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Chancery Division Civil Cover Sheet
General Chancery Section

(12/01/20) CCCH 0623

IN THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS
COUNTY DEPARTMENT, CHANCERY DIVISION

ROBERT BRONSTEIN and ROSELLENE BRONSTEIN
Plaintiff
v.
LATIN SCHOOL OF CHICAGO, an Illinois not-for-profit corp.
Defendant

2023CH05308
Case No: _____

CHANCERY DIVISION CIVIL COVER SHEET
GENERAL CHANCERY SECTION

A Chancery Division Civil Cover Sheet - General Chancery Section shall be filed with the initial complaint in all actions filed in the General Chancery Section of Chancery Division. The information contained herein is for administrative purposes only. Please check the box in front of the appropriate category which best characterizes your action being filed.

Only one (1) case type may be checked with this cover sheet.

- 0005 Administrative Review
- 0001 Class Action
- 0002 Declaratory Judgment
- 0004 Injunction
- 0007 General Chancery
- 0010 Accounting
- 0011 Arbitration
- 0012 Certiorari
- 0013 Dissolution of Corporation
- 0014 Dissolution of Partnership
- 0015 Equitable Lien
- 0016 Interpleader
- 0017 Mandamus
- 0018 Ne Exeat
- 0019 Partition
- 0020 Quiet Title
- 0021 Quo Warranto
- 0022 Redemption Rights
- 0023 Reformation of a Contract
- 0024 Rescission of a Contract
- 0025 Specific Performance
- 0026 Trust Construction
- 0050 Internet Take Down Action (Compromising Images)
- Other (specify) _____

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**IN THE CIRCUIT COURT OF COOK COUNTY
COUNTY DEPARTMENT, CHANCERY DIVISION**

ROBERT BRONSTEIN and ROSELLENE
BRONSTEIN,)

Plaintiffs,)

v.)

LATIN SCHOOL OF CHICAGO, an Illinois not-
for-profit corporation,)

Defendant.)

Case No.

2023CH05308

COMPLAINT FOR DECLARATORY JUDGMENT AND SPECIFIC PERFORMANCE

NOW COME Plaintiffs, Robert and Rosellene Bronstein (together the “**Bronsteins**”), by their undersigned attorneys, Burke, Warren, MacKay & Serritella, P.C., and make the following complaint for declaratory judgment pursuant to 735 ILCS 5/2-701 and specific performance against Defendant, Latin School of Chicago, an Illinois not-for-profit corporation (“**Latin**”):

NATURE OF THE CASE

1. The Bronsteins are the parents of two children, Nathan (“Nate”) Bronstein and S.B., who attended Latin during part of the 2021-2022 school year. Latin is a private school to which the Bronsteins paid tuition and in turn, Latin, agree to provide, *inter alia*, an education to their children. Group Exhibit 1, Enrollment Contract with 2021-2022 Handbook.¹

2. Latin also agreed to provide the Bronsteins access to their children’s “School Files” as follows:

¹ Attached is the enrollment contract for S.B. with the 2021-2022 Handbook. The Bronsteins signed the same enrollment contract for Nate; however, they do not have a copy in their possession. On information and belief a copy of Nate’s enrollment contract is contained in the School Files currently in Latin’s possession and which Latin continues to wrongfully withhold from the Bronsteins.

Parental Access to School Files

The school keeps cumulative files on all students while they attend Latin. The files contain copies of all grade reports, progress reports, standardized test scores, correspondence involving the student, the original copy of the student's application, notes from teachers, the student's disciplinary records and other miscellaneous records and papers. Parents/guardians who wish to examine their child's folder should call the division director for an appointment. . . .

Id., Handbook at 14.

3. In accord with the promise and direction of Latin, the Bronstein have requested access to the School Files for Nate and S.B., but Latin has refused access to these files. The Bronsteins bring this action seeking: (1) a declaration that they have a legal right to these files, and (2) an order requiring Latin to specifically perform its obligations and provide the Bronsteins access to the School Files of their children.

PARTIES AND JURISDICTION

4. Plaintiff, Robert Bronstein, is the father of Nate Bronstein and S.B., and a resident of Cook County, Illinois.

5. Plaintiff, Rosellene Bronstein, is the mother of Nate Bronstein and S.B., and a resident of Cook County, Illinois.

6. Defendant, the Latin School of Chicago, is a not-for-profit corporation with its principal place of business and citizenship in Cook County, Illinois. Latin operates a private upper school (high school) located at or about 59 West North Boulevard in Chicago, Illinois.

7. Jurisdiction is proper in this Court pursuant to 735 ILCS 5/2-209(a)(1) and (7) because Latin does business generally in Illinois and because this cause of action arises out of a dispute over an agreement or, in the alternative, a promise between Latin and the Bronsteins in Cook County, Illinois.

8. Venue is proper in Cook County pursuant to 735 ILCS 5/2-101 because, at all relevant times, all parties have resided in Cook County, Illinois, and this is the County in which the transaction or some part thereof occurred.

FACTUAL BACKGROUND

Latin’s Agreement to Provide Student Records

9. Prior to enrolling their children at Latin for the 2021-2022 school year, the Bronsteins signed an enrollment contract, which references and incorporates Latin’s 2021-2022 Student/Family Handbook (the “Handbook”). Group Ex. 1.

10. The Handbook states, in pertinent part, as follows:

Parental Access to School Files

The school keeps cumulative files on all students while they attend Latin. The files contain copies of all grade reports, progress reports, standardized test scores, correspondence involving the student, the original copy of the student’s application, notes from teachers, the student’s disciplinary records and other miscellaneous records and papers. Parents/guardians who wish to examine their child’s folder should call the division director for an appointment. . . .

Id., Handbook at 14.

11. The Bronsteins, among other things, relied upon this express, unconditional agreement to provide access to records when enrolling their children at Latin.

12. Latin, as a matter of course and upon request, provides access to School Files to other parents and guardians regarding their respective children.

13. Latin, however, refused the Bronsteins access to the School Files of their children. Exhibit 2, E-mail Chain, 5.31.23 M. Trucco E-mail.

The Bronsteins Have A Right to Their Children’s School Files Regardless of The Law Division Litigation Pending Against Latin and Other Defendants

14. On April 25, 2022, the Bronsteins filed a complaint against Latin and several other defendants asserting tort claims in connection with the suicide of their son, Nate. This matter is pending in the Circuit Court of Cook County, Law Division, as Case No. 2022 L 003763 (the “Litigation”).

15. The Bronsteins amended their complaint in the Litigation on November 10, 2022, and have, since that time, been working to resolve the matter with individual defendants, including predominantly minor defendants, prior to filing another amended complaint.

16. Separate from the Litigation, wherein the Bronsteins assert personal injury claims against multiple parties, the Bronsteins seek access to their children’s School Files from Latin. The Litigation has no bearing on the Bronsteins entitlement to these files for Nate and S.B., *i.e.*, their legal entitlement to these files does not hinge upon the filing, success of, or events in the Litigation.

17. Rather, these are files Latin has agreed to provide all parents, including the Bronsteins, access to regarding their own children.

18. There are no conditions or limits on the providing of access to these School Files stated anywhere in the Handbook. For example, access does not depend on whether the child is a current student, whether the child is deceased, the passage of time, or whether the parents are engaged in a separate legal dispute with the school. Access also does not depend on why the files are requested or what the parents might do with the files – there are no conditions.

19. While the Bronsteins are not required to provide any reason for requesting their children’s School Files, they seek the files because, among other reasons, they want to be fully informed regarding their children’s experience at Latin and to ensure that they have all files regarding their children *now* to avoid ongoing issues over the School Files.

20. In addition, the Bronsteins seek documents in the School Files for various and different reasons. For example, Latin's counsel was informed on May 25, 2023, "[S.B.] recalls being CPR certified while at Latin and she needs the documentation for her summer job as a camp counselor. The Bronsteins request again that School Files and records such as this are provided promptly regarding their children." Ex. 2, E-mail Chain, 5.25.23 D. Gould E-mail. On May 31, 2023, Latin provided the identified CPR certificate, but refused to provide any other School Files requested. *Id.* at 5.31.23 M. Trucco and D. Gould E-mails.

21. While the Bronsteins need certain documents urgently, they do not want to depend on Latin for each piecemeal document they may have a more urgent need for. They simply want the documents they were promised access to regarding their own children. What they need them for and how they will use such documents – relating to their children – are their prerogative, not subject to unstated conditions Latin may seek to impose after the fact.

The Bronsteins' Request for School Files, And Latin's Refusal to Provide Access

22. The Bronsteins requested access to the School Files on April 6, 2023. Ex. 2, E-mail Chain, 4.6.23 D. Gould E-mail. The Bronsteins first made the request through counsel in the Litigation as that seemed appropriate given the ongoing dispute between the Bronsteins and Latin. *Id.*

23. When, however, after many weeks they were not provided access to the School Records, the Bronsteins made a request for access to their children's School Files directly to the Head of School, Thomas Hagerman, and the Upper School Division Director, Nick Baer. Exhibit 3, R. Bronstein Letter. In his May 23, 2023 correspondence, Mr. Bronstein noted that they had been waiting seven weeks for access to the files, and he also offered to cover the costs of copying the files. *Id.*

24. After Mr. Bronstein sent his May 23, 2023 correspondence to Latin, counsel for the school in the Litigation contacted the Bronsteins' counsel and stated he would respond to the direct request for School Files by May 26, 2023. Ex. 2, E-mail Chain, 5.24.23 M. Trucco E-mail.

25. As of the filing of this Complaint, the Bronsteins have not been provided access to the School Files for Nate Bronstein and S.B., other than Latin counsel providing S.B.'s CPR certificate. Ex. 2, E-mail Chain, 5.31.23 M. Trucco E-mail. Latin has taken the position that the Bronsteins do not have an enforceable right to the School Files, which makes the Bronsteins' request for a declaration of their rights to said files ripe before this Court. *Id.* at 5.31.23 M. Trucco and D. Gould E-mails.

COUNT I – DECLARATORY JUDGMENT

26. Paragraphs 1-25 are incorporated herein by reference.

27. The Bronsteins signed the enrollment contract referencing and incorporating the Handbook prior to Nate Bronstein and S.B. enrolling at Latin. Group Ex. 1.

28. Latin's contractual obligation to provide parental access to School Files upon request is set out in the Handbook. *Id.*, Handbook at 14. This is a valid, binding, and enforceable agreement. *Id.*

29. In the alternative, the Handbook reflects Latin's clear, unambiguous, and unconditional promise to provide parental access to School Files. *Id.*

30. The Bronsteins acted in reliance on various promises made by Latin, including its promise to provide parental access to School Files in the Handbook, in enrolling their children at Latin. This reliance was reasonable and foreseeable. *Id.*

31. Despite the Bronsteins numerous requests for access to the School Files for their children, Nate Bronstein and S.B., Latin refuses to provide them access without basis. *See Exs. 2-3*.

32. In view of the foregoing, an actual, justiciable controversy exists between the Brosteins and Latin regarding the Bronsteins' legal right to access School Files regarding their children, and the Bronsteins therefore seek a declaration of their rights pursuant to 735 ILCS 5/2-701.

WHEREFORE, Plaintiffs, Robert and Rosellene Bronstein, pray for judgment in their favor and against Defendant, Latin School of Chicago, as follows:

- a) A declaration that the Bronsteins have an unconditional right to access and review their children's School Files held by Latin; and
- b) For other relief as the Court deems fair and just.

COUNT II - SPECIFIC PERFORMANCE

33. Paragraphs 1-32 are incorporated herein by reference.

34. To access their children's School Files, the Bronsteins need only to make a request to Latin. The Bronsteins have made this request. *See Exs. 2-3.*

35. Latin has refused and/or not given the Bronsteins access to their children's School Files in violation of Latin's agreement and/or promise upon which the Bronsteins relied. Ex. 2, E-mail Chain, 5.31.23 M. Trucco E-mail.

36. The Bronsteins performed their obligations under the enrollment contract required for access to the School Files.

37. The Bronsteins have no adequate remedy at law for Latin's failure to permit them to access their children's School Files.

WHEREFORE, Plaintiffs, Robert and Rosellene Bronstein, pray for judgment in their favor and against Defendant, Latin School of Chicago, as follows:

- a) An order enjoining Latin from withholding Nate Bronstein and S.B.'s School Files from the Bronsteins and directing Latin to specifically perform and allow the Bronsteins to access such School Files in accordance with the Handbook; and

b) For other relief as the Court deems fair and just.

Dated: June 1, 2023

Respectfully submitted,

ROBERT AND ROSELLENE BRONSTEIN
Plaintiffs

By: /s/ Danielle J. Gould
One of Their Attorneys

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GROUP EXHIBIT 1

Latin School of Chicago

Enrollment Contract

Enrollment Contract for 2021-22 School Year

Student's Name: _____ Grade: 9

1. Conditions of Enrollment

- A. Tuition is due for the entire school year because the school's expenses are incurred on an annual basis. Therefore, I/we agree there will be no refund of ANY DEPOSIT OR OTHER payment or cancellation of unpaid obligations even if my/our child does not attend school for the entire year for any reason. I/we understand that I/we are responsible to pay all tuition and other charges for my/our child when due, regardless of his or her academic performance. ***This agreement between us may be canceled in writing up to April 15, 2021 for all families, after which date I/we will be liable for the full year's tuition and all other charges incurred.***
- B. If this contract is not cancelled by timely written notice to the school received on or before April 15, 2021, and my/our child does not attend school for all or any part of the school year, I/we agree that the payment of a full year's tuition and charges will be required as liquidated damages.
- C. Enrollment is for the entire school year, in compliance with the policies, rules, and regulations of the Latin School of Chicago as stated in the Student/Parent Handbooks as revised from time to time. In signing the Enrollment Contract for the academic year, I/we agree to accept the policy of the school that if a student's account is past due or if medical documents are outstanding, no grades, diplomas, or transcripts will be released nor will the student be permitted to attend classes or associated school activities during the next semester. The school reserves the right to dismiss any student, or to deny reenrollment to any student, who, in the sole judgment of the school, has had unsatisfactory academic or social performance, has engaged in conduct which is detrimental to the school, or whose parent(s) or guardian(s) have engaged in conduct which is detrimental to the school. I/we agree that enrollment may be cancelled by the school after the date of this contract for the reasons cited above.
- Student/Parent Handbook
- D. Circumstances beyond the reasonable control of the school, such as war, fire, epidemic, civil disorder or natural disaster, may make it necessary or appropriate, in the judgment of the school, to close the school during the regular school year. In such an event, the school will be closed and classes will be resumed when, in the sole discretion of the school, it is safe and reasonable to reopen the school. The school may extend the school year or otherwise modify the school schedule or the delivery of the educational program as the school deems appropriate to enable students to complete their current grades to the extent feasible.
- E. This contract is for one school year only. The decision to offer an Enrollment Contract is made annually. The school reserves the right, in its sole discretion, to deny any student the opportunity to enroll in the school, for an upcoming academic year. This contract shall be interpreted in accordance with laws of the state of Illinois.
- F. It is the practice of The Latin School of Chicago to use photographs, video and quotations of students involved in school activities in its publications and other selected media, including its website, social media, email communications, etc. for the purpose of promoting the school and its programs. Unless written denial of permission is received at communications@latinschool.org from the parent or guardian, the enrollment of the child in the school constitutes permission for the school to engage in these practices. The school is not responsible for third party use of digital or other photographic material that is copied or used without the school's permission.
- G. It is the school's practice to make family names, addresses, telephone numbers and email addresses available to the school community. Any information provided may be used for our printed and electronic directories, and therefore shared with the entire Latin School community.

2. Tuition and Fees

2021-2022 Tuition \$ **\$39,585.00**

Estimated Fees* \$ **\$900.00**

Total Tuition/Fees \$ **\$40,485.00**

**You will be billed for actual charges such as athletic clothing, school trips, parent association dues, the yearbook, and other miscellaneous fees, as they arise, which may vary from this estimate. You are responsible for purchasing books and will receive instructions about purchasing books at a later date.*

Lower School

Tuition

JK through Grade 4

\$35,430

After School Resources

\$125 - \$240 per session

Extended Day costs vary depending on program you choose and will range from \$150-\$6,400.

Middle School

Tuition

Grades 5 - 8

\$39,585

Books and supplies

\$300 - \$500

PE Uniform	\$35
Project Week	\$175 - \$1,500

Upper School	Tuition
Grades 9 - 12	\$39,585
Books and supplies	\$400 - \$800; plus the cost of a laptop for each student
Athletic Uniforms	Costs vary according to sport
Project Week Costs range from \$0 to \$3,200	

All School	Tuition
Parent Association Dues	\$110

3. Tuition Refund Plan (Optional)

In view of this obligation, I/we understand that the option to participate in the Tuition Refund Plan is being made available to me at this time to protect my yearly financial obligation under the terms of this Enrollment Contract. The tuition refund plan is offered by Dewar Insurance Company. The cost of tuition refund insurance is 2.7% of tuition.

[Click here](#) to download the Tuition Refund Plan brochure.

I/we wish to participate in the Dewar Tuition Refund Plan

No, I/We do not wish to participate

4. Tuition Payment Options

Option 1: Payment in Full. I/we select to make payment in full by July 15, 2021. A late fee of 0.75% (9% annually) of the unpaid balance is applied if payments are not received when due.

Option 2: Two Installments. I/we select the two-installment plan payable July 15, 2021 and November 15, 2021. A late fee of 0.75% (9% annually) of the unpaid balance is applied if payments are not received when due.

Option 3: Eight Installments. I/we select to make monthly installment payments. A fee of \$150 is charged. Payments are due on the 15th of each month beginning with July 2021 and ending in February 2022. A late fee of 0.75% (9% annually) of the unpaid balance is applied if payment is not received when due.

Tuition Payment Selection **Option 2: Two Installments**

5. Voluntary Parental Support

I/we understand the importance of volunteer and philanthropic support of the Latin School of Chicago.

Electronic Signature

THIS CONTRACT MUST BE SIGNED BY BOTH PARENTS, UNLESS ONE IS DECEASED OR HAS HAD HIS/HER PARENTAL RIGHTS TERMINATED BY LAW, OR BY BOTH GUARDIANS, IF APPLICABLE. EACH PERSON SIGNING THE CONTRACT IS LIABLE FOR THE TOTAL PAYMENT OBLIGATION WHEN DUE. THE OBLIGATION IS NOT AFFECTED BY ANY PRIVATE AGREEMENTS BETWEEN PARENTS OR OTHER PARTIES, OR ANY COURT ORDERS REGARDING RESPONSIBILITY FOR PAYMENT OF EDUCATIONAL EXPENSES.

The electronic signatures below and their related fields are binding and have the same effect as a physical handwritten signature on a paper form.

Parent/Guardian Signature

I agree **Yes**

Electronic Signature

Date **02/11/2021**

Parent/Guardian Signature

I agree **Yes**

Electronic Signature

Date **02/11/2021**

Billing Contact Information

Please fill in name and billing address for academic year 2021-2022. Please note: Both parents or guardian(s) are requested to sign this contract. Information regarding account status will be released only to those persons who sign the contract or persons noted in the billing contact information area of the contract.

Parent 1

First Name

Last Name

Phone Number

Email Address

Alternate Email Address

Alternate Email Address

Parent 2

First Name

Last Name

Phone Number

Email Address

Alternate Email Address

Alternate Email Address

Medical Documents

Medical documents that have not been updated and submitted to the school through RomanNet will inhibit your child from attending classes and participating in school activities. Please log-in to RomanNet to begin updating your child's medical records. New families will receive information about RomanNet separately. This information must be submitted by July 29, 2021.

Student Information

First Name

Middle Name

Last Name

Suffix

Enrolling in Grade **9**

Trip Permission Form

In order to take students on field trips, the school must have a permission form on file, which must be updated annually.

I give permission for my child to take part in all school activities, including sports and trips away from the school. I understand that the school takes every precaution to ensure the safety of all children during field trips, and that my child is expected to abide by the rules and regulations contained in the Student/Parent Handbook at all times. I understand, however, that accidents do occur, and agree that I will not hold the Latin School of Chicago, their personnel, or the chaperones responsible for any accidental harm, which might befall my child during the course of school trips.

Yes

Online Services and Accounts

**LATIN SCHOOL OF CHICAGO
STUDENT/FAMILY HANDBOOK
2021-2022**

Dear Families,

This handbook serves as your guide to life at Latin School of Chicago. We expect students and parents/guardians to read the following pages closely and become familiar with the codes and expectations of our school.

Whenever possible, if students have questions about school expectations or rules, we urge them to seek out adults in the community to discuss these concerns or questions. The faculty, staff and administration of Latin strive to foster a system of values in students that will sustain them both during their time at Latin and beyond.

The school reserves the right to make changes to the expectations outlined in this handbook and will notify the community of all major policy changes with appropriate notice.

Latin School of Chicago stands behind the principle that there shall be no discrimination against any person in admission, employment, or otherwise because of race, color, religion, national origin, disability, gender, sexual orientation, or age.

Sincerely,
Latin School of Chicago

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Mission Statement

Latin School of Chicago provides its students with a rigorous and innovative educational program in a community that embraces diversity of people, cultures and ideas. Latin inspires its students to pursue their passions and lead lives of purpose and excellence.

Vision Statement

Our vision for educational excellence is to reinforce the value of an exemplary liberal arts education that makes learning inquiry-based, personal and inclusive. Our educational approach will expand each Latin Learner's capacity for purposeful learning – whether in our school, our city or our world.

Educational Philosophy

We believe that education is an act of transformation. Combine intellectually curious students with outstanding teachers in a program that is both academically challenging and personally supportive and the results are extraordinary. Our students take initiative and actively engage in their own learning. They develop confidence, courage and tenacity. They learn to think independently, work collaboratively and express themselves with poise. They acquire leadership skills and the desire to make a difference in the world. As they rise to meet a range of academic, athletic and artistic challenges, they are able to discover and appreciate their unique qualities and capabilities. Demonstrating integrity and compassion, our graduates go forth from a school that values each of them for their individual talents and passions. Latin School of Chicago achieves its mission by:

- Encouraging excellence in all academic and personal pursuits; Creating an educational environment in which the pursuit of academic excellence and intellectual growth is complemented by a concern for the moral, physical, psychological and aesthetic development of each student; Developing and retaining excellent faculty and staff.
- Recognizing the fundamental importance of honesty, civility, public service and respect for others and the environment; Cultivating resilience, independence, leadership and moral courage.
- Sustaining a diverse, inclusive and multicultural community that affirms and values each individual.
- Attracting dedicated families committed to the mission of the school.
- Promoting programs in all divisions that integrate our students with the community.
- Developing the financial and physical resources to support the school's needs.

School Values

The following school values were articulated, with input from the broader community, by the Strategic Planning Committee during the 2012-2013 school year and they were adopted by the Board of Trustees in May 2013.

Excellence

- Our students develop the skills, knowledge and desire to solve complex problems through a global, liberal arts curriculum and master teaching.
- Our students identify their passions, learn to advocate for themselves and become architects of their own education.
- Our school promotes physical and emotional wellness because they are essential to the pursuit of academic excellence and our happiness.

Community

- We support and celebrate one another, and take responsibility for our words and actions, because we shape the lives of others in our community.
- We embrace diversity within our school and in Chicago, knowing that it deepens our learning and enhances our empathy.
- We use our resources wisely in order to be good environmental stewards.

Integrity

- We are honest, fair and fulfill the commitments we make, building a culture of respect and mutual trust.
- We give our best effort, take intellectual risks and learn to persevere.
- We reflect and live with purpose, working toward goals that embody our genuine interests.

Community Expectations & School Rules

While each division of the school sets its own age-appropriate policies, rules and consequences for violating them, there is certain conduct expected of all students and families who are part of the Latin community.

The major rules of the school reflect Latin's values of excellence, community and integrity. Their intent is to protect the safety and wellbeing of everyone in our community while preserving the school's commitment to academic excellence.

Although these rules do not impact students of different ages in the same way and each division approaches discipline differently, they do set community wide guidelines of acceptable behavior.

Academic Honesty and Integrity

As a learning community, we rely upon the honesty, integrity and trust of all community members. A student who compromises these values violates a major school rule.

Drugs, Alcohol and Tobacco

Latin prohibits the use of illegal, controlled and harmful substances including drugs and alcohol as well as tobacco with the understanding that the health, safety and wellbeing of our students is the school's primary goal.

Harassment, Bullying and Cyberbullying

For the wellbeing of every member of the school community, Latin seeks to build a climate of respect, trust, integrity and growth. When anyone in the community is uncivil, disrespectful, disruptive or guilty of harassment, bullying or cyberbullying, the whole community is diminished. Such behaviors seriously compromise the ethical and educational quality of life at Latin, and we treat these violations very seriously.

Respect for Property, Vandalism and Physical Safety

Unsafe behaviors and unsafe objects are not allowed at school. This includes but is not limited to theft and/or vandalism. Because we value student health and well-being, we do not allow our students to place themselves or others at risk by their actions or their possessions.

Off-Campus, Vacation and Out-of-School Behavior

The behavior of students during vacations and other out-of-school hours is the responsibility of parents/guardians. Nevertheless, a student who engages in serious misconduct away from school – including but not limited to conduct that is illegal or would be illegal if committed by an adult; conduct that endangers the safety or well-being of the student, other persons or their property; or conduct which brings disgrace to the Latin community – has violated a major school rule and is subject to disciplinary action.

Discipline on School Outings and Trips

Major school rules and behavioral expectations apply for members of athletic teams, performing groups or other organizations that represent the school off-campus during vacation

periods and to all students during Project Week and school trips.

Our goal is to help students understand what it means to be responsible citizens. Responsible citizens recognize, however, that actions have consequences. Violating major rules and expectations of the school can result in disciplinary consequences. Again, faculty, administration and the head of school keep in mind the age and developmental stage of each student as they make these decisions and consequences may vary according to division.

The head of school has final responsibility for all decisions regarding student disciplinary matters. In discharging this responsibility, the head of school works in close collaboration with the division directors. The head of the school's decisions in disciplinary matters are discretionary and based on determination of the best interests of the student involved and the community. The head of the school's decisions in particular disciplinary matters are final and are not subject to review by the Board of Trustees or any committee thereof or by the courts. The school reserves the right to dismiss any student, or to deny re-enrollment to any student, who, in the sole judgment of the school, has had unsatisfactory academic or social performance, has engaged in conduct which is detrimental to the school or whose parent(s) or guardian(s) have engaged in conduct which is detrimental to the school.

Community rules and expectations and disciplinary consequences are outlined in further detail in the lower, middle and upper school sections of the handbook.

