of this program are to be worked out as early in the leave as possible between the family and the form dean in consultation with the Director of Studies. Terms of the leave require that the student be given a Withdrawal from Choate. The Dean of Students, in consultation with the applicable form dean, Choate Health Services, and the Director of Studies, grants approval for return from a leave of absence. The Director of Studies determines academic placement of the student upon return based on submitted documentation of work completed while on leave, the student’s previous record at Choate, and placement testing as needed. A return from leave agreement will be shared with the family once the return
date is confirmed. A student returning to campus following a leave of absence will be asked to meet with the Dean of Students, form dean, Student Life Adviser, and appropriate member of the Choate Health Services Team during the first few days following the leave of absence to assist in the transition back to successful campus life and to go over the return from leave agreement.

DRUG AND ALCOHOL EDUCATION

Drug and Alcohol Education is an in-house program that takes a “wellness” approach—focusing on handling stress and understanding feelings as well as the various physical and social problems of substance abuse. This program is a part of the Life Long Wellness Curriculum. Additional education will be provided for all students through guest speakers, special programs, and sessions with Peer Educators.

NO-USE POLICY  See p. 17-18.

III. CAMPUS FACILITIES

ANDREW MELLON LIBRARY

The Library provides both contemplative and collaborative spaces for all users. The Library collection contains over 190,000 books and e-books, over 50 scholarly databases as well as newspapers, magazines, DVDs, and streaming video services, along with a copy of course textbooks on reserve. The Library website provides access to a comprehensive collection of academic databases, digital resources, ebooks, technology and research support guides. A variety of digital tools, such as chargers, microphones, tripods, adapters, cameras, green/blue screen and vinyl cutter are available in the library. A tech center is located in the library to support students with classroom apps.

The following guidelines have been established to maintain an appropriate academic atmosphere and to allow the library resources to be accessible to the greatest number of users.

1. To accommodate the needs for both individual and collaborative study, different quiet and collaborative spaces have been designated. Group study rooms are located on the lower level for those who prefer to work in a collaborative setting.
2. Food and drinks are permitted in the library with the following guidelines:
   a. Certain areas of the library may be designated as “No Food and Drink” zones
   b. Areas must be cleaned up and garbage properly disposed of in designated containers
3. Textbooks are for in-house use only
4. Library materials circulate for three weeks and may be renewed once.
5. Replacement and processing costs are charged for lost or damaged materials.

Library hours:
Monday-Thursday, 7:30 a.m. – 9:30 p.m.
Friday, 7:30 a.m. – 5:00 p.m.
Saturday, 11:00 a.m. – 3:00 p.m.
Sunday, 11:30 a.m. – 9:30 p.m.

ATHLETICS FACILITIES

WORTHINGTON JOHNSON ATHLETIC CENTER

The Athletic Center houses a state-of-the-art fitness center; basketball, volleyball, and squash courts; a wrestling room, interscholastic weight training room; dance studio, crew ergonomic room, and a suspended 1/10 mile indoor track.

Hours:
Monday-Friday, 7:30 a.m. – 7:30 p.m.
(Winter Term, 7:30 a.m. – 8:30 p.m.)
Saturday, 10:00 a.m. – 6:30 p.m.
Sunday, 12:00 p.m. – 4:00 p.m.

WALL FITNESS CENTER

The Wall Fitness Center is located on the second floor of the Johnson Athletic Center. The facility is available to students, faculty, and staff throughout the year once they register to use the facility. Fitness Center hours are posted on the School website. During weekdays while school is in session, the facility is generally open from 6:00 a.m. until 9:00 p.m.

LARRY HART POOL

The Larry Hart Pool, located next to the varsity baseball field, is an eight-lane, 25-meter indoor pool with two one-meter diving boards. Free swim hours are offered for students, faculty, and staff throughout the year. Students who wish to use the pool facility for recreational use, special student events, or any water-related sport will be required to take and pass a basic swim test. This test will be administered by the Director of Aquatics at the beginning of the school year and at times throughout the year. Students who pass the test will have a sticker affixed to their ID card. All students must have their student ID cards with them for admission to the pool facility. Students who do not wish to take the swim test are not obliged to do so, but they will not be allowed to use the facility and may be limited in participating in student activities that involve use of off campus pools or visits to off campus locations with bodies of water. When replacing a Choate ID card, students should go to the Athletic Center to get a new swim test sticker. (Information about the pool schedule can be found on the portal.)

WILLIAM C.S. REMSEN ARENA AND HEMENWAY RINK

The Remsen Arena is located to the southwest of the Johnson Athletic Center and has a single ice rink as well as eight locker rooms. Ice is in place from mid-fall until early spring and is available for use by Choate teams, as well as outside rentals. Time is also set aside for Choate community skate, Wallingford community skate, stick time for Choate students, and occasional form events. (Information about the Remsen Arena schedule can be found on the portal.)
**KOHLER ENVIRONMENTAL CENTER**

The Kohler Environmental Center (KEC), located to the east of the main campus, includes a greenhouse, laboratory spaces, classrooms, residential quarters for faculty, students, and guest educators-in-residence, and several advanced environmental features. Choate's Environmental Immersion Program (EIP) is housed at the KEC and provides an intensive residential and academic experience with a focus on the environment to the students and faculty who live there. However, students and faculty from the main campus are welcome to visit the KEC, either with a class that might choose to take advantage of what it offers or individually, for example by participating in a KEC-specific program such as hiking, paddling, or farming or by visiting a friend there during free time. Because it is a student residential facility, the KEC is off-limits to visitors after 9:30 p.m. on academic evenings, 11:00 p.m. on Fridays, and 11:30 p.m. on Saturdays, unless arrangements have been made and permission granted in advance for an overnight.

**LANGUAGE MEDIA LAB**

*LOWER LEVEL - STEELE HALL*

**Language Media Lab Hours:**
- Monday-Thursday: 8:00 a.m.–5:00 p.m.
- Friday: 8:00 a.m.–3:00 p.m.

**LANPHIER CENTER**

The Cameron and Edward Lanphier Center for Mathematics and Computer Science is a multi-disciplinary facility, which includes traditional classroom spaces, a robotics lab, the Lin i.d.Lab, small study rooms, a lecture hall, café, and student commons and is designed to support hands-on learning and collaborative academic work. During study hours, the building is open to all sixth formers and day students; fifth form boarders need permission from their house adviser; and fourth and third form boarders will only be granted permission for specific class work. Students are able to purchase food and beverages in the café using their ChoateCards and can use the Commons to work, relax, or socialize.

**Facility Hours:**
- Monday-Thursday, 6:00 a.m. – 9:15 p.m.
- Friday, 8:00 a.m. – 10:45 p.m.
- Saturday, 8:00 a.m. – 10:45 p.m.

**Café Hours:**
- Monday-Friday, 7:45 a.m. – 4:30 p.m.

**Commons Hours:**
- Monday-Friday, 7:00 a.m. – 8:30 p.m.
- Friday, 8:00 a.m. – 10:45 p.m.
- Saturday, 8:00 a.m. – 10:45 p.m.

The TV and speakers in Lanphier Commons can be accessed by using Apple TV. While users have some discretion in choosing their music and videos, the Commons is a public location used by community members and guests of all ages; therefore, users are not allowed to play music with explicit lyrics or watch videos (e.g. TV shows, movies) that are rated R or MA without specific permission.

**PAUL MELLON ARTS CENTER (PMAC) AND COLONY HALL (CH)**

The Arts Center serves the community in a number of ways. A full season of performances, events and gallery exhibitions, (student, faculty and guest artists) is offered for all to enjoy. Arts classes are housed within the Arts Center facilities, although some take place in other spaces, such as the Ceramic and 3D art studio next to the laundry building and some digital design classes in the Lanphier Center. The Arts Center is open throughout the day and is available for all students to use for their arts classes, clubs, and creative endeavors. In order to maintain a safe environment, after the academic day, students must reserve Arts spaces by emailing Carol Jones (at least two academic days prior to anticipated use for permission and to ensure availability Students who take music lessons will have Choatecard access to Colony Hall practice rooms which this year they will be required to sign up for on a weekly basis. Information about this will be shared at the start of the year. Anyone else requesting use of a practice room will be granted access if their intended use of the room is appropriate and space is available. The dance studio in Colony Hall is accessible to all for appropriate use, although priority is given to dancers and choreographers engaged in the program. Street shoes and food are not allowed in the studio. New cleaning protocols will be implemented in all spaces within the PMAC and CH to ensure the safety of the community.