General School Policies & Procedures

While each division of the school has its own policies for student dress, we generally expect that student attire will be neat, clean and appropriate for a school environment. During the year, there may be a number of designated dress-up days (special assemblies, class days or graduations) where students are expected to come to school dressed for a special event.

Health Policies

Latin uses Magnus Health as its online portal for all student medical records and information. Families must submit required medical forms and records through Magnus.

According to Illinois state law, students must have an up-to-date Certificate of Child Health Examination (Physical) on file in the Nurse's Office or face exclusion from school. This certificate is required for all students new to Latin, those entering certain grades and all students participating in interscholastic sports. The form requires a physical examination by a doctor, precise dates of past and current immunizations, and the doctor's signature.

Parents/guardians are urged to make the necessary medical appointments promptly to ensure that the form is completed well before classes begin in the fall. In addition, all parents/guardians are asked to complete an Emergency Medical Form that provides the school with important medical information and the authority to act in case of an emergency. Students will not be allowed to attend classes or participate in any school activities until all required health forms have been submitted.

Students who become ill during the school day should see the lower school or middle/upper school nurses for assistance. If the student needs to leave school early due to illness, the nurse will contact a parent, guardian or emergency contact person designated by the parent to get permission for the student to leave.

Medication

Parents/guardians whose children require regular medication and as-needed medication such as inhalers or EpiPens must complete the Medication Permission Form (found on RomanNet). In some cases it may be useful for the nurse to have a supply of the student's medication, along with written instructions from a doctor for dispensing that medication if the need arises.

As noted on the Emergency Medical Form, with the approval of the student's consulting physician, the school nurse may, with discretion, offer students an antacid tablet, anti-diarrheals, cough drops, or acetaminophen or ibuprofen, unless parents/guardians indicate their objection on that form. A list of medications stocked in the nurse's office may be found on RomanNet.

Allergy Policy

Latin is committed to providing a safe and inclusive environment for all students. The school recognizes the increased prevalence of food allergies and risks associated with exposure. Our goal is to reduce exposure in the school setting through education, awareness, and developing a policy that guides our practices and assigns shared responsibility and accountability. Latin School of Chicago operates a "Peanut/Tree Nut Allergy Aware" food service program. As a "Peanut/Tree Nut Allergy Aware" program the food service team will not knowingly use products that contain peanuts or tree nuts, nor will it intentionally purchase items that list peanuts or tree nuts in the ingredient statement.

We ask the Latin community to not bring food products into the upper or middle school buildings that contain peanuts or tree nuts. Additionally, we ask that all members of the Latin community not bring any outside food into the lower school building without prior approval from the registered nurse or registered dietitian.

Parent/Guardian Responsibilities

Parents/guardians must provide an annual updated Allergy Action Plan complete with the child's photo and physician signature. Students with anaphylaxis allergies are required to carry an EpiPen with them at all times. A time delay in receiving medication in an anaphylactic event is critical to your child's survival. Carrying an EpiPen does not imply that your child must self-administer the medication during an attack. The majority of Latin's faculty is trained on administering an EpiPen. See the lower school section for lower school EpiPen policies.

- Parents/guardians must complete a Prescription Medication form that permits a child to carry his or her medications.
- Students are required to provide the school with a minimum of one additional EpiPen to stock in the Nurse's Office. A second additional pen to keep in the cafeteria is encouraged.

- Parents/guardians are responsible for providing the school with all necessary medication (i.e. Epinephrine, Benadryl, inhaler, etc.) to treat a child's allergies and ensure that these medications are not expired.
- Parents/guardians must coordinate correspondence with the Visual Arts and Science teachers to review materials used in class if contact allergies are a concern.
- Parents/guardians must meet with Latin's food service provider if their child's allergy is food-related.
- Parents/guardians are responsible for reviewing lunch menus on RomanNet.
- Parents/guardians are responsible for communicating information about life-threatening allergies to coaches. (Not all Latin coaches also work at the school.)
- Please look for detailed information about school treats or food for celebratory events in the lower, middle and upper school handbooks.

Equity & Inclusion Diversity Statement

Latin School of Chicago is committed to learning as an act of transformation. Rigorous and innovative, transformative learning also requires multiple and often competing points of view, reflected in the varied experiences and perspectives of the school's many constituents. In keeping with the Principles of Best Practice for Equity and Justice set forth by NAIS, Latin respects, affirms, and protects the dignity and worth of each member of the school, regardless of race, ethnicity, gender expression, sexual orientation, religion, national origin, age, socio-economic background or physical challenge.

Latin intentionally seeks to admit students and families of various identities and backgrounds, and works to create a school culture in which each student feels equally at home. Latin creates a highly talented, heterogeneous team of faculty, administrators, and staff by working to remove barriers to the recruitment, retention and promotion of these individuals. Latin is also dedicated to increasing diversity in all aspects of school life.

Latin recognizes its social responsibility as a premier educational institution in the city of Chicago. Desiring a mutually supportive relationship with the larger community, the school endeavors to be a good neighbor and to partner with people outside the school in the fulfillment of its mission. Our rigorous, inclusive core curriculum and extracurricular programs prepare students for the world they will encounter outside of Latin. All students are expected to participate in community outreach and service work during their time at Latin with the understanding that community engagement fosters leadership skills and character growth.

Latin School of Chicago is committed to strengthening its identity as an institution that shapes leaders who are prepared for a diverse world. A climate of inclusion, empowerment, equity and justice are integral to the school's academic and service endeavors.

Addressing Equity & Inclusion at School

The school's commitment to fostering a diverse and inclusive school community is captured in the Strategic Plan which states, "Latin will be an inclusive, welcoming and supportive school for all students, families, alumni, faculty and staff" and will "...strengthen support for new students,

students from underrepresented backgrounds, and their families.”

By enrolling at Latin School of Chicago, students will be part of a school community that openly discusses in an age-appropriate manner ability, age, ethnicity, gender identity/ expression, race, religion, sexual orientation and socioeconomic status. These efforts are based on research and best practices which demonstrate that a diverse and intentional learning environment fosters rich conversations, intellectual capacity, compassion, collaboration and appreciation across differences. The aspiration behind this effort is both to achieve educational excellence and to see, hear and value every child and family that is a member of our community.

Computing and Technology Policy Purpose

The computing and technology resources at Latin School of Chicago are intended to promote the school’s academic mission. Guidelines and rules contained within this document apply to all members of the community (students, faculty, staff, administrators, visitors and any other users of technology at the school). These guidelines and rules have been created to reflect both the school’s policies and expectations for behavior of those associated with Latin. It is important to understand that existing school policies on acceptable behavior, harassment and conduct still apply within the digital realm and are therefore not reiterated within this policy.

Technology Resources

Access to the technological resources of the school is a privilege, not a right, and all community members are expected to abide by the policies in the student/family and employee handbooks to maintain a safe, positive and productive environment when making use of technology.

Modifications or additions to technology, other than common user settings (i.e. volume, brightness, desktop images), should be approved first by the Information Technology (IT) Department. This includes cable connections, projector settings/alignment, and the addition of new hardware and installation of applications. In order to ensure proper licensing, recordkeeping and compatibility with the technology infrastructure of the school, all purchases or licensing of software, hardware or computer services for the school should be coordinated through the IT Department.

Users who fail to comply with written policies or the school’s expectations for behavior risk losing access to technology resources.

Access to the Internet

Latin encourages users to utilize the school’s connection to the internet to explore and investigate topics of interest, but the primary focus must be on matters related to the academic mission or operation of the school. The school reserves the right to block access to the internet from the campus network for users who violate school policies.

Traffic to websites that take up an inordinate amount of bandwidth and impact other users’ ability to access the Internet for academic purposes will be monitored and those sites may be restricted if the school deems it necessary. The school employs a web content filter to prevent accidental access of inappropriate websites.

Personal Technology

Anyone who would like to connect a personal technology device (non-school computers/laptops, iPads/tablets, and/or cell phones) to the Latin computer network, including phone lines, needs to first contact the IT Department and obtain the required permission. Latin reserves the right to inspect any personal technology device on campus and all files contained on that system.

Social Media

With regard to social media, best practices include:

- Be respectful. Anything you post in your role as a Latin community member reflects on the institution as well as yourself. Be respectful of the school and yourself at all times.
- Be transparent. Balance your right of individual expression with the valid interests of the school in promoting and presenting its mission, culture, and values to the community at large as reflected by the public actions and statements of its constituents.
- Remember, everything you do online can and will live forever. Think before you post, remembering that anything you share within social media, even within a closed network, is not private. It can and will be shared, stored and spread globally. Don't post anything online you wouldn't feel comfortable seeing on the front page of the newspaper, or on the CNN website.

While Facebook and other social media sites are permitted, students are expected to close those applications during classes.

Online Relationships Between Students and Employees

Current students should not initiate or accept social media relationship requests from employees of the school. The one exception would be if the employee is a relative of the student. If a student receives a friend request from an employee, they should notify their advisor, teacher, class dean or their division director immediately.

Privacy

Individuals using Latin's computing and network resources will not generally have their activity monitored or reviewed. However, IT personnel may conduct searches when there is a reasonable suspicion that computing resources have been misused, policy has been violated or when routine maintenance and monitoring of computers and the network reveal possible violations of policy. IT will turn over relevant findings to the appropriate divisional office or head of school for any potential disciplinary actions.

Sensitive data (academic records, financial data, employee and student information) should not be stored unencrypted on any desktop, laptop or portable storage device. Whenever possible the data should only reside on school-owned servers. Users should contact the IT Department before moving sensitive school data.

Accounts

Members of the Latin community are provided with various accounts to access various technology resources. Unless explicitly stated otherwise, these accounts are intended for the

sole use of the individual to whom they were issued. Users are expected to protect their account information and should not disclose their passwords to anyone. Users should also change their password on a regular basis and choose secure passwords. Accounts should only be used for school-related business.

General

To report security violations or abuse of network or computing resources or to raise any concerns or questions, please contact the IT Department at IT@latinschool.org or call 312.582.6130.

This policy is subject to change as new technologies and processes emerge. Changes will be announced and posted on RomanNet.

Consequences

Students who fail to follow the computing and technology policies of the school, who damage or attempt to damage the technology infrastructure of the school, or who perform illegal acts with school technology risk probation, suspension, expulsion or other disciplinary action. The IT Department should be notified of any incident that impacts or could have an impact on the operations of school systems.

Crisis Policies

Because an emergency situation or an unanticipated event can transform Latin in a moment, it is important that the school has a plan in place to deal with potential crises that can have a lasting effect on the Latin community. During a crisis it is important to address the issues calmly.

Latin's Crisis Plan procedures (outlined in detail on RomanNet in the Security and Safety group) are intended to provide you with a basic road map to follow during such a time of crisis. Although it is our hope that we will never have to use this plan, it is better to have something to rely on when a crisis occurs. The school expects students to cooperate fully during a crisis ensuring the safety and privacy of the rest of the Latin community. Make sure to follow the instructions of faculty, administrators, staff members and local authorities during a crisis.

Individual crisis plans may be found on RomanNet in the Security and Safety Group.

These plans consist of:

- Fire – Evacuation procedures in the event of smoke, fire or an alarm
- Tornado – Shelter procedures for tornado emergencies
- Serious Injury or Illness – Emergency procedures, including first aid
- Lockdown – Procedure for a security threat within the building
- Swimming Pool Safety – Rules governing the use of the pool area

Crisis Communications

It is the school's policy to put student welfare first. Decisions regarding communications will be governed by due concern for the right of privacy, personal security, legal liability and the public's

legitimate interest in events occurring.

Snow Days/Extreme Weather Conditions

When considering the decision to close school due to inclement weather, the school's primary concern is the safety and well-being of our students and employees. If the school closes, information will be posted to the school's website (latinschool.org), and will be communicated to parents/guardians via email and phone message. The school's status will also be reported to the Emergency Closing Center (emergencyclosingcenter.com) which provides information to all major media outlets.

Traffic Procedures

We would like to thank parents/guardians in advance for following all Latin traffic procedures, and for obeying designated traffic safety personnel. Please email traffic@latinschool.org with any suggestions or comments. Please look for detailed procedures for each division on RomanNet in the Security and Safety group additional information about lower school procedures can also be found in the lower school section of this handbook.

Dropping Off Students

If you drop students off at school, please follow these general guidelines:

- Pull as far into the traffic chute as possible. This will allow other cars to pull in after you and will give non-Latin traffic an opportunity to continue down the street and clear busy intersections (such as North and Clark).
- Drive no faster than 5 mph in the chute.
Follow all directions given by Latin staff and other safety personnel.
- Wait until you have entered the chute before unloading. Safety personnel may indicate that you are to pull up farther before letting students out of your car.
- Do not drop off students from any travel lane. This includes students being dropped off by taxi. If the chute is full, you must circle the block until the chute is cleared.
- To make the drop-off process as smooth as possible, please do whatever you can to have your child prepared to get out of the car quickly and safely, with all necessary belongings.
- Your child should be ready to leave your vehicle as soon as you come to a stop. The driver should remain in the driver's seat at all times. Never leave a car unattended; this creates traffic problems for other parents/guardians and passing vehicles.

Picking Up Students

- Do not come too early. Since space in the chute is extremely limited, you will be asked to circle the block until your student comes out.
- If your student is not ready when you arrive, please circle the block until they are.
- Stopping should be limited to about two minutes.
- When you see your student, please pull up as far into the chute as possible.
- If you are picking up a child from an after-school activity (4 p.m. or later), please be considerate of others and obey posted parking and traffic signs.

- The driver should remain in the driver’s seat at all times. Never leave a car unattended; this creates traffic problems for other parents/guardians and passing vehicles.

General Guidelines

- Entering the bus turn-around with a car is illegal.
- It is illegal to use the alley as a throughway or for parking.
- If you decide to park your car, please take advantage of the legal parking options in the area. If you park illegally, you do so at your own risk. “No Parking” zones are clearly marked.
- Please do not block intersections, crosswalks, driveways or entrances to alleys and private homes. Also, please do not park in the spaces behind the school, as these spots are reserved and paid for by faculty and staff.
- Please do not pick up or wait for students on the east side of Clark Street. The area is reserved for buses that transport athletic teams to and from the school.
- Pick up or drop off your child only next to the curb. Stopping in the street, even for a moment, to let a child in or out of your car is dangerous.
- Please drive safely.

Bicycles

The bike cage by the parking area in the alley behind the upper school is available to all Latin employees and students. To gain access to the bike cage, please submit a Bike Cage Access Agreement form, found in the RomanNet Security and Safety group under the ‘Downloads’ section. Forms are to be submitted to the Facilities Office, and access is usually granted the same-day. Students will need their ID card to access the bike cage. Briefly, the terms of use are:

- Keep the bike cage neat at all times. Lock bikes to the rack inside the cage. No bikes are to be left overnight.
- Do not grant access to anyone else.
- Report lost ID badges to Facilities immediately.
- Failure to follow the terms of use will result in loss of bike cage privileges. The bike cage is accessible during regular school hours.

There are additional bike racks at the lower school entrance, on the south end of the middle school, and on the Clark Street side of the upper school front stairs. These racks are less secure than the bike cage, so students utilizing these racks should make sure that they have a high-quality lock. Because Latin is unable to assume responsibility for lost or stolen property, bring your bicycle to school at your own risk.

Skateboards/Roller Blades

For safety reasons, students may not skateboard or rollerblade on any school property and are requested not to skateboard on sidewalks adjoining school property.

Additional Information for Parents/Guardians

The Board of Trustees

The Board of Trustees is the governing body of Latin School of Chicago. At present it includes up to 24 members elected at the annual meeting of the school (eight each year for three-year

terms), the president of the Alumni Association, the president of the Parent Association, the headmaster, up to three alumni trustees and three charter trustees, appointed by the board for one-year terms. The board meets nine times during the school year.

The Parent Association

The Parent Association was founded in 1953 as an outgrowth of similar organizations in the Girls Latin School of Chicago and the Chicago Latin School for Boys, which merged to create Latin School of Chicago. The Parent Association promotes mutual understanding and cooperation by offering the opportunity for parents/guardians, faculty, students, administrators and trustees to exchange ideas and work together to serve the school's best interests. The Parent Association also promotes good will between the school and the community.

Since 1953, the Parent Association has made many important contributions to the life of the school, including Finders Keepers Thrift Shop in 1971, the Romans' Run and Bazaar, annual activities enjoyed by the entire school community. Income from annual dues and fundraising goes to financial aid, faculty grants for further study, physical improvements for the school and cultural enrichment.

While the Parent Association's work is efficiently carried out through committees under the direction of an Executive Board and a Board of Directors, only the dedication and loyal support of parents/guardians makes possible the realization of its goals.

Enrollment Contract

Prior to matriculation, each Latin parent signs a one-year-only enrollment contract. The school reserves the right to dismiss any student or deny re-enrollment to any student who, in the sole judgment of the school, has had unsatisfactory academic or social performance, has engaged in conduct which is detrimental to the school or whose parent(s) or guardian(s) have engaged in conduct which is detrimental to the school. The contract specifies that if, after July 1, a student is withdrawn, expelled, ill for a prolonged period or leaves the school for all or part of the school year for any reason, the parents/guardians are legally bound to pay the full amount of the year's tuition and fees. Tuition insurance is offered to all parents/guardians.

Delinquent Payment of Tuition and Fees

To offer a superb educational experience for each child, Latin relies on parents/guardians to meet their financial obligations for tuition and fees promptly and fully. The school's only recourse when bills are unpaid is to withhold services. (For example: students may not be allowed to participate in Project Week, not be allowed to sit for exams, and/or transcripts and other documents may be withheld from college applications and other external programs.) If accounts are not paid in a timely fashion, students may be excluded from school and may be asked not to return. Please contact the school's Business Office if you would like to discuss a payment issue.

Withdrawing From Latin

When a student withdraws from Latin prior to graduation, their parents/guardians should email the upper school director if they wish to allow the school to speak freely about their child to

other educational institutions. Without this permission, the only information we will be able to provide is a transcript and the dates of attendance.

Parental Access to School Files

The school keeps cumulative files on all students while they attend Latin. The files contain copies of all grade reports, progress reports, standardized test scores, correspondence involving the student, the original copy of the student's application, notes from teachers, the student's disciplinary records and other miscellaneous records and papers. Parents/guardians who wish to examine their child's folder should call the division director for an appointment. Colleges to which students apply may ask students and/or their parents/guardians to sign records waivers to ensure that no access or influence was asserted during their college application procedures, and Latin encourages them to do so. This is standard operating procedure for all college-bound students in the United States.

Photo Policy

As stated in the enrollment contract, Latin occasionally takes photos, videos and voice recordings of students and faculty in its programs for use in print and electronic publications, promotional materials, and archives. During remote learning, faculty/staff members may take screenshots of students in their homes or other study locations outside of school. A student's enrollment in the school constitutes consent to the school's capture of such images and recordings, and their publication, unless a parent opts out by emailing the School's Communications Office (communications@latinschool.org). The school does not compensate or reimburse students or their families for use of their images or recordings. Latin does not publish students' names or other identifying information in conjunction with their images without parental permission. If you have any questions about this policy, or the use of your child's image, please contact Latin's Communications Office (communications@latinschool.org).

Tutoring Policy for Parents/Guardians

It is the intention of every teacher at Latin that students in their classroom will understand the material as it is presented. When a student has difficulty, the teacher will work individually with the student as much as time allows. After all available internal resources have been exhausted, parents/guardians may be encouraged to seek the services of a paid tutor. If the parent wishes to hire a Latin teacher as a paid tutor, the following policy and steps must be followed:

- The student's teacher, the division director and the department chair (middle and upper schools) must all be involved in the decision to seek tutoring for the student.
- The Learning Resources Department or reading resource teacher or the math interventionist (lower school) may also be involved in the decision.
- All of these educators need to know who the tutor is and when the tutor will meet with the student.
- No Latin faculty member is allowed to tutor their current students. Teachers may not tutor students whom they will teach in the fall.
- No Latin faculty member is allowed to tutor any Latin middle or upper school student for pay in any school building before 5 p.m. during the school year.

Tutoring that provides maintenance, support and remediation of learning is considered appropriate.

- Middle and upper school students: If a student in an AP, Honors or Challenge Math class requires regular tutoring, that student is most likely placed incorrectly. The only exception is those students who regularly receive accommodations from learning resources. Latin faculty may not tutor students to maintain AP, Honors or Challenge work, to get ahead in a course or in order to have advanced standing.
- If parents/guardians desire enrichment activities for their children, they may wish to contact the school. Division offices or department chairs may have on file information on enrichment programs.
- Teachers and parents/guardians must be aware that school obligations (e.g. faculty meetings, team meetings, committee work, etc.) always take precedence over tutoring for pay, and the need to cancel or reschedule sessions should be clear to all parties.
- These policies and steps must be followed for summer tutoring as well as for tutoring during the school year.

The Consensus Guidelines of the Parent Association

The Parent Association has reached the following consensus guidelines regarding social activities outside of school that involve Latin students and their parents/guardians. Please share these guidelines with your child and be concerned for the welfare of others.

Communication with your child

- Have a conversation with your child about where you stand on alcohol and drug use. Teens who know that their parents/guardians are firmly against illegal underage drinking and illegal drug use are known to engage less in these behaviors. Maintain open lines of communication with your child while stating clearly your expectations for their behavior.
- Be aware of how your child plans to travel to and from parties.
- Be sure your child knows where you can be reached and make certain you know how to reach your child.
- Check your child's breath and behavior when they come home at night. Research shows that teens who know their parents/guardians will be checking on them will be overall less likely to drink or use drugs and less likely to engage in dangerous binge drinking.

Legal Matters

- The legal curfew hours for minors 12 through 16 in the City of Chicago: 11 p.m. on weekends, 10 p.m. on weeknights; for minors younger than 12: 9 p.m. on weekends, 8:30 p.m. on weeknights (MCC 8-16-020)
- The legal age for smoking and drinking in Illinois: it is 21 years old for the purchase of tobacco products, electronic cigarettes, or alternative nicotine products, and 21 years old for the purchase of alcohol. Possession or use of controlled substances is a punishable offense. (35 ILCS 130/6; 235 ILCS 5/6-16.1; 705 ILCS 405/5-615)
- As of January 1, 2020, the legal age for the purchase of cannabis (marijuana), in all its forms ("cannabis concentrate", "cannabis flower", "cannabis-infused products"; vapes, smokables, edibles), in Illinois is 21 years old. Possession or use of controlled substances is a punishable offense.

(<https://www.illinoispolicy.org/what-you-need-to-know-about-marijuana-legalization-in-illinois>).

- It is important for parents/guardians to be aware that in Illinois, there is a Social Host Law: (<https://www2.illinois.gov/ilcc/Education/Pages/Parental-Responsibility/Know-The-Law.aspx>)

The following is reprinted from the Illinois Liquor Control Commission:

- *If you allow or host a party at your house and provide alcohol to people under age 21 (or if you know or should have known that they are drinking alcohol), you are guilty of a Class A misdemeanor. This will result in a fine. Note that you are held responsible regardless if you are the one who provides the alcohol AND regardless if you are home or not.*
- *If a minor who was drinking at your house injures or kills someone, you are guilty of a Class 4 felony. This could result in both a fine and/or jail time.*
- *You will not be guilty of violating the law if you request help from the police to help remove the underage drinkers and stop the gathering. This only holds if you are the first one to call—not if the police show up after a complaint from a neighbor and then you ask for help.*

Responsibility for Others

- Do not sponsor activities you or your children are unable to control (such as unsupervised use of your home, a large open house with limited adult supervision, etc.). Review your civil and criminal liability as a host to minors in your home.
- Do not serve alcohol to others' children who are high-school age or younger, nor allow young people to bring alcohol or other drugs into your home.
- Lock your liquor cabinet. It is a known behavior among kids or their friends who are visiting your home to take alcohol and refill the bottles with water. Parents/guardians don't typically know exactly where the bottle was filled to or if the alcohol is diluted with water. Don't give your kids or their friends the opportunity to take alcohol or drink it in your home.
- Welcome open communication among parents/guardians to verify dates and times of social events and confirm supervision of the event. If your child tells you they are going to someone's house for a party, email or call the parents/guardians to ask them if they will be supervising. Please do not assume that just because parents/guardians are at home that alcohol will not be available. Some questions you should be able to answer before permitting your child to attend:
 - Where is the party being held?
 - Will parents/guardians be there to supervise!
 - When will the party begin and end?
 - Who will be attending?
 - Will guests be allowed to leave and then return?
- If you have your child's friends sleep at your home (especially on one of the big nights listed below), please realize that you are assuming responsibility for those staying at

your house. If you allow your child to sleep at a friend's home, please make sure you are aware of and comfortable with the parents'/guardians' supervision and alcohol/drug policies. Do not assume that their policies and yours are the same.

- Plan to stay in town on big party weekends: Homecoming, Halloween, Winter Ball, Super Bowl, Parker vs. Latin Basketball games, Scholarship Dinner/Romans Raise & Revel, Prom.
- If you need to be out of town, consider having a responsible adult (one who will not allow drinking or purchase alcohol for underage students) stay in your home. If your child is staying elsewhere and your house is empty, it is a good idea to change the alarm code and let your child know ahead of time that they will not have access to the home over the weekend.

Lower School Policies and Procedures

Academic Program

In the lower school learning community, teachers and students, together, embrace an evolving curriculum.

Rich and expansive areas of study from the junior kindergarten through the fourth grade challenge and inspire young learners to be creative, imaginative and innovative thinkers. The program is designed to nurture each student's curiosity, motivation, and ability to solve problems by approaching learning as a process of exploration, inquiry and discovery. We believe that the process of learning is as important as the end result, and that students learn best when they are academically challenged through an integrated curriculum connected to the real world.

The lower school's inquiry-based learning sparks students' imaginations and keeps their love of learning alive while they gain new skills and proficiencies. Our students are encouraged to take initiative and to engage actively in their own learning by thinking independently, working collaboratively, and expressing themselves with confidence.

Social Emotional Development and Learning

We believe that fostering social emotional growth in students is just as important as teaching them academic skills. The social emotional pedagogy that is used in the lower school is based on the principles of Responsive Classroom (RC), which is a research-based approach to K-8 teaching that focuses on the strong link between academic success and social-emotional learning (SEL). The program is based on the idea that "a high-quality education for every child is built on the foundation of a safe and joyful learning community."

The RC approach consists of a set of practices that build academic and social emotional skills and can be used along with many other programs.

The approach allows educators to build competencies in four interrelated domains:

Engaging academics

Positive community

Effective management

Developmentally responsive teaching

Lower School Philosophy

The lower school curriculum is based on numerous developmental principles: students learn by doing; students construct knowledge and develop understanding through the interaction of their own thinking with their experiences in the real world; students learn in a supportive, open-ended, predictable, and positive environment where they feel safe and are encouraged to take intellectual risks; students learn in a variety of ways, and at their own levels of readiness; and, students learn as a result of thoughtful guidance from teachers.