**Contacts**
- Matthew McLean, Academic Department Head, mmclean@choate.edu
- Carol Jones, Music Ensembles and Private Lessons Administrator, cjones@choate.edu

**PMAC Hours:**
- Open daily 9:00 a.m. - 9:00 p.m. (with the potential for adjusted hours this year).

**Arts Center Office Hours:**
- Monday-Friday, 8:30 a.m. – 4:00 p.m.

**MUSIC LESSONS**

Students who wish to study an instrument or voice may schedule lessons on campus. Students are encouraged to purchase sheet music, music books, and music supplies themselves with their music lesson teacher’s guidance. If purchases are made on their behalf, they will be billed monthly with the student’s approval. Music lessons cannot be used to fulfill an arts requirement. Instruction is offered in voice and more than 20 instruments. Lessons are scheduled each term. If a student does not wish to continue private lessons, the student must go through the academic drop process and notify the Music Ensembles and Private Lessons Administrator in writing at least 48 hours before the third scheduled lesson of each term or a charge will be made for an entire term, which is eight lessons. For a student to reinstate music lessons, the student needs to obtain parent/guardian and teacher permission.

**Cost:**
- Attendance is mandatory at all lessons. Cut slips will be sent to the appropriate form dean for absences. Any missed lessons may
be made up at the discretion of the instructor. No charge will be made for a make-up lesson unless the student is absent without excuse. When an instructor must cancel a lesson, the student will be notified by TEAMS message or by email. There will be no charge for the lesson and a make-up lesson will be scheduled.

Note: President's Day Notice to Parents of Students Enrolled in Private Music Lessons: On a day of his choosing, the Head of School announces President's Day, a day off from classes for students. However, students are expected to attend rehearsals, sports, and private music lessons. If a student has a music lesson scheduled when President's Day is called, the lesson will take place.

Contacts
Music Ensembles and Private Lessons Administrator:
Carol Jones, cjones@choate.edu

Financial Office: ext. 2300
General Inquiries: (203) 697-2035

Instrument Purchase/Rental: Students are advised to have instruments in their possession prior to beginning lessons. Area music stores that rent to students are:

- Sam Ash (203) 389-0500
  95 Amity Road, New Haven
- Goldie & Libro Music Center (203) 239-2263
  380 Washington Avenue, North Haven
- JC Music (203) 630-2496
  529 W. Main Street, Meriden

ST. JOHN HALL STUDENT CENTER

St. John Hall student center is a multi-use facility that brings students together to relax, socialize, collaborate, meet with clubs, and more. The home base for day students, St. John is also a destination for boarding students and is the home for student activities, the Deans’ Offices, and student publications. The center houses day student lockers, the Student Services Kiosk, the Choate Store, game rooms (featuring pool and ping-pong tables, foosball, and video gaming), club meetings spaces, group study rooms, conference rooms, a project room, a kitchen, student publication spaces, offices (for the form deans, Dean of Students, Day Student Director, Director of Residential Life, Dean of Equity and Inclusion, and student activities), the Tuck Shop, and the Bay Room, a formal and quiet space.

During study hours, the building is open to all sixth formers and day students; fifth form boarders need permission from their House Adviser; and fourth form boarders will only be granted permission for specific class work that can only be completed in St. John; third form boarders may not go to St. John during this time.

St. John Hall Hours:
Monday-Thursday, 6:15 a.m. – 9:30 p.m.
Friday, 6:15 a.m. – 11:00 p.m.
Saturday, 8:00 a.m. – 11:00 p.m.
Sunday, 8:00 a.m. – 9:30 p.m.

RESERVING SPACES

Students may reserve collaboration spaces and the project room by emailing the Student Activities staff at least 48 hours prior to use. The Bay Room may be reserved for special events by contacting Alexandra Long at along@choate.edu or Raquel Simoneau at rsimoneau@choate.edu. All reservation requests should be made at least 48 hours in advance.

Conference rooms 200 and 215 may only be reserved by faculty members.

STANDARDS FOR MUSIC AND VIDEOS

Video monitors and speakers throughout the building can be accessed by using Apple TV. While users have some discretion in choosing their music and videos, St. John Hall student center is a public facility used by community members and guests of all ages; therefore, users are not allowed to play music with explicit lyrics or watch videos (e.g. TV shows, movies) that are rated R or MA without specific permission.

BAY ROOM

In an active building full of flexible space, the Bay Room is a more formal and quieter space where people may gather to work, talk, or relax in a calm setting.

CHOATE STORE

Textbooks, stationery supplies, health and beauty aids, Choate clothing, snacks and beverages, Choate Network products, dorm room supplies (including power strips, fans, clocks and lamps), and gift items may be purchased at the Choate Store on the second floor of St. John Hall. Purchases can be made with cash, check, MasterCard, VISA, Discover, or your ChoateCard.

Store Hours:
Monday-Friday, 9:00 a.m. – 6:30 p.m.
Saturday, 10:00 a.m. – 3:00 p.m.

DAY STUDENT LOCKERS

Each day student is assigned a locker, located on either the second or third floor, in St. John. The lockers have built in combination locks, have space for books, computers, iPads, and other small items, and are accessible whenever the building is open. Large items (musical instruments, sports equipment) should be stored in secure spaces in either the Arts Center or the Athletics Center.

COLLABORATION SPACES

These spaces are designed for collaborative work, study, club meetings, and more. Prior reservations for these spaces, which are posted at the room’s entrance, must be respected. Students may use group study rooms and when finished are expected to remove their belongings (reserving a space by leaving a bag behind is not okay), clean up, and return furniture to its original locations.
TUCK SHOP
The Tuck Shop, on the first floor of St. John Hall, sells burgers, sandwiches, pizza, fries, finger food, salads, breakfast food, shakes, and an assortment of snacks and beverages.

Tuck Shop Hours:
- Monday-Friday, 9:30 a.m. – 9:30 p.m. (last orders accepted at 9:15 p.m.)
- Saturday, 1:00 p.m. – 11:00 p.m.
- Sunday, 1:00 p.m. – 9:30 p.m. (last orders accepted at 9:15 p.m.)

STUDENT SERVICES KIOSK
Students go to the Kiosk for ChoateCard banking and ID photos as well as travel information and reservations (for more information see ChoateCard and Transportation and Travel Information pp. 54, 56). Passports, visas, and other small valuables can be stored in the kiosk safe.

Kiosk Hours:
- Monday-Friday, 9:00 a.m. – 12:00 p.m. and 1:00 – 4:00 p.m.

KITCHEN
The fully-equipped kitchen is located on the third floor and may be used by classes, clubs, teams, dorm groups, and more. Reservations must be made 48 hours in advance.

PUBLICATIONS ROOM
A suite of publications spaces is located on the third floor and provides permanent homes for The Choate News and The Brief. Other publications, such as The Lit, also share the space and can use the project room, which is located across the hall, for large meetings.

TEACHING AND LEARNING CENTER
The Teaching and Learning Center (TLC) is dedicated to excellence in learning and to providing academic support for all students with accommodations and students who are referred to the TLC by their Student Life Advisers and deans. Services provided include:

- Academic and technological support for those with documented disabilities
- A quiet place for test taking

The support provided by the TLC is not in any way meant to replace the extra help teachers provide to students, either one-on-one or in group extra-help sessions. The purpose of the TLC is to provide a line of support beyond the teacher/student and Student Life Adviser/advisee relationships to include:

- Academic coaching in reading, writing, quantitative skills, study skills, test-taking skills, general learning strategies, and time management and organization for students who have exhausted all traditional forms of support such as extra help with teachers, peer tutors, etc.

Teaching and Learning Center Hours:
- Monday - Friday, 8:00 a.m. – 3:00 p.m.

During these hours, students can drop in or make an appointment. Support is available outside of the academic day by appointment only. Contact Colin Mort or the TLC Assistant Corey Rudolph.
APPENDIX I

VOLUNTEERING AND EXPERIENTIAL LEARNING POLICY FOR STUDENTS WITH F-1 VISAS

F-1 REGULATIONS AS RELATED TO OFF-CAMPUS EMPLOYMENT AND PRACTICAL TRAINING

According to F-1 student visa regulations, K-12 international students with F-1 visas are ineligible for off-campus employment (except on a case-by-case basis as a result of unforeseen severe economic hardship, which requires prior authorization from the designated school official and U.S. Citizenship and Immigration Services and compliance with the Fair Labor Standards Act and applicable state labor laws and regulations). Such F-1 students also are ineligible for practical training. Practical training includes all paid or unpaid internships, whether or not the work is done to satisfy the requirements of a school program. There is no distinction made between work that is completed remotely or in-person, if the host institution is within the US.