Teachers know that students will bring their own experiences to the classroom, and students are encouraged to share these experiences as a context for applying their knowledge. Through open-ended explorations, students develop curiosity and a desire to learn.

Homeroom

All students in grades junior kindergarten through four are assigned to a homeroom teacher, with whom they spend the greatest portion of each school day. Each homeroom teacher is well versed in the developmental concerns that normally arise among students of the age they are teaching. The homeroom teacher is responsible for each student's instruction in literacy, mathematics and social studies.

Assemblies

Assemblies for the lower school are held on most Fridays throughout the school year in our first floor gymnasium. Students and teachers come together as a community to celebrate and recognize our accomplishments, perform and be active audience members, and promote a general feeling of school pride.

For some assemblies, such as grade level presentations, holiday programs, etc., parents/guardians are invited to join the students as audience members. When parents/guardians are invited to assemblies, seating begins after morning arrival routines and at the direction of the receptionist. We ask that parents/guardians do not attempt to enter the gym earlier because of our busy day and early morning activities. No food or beverages are allowed in the gymnasium.

Homework Philosophy

Research is clear that for the lower school aged student, reading to and with your child is the single most beneficial form of homework. Students should be reading in and out of school on a daily basis. On occasion, teachers will assign a special project that connects to the classroom.

Our digital portfolios (SeeSaw) provide insight into the daily learning experiences.

Due to the wide range of ages within the lower school, homeroom teachers will share grade level expectations on Back to School Night. Together, lower school educators and parents/guardians work to implement best practices for home-school connections.

Inclusivity & Support

Inclusivity and support embeds anti-bias education and social-emotional learning into classroom curriculum. There is a focus on healthy identities and connections. The Learning for Justice guides our instruction around inclusivity and support. This is done through units of study, literature, classroom discussions, and school-wide assemblies. A cornerstone is the use of children's literature to start important conversations designed to foster empathy and respect across differences while giving children the knowledge and practice needed to identify bias and stand up to injustice.

Parent/Teacher Conferences and Grade Reports Parent/Teacher Conferences

Classes will not be in session on Friday, November 12, 2021, and there will be a half day on

Tuesday, March 15, 2022, so that homeroom teachers may hold individual conferences with the parents/guardians of each child in their classes. A limited number of conferences with specials teachers will be available on these dates.

Teachers generally use conference time to describe a student's academic strengths and areas for growth, relationships with other students or adults, ability to work independently, and ability to express and cope with feelings. Teachers appreciate your observations of your child at home. It is not uncommon for different behaviors to manifest themselves at home and at school. The extent to which teacher observations correspond (or do not correspond) with your observations is sometimes a productive springboard for discussion about how you and the teacher may best help your child. Your insights about your child's perceptions and feelings are not just helpful; they are essential if both school and home settings are to be conducive to constructive, healthy inquiry and learning.

Students are often quite curious about what is discussed in these conferences. We suggest that parents/guardians emphasize their child's strengths in such conversations. Constructive sets of goals are the healthiest outcome of most conversations about parent-teacher conferences.

In addition to the formal conference dates, parents/guardians or teachers may initiate a meeting whenever either considers one is desirable. We encourage you to request a conference through the homeroom teacher whenever you have questions or concerns about your child's academic progress or social and emotional development. The director may be present at the request of the teacher and/or the parents/guardians.

Grade Reports

Grade reports are written for parents/guardians and contain formal, written assessments of student progress. They are frank appraisals of a student's performance that address strengths, challenges, and areas of growth.

Grade reports will be posted on RomanNet at the end of January or the beginning of February, and in mid-June for students in grades one through four; they will be posted only in mid-June for children in junior kindergarten and senior kindergarten.

Grade report formats:

Junior and senior kindergarten

A detailed report of the cognitive, social, emotional, and physical development of the student is written in June.

Note that reports for junior and senior kindergartners are written only once, at the end of the school year. Parents/guardians are urged to keep current on their child's progress through teacher conferences.

Grades 1-4

Teachers use checklists to evaluate the variety of skills covered across subject matter areas. Written comments are provided to round out the learning profile of each student's personal and

social growth as well as to explain improvements or challenges a student may be experiencing in academic areas.

Standardized Testing

Latin is a member school of the Educational Records Bureau. In late spring, appropriate tests are administered to lower school students in grades three and four to provide comparative scores of individual students and classes as a whole. These tests are useful in telling us how well our students are faring and how different aspects of our curriculum or instruction compare with methods and materials used in other independent schools. They are, however, a singular measure, and parents/guardians should look to regular school reports for a complete profile and assessment of their children's academic performance. Parents/guardians may request their child's ERB scores by emailing the lower school assistant.

Student Services & Resources

Children's Roundtable and Counseling

Roundtable discussions are an integral aspect of the lower school counseling program. Through group discussions, stories and activities, counselors work to complement the pursuit of academic excellence and intellectual growth with a concern for the social, psychological, and moral development of each child. Counselors visit junior kindergarten through fourth grade classrooms on a rotating basis to lead discussions and activities on a variety of topics that focus on friendships and social emotional learning. Goals for Roundtable classes include promoting physical well being and an increasing sense of personal control over one's own behavior and safety, fostering interest in and respect for differences among people, and supporting responsible, effective participation in small groups and in the community.

Athletics & Extracurricular Opportunities

Rising Romans and Girls on the Run (Grades 3-4)

In addition to regular physical education classes, the lower school's Rising Romans program offers further athletic opportunities for students in third and fourth grades. We believe that the best way to prepare our athletes for future interscholastic competition is to provide intensive skill instruction and competitive skill-based competitions. Sports in the program include cross-country, volleyball, basketball, baseball/softball, soccer, and Girls on the Run. Girls on the Run (GOTR) is a physically active, curriculum-based youth program that inspires girls to be joyful, healthy, and confident while creatively integrating running.

All of the sessions emphasize skill development, sports terminology, and transitional skills for competitive play. Interscholastic competition occurs during our cross-country season. Rising Romans helps with the transition into middle and upper school athletics, while attending students' current needs for age-appropriate fundamental skill mastery.

To participate in lower school athletics, a student must be registered via UltraCamp. Additionally, students who miss or sit out of their regular physical education class, or who fail to attend other classes throughout the day, may not participate in athletics that day.

Community Engagement (all grades)

Every class in the lower school is involved in a variety of service projects throughout the school year. We believe that an important part of the learning experience is the opportunity to reach out to the wider community. Service projects may include connections with the Lincoln Park Zoo or animal shelters, book collections for various schools and organizations, food and toy drives, food preparation for shelters, holiday cards and letters for nursing home residents, and holiday giving trees.

Volunteer service and environmental clubs are offered to students as both before and after-school opportunities. Many parents/guardians participate in these clubs' projects and activities. Information on service and philanthropic opportunities will be sent home or posted on RomanNet occasionally during the school year. For more information concerning family service opportunities, please contact Tim Cronister, head of Student Life at Latin.

Extended Day (Junior Kindergarten - Grade 4)

The Extended Day program supports Latin families by offering a safe, supportive program before and after the school day for students enrolled in junior kindergarten through fourth grade. It provides a balance of the organized activities and free time that students need at the end of their busy school days. Our students participate in a host of exciting and educational activities including crafts, games, and outdoor play. For those students who require time for homework, a quiet space is available.

The program offers enrollment options for before and after school care. Morning Extended Day is available from 7:15 to 8 a.m. In the afternoon, care is available between 2:30 and 6 p.m.

Look for details about the Extended Day program on RomanNet. Registration occurs through UltraCamp. You also may email extendedday@latinschool.org with questions.

ASR (Grades 1-4)

A variety of arts, academic, and athletic activities are available after school hours for students in grades one through four. Students enroll in After School Resource sessions in pre-announced registration periods during the school year. Registration occurs through UltraCamp. Expanded information about these programs is available through the lower school office and on RomanNet. You also may email asr@latinschool.org with questions.

Additional Opportunities

Each year, there are a number of other activities offered before and after school that are lower school clubs. These opportunities might only be offered during certain times of the year, and the list is continuously evolving. **Some of our past activities have included the following:**

- Friday Chess Club (grades 1-4)
- Taking Care Club (grades 1-4)
- WordMasters (grades 3-4)
- FLOW (Future Latin Leaders of Our World) (grades 3-4)

- FLOW Jr. (grades 1-2)

Attendance

Daily Schedule Morning Arrivals

- 7:15 a.m. Extended Day begins (students must be signed up in order to participate)
- 7:55 a.m. Supervision in front of the building begins
- 8 a.m. Students are admitted into their classrooms
- 8:15 a.m. Classroom instruction begins in grades JK-4

Afternoon dismissal

- 2:30 p.m. JK and SK
- 3 p.m. Grades 1-2
- 3:15 p.m. Grades 3-4

Arrival Notes

Classes in junior kindergarten through fourth grade begin at 8:15 a.m. Supervision of students is not available before 7:55 a.m. Therefore, because of a concern for the safety of our students, we ask parents/guardians not to drop students off at the lower school before 7:55 a.m., unless they are enrolled in our Extended Day program or special program arranged by a teacher.

Because every moment of the school day is important in the education of each student, we encourage students to arrive at school in time to be organized and ready to start the day when instruction begins. To aid in the transition from home to school, please help your child arrive at school early enough to be able to put materials away, make social contacts, and be ready to participate in classroom instruction that begins at 8:15 a.m.

All students in JK-1st grade enter the building through the south door, and students in grades 2-4 enter through the north door. In inclement weather – rain or extreme cold (20° or colder) – students may enter at 7:55 a.m. and wait in the designated areas until 8 a.m. At all other times, children will wait outdoors and should dress accordingly.

Tardiness

If your child arrives late to school, they must be walked in and an adult (parent/caretaker) must check in with the receptionist. The child's tardiness will be reported for attendance record keeping. Excessive tardies will result in a meeting with parents/guardians and the division director to determine a course of action.

Absences

Absences from school are disruptive to your child's learning and development and should be avoided whenever possible. For these reasons, we ask that you avoid making appointments for your child during the school day. In case of illness or other unforeseeable absences, please contact both your child's teacher and the lower school assistant before 8:45 a.m. to avoid a recorded unexcused absence. The absence reporting phone number is 312.582.6204. It is important that you let the school know each day your child will be absent. If your child is absent due to illness, the lower school assistant will inform the school nurse. If your child needs to

leave during the day for any reason, an adult must come into the building to check them out with the receptionist. Returning students should then be walked back in and checked in with the receptionist. You *must* escort your child into and out of the building and check in with the receptionist, whenever your child arrives after 8:15 a.m. or leaves prior to regular dismissal time. We recognize this may be an inconvenience, however the safety of our students is a high priority.

If your child needs to leave from the health office during the day we ask that the parents/guardians notify the front desk when they arrive, and your child will be walked down to the front desk.

In rare cases of planned absences, parents/guardians should inform the classroom teacher, the lower school nurse, lower school director and division assistant in writing. Parents/guardians are discouraged from planning absences from school, and are asked to consult with the director before discussing the prospects with children or making any reservations. Remember that discussions and classroom activities that are missed cannot be recreated with written work. In some cases, tutorial work may be required upon a child's return from an extended absence.

Holiday Dismissals

The school strongly discourages students from leaving early for, or returning late from vacation. To do so is disrespectful to the school and limits a student's continuity of study. Family trips, long weekends, and vacations should be planned around, and not during, days when school is in session. Teachers will not provide homework in advance of early holiday dismissals.

The general school calendar is posted on the school's website at latinschool.org/calendars. (For detailed calendar information, log into RomanNet.)

This year's holiday dismissal dates are:

- Thanksgiving Break – Tuesday, November 23, regular dismissal time
- Winter Vacation – Friday, December 17, noon dismissal
- Spring Vacation – Friday, March 18, regular dismissal

Parent Absence from Home

If parents/guardians are going to be out of town, we ask that they please inform the school in writing. The student's teacher and the school nurse needs to know about parent absences, along with the following information in case of emergencies:

- The name of the person who will be taking care of your child.
- If your child is not staying at home, the address and telephone number where the child will be staying.
- Your address and telephone number, or how you can be reached in case of an emergency. This information is essential.

Student Expectations

Student Standards of Behavior

We believe that elementary school is a time to grow and learn from mistakes. Therefore, we are

guided by a progressive behavior model that considers students' developmental social, emotional and educational needs. We also believe that all members of our community should be safe both emotionally and physically. Therefore, the safety of all faculty, staff and students is paramount to the needs of any individual student.

With students, teachers and parents/guardians following the norms of honesty, politeness, and respect for others, Latin lower school provides a safe and inclusive environment for all. While the major school rules apply in the lower school as well, our approach to discipline and consequences is age-appropriate for children in junior kindergarten through fourth grade. Our students learn to follow the guiding principles of the lower school and to be responsible citizens of their community through redirection and logical consequences. Student standards of behavior are reinforced throughout each day, with the primary responsibility for maintaining discipline in the lower school resting with the faculty and administration.

Bullying will not be tolerated at Latin. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to:

- (1) Place the student in reasonable fear of harm to self or property;
- (2) Cause a substantially detrimental effect on the student's physical or mental health;
- (3) Substantially interfere with the student's academic performance; and/or
- (4) Substantially interfere with the student's ability to participate in or benefit from other services, activities or privileges provided by Latin.

Bullying usually occurs when there is an imbalance of power. Bullying often is based on actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one of these characteristics, or any other distinguishing characteristic.

Bullying can take many forms including, but not limited to, actions such as physical violence, harassment, sexual harassment, threats, intimidation, stalking, sexual violence, theft, public humiliation, destruction of property, teasing and name-calling, social exclusion, and/or retaliation for complaining about bullying.

Cyberbullying is also a form of prohibited bullying. Cyberbullying means bullying using any form of electronic communication or technology, including but not limited to email, text messages, social media, instant messages, and any other computer or phone-based application. It includes falsely assuming another's identity or the knowing impersonation of another individual as the author of posted content or messages if the creation or impersonation creates any of the negative effects on the victim listed in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the negative effects on the victim listed in the definition of bullying.

Bullying includes behavior both on and off Latin's campus. Cyberbullying, in particular, can occur at any time and its messages and images can be distributed quickly to a wide audience. The school reserves the right to investigate and proceed as the school considers appropriate.

Harassment is a form of bullying and means any behavior that has the intention or effect of harming or intimidating others, of creating a hostile or offensive environment, or of interfering with another's school or work performance. It can take many forms – verbal, written (including postings of text, photos or video on the Internet), visual, physical, psychological – and is often, but not always, associated with actual or perceived race, ethnicity, religion, sexual orientation, gender-related identity and expression, socioeconomic status, or physical characteristics.

Sexual harassment is another form of bullying and involves uninvited and unwanted sexual advances, requests for sexual favors and other verbal, written, physical or visual conduct of a sexual nature. These unwanted requests may also be conveyed via the internet, cell phones or other digital media.

Intentional or persistent misrepresentation of a student's identities will constitute harassment. Harassment may be a single incident or repeated actions. This excludes good faith mistakes in language used to represent student identities.

However, bullying should not be confused with social conflict. Bullying is NOT: single episodes of social rejection or dislike; single episode acts of nastiness or spite; random acts of aggression or intimidation; mutual arguments, disagreements, or fights. Although these behaviors do not constitute bullying, they are not acceptable within Latin.

When incidents of actual bullying do take place, they will be addressed immediately and parents/guardians will be called upon to participate in conferences with the teacher, counselors and the director.

Physical and verbal aggression toward others, as well as the use of inappropriate language or swearing, is considered serious misconduct. While the teacher at hand or the one most directly responsible for the student will handle minor disciplinary issues, an accumulation of minor disciplinary problems will be considered serious. When a serious or chronic breach of our conduct expectations occurs that cannot best be handled internally, the administration will contact parents/guardians to discuss the matter.

Possible consequences include, but are not limited to:

- Parent, teacher and/or administrator conference to review student's conduct and explanation of expectations for student's future behavior
- Creation of behavior plan/contract with the intention to correct behavior
- Behavior Plans/Contracts list a progression of strategies for improvement and/or logical consequences for continued disciplinary issues
- Immediate removal from the classroom
- In-school suspension

- Out-of-school suspension
- Expulsion

Our code of conduct is essential to the development of good citizenship and applies to all students at Latin lower school. Students may be asked to permanently leave Latin if their behavior does not meet Latin's standards and expectations.

Procedure for Reporting Bullying/Harassment

If an individual in the school community feels that they have been, or are being bullied, or if they witness bullying, it is expected that the individual shall notify a trusted adult in the school. All investigations of bullying should be conducted so that the privacy and the rights of the individuals involved are protected.

Making a good faith complaint of harassment, bullying or cyberbullying should in no way prejudice an individual's future at Latin, even if the complaint cannot be substantiated.

Student Dress

The lower school dress code intends to help students make positive choices regarding appropriate dress for the school environment allowing for full, unrestricted movement and engagement in the classroom. While the dress code is actually quite flexible, there are several restrictions for all students, regardless of gender. As stated in the first section of the Student/Family Handbook, we ask that students dress in clothing that is neat, clean, and appropriate for school and that enhances their learning experience rather than detracts from it.

The dress code intends to help students make positive choices regarding appropriate dress for the school environment allowing for full, unrestrictive movement and engagement in the classroom. While the dress code is actually quite permissive, there are several restrictions for all students, regardless of gender:

- No clothing with offensive language, pictures, or symbols;
- No pants or shorts ripped or torn above the knee; and,
- No midriff tops.

Junior kindergarten and senior kindergarten students are required to wear gym shoes to school. Students in grades one through four are required to have gym shoes and socks each day that are specifically used for physical education. Slip-on gym shoes and hiking boots or shoes are not acceptable for physical education. All clothing and personal belongings should be clearly labeled with your child's name. We go outside when the temperature is 20°F and above, so students need to have appropriate cold weather clothing available at all times.

General information & Policies

Lunch and Snacks

There is a mandatory lunch program provided by the school for all students. A menu is posted on the cafeteria/ food service page of RomanNet. The Parent Association and members of the faculty, staff and administration work closely with the food service team to create healthy,

balanced and nutritious options for lunch, snacks and beverages served to our lower school students.

The lower school makes every effort to be a nut-aware environment, and our food service team can accommodate most dietary restrictions. A documented note from a medical doctor, preferably a child's pediatrician, outlining any medical condition that requires any dietary restrictions must be presented to the lower school director and the school nurse to request an exception be made for exemption from any part of the food service program. Exemptions will only be made if our food service team is not able to accommodate the dietary restrictions outlined by the medical doctor.

We understand that children can sometimes be picky eaters or prefer to eat only certain kinds of food. We ask that parents/guardians work with their children to identify foods that they will eat while challenging them to explore different foods or a "new" food each day or each week. Carefully reviewing the weekly menu with your child and helping identify several options will help assure good nutrition as well as encourage healthy eating habits. All students are served a snack while at school. The lower school does not permit any outside food. For special celebrations or class projects that involve food, Latin's food service will supply the needed items that faculty and staff will order. This is to ensure the safety and well-being of all our students, including those with severe food allergies.

Medical and Health

The best resource for detailed information about lower school medical requirements and policies is the Lower School Nurse's Office page on RomanNet.

The Role of the School Nurse

The school nurse supports learning by implementing health promotion and safety strategies. The nurse provides assessment and interventions for injuries and illnesses occurring during the school day; and refers students to their primary care physician, or for emergent care as needed. The nurse communicates with the family when further assessment or intervention is necessary beyond what the nurse can provide at the school.

For children with chronic or episodic health conditions, the nurse works with the students, parents/guardians, and faculty to implement an individualized plan of care for managing the condition during the school year, based upon the recommendation of the primary care physician. The nurse serves as a health education resource for students, faculty and parents/guardians.

Medical and Health Documentation

Latin students' health records are recorded and maintained on Magnus, an online database. All students records should be updated by August 1 including:

- Vital Health Record: The vital health record is not a form, but an online assessment that may be completed in a few minutes. Update as needed.

- Medication Authorization Form: The Medication Authorization Form is required for all students. This form allows your student to receive over the counter medications from the school health office during the school day. A parent/ guardian signature and a physician signature are required for your child to receive medications at school, according to Illinois law.
- Physical Exam: The State of Illinois Childhood Health Exam is required for all students entering junior kindergarten, senior kindergarten and all students new to Latin.
- Immunization records are required by State Law. See RomanNet for more information about 2021-22 immunization requirements. Exemptions from required immunizations will only be given for state approved medical or religious reasons and with sufficient documentation.
- Dental Exams are required for students entering SK and grade 2.
- Vision Exams are required for all students entering SK and for all students new to the state of Illinois school system.
- Asthma/Allergy/Seizure Action Plan: If your child does not require an action plan, click “no” and the requirement will disappear.

Vision, Hearing and Speech Screenings

- Vision and hearing screenings administered annually at school as mandated by Illinois state law. If a student fails a screening and rescreening the parent will be notified and referred for formal testing.
- Vision screening in grades JK, SK and 2 and by referral.
- Hearing screening in grades JK, SK, 1, 2 and 3 and by referral.
- Latin contracts with a speech/language pathologist to administer speech and language screenings in JK and by referral in grades SK-4.

Food Allergies Requiring Emergency Medication

- A Food Allergy Action Plan is required to be uploaded in Magnus yearly.
- Before the start of the school year please submit two doses of each medication prescribed in the food allergy action plan (FAAP), labeled with your child’s name and an expiration date. The FAAP and medications are placed in bags located in both the child’s homeroom class. Teachers take the safety bag and a copy of the FAAP with them on field trips.
- Please make sure that the medication doesn’t expire during the school year, or, if it does, make a note of the date and replace it when necessary.
- Stock Epinephrine auto-injectors are located throughout the school and all staff and faculty are trained in the signs of anaphylaxis and how to use epinephrine auto-injectors.

Asthma Treated With an Inhaler

- An Asthma Action Plan is required to be uploaded in Magnus yearly.
- Before the start of the school year please provide an inhaler, spacer and mask if used, labeled with your child’s name and an expiration date.
- Please make sure that the medication doesn’t expire during the school year, or, if it does, make a note of the date and replace it when necessary.

- A parent may give permission for the student to self-administer the inhaler at school by indicating this on the Over-The-Counter Medication form. The school nurse prefers to see all students when they use an inhaler to evaluate their lung sounds and response before and after the medication.
- The Health Office does not stock inhalers.

Medications During the School Day

- The Lower School Health Office keeps a supply of Acetaminophen, Ibuprofen, Antacids (Tums), Benadryl, and Hydrocortisone cream. With permission from the parent(s) and child's physician, the school nurse can administer these medications during the school day. The school nurse will generally try a non-pharmacological intervention before a medication, and will notify a parent if a child is given Acetaminophen, Ibuprofen or Benadryl.
- If any over-the-counter not listed above, or prescription medication is required to be given during school hours, the medication must be provided in the original packaging along with authorization from the prescriber.

Exclusion from School Due to Illness

- The best way to prevent the spread of illness in the school is to keep kids home when ill, and enforce good hand washing technique. It is not possible to prevent all childhood illness but the goal is to minimize the amount of illness and school time lost.
- To know whether your child should stay home from school, the American Academy of Pediatrics suggests answering these quick questions:
- Does your child have a fever? Fevers of 100° F or more are generally a sign of illness, so children should stay home from school until they are fever free for 24 hours without medication.
- Is your child well enough to engage in class? If ill kids seem too run down to get much out of school, keep them home.
- Does your child have a contagious illness, such as the flu or pinkeye? If so, keep them at home until they're no longer infectious (ask your doctor for guidance as do when they are not contagious).
- Any symptoms of COVID require a student to stay home until a negative PCR test is obtained. For further information regarding symptoms of COVID or COVID protocols, click [here](#).

Notification of health trends

- The nurse will send periodic messages to families about health trends in the school and immediate notification when there is an abnormal amount of a highly contagious condition in a class or grade level.
- If any vaccine preventable illnesses such as measles or varicella are reported in the school, all children who are not protected (vaccinated) against these illnesses will be excluded from school for the appropriate amount of time, as dictated by the Illinois Department of Public Health.

Head Lice

- Just like childhood illnesses, it may be impossible to eradicate all cases of head lice in elementary age children.
- The best way to prevent the spread of head lice is to avoid direct head to head contact, and for parents/guardians to do a weekly check for lice, and treat children before returning to school if any lice or nits are found.
- The school does not do routine lice checks but the school nurse is available for consultation and guidance. Please see the nurse's page on RomanNet for a plethora of evidence based information about lice and our lice policy.
- Exclusion from school is not recommended for students with head lice.

Illness or Injury Occurring at School

- In accordance with our student injury policy: If a student is injured at school and needs further evaluation or monitoring, the parent will be contacted by the school nurse with an assessment of the injury and recommendations for medical follow up needed. The responsible adult who witnessed the event will also contact the family to explain how the injury occurred.
- For mild injuries that do not require medical follow up, the responsible adult will inform the parent of the incident.
- If your child becomes ill at school, we will contact you as soon as it is determined that your child needs to be sent home. If we are unable to reach you, we will contact the individuals whom you have listed as emergency contacts in the order in which you have posted them.
- If your child is assessed as having an illness or injury necessitating an evaluation in the emergency department, we will attempt to reach you before calling an ambulance.

Head Injuries

The school nurse will evaluate every student who obtains a significant blow to the head. The school nurse does a concussion checklist at the time of incident, five minutes, and 30 minutes after. If they are concerned about the status of the student, the parent will be contacted immediately. If the student passes the evaluation the nurse will email the parents/guardians information on signs and symptoms to monitor, as concussion symptoms can sometimes manifest hours after an injury. Please see concussion policy posted on RomanNet for further information.

Electronic Devices

To minimize distractions that may interfere with the learning environment, electronic devices such as e-readers, iPods, iPads, computers, and cell phones should not be brought to school without teacher permission. If a teacher allows a student to bring an electronic device for a special project or assignment, a place to store the device will be designated. At the same time, though, the school does not take responsibility for the safekeeping of these personal items. Parents/guardians will be notified if these items are being used inappropriately.

Students should not bring personal items to school unless it's been approved by the teacher or administration. This includes fidget toys that have been recommended by doctors.

Communication Between School and Home

Communication is the key to maintaining a strong school-home partnership. We make every attempt to keep you informed about your child's academic and social progress, and we would appreciate being kept apprised of important events in your child's life away from school. Should you have questions about assignments, evaluations, or your child's development, the primary source of information is the homeroom teacher.

Your best source of accurate information regarding school policies, events, grade activities, and the school community is RomanNet. Parents/guardians also can call the lower school office at 312.582.6200 if they have further questions. Everyone at the lower school welcomes your questions and comments, so don't hesitate to contact us.

To leave messages for teachers, you may call their direct phone line or you may email them. (Find faculty contact information in the Resource section of RomanNet.) You may also leave a message for your child's teacher at the front desk. Remember that teachers generally do not take calls, check voicemail, or respond to emails during the school day since that time is devoted to the students.

Teachers and parents/guardians should expect courteous and appropriate exchanges, modeling the manner and tone we expect from our students. In conversations about sensitive issues, the adults should first discuss matters without children present.

Take Home Folders will come home with each child. Teachers will share this process at Back to School Night.

Traffic and Parking

A detailed outline of all lower school traffic policies and procedures, including a map of our pickup process is available in the Security and Safety section of RomanNet.

To ensure the safety and security of our students, as well as to facilitate traffic management, all parents/guardians, caregivers, and others who pick up or drop off children at Latin will be required to have a Latin placard prominently displayed in their vehicle.

Order forms for placards will be sent home to families over the summer, and will also be posted on RomanNet. To download these forms as well as to find more information and maps concerning specific drop-off and pick-up procedures, and traffic and parking in the area, please go to RomanNet under Security and Safety and downloads. You can also contact traffic@latinschool.org for questions or concerns.

Parking on the block of Dearborn where the lower school is located is by permit only. If you park illegally, you do so at your own risk. We appreciate your cooperation in asking neither the school nor the Police Department for special considerations with respect to city regulations. The police will ticket and/or tow you if you violate traffic laws.

There are parking pay boxes along Clark Street, and several high-rises and businesses in the area allow parking for a fee:

- The Chicago History Museum lot at Clark and LaSalle;
- The Constellation at the southeast corner of North Blvd. and Dearborn;
- James/Kilmer House Garage, 1560 N. Sandburg on Germania St. (reduced rates for Latin guests at the James/Kilmer House Garage with validation from any reception desk), and
- Faulkner House at 70 W. Burton St.

Always drop off and pick up children curbside on Dearborn heading north. In the mornings, student safety patrols will assist your children getting out of their cars. In the afternoons, teachers and Latin personnel will help to assure that children get into their vehicles. Please note that Latin personnel may not assist with buckling children into car seats or seatbelts.

Pick-up Procedures

We know that drop-off, and especially pick-up, can be stressful for even the most patient drivers. At the same time, we are located in a congested residential area and we continuously strive to be good neighbors while keeping the students safe. Keep in mind that it is unlawful to use cell phones while driving in a school zone.

A series of cones form a chute starting at Burton Place and extending to North Boulevard in the northbound lane. The students will be waiting with their grade level and teachers at various intervals along Dearborn. Traffic personnel will direct vehicles displaying a Latin traffic placard into the chute driving north. If the chute is full, drivers will be directed into the northbound travel lane in order to keep the crosswalks clear. Drivers should circle the block until they are able to enter the chute.

Dismissal times are staggered to accommodate the volume of traffic on Dearborn Parkway so that all students can be placed safely in their cars. If families or carools are picking up a junior kindergarten or senior kindergarten student (2:30 p.m. dismissal) and a first, second, third, or fourth grade student (3 p.m. or 3:15 p.m. dismissal) and do not want to wait in the chute two times, junior kindergarten or senior kindergarten students may wait in the Courtesy Room at no charge to the parent until the older children are dismissed at 3 p.m. or 3:15 p.m. If the older child is absent, it is expected that the junior kindergarten or senior kindergarten students will be picked up at 2:30 p.m.

During the first days of school, we encourage families and teachers to work together to determine what pick-up procedures work best for each child and each family. When plans change throughout the school year, it is important that parents/guardians keep teachers informed of these changes to assure the safety of each child during our busy dismissal times.

As difficult as our pick-up procedures might be, we ask that children be picked up promptly at dismissal time. Teachers have after-school obligations and are not available to supervise students after dismissal, and children become upset if they remain after their classmates have been picked up. Extended Day is available for all students, and we strongly encourage you to sign up for this plan if you cannot consistently commit to the school dismissal times.

Since we cannot guarantee outside supervision after school hours, the following policy is in effect: Any student who is not picked up by the time traffic has cleared in front of the building will be taken inside and an automatic \$50 will be charged to the parent account.

In the lower school, students may not leave the building on their own, and are expected to be with their classes throughout the school day.

When there is a change in transportation plans, please inform the teacher in writing; students will not be allowed to take alternate means of transportation without written permission from parents/guardians.

Dog Policy

For the comfort and safety of our students and adults, we ask that you do not bring your pets to the lower school during drop off and pick up times. With heavy foot traffic, noise and activity in front of the school at these times animals can feel threatened/frightened and, at times, react negatively. If it is absolutely necessary to bring your pet, please make sure that it is on a leash at all times and please stand on either the north or south side of the lower school building instead of directly in front.

Parent Matters

Visitors to the School

For security reasons, parents/guardians and other visitors to the school are required to check in at the front desk with the school receptionist. The parent should wait while the receptionist makes contact with the intended party. The receptionist will then allow the parent into the school. Parents/guardians must wear the provided name badge during their time in the building and return their name badge to the receptionist when they leave. Masks must be worn at all times by visitors inside the lower school building.

Parents/guardians who are in the building for any reason within the school may not use that time or opportunity to visit other parts of the building, engage in impromptu conversations with faculty, staff or their child, or conduct any business not related to the intention of the visit.

Guidelines for Parent Cell Phone Use

To ensure a productive learning environment for all, please limit your use of cell phones to the area outside the first floor reception desk. Please turn your cell phone off while visiting or volunteering in the school. If you need to be reached while you are at school, please give colleagues and family members the lower school's main number, 312.582.6200, and the receptionist will locate you.

Please remember that it is unlawful to use cell phones while driving in a school zone.

Tutoring

Outside tutoring may be beneficial to some students. In cases where tutoring is recommended by the school or preferred by the parents/guardians, it is important that the tutor and the homeroom teacher work together to assure consistency and continuity for the child. Outside

tutors may not tutor on campus.

If the parent wishes to hire a Latin teacher as a paid tutor, please follow the guidelines detailed in the first section of the Student/Family Handbook, under Additional Information for Parents/Guardians.

Parties Held for Individual Students

Because exclusion is very hard on a child's self-esteem, the Parent Association and faculty join together to strongly urge that these guidelines be followed when planning parties:

- Please do not pass out invitations at school.
- Because our students come from different religious traditions, please try to avoid parties on holidays or days of religious observance.
- Please do not discriminate against a few children.
- Please try to structure all party activities to be inclusive, emotionally safe, and respectful of the feelings of individual children.
- To avoid hurt feelings, we suggest you consider this guideline:
 - If you invite half or more of any school group (class, classroom, gender), then invite the whole group.

Lost and Found

Items found throughout the school may be turned into the lower school office where they will be kept in a "lost-and-found" box. All items will be kept in the office for a period of four weeks; on the last school day of each month left items will be donated to a charity. Parents/guardians are asked to check with the lower school office personnel if they wish to search the lost-and-found box.

Bicycle Storage

Students riding bikes to school can lock them to the bike rack in front of the lower school building during the day. Bikes cannot be left overnight.

Middle School Policies and Procedures

Academic Program

In middle school, each student is assigned to a homeroom of 10 to 12 students. Short homeroom meetings are devoted to individual and group advising as the need arises, as well as day-to-day school business: reading announcements, giving ideas to student council, hearing reports from student council committees, executing service projects, preparing for examinations, holding school elections, selecting courses and similar activities. Students are expected to attend homeroom just like all other classes.

The homeroom teachers are responsible for closely monitoring a student's academic progress. They receive copies of progress reports, notes of commendation and quarterly grade reports. The homeroom teacher is the primary link between school and home. They are the adults in school with the responsibility of serving as the child's advocate. Parents/guardians are encouraged to contact the homeroom teacher for information and help.

Academic Requirements Course of Study

Middle school students study English, world language, mathematics, history/social studies, science, physical education, performing and visual arts, affective education, and computer science. Information about the specific courses can be found on Latin's website www.latinschool.org under Academics.

Each student must fulfill the requirements in the following courses to qualify for promotion to the upper school at the end of eighth grade:

English: four years of study

World Languages: four consecutive years of study (French, Spanish, Latin or Mandarin Chinese)

Mathematics: four years of study

Social Studies: four years of study

Science: four years of study

Physical Education: four years of study

Performing and Visual Arts: four years of study

Affective Education: four years of study

Computer Science: two years of study

Students follow a predetermined course of study. A student may be invited to join Accelerated Pre-Algebra in sixth grade, and Honors Algebra I and Honors Algebra II in seventh and eighth grade. The Mathematics Department chair makes the placement decisions in consultation with the middle school math teachers, math specialist, and the middle school director.

Project Week

All middle school students participate in Project Week. During the 2021-22 school year, middle school students will participate in the following activities:

Grade 5 – Lorado Taft trip (November)

Grade 6 – Springfield/St. Louis/ Hannibal, MO trip
Grade 7 – Outdoor education, team building, Chicago Neighborhoods
Grade 8 – Washington, D.C. trip

Explanation of Grades

Following grades and definitions have been adopted as standard in the middle and upper schools:

- A 90 or higher – Excellent (High Honors): work of outstanding quality
- B 80 up to, not including, 90 – Good (Honors): proficient, competent work
- C 70 up to, not including, 80 – Satisfactory: creditable work
- D 0 up to, not including, 70 – Passing, but unsatisfactory barely meets minimum requirements
- F Below 60 – Unsatisfactory (No Credit): fails to meet minimum requirements

* Teachers have the discretion to assign plus or minus grades in these ranges, except that, by tradition, Latin does not award the grade of A+.

In addition, the following symbols are used on report cards, as required:

- Inc. Incomplete
- P Passing in a Pass/Fail Course
- MX Medically Excused

Computation of Final Grades

The final grade takes into account the student's performance over the entire course. It reflects the teacher's best estimation of the value of the student's work taken as a whole. The whole may differ from the sum of the parts. A student who improves steadily is doing work that reflects growing mastery of the subject, and the final grade should reflect that growth. Similarly, a student whose work is strong at the beginning but becomes weaker as the course progresses is cause for concern. Especially in sequential courses, where mastery at one level has a significant bearing on the student's ability to perform well in succeeding levels, a declining performance may suggest a student may need additional help in the future due to an unstable foundation. Final grades should also reflect that reality. A student who does outstanding work in the latter stages may receive a course grade that is substantially above the strict numerical average. By the same token, a student who does poor work in the closing weeks or who scores well below passing on the final exam may receive a failing grade for the course even if their overall numerical average is well above passing.

Final grades also reflect dimensions of a student's performance that are not susceptible to quantification but are no less important. Class participation, regularity of attendance, enthusiasm, cooperation and intellectual curiosity are vital considerations in assessing student performance at Latin, and they are factored into course grades.

Requirements for Making Up a Failing Grade

Students who fail a course are expected to make up for that failure. When a student fails a course, the student and his/her parents/guardians will confer with the middle school director to

arrive at a way to solve the problem. The solution will be the middle school director's choice of one of the following options:

- Summer School: In most situations, students are expected to go to summer school, either at Latin or at another school approved by Latin. Regardless of where a student attends summer school, the student must take and pass a Latin examination at the end of the summer school course to receive credit.
- Repeating a Course: In some situations, a student may be permitted to repeat a failed course during the next academic year at Latin.
- Tutoring: The school may approve tutoring arrangements over a summer, with the requirement that the student must take and pass an examination at Latin to receive credit.

In rare circumstances a student may not be required to make up a failure in a course. The middle school director will make the final determination in such situations.

Making Up "Incompletes"

Students who earn a grade of "Incomplete" for a given academic quarter are expected to complete the work within 15 school days following the end of that quarter. An "Incomplete" that is not resolved within this time will automatically be recorded as an "F" and will be part of the student's permanent record. In special situations, the middle school director may extend the time allotted for removing a grade of "Incomplete."

Department Policies

Language

Students who receive a grade in the "D" range will not be allowed to proceed to the next level of instruction in that language without doing one of the following:

- Taking the course over in an approved summer program, passing that course and earning at least a "C-" on a proficiency exam administered by the Language Department.
- Successfully repeating the course the next academic year.
- Being tutored in the language and earning at least a "C-" on a proficiency exam administered by the Language Department. The Language Department chair must approve such tutoring arrangements

Note: Students may not study a native language for language credit.

Math

Students who receive a failing grade in either Math 6 or Math 7 must repeat the course the following year, unless alternative plans are made in advance with the approval of both the middle school director and the Mathematics Department chair.

Students who receive a failing grade in Algebra I may either: 1) Repeat the course in summer school or, 2) Repeat the course the following year.

Physical Education (PE) Medical Excuse

Any student may be excused from physical education class for a maximum of three days with a note from home. After three days, the student should obtain a doctor's note or have someone

from home contact the middle school office. Students are encouraged to attempt to participate on a modified level whenever possible. If a student does not participate in physical education class, that student may not participate in after-school athletics that day.

Uniform

Students are required to wear an appropriate gym uniform including: gym shoes, orange Latin T-shirt or any Latin sweatshirt, navy Latin shorts or any Latin sweatpants. One-piece swimsuits are required for girls during physical education swim units.

Academic Probation

A student may be placed on academic probation at any point if, in the judgment of the middle school director, the student's academic performance is deficient. While a student is on academic probation, his/her progress will be monitored closely and reviewed at least quarterly by the middle school director. The student's parents/guardians will be notified in writing of the probation.

By placing a student on probation the school is notifying the student and his/her family of the seriousness of the situation. At the same time, the school works with the student and family to provide as much aid as possible to help the student succeed. Under the supervision of the middle school director and a learning resource teacher, a student on probation, along with his/her parents/guardians and homeroom teacher, will devise strategies to provide the student with needed academic help.

At the quarterly review of each student on probation, the middle school director will evaluate the student's progress. Depending on the outcome, the director may:

- Remove the student from probation and restore them to the status of "student in good standing."
- Require that the student remain on probation for at least the next quarter.
- Require the student to attend summer school.
- Recommend to the head of school that the student be expelled or denied the opportunity to re-enroll at Latin for the next or any succeeding school year.

In any of the above cases the student's parents/guardians will discuss the situation with the middle school director and will have the situation confirmed in writing. Having admitted a student, Latin is strongly committed to helping that student enjoy academic success. Accordingly, the school postponed for as long as possible a final decision involving expulsion or denial of a student's opportunity to re-enroll for academic reasons, in the hope that the student's academic work will improve sufficiently for them to continue at the school. Unfortunately, despite our best efforts, such turn-arounds do not always occur. Hence, the school suggests that parents/guardians of a student on academic probation, especially in the second semester, begin to explore alternate educational options, notwithstanding the fact that no final decision has been made concerning re-admission to Latin. We urge parents/guardians to take this suggestion seriously as the final decision not to re-enroll a student is often not made until June. If the parents/guardians have not yet taken steps to provide for the student's future

at another school, the student may, at that point, find it difficult to find an opening.

Withheld Re-Enrollment Contracts

If a student is on academic probation when the school issues re-enrollment contracts for the next year, no contract will be sent. Instead, the parents/guardians will receive a letter from the middle school director explaining that the contract has been withheld and the reasons why. Parents/guardians receiving such a letter are strongly encouraged to consult promptly with the director to discuss the situation.

In most cases, the middle school director will inform the parents/guardians as to when a final decision will be made, and, keeping with the school's policy of giving the students as much opportunity as possible to redeem himself or herself academically, the school will postpone, for as long as possible, making a final decision not to permit the student to re-enroll for the next year. In some situations, however, the head of school and the middle school director may inform the parents/guardians at the time a student's re-enrollment contract is withheld that the student may not return for the next year.

Decisions not to re-enroll a student are made by the head of school, are final, and are not subject to review by the Board of Trustees or any committee thereof, or by the courts.

In very rare situations, students whose re-enrollment contracts have been issued and returned with the required deposit find themselves suddenly in very acute academic difficulty, causing the school to reconsider the student's standing for the next school year. Such cases are highly unusual, and the school makes every effort to avoid them. However, the school reserves the right not to permit a student to enter Latin for the next or for the succeeding school year even though that student's contract has been issued, signed and returned with the required deposit.

Tutoring

After school hours and on weekends, some of our teachers tutor Latin students and charge a fee. We have a firm policy: a teacher may not offer paid tutoring to a student who is presently in one of that teacher's classes; anyone with duties which extend to an entire grade level (grade team leaders) or entire division (administrators, learning resource teacher, counselor) may not tutor students in said grade or division during the school year. In addition, no teacher may tutor any student for money until after 5 p.m. in the Latin buildings or 4 p.m. off campus.

When we are convinced that a student would benefit from tutoring above and beyond what we provide at no additional charge, we notify the parents/guardians. We explain what the needs are and what we think should be done to address them. In any case, the middle school director must be notified if a student is being tutored in any discipline.

In some circumstances, students can benefit from private tutoring. Well-designed and carefully coordinated tutoring programs can be extremely helpful. On the other hand, a tutoring program that is not well conceived can be counterproductive and can prevent rather than enhance a student's success. Accordingly, Latin has guidelines to assist both the student and parent:

If a student feels the need for tutoring, or if a parent so wishes, the first step is to involve the homeroom teacher and the middle school director.

The advisor/homeroom teacher, the learning resource specialist or middle school director will meet with the subject matter teacher(s) involved for a diagnosis of the problem. The school's inclination is to arrange for the student to work first with the teacher involved, often with the homeroom teacher serving as the facilitator. The services of the learning resources room and staff may be a necessary next step for some students.

If the services of a paid tutor still seem to be called for, the subject matter teacher(s), with the middle school director or the department chair, will suggest the names of school-approved tutors whom the parents/guardians can call.

When the parents/guardians and the students have selected a tutor, that tutor should be put in touch at once with the subject matter teacher(s). Tutoring is invariably more productive when tutor and teacher(s) are in frequent communication. Close collaboration ensures that the right materials are being used, the right topics are covered and the progress of the student is monitored closely.

Standardized Tests

Sections from the Educational Records Bureau Educational Aptitude/Achievement (ERB) tests are given to fifth, sixth, seventh and eighth graders. Scores are not routinely mailed home, but parents/guardians are welcome to call the middle school office at 312.582.6303 to make an appointment to review their child's performance or to request scores to be emailed, faxed or mailed.

Student-Led Conferences

Students and their parents/guardians are invited to school for conferences twice each year. The first conference day comes shortly after the first quarter grade reports are posted. Students are asked to reflect on their progress after the end of Quarter 1 and 3, and to meet with their homeroom teacher to set goals for the following academic quarter.

Students will lead a conference to reflect on performance and to share goals with their parents/guardians and homeroom teacher twice per year.

The middle school director, classroom teachers and/or homeroom teacher are available when parents/guardians have questions or concerns (contact the middle school office at 312.582.6303 for assistance).

Grade Reports

The 2021-22 Academic Year is divided as follows:

- 1st Quarter Ends October 22, 2021
- 2nd Quarter Ends December 17, 2021
- 3rd Quarter Ends March 4, 2022

4th Quarter Ends June 3, 2022

Fifth grade students will receive narrative progress reports at the end of the first and third quarters, and development checklists at the end of the second and fourth quarters. Starting in sixth grade, students will receive grade reports. During the first and third quarters these will be narrative, while the second and fourth quarter reports will show grades only.

Grade reports will be posted to RomanNet.

Parents/guardians who are unable to view their child's grade report on RomanNet should notify gradereports@latinschool.org.

Progress Reports

In addition to the quarterly reports, parents/guardians may receive progress reports whenever a teacher feels it important to notify the parent of a student's academic status. These reports specify areas of concern, suggestions for improvement or commendations for work well done. Parents/guardians should review these reports with their child and plan strategies to improve the situation if the teacher's comments so suggest. Often, however, the teacher is merely notifying the parents/guardians of a concern and not seeking parental collaboration in correcting it. The purpose of these reports is to promote academic success, not to create strife between the student and parents/guardians at home. A prompt, constructive response to information reports is in everyone's best interests.

Academic Records

Middle school academic records are kept on file in the middle school office. Middle school records are not part of a college transcript and are not sent to colleges. These records reflect semester grades, final grades and standardized testing.

These records are copied and sent to other schools when parents/guardians make a request in writing. Middle school transcripts do not include academic information from the lower school years.

Parental Access to School Files

The school keeps cumulative folders on all students while they are at Latin. The folders contain copies of all grade reports, information reports, standardized test scores, correspondence involving the student, the student's original application and other miscellaneous records and papers.

Parents/guardians who wish to examine their child's folder may do so by calling the middle school office to set up an appointment.

Recommendations

The middle school follows the National Association of Independent Schools' "Principles of Good Practice for Member Schools" regarding the confidentiality of all recommendations. NAIS advises, "A school takes all reasonable and lawful measures to maintain the confidentiality of

reports and information exchanged among schools concerning students and parents.”

Attendance

Daily Schedule

8 a.m. - 3:20 p.m.

Building Access

Latin’s middle school reception is open from 7 a.m. - 6 p.m. during the school year. The telephone number is 312.582.6300.

Please report all absences, tardies, and appointments to: msattendance@latinschool.org.

On weekdays when school is in session:

- 7 a.m. - The middle school opens to students
- 3:20-5 p.m. - Students have access to hallways and locker bays, the first-floor lobby, the library (Hub) and specific supervised areas.
- 5 p.m. - Students are expected to be out of the building by 5 p.m. unless participating in a faculty-supervised activity. The library is closed.
- 5-6 p.m. - Students may wait for pickup in the front lobby

On most Saturdays the middle school building is closed. No students will be allowed in the building unless they are participating in a specific activity under the direct supervision of a teacher.

Absence from School

We have a responsibility to know where every student is every day. If a student is not in school, we need to know where the student is, and we want to be certain that the parent is aware that the student is not in school. If a student is ill or unable to attend school for some family reason, WE ASK THAT A PARENT/GUARDIAN report absences, appointments and tardies, to: msattendance@latinschool.org.

We realize that in some families, parents/guardians leave home in the morning before their children and are thus unaware when a child wakes up feeling ill and elects to stay home from school. We ask parents/guardians to impress upon their children that the child must notify the parent at once so that the parent can then notify the school. Only a parent or an adult designated by the parent may notify the school of an excused absence. We cannot accept reported absences from anyone else. We will call the homes of students unaccounted for as soon as attendance is taken.

A student’s absence from the school day (regardless of the reason) excludes them from participating in after-school events such as sports, rehearsals, club meetings, performances, etc. on that day. Additionally, a student who is excused from physical education class for health or illness reasons is excluded from after-school athletics on that same day.

Obtaining Assignments

Latin students are responsible for making up their work fully and promptly following an absence. The middle school office will not provide homework for a student missing just one day. Homework should always be requested by emailing the classroom teacher directly. Assignments can be picked up between 3:30 p.m. and 4 p.m. in the middle school office or after 4 p.m. at the middle school reception desk. Students and parents/guardians also should check RomanNet.

2021-2022 Vacation & Holidays

This year's holiday/vacation dates are:

Thanksgiving Break: Wednesday, November 24 - Friday, November 26

Winter Break: Friday, December 17, noon dismissal - Monday, January 3

Spring Break: Monday, March 21 - Friday, April 1

Last day of classes: Friday, June 3, noon dismissal

Eighth grade graduation: Wednesday, June 8, 10 a.m.

Extra Help and Makeup Work

Students are responsible for seeking extra help and for making arrangements with their teachers to make up for missed work. Extra help and make-up sessions should be arranged during the regular school day if both the teacher and the student have a free period in common or before or after school. After an excused absence, students are responsible for seeing each of their teachers to find out what work has been missed and to make arrangements for making up that work. Students who fail to make up work missed within the prescribed time will receive a grade of "F" for work not completed.

Unexcused Absence from Class

If a student is absent without excuse from an academic obligation, the student will receive a grade of zero for all work missed. The student will receive no makeup privileges and will not be given extra help by the teacher to cover the material missed.

Tardiness to School

Tardiness to school not only compromises a student's academic standing, it also interferes with the learning of others. A late arrival disrupts the learning process. It is the student's responsibility to arrive on time for school every day. Oversleeping is not an acceptable excuse for tardiness. Tardiness to school/ homeroom counts toward the accumulation of tardies that could result in disciplinary action. Students who arrive at school after 8:10 a.m., should report to the middle school office (MS 152). To report a tardy excused, please call the middle school office at 312.582.6303.

Tardiness to Class

When a student is late for class, that student will be admitted and marked tardy during the first 10 minutes of the period.

Early Departure from School

We strongly discourage parents/guardians from making any out-of-school commitments for students during school hours. When a student must leave school during the day, the student is

responsible for bringing a note from the parent to the middle school office before homeroom indicating time of departure, time of return and the reason for the departure. The student then must check out with the middle school office at the appointed time and check-in with the middle school office upon return to school.

Illness During School

Latin's staff includes a full-time school nurse. When a middle school student becomes ill during school, the student should go to the Nurse's Office for assistance. If the student must go home owing to illness, the nurse will telephone the parent to secure permission to send the student home and to explain the nature of the illness to the parent. No student will be permitted to go home until parental consent is obtained. Students must sign out with the school nurse or risk being charged with an unexcused absence.

In case of injury or sudden illness, the nurse will take the student to a hospital (usually Lurie Children's Hospital, 225 E. Chicago Ave.) and will call the parent at once. Except for simple treatment or life-threatening emergencies, hospitals may not, by law, deliver more sophisticated medical services without written consent of a parent or guardian.

Student Support & Resources

Homeroom Teacher, Grade Level Team, Support Team

Each student is assigned a middle school homeroom teacher. The homeroom teacher is an advocate who supports and advises the student with academic and social matters. Each grade level team (all teachers in a given grade level) is led by a team leader. The grade level team meets twice each eight day cycle, once to review student matters and once to discuss curricular coordination. The support team meets once every eight days to discuss students from all four grade levels. The middle director leads the support team meetings. The middle dean, counselor, nurse, learning resource teacher and the director of diversity, equity and inclusion are all members of the support team.

Learning Resources

Our teachers are committed to making themselves available to students outside the classroom for extra support. For those students who are experiencing more general academic difficulties because of challenges with work organization, time management, reading efficiency, problem-solving strategies, or learning differences, Latin offers a range of services through the learning resources program.

In middle school, learning resources faculty work with students on an individualized basis to customize a program that will best fit their needs. Students can take advantage of these services on a daily basis or only occasionally—depending on what works best for them.