VOLUNTEERING AND EXPERIENTIAL LEARNING OPPORTUNITIES FOR F-1 STUDENTS

Students with F-1 visas may legally participate in true volunteer opportunities at Choate through the Community Service Office. Some examples of true, legal volunteering are listed below:

- Sorting and repackaging food at the Connecticut Food Bank
- Removing garlic mustard and planting native flowers at a local land trust
- Greeting blood donors at an American Red Cross Blood Drive event
- Walking dogs at the Wallingford animal shelter

International students studying at Choate on an F-1 visa also may be able to participate in certain unpaid experiential learning opportunities, which allow them to learn more about their field of study without engaging in unauthorized off-campus employment or practical training or violating applicable federal and state labor laws and regulations. Unpaid hands-on work in a lab, hospital, or political office relating to your studies and/or possible career interests, for example, seems like volunteering. However, under certain circumstances, such unpaid hands-on work might be considered unauthorized off-campus employment or practical training in violation of the F-1 student visa regulations and applicable federal and state labor laws.

Legally permissible unpaid experiential learning opportunities for Choate students with F-1 visas include job shadowing, informational interviewing, and observing meetings or lab processes. To ensure that it complies with applicable F-1 student visa regulations and applicable federal and state labor laws, students should ensure that their experiential learning opportunity meets the following conditions:

- The experience is entirely self-directed, and the student is not given assignments, projects, or direction from a supervisor or other party at the host institution or program.
- The host institution cannot materially benefit from the student's learning experience.
- The student receives no compensation for their learning experience. Compensation includes but is not limited to salary, hourly wages, program stipend, housing assistance, parking or meal stipend or reimbursement, or free transportation such as bus or rail passes.

The requirements of the Scientific Research Program (SRP) or John F. Kennedy (JFK) Signature programs may require F-1 visa holders to complete their summer internship outside the United States.

Students who attend Choate on a different visa than F-1 should confirm with their DSO and/or visa sponsor the regulations that apply to them regarding employment, internships, and volunteering. Contact Ashley Sinclair with any questions.

APPENDIX II

SECURITY CAMERA AND RECORDING POLICY

POLICY STATEMENT

Centering the importance of safety in the life of our vibrant academic community, Choate Rosemary Hall is committed to promoting school safety and strives to provide each member of its community with a sense of wellbeing and belonging on our campus.

Accordingly, as part of Choate's commitment to campus safety and security, Choate authorizes the installation and utilization of security cameras in public areas focused on major pedestrian crossings for purposes of assisting the School for purposes of ensuring appropriate conduct on our campus, assisting the School in protecting property, and maintaining the health, safety, and security of our school community.

POLICY SCOPE

- This policy encompasses the use of security camera equipment for the purpose of security on or in any School property, facilities, and spaces and/or during the course of School-sponsored activities (see "Placement and Installation" section below for current locations).
- This policy does not apply to cameras, camera equipment, or video created or used by Choate or others for non-security purposes. Examples of non-security video recordings include, but are not limited to, video recordings made for: instructional, academic, or artistic purposes; recordings of public events and performances; recording promotional or news events; or video conferencing.
OVERSIGHT & CONTROL

- Security cameras will be used on or in School property only upon authorization of the Chief Financial Officer (CFO).
- The CFO is responsible for overseeing this policy.
- Any video recording from security cameras shall be the sole property of Choate.
- Access to security camera video is limited to the following authorized individuals:
  - CFO, Head of School, Head of Student and Academic Life, Director of Operations, Community Safety Manager, or a delegate upon express written authorization from the CFO or Head of School.
- No other employees may access recordings or data related to security cameras.
- This policy shall be published in the employee handbook and the student handbook. Notice of the use of security cameras shall be posted where other employee notices are publicly posted.
- The use and installation of security cameras and security video shall comply with all applicable state and federal laws.
- Any diversion or use of security camera technologies for purposes other than those listed in this policy is strictly prohibited.

PLACEMENT & INSTALLATION

- At the direction of the CFO, Information Technology Services (ITS) personnel are responsible for the placement and installation of security cameras, in coordination with Facilities personnel.
- Security cameras will not be installed or used in any area where there is a reasonable expectation or privacy such as bathrooms, locker rooms, or in other areas designed for the health and personal comfort of employees or for safeguarding employees’ personal possessions.
- The placement of security cameras is restricted to public outdoor spaces with a focus on major pedestrian crossings. Security cameras are currently installed at the following locations, although the School maintains discretion to add locations if deemed appropriate:
  - Carrington facing Elm Street and Christian Street
  - East Cottage facing Elm Street
  - Edsall facing Elm Street
  - Library facing Christian Street
  - Maher Field Scoreboard facing Christian Street
  - Tenney facing Elm Street
- Security cameras used by the School shall not record audio and are not used for audio surveillance.