Counseling

The middle school counselor brings an expertise in child and adolescent development to all aspects of school life, including individual student needs, school climate, interaction with families, and school policy decisions. Counseling is available to students and their parents/guardians. The counseling team's mission is to treat each student with dignity and to

affirm and advocate for all students.

The counselor offers regular programs and flexibly arranged services, reflecting Latin's commitment to respond effectively to a wide variety of needs. She works as a team with teachers, learning resources staff, parents/guardians and specialists outside the school to support students' needs. The counselor also teaches affective education courses, participates in parent discussions and organizes presentations on bereavement, divorce and other areas of special interest.

Athletics & Extracurricular Opportunities

Middle School Athletics

Middle school athletics offer something for everyone. Students of all ability levels are encouraged to participate. Interscholastic sports are available each season for students in grades five through eight. There is a team for everyone who wants to play. Practice time is used for instruction in basic skills, strategy and conditioning. Skill development, teamwork and sportsmanship are emphasized at all times.

Students can sign-up/register for middle school sports at any time beginning in August, as we will be using online registration. Detailed instructions regarding online registration were sent to all middle school families August 1. Students will register one season at one time. Prior to each season, email announcements will be sent to all middle school students and parents/guardians reminding them to register for the upcoming season.

Announcements regarding registration also will be posted on the middle school athletics bulletin board prior to each season.

Initial team meetings and practices for students in grades five through eight take place on the first day of school, immediately after school. Coaches will distribute practice schedules for the first two weeks at this time (which also will be available on the team pages on RomanNet and on the Athletics bulletin board) Once rosters are selected, all game and practice schedule information will be available on RomanNet. Athletes must have an updated physical examination on file before practice begins.

In the program, 12 to 20 interscholastic contests are scheduled each season against Francis Parker, North Shore Country Day School, Elgin Academy, Morgan Park Academy, Lake Forest Country Day School and other local private, public and independent schools.

The teams meet at least four times each week from about 3:30-5:15 p.m. Suggested pick-up time is 5:30 p.m. for outdoor sports. There are some Saturday competitions, especially Cross Country and LLWP. Girls and Boys Volleyball play in leagues where games are played later in the evening (6-7:30 p.m.) than some of our other sports. Children with outside activities that could result in practice and game conflicts should notify the coach once practices begin. In general, it is not a problem for students to miss an occasional practice or game. We understand and support the outside activities that our students participate in. However, we do expect students to commit to attending practices and games. We ask that each athlete be present for at least

two-thirds of the practices and games. If a student's schedule prevents him/her from meeting this commitment expectation, then we would suggest that participation would not be worthwhile for all involved. Coaches will typically reward athletes with better attendance with the majority of playing time in competitions.

It is best if players can stay for the entire practice, but if other commitments require that a player leave practice early, the player need only tell the coach that they must leave early. For outdoor practices where students need to leave early, pick-up from the field is highly recommended as students are not allowed to return to the school alone from the field.

Home games usually end by 6:30 p.m., and buses from away games usually arrive back at Latin between 7 p.m. and 7:30 p.m. Parents/guardians or students who are apprehensive about how to allocate time between sports and homework should ask their homeroom teacher or the coach for advice and support.

Little League Water Polo typically practices Monday through Friday, from 5:30-6:30 p.m.

Fall Sports

Boys Soccer, Girls Field Hockey, Boys/Girls Cross Country, Coed Swim Club, Girls Volleyball, Boys and Girls Water Polo

Winter Sports

Girls/Boys Basketball and Coed Swim Club

Spring Sports

Girls Soccer, Softball, Baseball, Boys Volleyball, MS Track Club, Coed Swim Club

Community Engagement

As part of our goal to help our students become good citizens, the middle school offers many opportunities for students to be engaged with the wider community. Students regularly participate in community service on a homeroom or grade level. In the fall and spring the entire middle school participates in service days and students can choose to participate in (or lead) service initiatives in clubs or after school.

McCutcheon School Partnership

One significant opportunity that has been part of the middle school experience for more than two decades, is the partnership with McCutcheon Elementary School in Uptown. Started by middle school teachers, this program has evolved over the years from being a grade-level initiative focused on reading buddies, to being an all-division program which includes tutoring and other opportunities. The partnership has also expanded to include students and faculty from the middle and upper schools.

Clubs

The middle school offers an after-school activities program to students beginning in October. Program offerings will be finalized in early September, at which time parents/guardians will

receive a list of activities. The activities range from visual arts to academic teams to newspapers. The bulk of activities will be offered between athletic seasons with fewer offerings when most students are participating in sports. Some activities will be offered before school to accommodate athletes. Sign-up will be available to parents/guardians using the Resource tab on RomanNet once the sign-up date is announced to students.

Plays and Performances

Middle school students participating in band or chorus have the opportunity to share their work with the community during winter and spring concerts.

All middle school students also can choose to participate in the fifth and sixth grade theater performance, or in the seventh and eighth grade play. Our goal is to include all students who would like to participate and accommodations can be made for those students who have scheduling conflicts with practices and rehearsals. If scheduling conflicts are significant, the student, parent and drama teacher will need to determine whether being part of the middle school productions will be worthwhile for the student.

Student Government

Student government is made up of elected student grade representatives who meet weekly. In addition, there is an open forum meeting held each week for anyone interested in participating in student government. The middle school president and/or eighth grade representative run meetings.

Student Expectations

Bullying will not be tolerated at Latin. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to:

- (1) Place the student in reasonable fear of harm to self or property;
- (2) Cause a substantially detrimental effect on the student's physical or mental health;
- (3) Substantially interfere with the student's academic performance; and/or
- (4) Substantially interfere with the student's ability to participate in or benefit from other services, activities or privileges provided by Latin.

Bullying usually occurs when there is an imbalance of power. Bullying often is based on actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one of these characteristics, or any other distinguishing characteristic.

Bullying can take many forms including, but not limited to, actions such as physical violence, harassment, sexual harassment, threats, intimidation, stalking, sexual violence, theft, public humiliation, destruction of property, teasing and name-calling, social exclusion, and/or retaliation for complaining about bullying.

Cyberbullying is also a form of prohibited bullying. Cyberbullying means bullying using any form of electronic communication or technology, including but not limited to email, text messages, social media, instant messages, and any other computer or phone-based application. It includes falsely assuming another's identity or the knowing impersonation of another individual as the author of posted content or messages if the creation or impersonation creates any of the negative effects on the victim listed in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the negative effects on the victim listed in the definition of bullying.

Bullying includes behavior both on and off Latin's campus. Cyberbullying, in particular, can occur at any time and its messages and images can be distributed quickly to a wide audience. The school reserves the right to investigate and proceed as the school considers appropriate.

Harassment is a form of bullying and means any severe or pervasive behavior that has the intention or effect of harming or intimidating others, of creating a hostile or offensive environment, or of interfering with another's school or work performance. It can take many forms – verbal, written (including postings of text, photos or video on the Internet), visual, physical, psychological – and is often, but not always, associated with actual or perceived race, ethnicity, religion, sexual orientation, gender-related identity and expression, socioeconomic status, or physical characteristics.

Sexual harassment is another form of bullying and involves uninvited and unwanted sexual advances, requests for sexual favors and other verbal, written, physical or visual conduct of a sexual nature. These unwanted requests may also be conveyed via the internet, cell phones or other digital media.

Intentional or persistent misrepresentation of a student's identities will constitute harassment. Harassment may be a single incident or repeated actions. This excludes good faith mistakes in language used to represent student identities.

However, bullying should not be confused with social conflict. Bullying is NOT: single episodes of social rejection or dislike; single episode acts of nastiness or spite; random acts of aggression or intimidation; mutual arguments, disagreements, or fights. Although these behaviors do not constitute bullying, they are not acceptable within Latin.

When incidents of actual bullying do take place, they will be addressed immediately and parents/guardians will be called upon to participate in conferences with the teacher, counselors and the director.

Physical and verbal aggression toward others, as well as the use of inappropriate language or swearing, is considered serious misconduct. While the teacher at hand or the one most directly responsible for the student will handle minor disciplinary issues, an accumulation of minor disciplinary problems will be considered serious. When a serious or chronic breach of our

conduct expectations occurs that cannot best be handled internally, the administration will contact parents/guardians to discuss the matter.

Possible consequences include, but are not limited to:

- Parent, teacher and/or administrator conference to review student's conduct and explanation of expectations for student's future behavior
- Creation of behavior plan/contract with the intention to correct behavior
- Behavior Plans/Contracts list a progression of strategies for improvement and/or logical consequences for continued disciplinary issues
- Immediate removal from the classroom
- In-school suspension
- Out-of-school suspension
- Expulsion

Our code of conduct is essential to the development of good citizenship and applies to all students at Latin lower school. Students may be asked to permanently leave Latin if their behavior does not meet Latin's standards and expectations.

Procedure for Reporting Bullying/Harassment

If an individual in the school community feels that they have been, or are being bullied, or if they witness bullying, it is expected that the individual shall notify a trusted adult in the school. All investigations of bullying should be conducted so that the privacy and the rights of the individuals involved are protected.

Making a good faith complaint of bullying (including cyberbullying and harassment) should in no way prejudice an individual's future at Latin, even if the complaint cannot be substantiated.

Standards of Behavior

In the enrollment contract each parent signs with the school annually, parents/guardians agree to support the rules, policies and regulations of the school as described in the first section of the Student/Family Handbook. That includes, in part, parental support for the expectations the school has for student conduct.

Latin believes that school and home are partners in developing in Latin students the highest standards of honorable conduct, civility and fair play. To that end, the school assumes the responsibility of enunciating expectations for student conduct and relies on the cooperation of parents/guardians in supporting the expectations and the school's efforts to uphold them.

As outlined in the first section of this handbook, Latin students are expected to treat members of the school community with respect and courtesy and accept one another's individual differences in that context. Respect for the property of others is similarly expected from all students. In addition, Latin students are expected to subscribe wholeheartedly to traditional principles of good conduct: truthfulness, honor, civility and loyalty to the school.

In upholding the values of the school and the standards the school has for student conduct, Latin relies primarily on the cooperation of the school community. The school deals directly with violations of either the spirit or the letter of its expectations.

All members of the school community, collectively and individually, bear the responsibility for fostering and sustaining a climate in which these values can flourish.

Expectations Specific to the Middle School

In addition to the rules and expectations for the entire school community that are described in the first section of the Student/Family Handbook, the middle school has specific policies that are appropriate for students in grades five through eight.

Dress Code

As stated in the first section of the Student/Family Handbook, we ask that students dress in clothing that is neat, clean, and appropriate for school and that enhances their learning experience rather than detracts from it.

The middle school dress code intends to help students make positive choices regarding appropriate dress for the school environment allowing for full, unrestricted movement and engagement in the classroom. While the dress code is actually quite permissive, there are several restrictions for all students, regardless of gender:

- No clothing with offensive language, pictures or symbols.
- No exposed midriffs.
- No pants or shorts ripped or torn above the knees.

The goal with all of the rules around dress code is to teach the students to dress appropriately for the environment. Our hope is that students and families will support these rules. While we prefer not to spend time policing student dress, we do believe it is important to set boundaries that allow for full, active participation in the business of school and learning. Dress code infractions will be handled by the Dean of Students.

Personal Property and Lockers

A working locker is assigned to each middle school student to store outerwear, books and personal belongings. Locks are on sale at the Spirit Shop, and we require every student to use a school lock for their PE locker. The school is not able to assume responsibility for lost or stolen property. Students should not exchange locker combinations. In addition, students may only use the locker assigned and may not “double up” or take over a “vacated” locker. Food may not be stored in student lockers.

Please remember that, while your locker has been provided for your personal belongings, it remains the property of the school. Please do not write on, mark or otherwise damage the physical appearance of your locker. Any decorations on the inside or outside doors of lockers must be in good taste and appropriate for our community. The dean of students reserves the right to inspect locker contents as necessary and ask students to remove any inappropriate

material.

Lunchroom Duty

All students, collectively and individually, are responsible for keeping the cafeteria in order during the entire day. One aspect of this is snack and lunchroom duty, which is required of all middle school students.

Audience Etiquette

Because so many significant learning experiences take place in assemblies, special emphasis is placed on audience etiquette. We have the following expectations in all assemblies:

- Middle school students may not bring books, notebooks, etc. to either the all-school or middle school assemblies.
- Students are to sit in their assigned seat for all school assemblies.
- Attendance will be taken at all assemblies. Unexcused absences from assemblies will be treated like unexcused absences from class. The same applies to tardiness.
- To call an assembly to order, the person conducting it will walk to the front of the stage (or to the lectern if one is in use). At that point, the audience is expected to come to order promptly.
- People speaking from the stage should not be interrupted. Audience members having questions should raise their hands and wait quietly to be recognized. Calling out is not in order.
- When a member of the audience is recognized, they should rise before speaking.
- Audience reactions should be civilized. Applause is in order, but whistling, stomping or calling out is both rude and disruptive. An audience best registers its disapproval with stony silence.
- Audiences should be attentive. Speaking to one's neighbor, shuffling papers or doing anything that distracts others or which manifests inattentiveness is unacceptable.
- Students may be excluded from assemblies if they disregard these requests.

Student Guests

Middle school students may have guests, providing the following conditions are met:

- The student host must present a written parental request for a visitation to the middle school director at least 24 hours before the day of the visit.
- The middle school director will then send a notice to the appropriate faculty and staff members when the request has been approved.
- The student host must introduce the guest to the middle school director or middle school assistant and obtain a pass for their visitor.
- The host is responsible for the guest's behavior. The guest is expected to abide by the regulations of the school.

If a Latin student wishes to meet a friend in school at the end of the day, that friend should wait in the reception area in the main lobby on the first floor.

Visitations will not be approved during standardized testing days or conference days.

Personal Electronic Devices

In order to minimize distractions which may interfere with the learning environment, iPods and personal smart or cell phones are not allowed to be used in the school building before school or during the school day. A screen free time is in place after school until 3:45 p.m. Students who need to do homework during that time should report to the middle school office. Cell phones may be used in the middle school office with permission. If a student brings any of these items to school they must store them in their locker. If the student uses any of these items during the school day, the item may be confiscated, disciplinary action may take place and parents/guardians may be asked to come to school to claim the item.

Since Latin's primary goal is to provide a quality education, the school does not see any wisdom in allowing the use of such items at school.

While students are permitted to use iPads and laptops for academic purposes, under the supervision of faculty, any student using these devices for non-academic purposes is subject to disciplinary consequences.

Gambling

Students are not allowed to participate in betting or gambling, including such things as betting on pick-up sporting events, etc.

All violations of rules or general expectations involving middle school students will be dealt with by the dean of students, the director of the middle school, and subject to review by the head of school.

Academic Honesty

Academic dishonesty is defined broadly and includes giving or receiving unauthorized aid on a test, quiz, homework assignment or a paper. It is also manifested via possession or use of unauthorized materials on a test or quiz.

Plagiarism is a form of academic dishonesty involving the use of the ideas of another person (this includes paraphrasing or quoting the words of another in any written work without giving proper acknowledgment of the source or sources used).

Violation of a teacher's test rules or procedures is considered academic dishonesty. Help from parent, tutor, or other academic support which is deemed above and beyond basic instruction can be considered academic dishonesty.

Academic dishonesty typically results in a student receiving no credit on the assignment, as well as additional outcomes commensurate with the violation. Multiple violations and/or a severe violation(s) may result in disciplinary probation, suspension, or expulsion. See the appropriate, subsequent section regarding disclosure of disciplinary information to colleges/universities.

Disciplinary Procedures

Responsibility for Discipline

All members of the faculty and staff have a responsibility to see that students meet our expectations. They will make students aware of misconduct and may recommend morning or afternoon detentions, keep students after school, report the behavior to the middle school director or dean of students, or send the student to the middle school office.

The middle school director or the dean of students, subject to review by the head of school, will deal with all violations of rules or general expectations.

Consequences for Infractions

Student expectations, outlined in the first section of the handbook and above, have been established to create a safe and productive learning environment for all members of the school community. Advisors will discuss these expectations with students several times during the school year. Students who fail to meet these expectations will be subject to the following consequences.

Tardy Detention

Parents/guardians will be notified by email when a student accrues four (4) tardies. An afternoon detention will be assigned to students for every five (5) unexcused tardies. Detention will be held from 3:15-3:45 p.m. Any student receiving two (2) or more tardy detentions in a semester will be subject to further disciplinary action including, but not limited to, afternoon detention and/or suspension, or a parent conference.

Afternoon Detention

An afternoon detention will be assigned to students for repeated detentions, violation of school rules or infractions of middle school behavioral expectations. Detention will be held from 3:30-4:30 p.m. Outside of school activities could be impacted at the discretion of the middle school director or the dean of students.

Detention Guidelines

A student may be required to attend detentions for:

- cutting a class
- being late to class more than five times
- disrupting class
- misusing library privileges
- copying another student's homework
- dress code violations
- writing on desks, walls, lockers or windows behaving inappropriately in the cafeteria or corridors
- throwing snowballs on school property
- being uncooperative with a substitute teacher
- tampering with another student's locker
- using school computers or their iPads to send or receive inappropriate messages

A student who is late to detention will serve that detention at the same time the following day whenever possible, along with an additional session. If a student does not

serve both of these detentions or if a student cuts detention, the student may be suspended from school. Parents/guardians will be notified in writing or by telephone when an afternoon detention is assigned.

Suspension

A student may be suspended if that student:

- engages in insolent behavior
- is involved in a fight or endangers the physical or emotional well-being of another student
- possesses any school keys without permission
- causes serious injury to people or damage to property
- leaves school grounds without permission
- is involved with theft
- cheats or plagiarizes
- acts in a prejudicial manner toward a student or group of students
- uses school computers or their iPads inappropriately.

A student may be suspended from one to three days and the suspension could be in-school or out-of-school. The student must bring his/her parents/guardians upon returning to school. After two suspensions a student may be expelled. In cases where a student's behavior threatens the safety or welfare of the Latin community, the school reserves the right to expel that student immediately

Work Duty

Students may also be assigned work duty in school. If a student fails to attend work duty and has not been excused by the middle school director, the student may be suspended.

Social Probation

Students may be placed on social probation for unacceptable conduct, habitual tardiness, unexcused absence from class or school, or for violating other school rules. A student will be placed on social probation if, in the judgment of the appropriate members of the administration, the circumstances warrant.

When a student is placed on social probation a conference shall take place with the student and appropriate members of the administration and faculty. At the conference, the student's conduct shall be reviewed. Appropriate expectations for the student's future behavior shall be explained. In addition, the duration of the student's probation and a plan for review of the student's behavior at a later date shall be set forth by the school. Expectations set forth are intended to be corrective, not merely punitive. The school recognizes its role in helping the student to improve their conduct. Parents/guardians will be notified in writing of the social probation if they do not participate in the probation conference.

When a student is placed on social probation, that student is on notice that any subsequent misconduct, regardless of its severity, may become grounds for suspension, expulsion or revocation of that student's opportunity to re-enroll at Latin for the next or any succeeding

school year. In addition, a student on social probation may be banned from participating in any extracurricular activities or sports, and/or may be forbidden to attend any other Latin functions on or off campus.

Behavioral Contracts

A behavioral contract is an agreement between Latin and a student on the consequences of continued behavioral infractions. Behavioral contracts list a progression of consequences for further disciplinary issues. Students may be asked to sign a behavioral contract for repeated and/or numerous disciplinary infractions. Parents/guardians will have an opportunity to look over the contract and ask questions before it is put into effect.

General School Information

Cafeteria

Middle school students may purchase breakfast before classes/homerooms begin in the upper school cafeteria. To make purchases in the upper school cafeteria, students can use cash or have money put onto their I.D. card. Money can be added to a student's I.D. by accessing the Cafeteria/ Food Service group from RomanNet. You will need your child's I.D. number from the front of their I.D. or their contact card to set up an account. All food must be eaten in the cafeteria. No food or drink is allowed outside of the cafeteria.

Library

The library program is designed to ensure that students become effective and thoughtful users of information in the 21st century. The library is committed to teaching information access, use, and evaluation skills, and its ultimate goal is to foster the confidence, competence, enjoyment and dedication required of a program of lifelong learning and reading.

The Middle school library "The Hub" is at the heart of many instructional, research and social activities in the school, and hosts author visits, reading challenges and other literacy-related events for the community. Students and faculty also have access to a host of digital books, periodicals and research collections. During the school year, The Hub is open from 7:45 a.m. to 3:45 p.m., Monday through Friday. The library is a place to collaborate, explore, think and learn.

Messages for Students

The middle school office is frequently asked by parents/guardians to deliver messages to students during the school day. Parents/guardians should be aware that the office is extremely busy and it is often simply not possible to drop the day's work and locate a student to deliver a parent's message about after-school plans. We will place messages on the student's locker as soon as it is possible. In a real emergency, the day's business will be stopped, and we will make every effort to deliver the message. Routine messages should be called in to the middle school office no later than 2 p.m. The school kindly requests parental cooperation in this matter.

Traffic Procedures

In addition to the general traffic procedures outlined in the first section of the handbook, a detailed explanation of all middle/upper school traffic policies and procedures is available in the Security and Safety section of RomanNet.

Thank you to parents/guardians for following all Latin traffic procedures, and for obeying designated traffic safety personnel and helping the school to keep everyone in our community safe. Please e-mail traffic@latinschool.org with any questions or comments.

Parent Matters

Channels of Communication

From time to time parents/guardians have school-related questions or concerns based on the comments they hear from their children or from other parents. The middle school office is always interested in hearing what parents/guardians are thinking on a wide variety of subjects. Parents/guardians should be aware that there are accepted procedures and communication channels to address issues in a constructive fashion.

We recommend the following:

- Listen carefully when your child talks about school. Children sometimes say they don't like a teacher. But when parents/guardians check further they often learn their child doesn't like where they are sitting, or the fact that this teacher requires more homework than someone else. Children sometimes say they are bored. When parents/guardians check further they find their child doesn't understand the material and may need additional help.
- It is always appropriate to first call the teacher involved when a question pertains to a particular class or classroom curriculum. Parents/guardians should approach this conversation as a sharing of information in order to benefit their child. If more than a phone call is needed, parents/guardians should request a meeting at school with the teacher. At this meeting parents/guardians can relate to the teacher what they have heard, which gives the teacher an opportunity to understand the concern and to clarify the specifics. It is always valuable for parents/guardians to hear the teacher's perspective. Talk with your child's teacher about your concerns.
- Teachers want children to succeed. Sometimes small changes can make a big difference. A mutually beneficial relationship is forged when parents/guardians understand and inform a teacher's position or when a teacher is able to hear valuable new information allowing him or her to consider new strategies. Both should approach such meetings as "win-win" opportunities.
- If such a meeting proves incomplete or unsatisfactory, a parent may choose to pursue the matter further. If the question concerns curricula or personnel, the appropriate department chair should be contacted. A meeting with the chair can often help to clarify the "hows" and "whys" of curricular matters. Remember, academic departments have the primary responsibility for setting curricular policy. An effective curriculum is constantly undergoing scrutiny and review, and it is the job of department members to examine what curriculum will be most valuable and challenging for their students. Dimensions such as mastery of skills, content, process, problem solving, rigor and thinking and analysis must all be considered. At times, the chair may wish to bring parent suggestions before the entire department for further discussion.
- Finally, a parent may always bring both curricular and extracurricular questions to the division director who will make every effort to sort out the questions and provide a response that accurately reflects what the school considers being in the best interest of

the student and the school community.

Social Events

In-School Events

The middle school student council annually agrees upon and supports a series of dances and activities, which are then scheduled into the Latin calendar. Participation in each event requires parents/guardians to fill out and sign a standard permission form. It is the responsibility of the students to submit signed permission forms prior to the deadline for each activity. Failure to do so will usually mean that the student may not attend that event. The social calendar for the year is published each fall. Based on current student and parent attitudes, the middle school specifically recommends that students should not prearrange a “date” for these events. Middle school dances and activities are considered to be group social events.

Private Events

The Parent Association has established the following guidelines for families sponsoring social events outside of school: When inviting one-half or more members of a grade to a private social event, all members of the grade should be invited.

Upper School Policies and Procedures

GUIDING PRINCIPLES

We rely on the cooperation of every member of the school community to uphold our values. Although faculty and administrators deal most directly with violations of school rules, every member of the Latin community is encouraged to foster a climate in which our values can flourish. In the upper school, we believe a Latin education is more than a transcript; it is what we learn, teach and do.

Latin's Statement of Teaching and Learning captures the responsibilities students and faculty hold to further the school's values and educational mission.

TEACHING AND LEARNING AT LATIN

True to our liberal arts tradition, we show our love of learning by living our values of *excellence, community, and integrity*:

EXCELLENCE: We value learning as a process of meaningful inquiry, reflection on feedback, and striving to improve.

As students, we will:	As faculty, we will:
<ul style="list-style-type: none"> Ask compelling questions, make connections, and apply knowledge to solve meaningful challenges. 	<ul style="list-style-type: none"> Design opportunities for students to engage challenging content, create their own questions, experiment with answers, and explain their ideas clearly and creatively.
<ul style="list-style-type: none"> Demonstrate what we know as skilled, creative communicators and performers. 	<ul style="list-style-type: none"> Cultivate student responsibility for skill development by helping them reflect on continuous formative feedback.
<ul style="list-style-type: none"> Understand our strengths and show resilience by using feedback to overcome our challenges. 	<ul style="list-style-type: none"> Reflect together on our feedback and best practices, while collaborating to design improvements in our teaching.
<ul style="list-style-type: none"> Work together to enhance our emotional and physical wellness because they are essential to our happiness and ability to learn. 	<ul style="list-style-type: none"> Work together to enhance our emotional and physical wellness because they are essential to our happiness and ability to grow as professionals.

COMMUNITY: We value inclusion because each one of us is a resource and inspiration for learning.

As students, we will:	As faculty, we will:
<ul style="list-style-type: none"> Listen to each of our fellow students and learn through collaboration. 	<ul style="list-style-type: none"> Adopt inclusive classroom and collegial practices to ensure that all students and faculty, particularly those historically underrepresented, use their voices and thrive.
<ul style="list-style-type: none"> Care for one another and affirm our unique perspectives and achievements. 	<ul style="list-style-type: none"> Act as mentors to our students and advocate for their best interests.
<ul style="list-style-type: none"> Act with empathy and promote equity in our school, Chicago, and beyond. 	<ul style="list-style-type: none"> Create learning opportunities for students and faculty to gain empathy and promote equity in our school, Chicago, and beyond.

INTEGRITY: We value honesty and sincerity because our choices shape the lives of others in our community.

As students, we will:	As faculty, we will:
<ul style="list-style-type: none"> Avoid cutting corners and refuse to engage in unhealthy competition with one another. 	<ul style="list-style-type: none"> Partner with students to create learning experiences that inspire their intrinsic motivation.
<ul style="list-style-type: none"> Respect others and ourselves by anticipating the consequences of our actions and rectifying our mistakes. 	<ul style="list-style-type: none"> Hold our students and ourselves accountable to the ethical commitments we make to our community.

We expect that Latin parents/guardians will also support the values of the school. By signing the enrollment contract, parents/guardians agree to support the rules, policies and regulations of the school as described in this handbook, including our expectations for student conduct.

While specific rules and expectations are discussed in this handbook, the school reserves the right to dismiss any student, or to deny re-enrollment to any student who, in the sole judgement of the school, has had unsatisfactory academic or social performance, has engaged in conduct which is detrimental to the school or whose parent(s) or guardian(s) have engaged in conduct which is detrimental to the school.

ACADEMIC PROGRAM

Planning Courses and the Role of Deans

During the second semester of grades nine, ten and eleven, students request courses for the following year with guidance from their dean, advisor and families. Students plan a course of study that is challenging and realistic, reflects their interests and satisfies the school's minimum-load, course-distribution and cumulative-credit requirements.

Given the nature of their subject matter and skill development, some departments, in some academic courses, place students into courses (e.g., science, math, world language, and history). Student placement is a process that upper school department chairs and faculty complete with care. Students are placed in classes where we believe they can find success, be appropriately challenged as a learner, and experience joy in the learning process. We believe deeply in the value of student self-advocacy and of engaging students directly about their unique path through our program; therefore, placement for classes is considered each school year. Placement in one class does not determine a student's placement in future classes.

The minimum course load for students in grades nine through twelve is five half-credits per semester, not counting Independent Study Projects (ISP), PE, Affective Ed, or College Counseling. Students should approach taking more than three Honors or AP courses with caution and discuss this decision with their family, dean and advisor.

While enrolled at Latin School of Chicago, only courses taken at, or in partnership with, Latin will confer credit toward graduation requirements. A senior who fails to meet graduation requirements will not be eligible to receive a diploma in June. With the approval of the upper school director, a senior may be able to make up the missing credit or credits and receive a Latin diploma upon completion.

Graduation Requirements

To graduate, a student must attend Latin during their entire senior year and earn a cumulative minimum of 24 credits. Students must pass each of the 24 credits with a qualifying letter grade (typically, D or better), distributed as follows:

English: Four credits; including one credit for English 9, one credit for English 10, one credit for English 11 and one English 12 elective in each subsequent semester.

Language: Three credits for three consecutive years of a single language (Spanish, French, Mandarin Chinese, Latin). A student may not satisfy the foreign language requirement through the study of a language that is spoken in the student's home, even if it is not the primary language spoken.

Mathematics: Three credits, including Algebra 2 and Geometry.

History: Three credits, including one credit for ninth grade Global Studies and one credit in U.S. History.

Science: Three credits, including one year each of Physics, Chemistry and Biology.

Fine Arts: Two credits, including one half credit in the performing arts. Ninth grade Global Studies Visual Arts counts as one half credit.

Physical Education: Two credits; One credit is earned for grade nine Wellness and one additional credit is to be earned over grades ten, eleven and twelve. Latin Athletics participation is approved for PE credit if participation expectations are met.

Computer Science: One half credit earned over grades nine through eleven (beginning with the class of 2022; prior classes are encouraged but not required to take Computer Science). The Global Online Academy introductory course in Computer Science will be accepted to fulfill the computer science graduation requirement.

Affective Ed: One credit, earned over one semester each year.

Note: Credit earned from an ISP cannot be used to satisfy a graduation requirement.

Service Learning: All ninth grade students must accumulate ten hours of direct service and submit verification to the school. All tenth grade students must accumulate twenty hours of direct service and submit verification to the school.

Project Week: Full participation is required of every student every year in order to receive a Latin diploma. If a student misses a portion of a project due to illness or other extenuating circumstances, an alternate assignment that is determined by the faculty leaders and the Project Week Coordinators will be required to be completed before the student receives Project Week credit.

In the rare circumstance a student either cannot complete or fails Project Week, that student must design and complete a comparable project to make it up. The details of this makeup project are arranged between the student, the project week coordinators and the upper school director.

Four Year Plan

Below is a graphical display of graduation requirements intended to help students plan their four year academic plan:

Department	Grade 9	Grade 10	Grade 11	Grade 12
English: 4 credits, including one credit for English 9, one credit for English 10, one credit for English 11, and one English course in each subsequent semester.				
History and Social Studies: 3 credits; one credit is met by Global Studies and the remaining credits must include at least one year of U.S. History.				
World Language: 3 credits, in a three-year sequence of a single language.				
Science: 3 credits, including one year each of Physics, Chemistry, and Biology.				
Fine Arts: 2 credits, including 1/2 credit in the performing arts. Ninth grade Global Studies Visual Arts counts as 1/2 credit.	GSA			
Mathematics: 3 credits, including Algebra 2 and Geometry.				

Computer Science: 1/2 credit earned over grades 9-11							
Physical Education: 2 credits, 1 credit is earned for grade 9 Wellness and 1 credit is to be earned over grades 10-12. Latin Athletics participation is approved for PE credit granted expectations are met.	Wellness						
Affective Ed: 1 credit, earned over 1 semester each year **No Affective Ed in grade 10 for c/o 2023 and 2024**							
Electives (GOA, ISP, etc.)							
24 credits to graduate, 5 class minimum load, 7 class maximum, ISPs do not satisfy graduation requirements, nor do they count toward 5 class minimum.							

Dropping and Adding Courses

If a student wishes to drop or add an academic class, they must first consult with their advisor and/or dean to ensure that the reasons for the change are valid and that graduation requirements will be met. Students must complete the online Add/ Drop Form and submit it to the Registrar by the announced deadline.

If a student drops a course before the end of the first quarter, no record of the course appears on the student’s transcript. The transcript of a student who drops a course after that point, but before the end of the semester, will show a grade of either P (Passing) if credit is to be granted or W (Withdraw) if no credit is to be granted. The transcript of a student who completes a semester of a year-long course will show a letter grade for the semester.

Class Section Limits

All academic class sections are to have a maximum of eighteen students, except English classes which are capped at sixteen. Some elective classes have different section limits. The limit should

only be exceeded in exceptional circumstances, namely when one or more of the following conditions is met:

- A) Enrollment in a class is a prerequisite for additional classes and the cap could disrupt a student's ability to complete an appropriate sequence of required classes
- B) The cap would prevent a student from being placed in the appropriate proficiency or skill level

A student who wishes to enter a class that is full should be directed to the department chair. Individual faculty members may be consulted but will not decide.

Capstone Projects

Capstones are optional for seniors interested in a challenging, in-depth, multi-disciplinary experience they intend to explore throughout their senior year. Capstone students work with both a Latin advisor and an external advisor. Students interested in Capstone work submit a formal proposal to the Capstone Committee at the end of the junior year and begin their work the summer before senior year.

Toward the end of the second semester, Capstone students share their work with the upper school community, as well as submit their work to the Capstone Committee for critical review. Capstone projects are noted on the transcript.

Senior Projects

Senior projects are also optional but more limited in scope than Capstone Projects, allowing students the opportunity to pursue an individual interest during the last three to four weeks of the senior year, during which time they carry a reduced academic load. Unlike ISPs and Capstones, senior projects can be non-academic in nature. All senior projects culminate in a final product that is shared with the community. Senior Projects do not appear on a student's transcript.

Independent Study Projects (ISPs)

Sophomores, juniors and seniors may undertake Independent Study Projects. The student may have reached the end of a sequence of courses before graduating, or they may want to pursue a particular creative or research interest not included in the school's current offerings. An ISP should lead to a unique final product and demonstrate as much planning and accomplishment as any of our classroom-based courses.

Credit earned from an ISP cannot be used to satisfy a graduation requirement. ISPs can not be used to fulfill or replace core subject area curricular requirements.

A student who wishes to undertake an ISP should seek a teacher willing and able to advise the project. With the teacher's direction, that student should write a proposal. Forms for such proposals are available on RomanNet and in the upper school office.

Completed applications for ISPs must be submitted to the upper school office by the published deadline. No applications will be considered following this date. All proposals will be reviewed collectively by a group appointed by the upper school director. If approval is given, the ISP must be completed according to the specified parameters. ISP's should meet in person a minimum of three times a cycle and will typically be done for Pass/Fail credit. ISP proposals requesting that the course receive a letter grade will be expected to meet more frequently, involve greater depth of inquiry and present a detailed assessment structure in the proposal. Please note that ISPs, regardless of how rigorous, will not carry the designation of Advanced Placement or Honors. Additionally, the ISP will not be displayed on a student's transcript until completion has occurred.

Explanation of Grades

When grading is based on points, the following definitions are standard throughout the upper school:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Teachers have the discretion to give plus or minus grades in these ranges. Latin teachers do not award the grade of A+.

In addition, the following symbols are used on academic reports:

I Incomplete

P Passing

W Withdraw

Grade Reports

Teachers write comments on all students at the end of the first and third quarters. Teachers

typically write comments at the end of the second and fourth quarters if a student has a grade below C-, if the student's grade has changed by at least a letter grade from the previous quarter, or if a student is receiving an Incomplete.

Progress Reports

Faculty use progress reports to update students and families on significant changes in performance between grade reports. In describing student performance, faculty are to reference specific assessments or behaviors and, if needed, the necessary course of action to improve. The dean, advisor, student support team, family and student each receive the progress report to facilitate conversation and support.

Upper School Grading Policies Semester and Final Exams

In December and in May students will have exams or other final assessments in most courses. Exam week is included in the academic calendar and attendance is expected. In most situations, exams count as a significant part, but no more than 20 percent, of the final grade. At the teacher's discretion, and to be stated in the syllabus, a teacher may allow an exam or final assessment to be 25% if to the benefit of the student's final cumulative grade. A low final assessment grade may lead to failure in the course even if the student's average before that assessment was passing.

Computation of Final Grades

The method for determining a student's grade will be published by every teacher on RomanNet. Faculty have discretion to determine the method by which final grades are determined. Faculty may maintain a cumulative grade book that does not weigh by semester, quarter, or exam. Different courses may have different weighting of quarters, final assessments and semesters. In all cases teachers must be able to provide documented evidence of how the grade was determined.

However, when a course does weight grades by quarter, semester, or exams, different sections of the same course must have the same weighting.

Incomplete Grades

In special situations, the upper school director, in consultation with the assistant upper school director, dean, department chair and teacher, may allow a student to receive a grade of Incomplete for any given marking period.

Students who earn a grade of "Incomplete" for a given academic quarter are expected to complete the work within 15 school days following the end of that quarter. An "Incomplete" that is not resolved within this time will result in the student not receiving credit for the

outstanding work and a grade will be issued. In special situations, the upper school director may extend the time allotted for removing a grade of “Incomplete.”

Requirements for making up a failing grade

Students who fail a course needed to meet a departmental graduation requirement or the minimum 24 credits will be expected to make up the failure. The method will be one of the following:

Summer School: In some situations, you would be expected to attend summer school at Latin. If you attend summer school at Latin, you must take and pass an examination at the end of the summer school course to receive credit.

Repeating the course: In some situations, you may be permitted or required to repeat a failed course during the next academic year at Latin.

In rare situations, the school may approve tutoring arrangements over a summer, with the requirement that you must take and pass at Latin an examination at the end of the tutoring to receive credit.

GPA

Latin does not calculate class rank or GPA, which is in line with the policy of many of our peer independent schools. While it is true that colleges and universities ask students and college counselors to report both class rank and GPA, students and counselors have the opportunity to indicate that their institution does calculate these metrics. On any application or form that requests GPA or rank - including but not limited to summer program, college, scholarship, and job applications - students should indicate that their school does not calculate. It is important to understand that this policy in no way negatively impacts students, whether that be in the college admissions process, the summer programs process, or any other venue. In fact, we'd argue it benefits students. Without GPAs, institutions are required to look more closely at our students' curricula and grades, and it is more difficult for them to compare Latin students in ways that don't take into account the nuance of each students' choices and achievements. Colleges and universities are accustomed to reviewing large portions of their applicant pool without this data, and students will not be penalized for not providing it.

There are extenuating circumstances where a GPA is absolutely required. Division I and II athletics, application to service academies, and certain scholarship opportunities are some examples. Students should always attempt to select an alternate option that indicates that their school does not calculate GPA, but in the event that they cannot bypass this requirement, they

should seek the support of the College Counseling Office who will guide them through obtaining and releasing this information.

Academic Monitoring: Concern and Probation

Latin School provides an academic environment that values a fundamental expectation that each student will engage in the learning experience and work to the best of their ability. The upper school understands that students may need additional support to be successful, especially in the area of academic performance. To this end, student academic progress is monitored and, if found to be concerning, addressed through placement on Academic Concern or Academic Probation. This process of placement is a supportive and proactive one that has the following goals:

- to enhance and encourage communication and support at all levels, especially between families and the school.
- to set out structured guidelines to ensure consistency in approach from student to student.

Academic Concern

Students who end an academic semester with one or more grades in the D range (i.e., D+, D, or D-) or a failing grade will be placed on a status of “Academic Concern” by the assistant upper school director and grade level dean of students. Students and families will be alerted of Academic Concern status via email from the dean of students. The dean of students, the student’s advisor, and/or members of the student support team, in collaboration with the student and family, will create a plan to support the student. Academic Concern should signal to the student and family that additional steps to improve their academic performance need to be taken.

Academic Probation

If the student on Academic Concern does not improve their grades by the following academic semester, they may be placed on Academic Probation. The upper school director, assistant upper school director and student support team determine Academic Probation status. If placed on Academic Probation, it is a signal to the student and their family that the student’s academic performance raises concerns about the student’s enrollment status at Latin.

Once a student is placed on Academic Probation, the following support steps are taken:

- A meeting will be held with the student, family, student support staff and advisor to develop an academic recovery plan.
- The dean of students will notify students and their family with a formal letter that specifies the conditions of Academic Probation.

- A student will be required to consistently meet with their learning specialist, dean and/or advisor.
- Additional resources will be offered/suggested as applicable.
- A student will be issued academic updates called Student Status Reports through Learning Resources, which will be shared with the student and family.
- A student's status in any honors level course or elective(s) courses will be assessed to determine fit and best interest.

Depending upon an individual student's academic record and needs, any number of steps in the process may be eliminated or additional steps added.

Academic probation will last until the end of the following semester when it will be reassessed. Students can work their way back into good standing, and off of Academic Probation, by increasing all grades to C- or above.

If a student who has been on Academic Probation during a previous semester later shows academic decline that would merit a status on Academic Probation again, the student will be recommended to the Academic Review Team.

Academic Performance and Health Concerns

Students with serious and/or long-term health concerns who have fallen out of good academic standing may not immediately be placed on Academic Concern or Probation. In these circumstances, medical documentation is required. The school will partner with the student and their family to create an academic recovery plan. Students who do not achieve good academic standing by the following semester may be placed on Academic Concern or Probation, if the student support team deems it necessary. For more information regarding medical leave, please refer to that portion of this handbook.

Academic Review

If a student does not work their way back into good standing at the school, the student will be recommended to the Academic Review Team, which consists of the upper school director, the assistant upper school director, the student support team, and the student's advisor. The Academic Review Team will utilize a holistic approach to consider the best interests of the students and assess their fit at the school.

If the Academic Review Team believes the student in question would benefit from exploring alternate educational options or the school feels it does not have the resources to effectively support the student, the school will advise the family to begin exploring other school options. The final decision whether to re-enroll a student is made at the school's discretion and can

happen in June. On occasion, when a student whose enrollment contract has been issued and returned with the required deposit, the school reserves the right to revoke it and ask the family to separate from the school before the following semester.

Transcripts

Transcripts are summaries that list all the courses the student has taken in the upper school at Latin, including Global Online Academy (GOA) courses and Latin Summer School, but excluding Physical and Affective Education. A transcript reflecting additional coursework completed while in high school (not at Latin) should be submitted to the upper school office and College Counseling Office. The official Latin transcript reflects only Latin high-school level coursework. It also displays AP test results, school awards and grades earned in qualifying university-level coursework while at Latin.

When the final grade is available, it is the only grade for the class that appears on the transcript. For mid-year transcripts, only the semester one grade is displayed for year-long courses. Unofficial transcripts are available for download by students and parents/guardians from the Files and Forms section of RomanNet. They are refreshed after the first semester and at the end of the school year once grading is complete and grade reports have been distributed.

In the event that a student takes a course in the regular session and repeats it in Latin's summer school, both grades will be reported on the transcript. The student will receive only one credit toward graduation for the course.

Requests for transcripts must be made in writing by emailing transcripts@latinschool.org.

STUDENT SUPPORT & RESOURCES

The student support team consists of the assistant upper school director, advocate for students of color, college counselors, counselors, dean of community learning, dean of students (grades nine and ten), dean of students (grades eleven and twelve), learning specialists and school nurse. Latin offers resources to its students to foster each student's personal and academic success.

Upper School Advisory

The upper school advisory program provides students with a homebase focused on fostering connection, developing peer relationships and reflecting on community programming and topics. The groups are facilitated by an Advisor who acts as an advocate for their advisees, serving as the primary contact for families and a bridge between students and faculty/staff/administration.

Upper School Advisor's Role

Advisors work closely with individual students, the group as a whole and the families of their advisees. The parameters and expectations of those relationships are clarified below.

Student

- Advisors will advocate for their advisees and will partner with the student's dean to support the student's academic growth.
- Advisors will become familiar with advisee's interests and activities in an effort to develop a meaningful relationship.
- Advisors will meet with advisees individually at least once a semester.
- Advisors will assist advisees with goal setting and reflection.
- Advisors will be the primary point of contact for faculty/staff/administration within Latin who have concerns about a student socially or academically.

Group

- Advisors will foster a purposeful community within their advisory group.
- Advisors will share information found in advisory resources provided by upper school administrators which will provide a connection with the mission of the school.
- Advisors will facilitate discussion and reflection related to community time experiences.
- Advisors will help build and develop peer to peer connections, conversations and relationships.

Families

- Advisors will support families with regards to academic and social concerns and praises. Advisors will reach out to families at least once a semester for an overall check-in on the student.
- Advisors will be a partner to families and help guide them to the resources Latin provides.
- Advisors will act as each family's primary point of contact to aid in any academic or social issues that are occurring with each student. While major discipline issues will be communicated to families and the advisor through the upper school deans, advisors will support the student and family.

*Issues that require urgent social-emotional support should be brought to the appropriate student support team member.

Counseling Program

The Counseling Program at Latin provides a range of prevention and intervention services to

support students' emotional, social and educational development so they may lead satisfying and productive lives at Latin and beyond. The emotional and social well-being and safety of our students is the foremost concern of the counseling program. One of the primary roles of the counselors is to provide support and expertise to students who may be experiencing psychological stress, social difficulties, an acute crisis, or are participating in high-risk behaviors. Counselors also consult with administrators, teachers and families and serve as a liaison with medical/mental health professionals.

The Counselors offer an open and accepting environment, treat each student with dignity and advocate for all students from diverse populations. Any student or family member may request or be referred to one of the Counselors who will collaboratively develop the best plan to address that student's needs. Counselors strive to maintain sensitivity to the privacy of student and family concerns. Confidentiality will be maintained except in situations when there is a concern for the safety or well-being of a student or disclosure is required by law and/or professional standards. Students are welcome to informally stop by the office of a Counselor to talk with one of them regarding any questions or concerns about the well-being of themselves or others.

Support and Sanctuary

Consistent with the school's aspiration to be a drug and alcohol-free environment, the administration will support any student who proactively and voluntarily seeks help and treatment for their own drug or alcohol problem. Sanctuary insulates the student from discipline for admitted acts of using drugs/alcohol prior to disclosure. Sanctuary may not be used by students or families as a means of escaping impending disciplinary action. The school will offer support and sanctuary to any student who meets ALL of the following criteria:

- Voluntary self-identification of illegal drug or alcohol use prior to identification through other means.
- Enrollment in counseling and rehabilitation services as recommended by Latin School of Chicago.
- Written verification by physicians and therapists of continued counseling and rehabilitation services related to the illegal drug or alcohol use.
- Abstention from all illegal drug and alcohol use after self-identification.

The school reserves the right to request the results of drug testing from a testing facility approved by the Student Support Team. Any further drug-related offenses that the school becomes aware of after entry into Support and Sanctuary will be treated as a disciplinary matter. If, in the context of a school event or school-sanctioned event, a student assists, supports or cares for a fellow student who is under the influence of alcohol or drugs, that student shall not be subject to the discipline process. If, in the course of the event, the school

learns that this student is under the influence of alcohol or drugs, Support and Sanctuary will be invoked automatically.

College Counseling

The goal of the college counseling process is to help students gain a place in the college or university most appropriate for their academic and social needs, educational aspirations and financial capabilities. While the college counselors try to ensure that college admission decisions are informed and thoughtful, students and parents/guardians are also expected to play a major role in the application process. This process is highly collaborative and requires self-examination, research and college visits.

Students and their families are coached through every stage of the process. Beginning with the start of high school, general meetings bring families and students up to speed on some of the universal issues facing college hopefuls. All Latin families work one-on-one with a Counselor during the student's junior year and continue with this relationship until graduation. The staff of the College Counseling Office encourages students to be involved, reflective and accountable for their choices. As the people who know their children best, families also play an active role. We work closely with each student and family to find a group of schools that best match (and build upon) the individual strengths, interests and achievements of an ever-evolving Latin student.

During junior year, the members of the college counseling staff hold required classes, scheduled into a student's course load, to discuss many of the complex and universal issues related to the admissions process. We offer an optional test prep course, open to juniors and seniors, that will familiarize students with the ACT and SAT standardized tests and provide them with effective study and test-taking strategies as they embark on their college admissions process.

In addition, families and students are required to attend evening programs in the junior and senior year and are invited to a variety of programs that help illuminate pertinent issues in the college process. Each junior is required to meet individually with their college counselor as well as with their family once in the spring and as often as they wish subsequent to their initial conference.

Academic Support

The upper school faculty is committed to providing academic support to students. Students are always urged to seek out their classroom teachers during a free period (or before or after school) if they have questions about the material they are studying. When reaching out to schedule a meeting with a faculty member, students should adhere to the ROMAN Rules:

R - Reason for the meeting

O - Outcome desired

M - Meeting times

A - Assess outcome

N - Next steps



Learning Resources

The Upper School Learning Resources Office supports students in becoming successful, independent learners and strong self-advocates. Learning Resources directs students to the full range of school-based resources at Latin in support of that goal. The office directly works with students who are diagnosed with learning differences, though it is available to all upper school students. Students may independently seek support from learning resources, but faculty, staff or families may also refer students.

Among its specific functions, learning resources consult with administrators, teachers and families, and serves as a liaison with independent diagnosticians, therapists, and tutors. In the short term, if desired by a student, the learning specialists can provide support in such areas as organization and time management, note-taking, reading comprehension and learning and study strategies. For students requiring longer-term support or course-specific assistance, the learning specialist can facilitate content-based support from the student's teacher and, if necessary, outside support.

Accommodations

The upper school provides classroom and testing accommodations that do not modify Latin's academic requirements for graduation, course curriculum, or curricular requirements of a class. The goal is to provide reasonable and effective accommodations while promoting independence and self-advocacy. A current (within three years), documented diagnosis is required for considering any accommodations. After reviewing a psychoeducational or neuropsychological report, the Learning Resources Office will determine whether and which accommodations are reasonable and appropriate. Typical accommodations are 50% extended time and alternative

testing location. Upper school Learning Resources is not able to provide 100% extended time. While evaluators will often recommend a variety of accommodations, approved accommodations at Latin are limited. The upper school learning specialists can provide more detailed information about Latin's guidelines for diagnostic documentation and eligibility for accommodations.

Tutor Recommendations

Before seeking tutoring services, Latin encourages students to work with their classroom teachers and/or learning specialist. When tutoring seems advisable, we prefer that students work with tutors that Learning Resources recommends based on their knowledge of the student's specific learning needs and suggested tutor's specialty. For guidance on tutor expectations, please see the Academic Integrity section of this handbook.

School Nurse Role/Mission Statement

The school health office strives to keep all students healthy, safe and ready to learn while remaining within the school environment. School nurses support student success by providing health care through assessment, intervention and follow-up. The National Association of School Nurses (NASN) defines school nursing as "a specialized practice of professional nursing that advances the well-being, academic success and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning." Using clinical knowledge and evidence-based practices, the school nurses work to protect and promote the health and wellness of the entire Latin community.

Food Allergy Information

As stated in the general section of the Student/Parent Handbook, if your child has a food allergy, it is critical that you notify the school nurse as soon as possible. Students in the middle school and upper school are asked to carry their own emergency medication on their person at all times, including field trips and activities away from school. Please note, however, that this does not make them responsible for administering the medication in the event of an emergency. As an extra precaution, an additional dose of any emergency medication should also be delivered to the school nurse prior to the start of the school year along with a copy of the Emergency Action Plan which will be kept in the Health Office for use in an emergency. Latin School of Chicago does carry a stock-supply of epinephrine auto-injectors for use in an emergency. These are located in the school health office, reception desks, cafeterias and athletic first aid kits.

Food Allergy School Policy

As a school, we commit to being a tree nut and peanut “aware” environment, meaning no food that contains tree nuts or peanuts or may contain tree nuts or peanuts is knowingly brought into any of the buildings. When outside food is brought into Latin, whether by a student, family member, faculty or staff member, it is the responsibility of that person to ensure to the best of their ability, that the food does not contain tree nuts or peanuts in any trace amount. Families must be notified of any outside food that is meant to be shared with students and communication should be done 48 hours in advance of the outside food being provided. Due to the frequent changes that take place in manufacturing and food processing practices, as well as ambiguous labeling rules, Latin School of Chicago does not maintain a list of "acceptable" outside food at any time and cannot be responsible for approving outside food.

CO-CURRICULAR OPPORTUNITIES

Affinity groups

Affinity groups operate under the assumption that they explore the respective aspect of identity in terms of the privileged or oppressed role they hold in society; in exploring this aspect of identity, it is also expected that the group will address points of intersectionality. Because affinity groups are expected to take on these kinds of conversations, they are required to have at least one faculty advisor who attends each meeting. Affinity groups may hold closed meetings where attendees self-identify with the given identity marker for the group.

Athletics

Latin offers a comprehensive after-school sports program. The program emphasizes physical and social development, sportsmanship and competition. As a participating athlete, you will be given the opportunity to develop your physical attributes and to compete in the sport(s) of your choice.