LIVE STREAM MONITORING

- Security cameras may record video twenty-four hours per day, seven days per week.
- Security videos are not actively monitored in real-time. As such, they cannot be relied upon to provide immediate notification and or prompt an immediate response when inappropriate action is occurring.
- Live stream monitoring or viewing is only permitted in the event of an active emergency on campus. In such event, only the following people are authorized to monitor live stream video from the security cameras:
  - CFO, Head of School, Head of Student and Academic Life, Director of Operations, Community Safety Manager, Dean of Students, Dean of Faculty, Dean of Equity and Inclusion, or a delegate upon express written authorization from the CFO or Head of School.

STORAGE & RETENTION

- All recorded video from the security cameras is secured, maintained and stored on secure Choate servers and overseen by the Director of ITS. Only authorized individuals as outlined in this policy may access these recordings.
- Recorded video and images are confidential and destroyed on a regular basis in accordance with Choate’s Record Retention Policy. Generally, security video recordings are timestamped and stored for a period of at least 15 days, after which they are promptly erased. Disposal of video may be suspended if relevant to any pending or threatened legal action, proceeding or investigation as outlined in the School’s Record Retention Policy, in which case the CFO or designee will issue a suspension notice to ITS.

OPERATIONAL REVIEW

- Video recordings from Choate’s security cameras are not public records, and are generally not available to outside third parties, including parents/guardians and students.
- Security video recordings can only be accessed by authorized individuals as defined in this policy and only as part of an investigation of an incident involving the health, safety, or security of a Choate community member; the destruction, damage, or theft of property; threat to a Choate community member or Choate property; or as otherwise required by law or specifically authorized by the CFO or designee.
- School personnel, including authorized individuals, are prohibited from using or disseminating information acquired from security video except for purposes outlined in this policy. All information and/or observations made during the review of security video are considered confidential and can only be used for official School purposes as outlined in this policy. More specifically, security video cannot be used to evaluate employee performance or to monitor employees; collect data on employee or student movement patterns.
• Any request from an authorized individual to view or review a security video must be made in writing.

• The CFO and Director of Operations may immediately review security video upon receipt of and directly related to the submission of a Pedestrian Safety Report Form by a Choate community member with a complaint involving a vehicle. The CFO will notify the Head of Student and Academic Life as soon as practical.

• For all other requests, two approvals are required:
  • The CFO; and
  • The Head of School, or Head of Student and Academic Life.

• In an emergency requiring urgent review of the security video, the CFO or their designee can seek the second approval from any Senior Officer. Notification of the emergency request of approval must be sent to the Head of School, Associate Head of School, and Head of Student and Academic Life at the same time the alternative secondary approval is sought.

• If any of the individuals who normally provide approval are involved in the incident that has prompted the need for review of security video, the Chair of the Board of Trustees can stand in for their approval.

**RELEASE OF INFORMATION**

• The security cameras are intended only for Choate's private use and security purposes. Information obtained through security video may only be released when authorized by the CFO or designee according to the guidelines established in this policy, or as otherwise required by law.

• Information obtained through security video may be shared by Choate's Community Safety Department to cooperate and assist local police with investigations that are initiated by Choate (e.g., Choate passing along a Pedestrian Incident Report Form to Wallingford Police Department for investigation). This disclosure may include providing copies of security video that are within the scope of the Choate-initiated investigation.

• All requests from sources external to Choate for the release of security video must be submitted to the CFO. When requests for security video are not related to a Choate-initiated investigation as described in the paragraph above; are in the form of a subpoena; or are reasonably related to any pending, threatened or reasonably foreseeable legal action or proceeding or investigation, the CFO will consult with the School's legal counsel and comply with applicable law.
## Table of Contents