Clubs and Organizations

Latin offers a range of extracurricular clubs and organizations throughout the school year and students are welcome to initiate new extracurricular organizations at the beginning of first semester and/or second semester. In each case, a faculty sponsor and an acceptable charter are necessary in order to receive official recognition and funds from the school. You are encouraged to participate in one or more of these activities, which are designed to broaden your educational experiences and develop your talents and special interests.

Performing Arts

The Performing Arts Department offers a wide range of curricular and extracurricular opportunities. In addition to courses in Instrumental Music, Vocal Music, Dance and Theatre,

there are multiple productions each year that all students are eligible to audition for, including a musical every other year. Latin also has a Dance Company that performs twice a year, a Jazz Band, an improv troupe, a student-run theatre group and two student a cappella ensembles.

Student Publications/Freedom of the Press

The Forum and other publications are the primary instruments of freedom of the press for the school community. Their function is to ensure the free and open exchange of ideas so that understanding of issues and situations confronting the school will be increased. To achieve this, the publications allow all members of the school community to express their individual opinions.

This broad right, however, is not without responsibilities. All contributions must be signed, although requests to withhold names from published material will sometimes be honored. All materials printed, including editorials, letters to the editor, cartoons, humor, advertisements, features and news articles must comply with the tenets of responsible journalism. These include the avoidance of libel, indecency, undocumented allegation, attacks on personal integrity, harassment and innuendo.

The faculty advisor shall determine whether submitted material complies with these standards. Upon determination that a particular piece fails to comply, the faculty advisor has the right to demand that the piece be revised, or, at their discretion, preclude its publication.

Access to Upper School

All students are required to carry their Latin issued identification cards with them at all times. Furthermore, students are expected to electronically badge-in using their student identification card when entering the building and electronically badge-out when leaving. Sensors for electronic check in/out are located on and near the reception desk on the first floor. Students who fail to use their student identification card to badge-in or out of school for five consecutive days, will be issued a new student identification card and their account will be charged.

On weekdays, when school is in session, the upper school building opens to students at 6:30 a.m. Students are expected to be out of the building by 9 p.m. unless they are participating in a specific activity under the direct supervision of a teacher, coach or other adult. On weekdays, the upper school office is open from 7:30 a.m. to 4 p.m. The Learning Commons is open from 7:30 a.m. to 6 p.m.

On Saturdays between 8 a.m. and 3 p.m. students have access to unlocked areas of the building. After 3 p.m., students are expected to leave the building unless they are participating in a specific activity under the direct supervision of a teacher, coach or other adult. The building is closed on Sundays.

ATTENDANCE

Latin is an environment in which students engage the learning process as individuals, in groups and through open exchange with peers and faculty. School attendance is essential to this process and highly predictive of success. While it is understood that students will occasionally need to be absent, Latin encourages students and their families to make every effort to prioritize school attendance. Therefore, Latin expects students to arrive at school on time every day and to attend all of their classes.

Because we value attendance at school, Latin will track and distinguish between excused and unexcused absences; however, the school does not make a distinction between excused and unexcused tardies. The school will respond to student absences and tardies on a case-by-case basis (see below: *Addressing Attendance Patterns*).

Responsibilities of Student Regarding Attendance

Defining Absence from Class

Students arriving late to class will be marked tardy. Students arriving more than 20 minutes late to a 50-minute block or more than 30 minutes late to a long block will be marked absent.

Free Periods

If a student has an early morning free period, the student may elect to arrive at school later than the designated start time for the day.

During free periods, students are permitted to leave the building by “badging out” at the school entrance. This privilege requires maturity on the part of the student and trust on the part of the school and the student’s family. A dean, the assistant upper school director or the upper school director may revoke a student’s sign-out privilege as a consequence of a student’s behavior.

Illness During School

If a student becomes ill during the school day the student should go to the nurse’s office for assistance. If the nurse decides that the student should go home because of illness, they will telephone a parent to report the illness and to get permission to send the student home. No student will be permitted to go home without parental consent.

Academic Responsibility for Absence

Students are responsible for seeking extra help and for making arrangements with their teachers to make up for missed work in a timely manner or according to teacher policy. Meetings can be arranged during the regular school day if both the teacher and the student have a free period in common or before or after school. Work that is not completed within the agreed upon timeline will not be accepted for credit.

If a student is absent without excuse from an academic obligation, the faculty member has the discretion to deduct points on the assignment, including giving a zero on the assignment. The faculty member also has the discretion whether or not to offer a retake opportunity for the assignment. The student should not expect that the faculty member will review the material missed during an unexcused absence.

Unexpected Teacher Absence in Class

On rare occasions, students may arrive at class to discover that their teacher is not yet present. If the teacher does not come to class within ten minutes, a classmate should report the situation to the upper school office. Students may not leave the classroom unless they are dismissed by the upper school director, assistant upper school director, a dean or the department chair. If it is believed that there is no class or that the teacher was not in an earlier class, students should still go to their scheduled class unless they have been notified by a school administrator of the class's cancellation.

Absence Prior to Co-curricular Activity

In order for a student to be eligible to participate in extracurricular activities on a particular day, the student must arrive on campus and attend classes for the remainder of the day. The dean or upper school director, in consultation with the appropriate co-curricular leader, reserves the right to make exceptions to this rule, pending review of circumstances. It is incumbent on the student to inform the activity leader or coach, the athletic director (when relevant) and the dean if they expect to arrive at school late.

Authorization for Planned Absence

Because attendance at school is important, Latin asks that families and students consider academic obligations and extracurricular commitments before requesting a planned absence.

If a student knows *in advance* that they will be absent from school, they should have a parent/guardian complete the absence authorization form noting the date and reason for absence.

Students should also notify teachers and have a conversation prior to the absence about how to best make up the missed work and class time. Students should coordinate with each individual teacher to create a timeline or plan for missed work.

If students do not meet an individual teacher's expectations and timeline for missed work, they risk losing points or forfeiting the ability to make up the work.

Absence for College Visit

Students are allowed absences for the purpose of college research and preparation. However, these excused absences are only permitted for seniors, or for juniors in the second semester. Students will be allowed no more than three excused full day absences for this purpose in each of these three semesters. Students who need to miss more than three days for extenuating circumstances should engage in discussion with their dean and college counselor. While college-related absences are excused, families should keep in mind that repeated and excessive absences, regardless of their purpose, can have a deleterious effect on any student's performance; keeping college absences to a necessary minimum is advised.

Questions About Attendance Record

If a student suspects an error in their attendance or tardy record, it is their responsibility to seek assistance from their dean of students.

Responsibilities of Family Regarding Attendance

Reporting Absences or Late Arrivals

If a student is going to be absent or tardy, we ask that a parent, legal guardian, or adult designated by the parent notify the school by completing the absence authorization form before 9 a.m. on the day of the absence. If no email or voicemail is received, the absence will be considered unexcused and appropriate disciplinary action will be taken. The school will attempt to contact the parent/guardian/authorized adult on file to confirm the whereabouts of the student.

Supporting Student Attendance

Latin strongly discourages parents/guardians from making out-of-school commitments for students during school hours. If a student must miss one or more school obligations during the day because of an off-campus appointment, their parent is responsible for completing the attendance authorization form before the anticipated absence indicating the time of departure, the time of return and the reason for the departure.

Latin strongly discourages students from leaving early for or returning late from vacation. Quite frequently, major assessments come right before or right after vacations and missing them can hinder the execution of collaborative projects specifically and academic performance in general.

Families who anticipate a significant number of absences due to non-Latin extracurricular obligations are required to meet with the appropriate dean at the beginning of the semester.

Responsibilities of School Regarding Attendance

Attendance will be taken in each class, advisory and community time. A student who arrives late to a class, advisory or community time for any reason will be recorded as tardy.

Student Illness During School

If the nurse decides that the student should go home because of illness, she will telephone a parent to report the illness and to get permission to send the student home. No student will be permitted to go home without parental consent.

In case of serious injury or illness, the nurse (or their school designate) will take the student to a hospital (usually to Lurie Children's Hospital) and call the parent. Except in a life-threatening emergency, hospital personnel may not by law provide medical services without the consent of a parent or guardian.

Addressing Attendance Patterns

When absences (excused or unexcused) and/or tardies are perceived to have negative impacts on individual students or the Latin community, the dean and/or student support staff will - at their discretion - meet with the student and/or their family to work toward resolution of those concerns. Possible outcomes include, but are not limited to, the development of a wellness plan, academic planning meeting with students/families and/or disciplinary measures up to and including probation and/or out of school suspension. In extreme cases, the school reserves the right to withhold the enrollment contract for the subsequent school year.

LEAVE OF ABSENCE or MEDICAL LEAVE

The treatment for certain medical and psychological conditions and behaviors is best handled outside the school setting. To support the wellness of individual students, as well as the broader school community, the school reserves the right to require a medical leave of absence or a medical separation.

A voluntary or mandated medical leave of absence may be authorized in consultation with the upper school director and student support team to address physical or emotional illnesses that, in their judgment, cannot be adequately treated while the student is in the school setting. These same administrators will determine whether and under what conditions that student should return to the school.

Under certain circumstances, a leave may be granted by the administration when requested by parents/guardians. The request should be made to the upper school director in writing and should be accompanied by medical documentation. In these cases, families are required to remain current in their financial commitments to the school. All contracts remain binding. Failure to comply with any specific requirements could jeopardize a student's enrollment.

There are generally three forms of medical leave:

Short-Term

An approved absence from the school for health reasons, lasting no more than two weeks. Once a medical leave decision is made as outlined above, the upper school counselor and/or the appropriate dean will notify the student's teachers. Though extensions are granted for medical leaves, the ultimate responsibility of keeping up with the course work lies with the student.

Long-Term

An approved absence from school for health reasons lasting longer than two weeks but no more than one academic year. Often this may require the rest of the current semester, plus one additional term for stabilization of the student's condition. Though extensions and special arrangements are granted for long-term medical leaves, the ultimate responsibility of keeping up with the course work lies with the student.

Medical Separation

A voluntary or mandated absence from the school for health reasons requiring more than an academic year. This leave is reserved for the student who has demonstrated efforts to adjust but for health reasons cannot meet the requirements of the school community, academically or socially. While it involves the loss of the student's space in the school, it is distinguished from a withdrawal or dismissal in that it leaves open the possibility of application for readmission.

Assignments & Schoolwork During Medical Leave

When a student is away from school on a medical leave that lasts more than a week, it is typical for "minor" assignments (i.e. daily reading quizzes, etc.) to be excused. Major assignments related to prominent course content or skills may be rescheduled and adjusted as needed on a case-by-case basis. The Student Support Team, under the direction of the assistant upper school director will coordinate and document a make-up plan and calendar, in collaboration with the student, the family and teachers.

Return from Medical Leave

Prior to a student's return to school, the student and their family must provide the school with information and access to the treating professionals, as well as reports of social and academic function. When it is deemed appropriate for a student to return to school, students and their families can expect a re-entry meeting to take place. The meeting typically involves the student support team, advisor, student and their family. At the discretion of the school, others may be invited as deemed necessary or appropriate. Upon return to school, student support systems will be put into place to determine an appropriate academic program with input from the student's teachers.

Required Counseling

The school reserves the right to make professional counseling a requirement of a student's continued attendance at Latin. Parents/guardians are responsible for all costs for such care.

STUDENT CONDUCT

To support the educational mission of the school, Latin is committed to creating and sustaining an environment that facilitates academic and personal development. Fundamental to this commitment is the expectation that individual members of the community will adhere to core principles:

- Students should strive for personal and academic integrity
- Students should treat others with dignity and respect
- Students should honor the rights and property of others
- Students should act in a way that promotes good health and wellness
- Students should take responsibility for their individual and group behavior
- Students should be open and forthcoming when asked about their conduct

Any student behavior, on or off campus, which falls outside of these guiding principles or that violates school values in a way that reflects poorly on the Latin School community, can result in disciplinary action.

In addition to these general expectations, there are areas Latin deems serious enough to address specifically. These major school rules constitute the most serious violations of the community trust and create elevated concerns about safety, integrity, health and wellness.

Academic Integrity

Academic integrity is a set of beliefs and behaviors that includes:

- Self-respect for one's own academic potential
- An interest in learning for its own sake rather than for any rewards or benefits that may follow
- Commitment to receive support from others in a way that allows each student to make the final choices about their academic work
- The presentation of work for assessment that reflects one's own ideas and initiative in both process and final product
- Proper citation of sources and persons when students borrow words, images, or inspiration for their academic work

Lapses in academic integrity are preventable. Latin's experience and research has found these lapses are typically caused by one or more of the following:

- Ineffective time management and/or poor long term planning
- Student hesitancy to ask for help when they are struggling
- The erosion of ethical decision making in moments of high stress
- Mental and physical exhaustion from lack of sleep or self-care
- Counterproductive internal and family pressure on performance and grades
- Pressure from friends to inappropriately share information and/or work
- Failure to read directions regarding citations thoroughly
- Note-taking without including source attributions
- Blurry boundaries between proper academic support and others doing work for the student

Academic dishonesty is defined broadly and includes giving or receiving unauthorized aid on a test, quiz, homework assignment or a paper. It is also manifested via possession or use of unauthorized materials or information on a test, quiz, or other form of assessment.

Plagiarism is a form of academic dishonesty involving the use of the ideas of another person (this includes paraphrasing or quoting the words or images of another in any work without giving proper acknowledgment of the source(s) used).

Violation of a teacher's test rules or procedures is considered academic dishonesty.

Help from parent/guardian, tutor, or other academic support which is deemed above and beyond basic instruction can be considered academic dishonesty. If a student, parent/guardian, or tutor has questions about what qualifies as an appropriate level of academic support, they should have a direct conversation with their teacher, department chair, or student support team member prior to submitting assignments.

The following departments have elaborated their expectations and policies related to academic integrity here:

- [Computer Science](#)
- English

In English, acceptable writing supports might include a parent, tutor, peer, or other academic support:	Unacceptable writing supports include a parent, tutor, peer, or other academic support:
<ul style="list-style-type: none"> ● Talking through your ideas with you ● Noting errors or areas for improvement ● Asking clarifying questions ● Providing templates or protocols for generating or organizing content 	<ul style="list-style-type: none"> ● Generating ideas or content for you ● Fixing errors for you ● Any form of generating wording, regardless if they physically enter or mark changes to your work

- [History/Social Studies](#)
- [Math](#)
- [Visual Arts](#)
- Language
 - **Passing off someone else's work as your own is academically dishonest.** Any work must be a student's own. No complete sentence should ever be provided by anyone else or translated using a translation tool. Family members, friends, tutors, etc. should not be writing/rewriting any work in any language for students.
 - **Internet translation tools are unreliable.** They should be used like dictionaries, and again, no complete sentence should ever be taken from a translation tool. Compositions that have been done electronically are generally easy to spot because the language is often awkward and may include grammar or knowledge never studied. Reliance on translation tools becomes obvious in class work.

If an individual in the community observes or becomes aware of academic dishonesty happening in the school, they are expected to be a responsible bystander and immediately report the incident to a teacher, advisor, counselor, or dean. Students should not assume that the administration already knows, or that someone else will share the information.

For a discussion of consequences related to academic integrity violations, go [here](#).

Drugs, Alcohol and Tobacco

Latin prohibits the use of illegal, controlled and harmful substances including drugs and alcohol as well as tobacco with the understanding that the health, safety and well-being of our students

is the school's primary goal. Latin reserves the right to search a student's property and/or person if there is suspicion of illicit substances.

If there is reason to believe that a student at school or at a school event has been using alcohol or a controlled substance, that student will be removed from the school event and subject to disciplinary proceedings deemed appropriate by the school.

Additionally, the Athletic Policy and Procedures Manual states that the "use of illegal drugs, alcohol or tobacco is both dangerous and unhealthy for any student, especially an athlete." Student-athletes found in violation of the major school rules stated above are subject to those same consequences. In addition, student-athletes may also lose the privilege of participation in a sport or other extracurricular group.

Drugs

Any purchase, possession, distribution, or use of drugs or drug paraphernalia or misuse of any other chemical substance (including over-the-counter and prescribed medications) will result in referral to the dean of students for determination of appropriate outcomes up to and including expulsion. Any physician's prescriptions should be registered with the school nurse.

Alcohol

Purchase, attempt to purchase, possession, distribution and/or use of alcohol will result in referral to the dean of students for determination of appropriate outcomes up to and including expulsion.

Tobacco/e-cigarettes

Students may not chew or smoke tobacco at any time, including the use of vaping devices and e-cigarettes. Purchase, attempt to purchase, possession, distribution and/or use of tobacco and e-cigarettes will result in referral to the dean of students for determination of appropriate outcomes up to and including expulsion.

Harassment, Bullying, Cyberbullying and Hate Speech

Latin is a place where the free exchange of ideas, in an atmosphere of civility, is valued both for the good of the individual and for the entire community. As individuals, students enjoy basic rights to express their thoughts and opinions; as members of the learning community, they also accept certain responsibilities to do so respectfully. In keeping with institutional aspirations to build an environment welcoming of diverse ideas, the upper school considers incidents where anyone in the school community is intentionally uncivil, disrespectful, or guilty of harassment, a violation of major school rules.

Harassment

Individual students have the right to determine their own identities and to express themselves and live authentically.

Harassment is any behavior that has the intention or effect of harming or intimidating others, of creating a hostile or offensive environment, or of interfering with another's school or work performance. It can take many forms – verbal, written (including postings of text, photos or video on the Internet), visual, physical, psychological – and is often, but not always, associated with actual or perceived race, ethnicity, religion, sexual orientation, gender-related identity and expression, socioeconomic status, or physical characteristics.

Sexual harassment differs from other forms in that it involves uninvited and unwanted sexual advances, requests for sexual favors and other verbal, written, physical or visual conduct of a sexual nature. These unwanted requests may also be conveyed via the internet, cell phones or other digital media.

Intentional or persistent misrepresentation of a student's identities will constitute harassment. Harassment may be a single incident or repeated actions. This excludes good faith mistakes in language used to represent student identities.

Bullying

Bullying is a form of harassment and will not be tolerated at Latin. It is generally defined as aggressive behavior by an individual or group that may be repeated over time and has the intention or effect of harming others. Bullying usually occurs when there is an imbalance of power and can take many forms including, but not limited to, actions such as physical violence, intimidation, teasing and name calling and social exclusion.

Cyberbullying

Cyberbullying is also a form of harassment and is defined as cruelty to others by sending or posting harmful material using the Internet, cell phones or other digital media. It differs from the more traditional forms of bullying in that it can occur at any time and its messages and images can be distributed quickly to a wide audience. The school reserves the right to investigate and proceed with disciplinary outcomes as the school considers appropriate.

Hate Speech

Latin prides itself on celebrating and respecting the racial, ethnic, social, cultural and religious differences that are represented in its community. Speech that divides the upper school student body runs counter to our guiding principles and the mission of our school. Therefore, hate speech of any kind is expressly prohibited.

Hate speech can be language or symbol written, spoken, signed or worn on clothing. Additionally, posts on any social media platform, including text messages or video messages sent to others could lead to disciplinary action. After collecting available information, the administration will evaluate the intent and/or the impact of any form of communication reported as possible hate speech.

Any student engaging in speech that has the intention or effect of harming, injuring, degrading and or ridiculing another person or persons because of racial, cultural, gender, ethnic, social, religious, or other protected identities could face disciplinary consequences, including but not limited to probation, suspension, or expulsion.

Procedure for Reporting Harassment

If an individual in the school community feels that they have been, or are being, harassed, or if they witness harassment, it is expected that the individual notify a trusted adult in the school. All investigations of harassment should be conducted so that the privacy and the rights of the individuals involved are protected.

Making a good faith complaint of harassment, bullying or cyberbullying should in no way prejudice an individual's future at Latin, even if the complaint cannot be substantiated.

Responsibility of Bystanders

If an individual in the community observes or becomes aware of personal harassment or hazing of any member of the community, they are expected to be a responsible bystander and immediately report the incident to a teacher, advisor, counselor or dean. Students should not assume that the administration already knows, or that someone else will share the information. Receiving more information is much better than receiving none at all.

Consequences of Harassment

Latin considers harassment by any member of the community a serious violation of community values. If it is determined that harassment allegations are true, education ought to be the first goal. Consequences could also include suspension or expulsion.

Incidents of Bias Protocol

This protocol will be used for incidents of bias that take place at Latin School of Chicago and/or involve members of the Latin School community. Incidents of bias can be both intentional and unintentional acts related to an individual's or group's identity. That identity includes, but is not limited to ability, age, ethnicity, gender, race, religion, sexual orientation, socioeconomic status,

etc. The goal of this protocol is to be consistent in how we, as an institution, address these incidents.

- After an incident occurs, students should fill out the electronic incident report available on RomanNet. When a student completes the form, a Latin email address is required. We also encourage the student to inform a trusted adult within the Latin community. This adult can be a dean, teacher, US Director, counselor, diversity coordinator, coach, etc. We also encourage the student to inform their parent/guardian.
 - While we encourage students to fill out the report themselves, they may ask the trusted adult to complete the form to maintain anonymity.
 - The Incidents of Bias Team will work through the student's advocate to explain how the process and outcomes may take different forms if the student does or does not request to preserve anonymity.
- The completed form is automatically sent to the following individuals (Upper School Incidents of Bias Team): US Director, Assistant US Director; 9th and 10th grade dean and 11th and 12th grade dean, Dean of Community Learning US Counselors, Director of Diversity, Equity and Inclusion, US Diversity Coordinator and US DEI Curriculum & Diversity Coordinator.
- Once the incident report has been completed, the individuals listed above will meet to discuss next steps on how to proceed.
- The grade level dean will reach out to the affected student and inform their family of the situation within 24 hours.
- In the case of student to student interactions the grade level dean will also reach out to the alleged initiator(s) and inform their family of the situation once all pertinent information is gathered.
- In the case of adult to student interactions the US Director and Director of Diversity, Equity and Inclusion will reach out to the faculty/staff member.
- All students involved in the incident will speak with their grade level Counselor.
- Consequences of each incident may vary, but there will always be an accountability and learning/educational component.
- Once the above processes have been completed, the grade level deans will communicate out to involved students' advisors and any other adults deemed appropriate.
- All questions or concerns should be directed to any member of the Incidents of Bias Team to ensure confidentiality.
- While preserving confidentiality of those involved in particular interactions, to the best of our ability, members of the team will report patterns across the reported incidents to the community in order to set subsequent goals.

Sexual Misconduct Policy (Student to Student)

Part 1: Definition

This policy sets behavioral standards and expectations for interactions between students who are enrolled at Latin and/or participate in any Latin-sponsored activities, such as sports teams or clubs.

Sexual behavior should occur only when there is consent. Consent must be freely given, affirmatively communicated, on-going, and given while awake and aware.

- **Freely Given:** Consent must be offered of free will, without coercion, violence, or threat of violence
- **Affirmatively Communicated:** All persons involved must express overt actions and/or words indicating agreement for sexual acts
- **On-Going:** Permission must be granted for every activity at every stage of a sexual encounter. Consent can be removed at any time.
- **Awake and Aware:** Every participant in a sexual activity must be capable of granting their consent. If someone is intoxicated or incapacitated by alcohol or drugs, and/or is not awake or fully aware, they are incapable of giving consent.

Sexual misconduct includes behaviors that do not conform to the standard of consent described above. Sexual misconduct may include behaviors that are unwanted, non-consensual, and/or coercive, including, but not limited to, sexual exploitation, sexual assault, sexual harassment, unwanted sexual advances, stalking, and dating violence. Sexual misconduct can be electronic, physical, and/or verbal in nature. Sexual misconduct can be committed by a person of any gender identity or age, and can occur between people of the same or different gender identity or age. Sexual misconduct includes a range of behaviors which impact victims in varied ways.

Sexual misconduct will not be tolerated and will, if found to have occurred, subject a student to discipline as set out in Part 5 of this policy.

Part 2: Support for Students

A student who is the victim of sexual misconduct by another student is not obligated to register a formal complaint in order to seek support from school resources. To seek such support, the reporting student may communicate with any trusted Latin employee. The Upper School Counselors will immediately be informed of the reported incident.

Information conveyed to all Latin employees, including the counselors, will be treated as confidential to the maximum extent possible; however, students should be aware that

counselors are required to contact the student's parent/guardian. The counselors will discuss and assist the reporting student with deciding whether to initiate a formal complaint (described in Part 3 below), whether to file a complaint with a law enforcement agency, or both. The counselors also may assist a student with locating off-campus resources, such as sexual assault crisis services or intimate partner violence resources, where appropriate.

The counselors are available to provide ongoing support to both students who initiate complaints, and those who are accused.

Part 3: Formally Reporting a Complaint

In order for the school to begin an investigation, the reporting student must register a complaint with a Dean of Students. The reporting student will need to provide specific details and information surrounding the event for an investigation to occur. Any issue of sexual misconduct that the school investigates will involve a Dean of Students and potentially other school administration.

As a school, we understand that instances of sexual misconduct are deeply personal experiences which can be difficult to share. For that reason, formally reporting the incident can take many forms depending on what feels most comfortable to the individual student. Initial reports are made verbally or by written statement. Personal support (such as a parent or counselor) is welcome by invitation of the student.

Latin will not initiate investigations based on:

- Rumors
- Second-hand reports
- Reports with insufficient details, such as those lacking alleged offender or witness names
- Anonymous tips
- Parent reports
- Reports involving an alleged offender who is not a member of the Latin community

There is no time limit for reporting an incident.

Part 4: Interim Measures

Before and during an investigation and at the school's sole discretion, Latin may impose interim measures to minimize contact between the reporting student and the alleged offender to support each student while they are at school or school-sponsored events. Examples include changing a student's schedule, restricting a student's access to campus in whole or in part, prohibiting contact between students, or suspending a student while the investigation is pending. Violations of any imposed interim measures may result in disciplinary consequences.

The school reserves the right to modify or adjust interim measures before, during, and/or after the investigation and aims to act in support of the involved students specifically and the school community at large.

Counseling services will remain available for all students.

Part 5: Disciplinary Process

The school has sole discretion concerning the investigatory process and methods. The goal of the investigation is to gather facts in a fair and impartial manner.

The Dean of Students may conduct the investigation, may appoint an individual or a committee of employees to conduct the investigation, or may retain an outside investigative firm. As stated in Latin's Disciplinary Consequences & Procedures policy, parents/guardians and attorneys are not involved in the disciplinary process as it runs its course within the school. In cases where prolonged suspensions, dismissal, or the denial of a student's opportunity to re-enroll for the next school year are determined as appropriate outcomes, the parents/guardians will be notified and may appeal in writing to the Head of School or their designee.