- iPad Program .............................................. 54
- Judicial Committee ...................................... 18
- Kohler Environmental Center ......................... 60
- Language Media Lab (Steele Hall) ..................... 60
- Lanphier Center ........................................... 60
- Laser Pointers .............................................. 24
- Laundry and Dry Cleaning ............................. 55
- Leadership Positions .................................... 42
- Learning Disabilities ................................. 49
- Life at Choate ............................................. 33–44
- Lights Out .................................................... 34
- Lockers (Day Students) ................................. 39, 61
- Long Weekends .......................................... 39
- Lost and Found ............................................ 55
- Mail Services .............................................. 55
- Major Assessments ...................................... 47
- Major School Rules ...................................... 13
- Violations, Adjudication of ......................... 19
- Mandated Reporting .................................... 20
- Meal Hours ................................................ 55
- Medical Absence ........................................ 26
- Medical Leave of Absence Policy ................... 58
- Messages (Day Students) ............................ 39
- Mission Statement ....................................... 3
- Modeling Behavior ...................................... 5
- Motorized Vehicles ..................................... 24
- Music Lessons ........................................... 60
- No-Use Policy ............................................. 17
- Noise Pollution .......................................... 24
- Nondiscrimination Policy ............................. 2
- Notary Public ............................................. 55
- On-Campus Storage ................................... 56
- Overnight Permissions .................................. 35
- Parietals ...................................................... 16
- Pass/Fail ..................................................... 45
- Paul Mellon Arts Center ............................... 60
- Personal Belongings .................................... 39
- Personal Integrity ......................................... 11
- Personally Offensive Material ...................... 37
- Pets .......................................................... 24
- Phone Use ................................................ 34
- Plagiarism ................................................... 10
- Pond .......................................................... 24
- Pool .......................................................... 59
- Prefect Program, Day ................................. 38
- Prefect Program, Residential ....................... 33
- Prep Slip ..................................................... 25
- Prescription Medications ............................ 58
- President’s Day .......................................... 46
- Print and Document Services Center ............ 56
- Print/Copy/Scan .......................................... 56
- Probation ................................................... 29
- REACH, electronic sign-out system .......... 35
- “Reach” of the School ................................ 16
- Recycling ................................................... 41
- Religious Observances, Policy on ............ 26
- Religious Groups ........................................ 53
- Remsen Arena .......................................... 59
- Reports ..................................................... 44
- Residential Life .......................................... 33–38
- Restriction .................................................. 28
- Absence & Disciplinary ............................. 28
- Room Furnishings and Decorations ........... 37
- Room Reservations .................................... 61
- Room Security .......................................... 37
- Room Song ............................................... 9
- Searches ................................................... 20
- Room ....................................................... 20
- Electronic Records and Devices ............... 20
- Suspicious Items ....................................... 21
- Service Animals ........................................ 24
- Services and Facilities ............................... 54–62
- SESAME Seeds Grants .............................. 53
- Sexual Intimacy ......................................... 24
- Consent ................................................... 25
- Statutory Rape .......................................... 25
- Sexual Misconduct ..................................... 12
- Smart Phones .......................................... 54
- Spears Endowment .................................... 53
- Special Academic Dress ......................... 27
- Special Occasions ..................................... 40
- Special Programs ...................................... 40
- Spiritual Life ............................................ 53
- St. John Hall ............................................. 61
- Statement of Expectations ......................... 4
- Statement on Character ............................. 3
- Student Council ........................................ 42
- Student Rooms and Furnishings ................. 36
- Student Publications ................................. 61
- Student Services Kiosk .............................. 62
- Study Hours .............................................. 34
- Study Space (Day Students) ...................... 39
- Structure of Academic Days ..................... 33
- Campus Time .......................................... 33
- House Time .......................................... 33
- Suspension .............................................. 30
- Off-Campus .......................................... 31
- On-Campus ............................................ 30
- Sustainability at Choate ......................... 40
- Swim Test (Larry Hart Pool) ...................... 59
- Switchboard ............................................. 56
- Teaching and Learning Center .............. 62
- Technology–Acceptable Standards ............ 31
- for Use .................................................. 31
- Technology, The Internet, and School Expectations ............................ 32
- Term Courses ......................................... 48
- Term-End Experiences .............................. 47
- Testing for Illegal Substances ................. 21
- Travel Information .................................... 56
- Tuck Shop .............................................. 62
- Tutors and Tutoring Guidelines ............... 47
- Unauthorized Aid ...................................... 10
- Unauthorized Entry .................................... 15
- Unsafe Practice and Possessions ............. 15
- User Services Help Desk ......................... 55
- Video Game Devices ................................. 38
- Visitation Regulations .............................. 36
- Worship Services .................................... 53
- Worthington Johnson Athletic Center .... 59

## APPENDIX

67