When possible, the school will take into consideration the reporting student's wishes and preferences regarding the investigation process. However, it may not be possible to maintain the student's confidentiality or anonymity when completing an investigation.

The investigation may involve interviewing the reporting student, the student alleged to have violated this policy, and any other student or adult witnesses. The investigation also may involve reviewing documents, e-mails, text messages, social media, and other communications. Cooperation is expected. A reporting student's decision to cease cooperating with the investigation may result in the investigation being closed without findings or discipline. An accused student or a witness who refuses to cooperate with the investigation may be subject to discipline.

If an investigation determines a student has violated this sexual misconduct policy, at Latin's sole discretion, the following discipline outcomes may be levied (for further descriptions, refer to the Disciplinary Consequences & Procedures section):

- Continuation or imposition of no-contact instructions or similar measures (as described in Part 4) to support the reporting student
- Written Warning
- Probation
- Suspension

- Expulsion

Part 6: Disclosure and Communication of Disciplinary Infractions

In regard to disclosure and communication of disciplinary consequences imposed, please see this section of the student/family handbook.

Part 7: Retaliation Prohibited

Before, during, and after an investigation, no student or family member may engage in retaliatory behaviors against a reporting student, alleged offender, or any other person involved in the reported incident and school investigation. Retaliatory behaviors can include intimidation, threats, coercion, or discrimination in any form or through any medium. Violations of this expectation are taken seriously and will result in disciplinary actions or other consequences.

Students who have experienced or witnessed retaliatory behaviors should immediately notify their Dean of Students.

Respect for Property, Vandalism and Physical Safety

The following are examples of guidelines concerning personal and community safety:

Fighting

Fighting and/or physical violence of any kind are unacceptable and will not be tolerated. Likely consequences for fighting include suspension or expulsion.

Weapons & Fireworks

Use or possession of ammunition, guns or knives (other than knives that are used under adult supervision for school purposes) is not permitted. Paintball guns, slingshots or other such items are not allowed since they may constitute a danger to someone else. Students should be aware that carrying a facsimile of a real gun is against state law, is considered intimidation and, as such, is a major school rule violation. Use and possession of fireworks is prohibited on campus.

Sexual Behavior and/or Sexual Contact

Students may not engage in sexual behavior while at school or at school-sponsored events.

Reckless Endangerment

Students may not engage in dangerous pranks or other activities (such as climbing outside a building or tampering with alarms) that pose threats to personal safety.

During emergency situations, students must adhere to the school's direction; failure to do so could put members of the community at risk and might be subject to disciplinary action.

Keys

Rights to privacy and personal property are threatened by student possession of school keys and ID cards. Unauthorized use or possession of Latin School of Chicago keys and ID cards by students is a major school rule violation, as is unauthorized entry into any locked school building or area.

Theft & Vandalism

While Latin's day-to-day atmosphere can be somewhat informal, we do recommend that students keep valuables (like wallets, purses, laptops and other electronic devices) locked in their lockers. A student accused of theft may be subject to a search. A likely result of such an infraction will be an out-of-school suspension or expulsion.

Defacing or destruction of walls, lockers, desks or other property here at Latin will be considered vandalism. Tampering with computer files or computerized data (e.g. hacking) is construed as either vandalism or theft. Such behaviors may result in probation, suspension or dismissal from the school.

Discipline on School Outings and Trips

Major school rules and behavioral expectations apply for members of athletic teams, performing groups or other organizations that represent the school off-campus during vacation periods and to all students during school trips.

Project Week

Participation in Project Week is a privilege. The highest standards of conduct and integrity are expected. Given the fact that many students will be traveling well beyond the confines of Latin's campus, they must realize that they will be representing both their family and the school during Project Week.

All school rules (e.g., regarding weapons and the use, purchase and distribution of tobacco, alcohol and other drugs and drug related paraphernalia) will be in effect during Project Week activities and other off campus events sponsored or chaperoned by Latin faculty. Students that violate rules while on Project Week will be subject to disciplinary action as if the violation occurred on campus. Depending on the circumstances in a given project's location, if an offense occurs that is worthy of suspension or expulsion, the school and project leader may elect to have that student removed from the project and sent home at the expense of the family.

Search of Students and/or Student Property

Latin reserves the right to conduct a search of students' property and person if a faculty/staff member suspects a student of possessing a prohibited substance, weapon, or other contraband item(s), or being under the influence of any prohibited substance. Latin reserves the right to conduct a search of students' property and person both on campus and off campus when under the care of faculty/staff and/or at a school-sponsored event. Latin handbook regulations prohibiting substance possession and/or use override any local laws to the contrary.

A student's refusal to comply with a search serves as grounds to initiate disciplinary action, including removal from off campus school events and trips such as Project Week.

General Expectations

Food

Unless given permission, students may only eat in the Learning Commons, kiosk areas and Pit. Students may bring bottled water, coffee or tea in a closed container to class. Teachers or advisors may allow students to eat in their classrooms on special occasions in accordance with Latin's food and allergy policy. Those groups are expected to clean up after themselves. Sitting in the hallway or locker bays with food is a violation of school rules. The food or beverage will be confiscated; repeat offenses will result in disciplinary action.

Learning Commons Etiquette

All students, collectively and individually, are responsible for keeping the Learning Commons in order. Students must use trays for all food and or beverages, they should pick up after themselves and their friends and they should leave the tables at which they have been sitting and the floor around them clean and litter-free.

Dress

We expect that student attire will be appropriate for a school environment. If a student is inappropriately dressed, they will be sent to their dean and/or the assistant upper school director. The student may be asked to change into more appropriate attire. If necessary, parents/guardians will be contacted and asked to bring a suitable change of clothes. Repeat offenders may receive escalating disciplinary consequences including detention, probation, or suspension. In all cases, the administration reserves the right to determine if a student is dressed appropriately for school.

Examples of clothing that is inappropriate for a school environment include, but are not limited to, the following:

- Visible underwear, or underwear worn as outerwear.
- Any clothing that advertises illegal or inappropriate products for a K-12 setting.

- Any clothing that includes profane, derogatory, sexually suggestive or other offensive or inappropriate language or symbols.

DISCIPLINARY CONSEQUENCES & PROCEDURES

A single violation of any of the school's major rules subjects the student to disciplinary consequences, including suspension, expulsion or denial of the opportunity to re-enroll for the next and/or any succeeding school year. Furthermore, the accumulation of a series of minor offenses and/or a pattern of unexcused absences from school may also be grounds for disciplinary consequences including but not limited to probation, suspension or withdrawal from the school.

The Role of Parents/Guardians in the Disciplinary Process

Latin functions *in loco parentis* by law and by tradition. Consequently, parents/guardians are not involved in the disciplinary process as it runs its course within the school. In cases where prolonged suspensions, dismissal, or the denial of the student's opportunity to re-enroll for the next school year are contemplated, the parents/guardians will be notified and may appeal in writing to the Head of School or their designee.

Possible Consequences for Behavioral Violations

Latin uses a progressive discipline system in which behaviors are typically addressed at the lowest level possible. The primary purposes of Latin's discipline process are to get the problem behaviors to stop and to educate the violating student on how to be a more thoughtful, responsible citizen of the school community.

The progression of disciplinary outcomes is explained in more detail below. Continuing patterns of problem behavior will escalate the school's response, up to and including expulsion. Some violations of behavioral expectations (e.g. the major school rules) are serious enough that lower level responses may be bypassed in order to apply outcomes commensurate to the violation.

Verbal Reprimand

This is informal, verbal and "on the spot." A reprimand typically involves a faculty or staff member and might involve a visit to the dean's office for further conversation.

Written Warning

This is a more formal notice, typically communicated by email or progress report and it is the beginning of a disciplinary record. It serves as a formal notification to a student and, sometimes, their parents/guardians that if the student's behavior persists, it could put them at risk of more formal discipline.

Detention

A detention is given when a student has repeatedly and/or flagrantly violated a school rule. Detentions are typically served during the student's next free long-block. Students are expected to reflect on their behavior, study (including the completion of chronically late work) or perform in-school service. Students will accrue detentions on a semester-by-semester basis. At the conclusion of each semester, all detentions will be erased. Although students will begin each new semester with "zero" detentions, students will still be responsible for serving detentions issued in the previous semester.

In consultation with the dean, a teacher may assign students to detention for any of the following behaviors: extreme tardiness, improper dress, foul language, disruptive behavior, incivility, lack of cooperation, leaving personal property or litter in the halls, consuming food or beverages in unauthorized areas and not respecting our shared space (i.e. inappropriate conduct in halls). Attendance at an assigned detention is mandatory and failure to attend will result in further disciplinary action.

Behavioral Probation

Students may be placed on behavioral probation for repeated or egregious violation of school rules. Behavioral probation typically lasts for one semester and up to a calendar year. Once a student is placed on Behavioral Probation, the following support steps are taken:

- A meeting will be held with the student, family and student support staff to develop a behavioral recovery plan.
- The dean of students will notify students and their family with a formal letter that specifies the conditions of behavioral probation and recovery.
- A student will be required to consistently meet with their dean and/or advisor.
- Additional resources will be offered/suggested as applicable.

When a student is placed on behavioral probation, that student is on notice that any subsequent misconduct may become grounds for suspension, expulsion, or the revocation of that student's opportunity to re-enroll at Latin for the next or any succeeding school year. In addition, a student on behavioral probation may be banned from participating in any extracurricular activities or sports and/or may be forbidden to attend any other Latin School functions on or off campus.

At the conclusion of the determined probation period, the student will meet with their dean to review their standing in the school and discuss strategies to ensure the student's behavior will

not merit behavioral probation again. Students whose behavior merits consideration of a second probationary period will likely be considered for removal from the school.

Suspension

Suspension is the interruption of a student's time in the classroom and the broader school community. Suspensions usually last a day or more. Suspensions can be served at home or in school, at the discretion of the school and are often accompanied by an exercise in reflective writing supervised by parents/guardians or teachers. It is sometimes (but not necessarily) the beginning of a period of probation.

Withdraw Option

Sometimes a singular instance of misconduct by itself does not call for withdrawal, but a pattern of chronic misconduct suggests that the student would be better off in another school and, under those circumstances, Latin will support a student in withdrawing.

Expulsion

The student is asked to leave the school and will likely not be allowed to re-enroll.

Appeals

The decision of the dean of students in disciplinary matters is final. However, a student may appeal the outcome if they do not believe the correct procedures were followed. A student wishing to make an appeal must present it in writing and address it to the upper school director and head of school, who will hear appeals only on procedural grounds.

Process for Incidents of Academic Integrity

Concerns about academic integrity are handled in a way that is slightly different than other behavioral concerns and outcome determinations are individualized depending on the situation. Typically, a student suspected of academic dishonesty is brought before the appropriate dean. The dean is expected to explore what attitudes or behaviors led to the lapse in academic integrity, investigate the incident, and notify parents/guardians.

Academic dishonesty typically results in a student receiving no credit on the assignment regardless of the weight of the assignment, as well as additional outcomes determined by the dean to be commensurate with the violation and that are responsive to the underlying causes for the violation. At the complete discretion of the teacher, chair, and dean there may be an opportunity to completely re-do an assessment for significantly reduced credit in some departments. See the departmental guidelines above for details.

Multiple violations and/or a single severe violation may result in disciplinary probation, suspension, or expulsion.

Disclosure and Communication of Disciplinary Infractions

Latin takes very seriously the rights and reputations of its students, as well as their families and understands that the nature of disclosure is sensitive. Most disciplinary cases involve minors. Communication about the details of these infractions is kept confidential and private in order to prevent rumor, gossip or innuendo. When a withdrawal (dismissal or expulsion included) is required, the school will announce this fact to the upper school faculty and, on rare occasions, may provide an abridged explanation to the upper school student body. Latin will not engage in wider public discussion or disclose personal information to the entire community.

When students do receive disciplinary sanctions for serious offenses, the families will be notified and a summary of the consequences will be placed in their confidential school record. Latin does not normally communicate with colleges, universities or outside agencies about the disciplinary records of its students except as described in the next column (Examples of Application of Reporting Policy). However, Latin does maintain and benefit from strong and clear relations with colleges and universities based upon trust and transparency. Therefore major disciplinary infractions are typically disclosed to colleges, universities and relevant outside agencies and all parties are notified of this policy.

On the occasion that a disciplinary matter is disclosed to colleges, discussion of the matter will take place among the dean, college counselor, director of college counseling, assistant upper school director, upper school director and head of school. The College Counseling Office will work with the student and family and offer guidance regarding the appropriate timing and nature of such communications. In addition, the office will instruct all students to answer any questions regarding their disciplinary history with honesty and integrity.

Latin students are expected to report any disciplinary incident that resulted in a clear directive from the school. This includes disclosing on all college applications whether or not there has been any misconduct, including disciplinary probation, suspension, removal, dismissal or expulsion from Latin. The College Counseling Office will assist students on the language of their disclosure but it is imperative that all students answer all questions honestly and attest to the variety of the information they provide to colleges.

Note: Major infractions include but are not limited to academic integrity,, cheating, violence of any sort, harassment , sexual misconduct, cyberbullying, hate speech, violation of school drug and alcohol policies and other incidents that result in the student being separated from the school for a period of time.

Examples of Application of Reporting Policy:

- NO: Any disciplinary infractions that occurred at a previous school.
- NO: Minor infractions, probations, warnings or in-school suspensions unless they are relevant to a pattern of behavior that resulted in a more serious matter or the withdrawal of the student from the school.
- NO: Academic probations that are used as an educational counseling tool designed to improve a student's performance.
- YES: All major infractions that result in a separation from the school for a period of time. This includes, but is not always limited to, out-of-school suspension, disciplinary probation, withdrawals from school for academic or disciplinary reasons, or their equivalents.
- YES: Any senior found in violation of a major school rule after the start of the fourth quarter should expect to report their behavior to their college.
- YES: Latin reserves the right to report any violations of local, state or federal law by a student which it deems material to a student's college prospects or to other educational institutions.

GENERAL POLICIES & INFORMATION

Dances and Other School-Sanctioned Events

During most school years, the school, in collaboration with student leaders, sponsors three dances: Homecoming Dance, Winter Ball and Prom. These are school-sanctioned events and are chaperoned by Latin faculty and deans. All school rules (major and minor) apply at these events. On occasion, Latin student clubs or other student organizations may sponsor and offer school-sanctioned events.

In order to offer a school-sanctioned event, the student group must submit a proposal to the dean of community learning. The proposal will be reviewed and discussed by relevant parties. If the proposal is approved, students may make announcements at Gathering (or on RomanNet) and may publicize the event internally.

The proposal must include the following information:

- Purpose/rationale for the event.
- Date, time, location from the event.
- Written support from the faculty club/organization sponsor.
- Written commitment from faculty who will chaperone. (A 1:10 ratio of Latin staff chaperones to students is required.)

- Budget

An agreement to strict adherence to all Latin school rules and City of Chicago laws by all participants.

Students may not publicize events or activities unsanctioned by Latin via the school's official social media accounts or email lists.

Community Time

The upper school student body and faculty frequently gather to make announcements, celebrate achievements and perform or educate the larger community. Students requesting stage time for community events should speak to the dean of community learning or appropriate student government leaders.

Laptop Requirement

Laptops have become a necessary tool for today's students. Consequently, all upper school students are required to have a personal laptop that they can bring to school on a regular basis. The laptop must be capable of running at least OS X 10.15 or Windows 10 and needs to have the latest version of the Chrome web browser and a word processor (such as Pages, Microsoft Word, or Google Docs). If you have any questions about the laptop requirement, please contact our IT Department at it@latinschool.org or 312.582.6130.

Library

Library programs at Latin School of Chicago are designed to ensure that students become effective and thoughtful users and creators of information. The libraries are committed to teaching information access, use and evaluation skills and the libraries' ultimate goal is to foster the confidence, competence, enjoyment and dedication required for lifelong reading and learning. Our libraries are at the heart of many instructional, research and social activities in the school and host author visits and other literacy-related events for the community. Through our libraries, students and faculty also have access to a host of digital books, periodicals and research collections.

During the school year, the Learning Commons is open from 7:30 a.m. to 6 p.m.

Lockers and Personal Property

Students are assigned a locker in which to store jackets, books and personal belongings. Large athletic bags must be stored in a room in the basement of the upper school. Students may not leave backpacks or other personal belongings on the floor outside their locker. Students may not switch lockers or take over a vacant locker. Students are responsible for making sure that

their locker doors are closed and locked. If a student brings expensive electronics to school, it is best to store the items in a locked locker. Large musical instruments may be stored temporarily in the upper school office. The school is not able to assume responsibility for any lost or stolen property.

Students are asked to remember that, while a locker has been provided for their personal belongings, it remains the property of the school. Students may not write on, mark or otherwise damage the physical appearance of their locker. Any decorations on the inside or outside doors of lockers must be appropriate for our community. The deans reserve the right to ask students to remove any inappropriate material.

Messages for Students

In a school community of this size it is essential that students accept the responsibility for receiving all announcements and messages from faculty members, parents/guardians or others.

Students need therefore to:

- Check their physical mailboxes regularly.
- Check their Latin email at least once each day. Teachers and administrators expect students to use their Latin email accounts. If a student is unwilling to use the email account provided by the school, then that student is REQUIRED to have all emails that arrive in their Latin email account forwarded to their preferred email account.

In the event of an emergency, the upper school assistant is occasionally asked by parents/guardians to deliver messages to students during the school day. While we try to comply with these requests, it is sometimes not possible. Except for serious emergencies, we normally email students.

Personal Electronics and Cell Phones

Playing music on personal devices is permitted during regular school hours. Headphones must be worn at all times when using these devices. Music must be played at a level not audible to anyone else.

Cell phones may be used in common school areas as long as they are used in a manner that does not disrupt the learning environment. Unless directed by a teacher, mobile phones are not permitted in classrooms, labs, studios, gyms or other instructional space, including the Wrigley Theatre.

Cell phones may be confiscated and brought to the appropriate dean or upper school office if the device has been used in an inappropriate way in an instructional space.

Consequences for failing to comply with the rules governing electronic devices include confiscation of the device for the remainder of the day, revocation of cell phone privileges and detention(s).

Art Studio Use

- Only students actually working on art projects may be in our art rooms to work independently after school hours.
- No students are allowed to use the art studios unsupervised after 6:30 p.m.
- All school rules and values are to be followed after school in the art studios.
- Music may be played at a level that does not exceed a talking level or cause others to shout to hear one another. Music with inappropriate language is not permitted. Any such music will be confiscated and the student may be subject to disciplinary action.
- All materials used must be put away and cleaned up. Students who do not clean up will be subject to disciplinary action. All running water, lights and music must be turned off when you leave and the door must be pulled shut and locked.
- Art materials or supplies that may need to be used outside of the art studios must be checked out. Any materials taken from the room must be signed-out. For example, removing a roll of tape without signing it out is considered theft.
- Students are not allowed to use power tools without faculty supervision.
- Any use of sprays (paint or glue) of any sort in the art studios (or any part of the school) is prohibited.

Student Vehicles

Students may drive to school but should be aware that parking near the school is very limited. Parking adjacent to the school buildings is prohibited on all school days. The parking lot behind the upper school building is reserved for faculty and staff. Cars parked there without the appropriate decal may be towed. Latin reserves a space for handicapped persons behind the upper school building. Any car that does not display handicapped parking plates risks being ticketed by the Chicago Police and/or towed.

EXHIBIT 2

Morgan M. Hess

From: Danielle J. Gould
Sent: Wednesday, May 31, 2023 9:07 PM
To: Michael T. Trucco
Cc: Jackie Condella
Subject: RE: Bronstein Request for School Files and Records from The Latin School of Chicago

Mike-

Your written response is appreciated. The Bronsteins have been waiting since April 6, 2023 for a clear response on their request for their children's School Files. What I understand from your response below is that Latin is taking the position that its agreement and promise set out in the Handbook, which is referenced and incorporated into the enrollment contract (and a promise made to parents anyway), is not enforceable. As I understand it, Latin's view is that the only way for the Bronsteins to obtain the School Files is through discovery in the Law Division Litigation (which is stayed) or out of the goodness of Latin's heart, which it chooses not to exercise because Latin does not like what the Bronsteins have said about Latin publicly. Given Latin's position, a request for a declaration of the Bronsteins' legal right to their children's School Files is ripe for judicial consideration. To do anything other than seek a declaration means that the Bronsteins must accept Latin's untenable position that its agreements and promises are empty, unenforceable and subject to how Latin feels about the family asking for their children's School Files.

Latin can, at any time, remedy this issue by simply providing the Bronsteins with the School Files for their children, as agreed and promised. In the meantime, the Bronsteins will seek a declaration of their rights. In reference to your comment below, the Bronsteins are also amenable to exploring ways to resolving their separate disputes with Latin, but it cannot be that their right to their children's School Files is held as leverage by Latin in that effort.

Thank you,
Danielle

[Danielle J. Gould](#) | *Partner*

P 312-840-7070 | F 312-840-7900 | DGould@burkelaw.com | www.burkelaw.com

[Burke, Warren, MacKay & Serritella, P.C.](#) 330 N Wabash Ave, Suite 2100, Chicago IL 60611

From: Michael T. Trucco <MTrucco@stamostrucco.com>
Sent: Wednesday, May 31, 2023 4:57 PM
To: Danielle J. Gould <DGould@burkelaw.com>
Cc: Jackie Condella <jcondella@stamostrucco.com>
Subject: RE: Bronstein Request for School Files and Records from The Latin School of Chicago

[EXTERNAL]

Dear Danielle,

I am writing in response to your request for "School Files" for Nate and **[S.B.]** and to Mr. Bronstein's May 23, 2023 request to the Latin School of Chicago requesting the same information. Your request was restated in your email of today's date that was received at 1:23 p.m. while I was in a deposition. Your email threatened the filing of a lawsuit if you did not receive a response by 5:00 p.m. yet you also advised that you were not available to discuss these issues this afternoon. Therefore, I am writing to you in response.

We have provided the information that was requested under the Mental Health and Developmental Disabilities Confidentiality Act. Latin School of Chicago disagrees that it is obligated to provide the additional requested "School Files" and disagrees with your interpretation of the Handbook as creating a contractual obligation to produce the requested information. There is also no applicable federal or state law or regulation that requires disclosure to parents or guardians of former students.

Your clients have already filed suit against the Latin School of Chicago in the Circuit Court of Cook County where Judge Ehrlich stayed all discovery and where you have requested extensions of time to amend your clients' defective complaint. That stay of discovery remains in place. Your clients' request for information is an effort to avoid the stay of discovery without allowing the Defendants access to discovery from your clients and other third parties who have discoverable information. Any new lawsuit that your clients may file now would be blatant judge shopping to obtain and relief from the Order staying discovery and from the Order granting your clients' request to extend the time to file a Second Amended Complaint.

Latin School of Chicago believes that your clients have made repeated public statements about the Latin School of Chicago and its faculty, staff, administration, and Board that are incomplete, misleading, disparaging and defamatory, including as recently as yesterday. Under these circumstances, the Latin School of Chicago respectfully declines your clients' request for production of School Files at this time. As you and I discussed on Friday, my clients are amenable to explore ways to address this issue and I look forward to discussing those options with you in more detail.

Finally, you have separately requested whether my clients had copies of [S.B.] 's CPR certifications from the American Red Cross. Attached is a copy of an email from the American Red Cross sent to Ms. Bronstein's Isoc.org email address attaching her Certificate of Completion.

Sincerely,

Mike Trucco

Direct Line: 312-630-1214
Main Line: 312-630-7979
Cell Phone: 312-498-6114
Fax: 312-630-1183

STAMOS & TRUCCO LLP

One East Wacker Drive, Third Floor
Chicago, IL 60601

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From: Danielle J. Gould <DGould@burkelaw.com>
Sent: Wednesday, May 31, 2023 1:23 PM
To: Michael T. Trucco <MTrucco@stamostrucco.com>
Subject: RE: Bronstein Request for School Files and Records from The Latin School of Chicago

Mike,

I am reaching out because the Bronsteins seek access to the School Files for their children and they have been asking for two months now without being provided access. It appears that the Bronsteins have no option other than to file a lawsuit to obtain access to the files Latin agreed and promised to provide them. If you confirm by EOB, 5 p.m. today that Latin will immediately provide the Bronsteins unconditional access to their children's School Files, we will withhold from filing a complaint.

Thank you,
Danielle

Danielle J. Gould | *Partner*

P 312-840-7070 | F 312-840-7900 | DGould@burkelaw.com | www.burkelaw.com

Burke, Warren, MacKay & Serritella, P.C. 330 N Wabash Ave, Suite 2100, Chicago IL 60611

From: Danielle J. Gould
Sent: Thursday, May 25, 2023 8:47 PM
To: Michael T. Trucco <MTrucco@stamostrucco.com>
Subject: RE: Bronstein Request for School Files and Records from The Latin School of Chicago

Thank you Mike. While I do not believe the Bronsteins need a reason for requesting Schools Files for their children, I note that **[S.B.]** recalls being CPR certified while at Latin and she needs the documentation for her summer job as a camp counselor. The Bronsteins request again that School Files and records such as this are provided promptly regarding their children.

Danielle J. Gould | *Partner*

P 312-840-7070 | F 312-840-7900 | DGould@burkelaw.com | www.burkelaw.com

Burke, Warren, MacKay & Serritella, P.C. 330 N Wabash Ave, Suite 2100, Chicago IL 60611

From: Michael T. Trucco <MTrucco@stamostrucco.com>
Sent: Wednesday, May 24, 2023 3:48 PM
To: Danielle J. Gould <DGould@burkelaw.com>
Subject: Re: Bronstein Request for School Files and Records from The Latin School of Chicago

[EXTERNAL]

Danielle,

I understand Mr. Bronstein sent a letter dated May 23, 2023 directly to Latin School. I will respond to that letter and your pending requests on Friday.

Mike Trucco
Stamos & Trucco LLP
Direct = (312)630-1214
Cell = (312)498-6114

From: Danielle J. Gould <DGould@burkelaw.com>
Sent: Tuesday, May 23, 2023 8:29:18 AM
To: Michael T. Trucco <MTrucco@stamostrucco.com>
Subject: RE: Bronstein Request for School Files and Records from The Latin School of Chicago

Mike –

Not having received any response yesterday, I reach out again for a response from Latin on the Bronsteins' request for access to School Files for Nate Bronstein and [S.B.]. I assume the answer is that Latin is refusing access, and if the Bronsteins were to call the division director for an appointment, they would be denied an appointment. However, I would really appreciate a response rather than making this assumption.

I understand that you may be making a proposal in the litigation to provide these documents with conditions, but if that is the case, that is separate and apart from this request for access to documents Latin promised to provide without strings and without regard for whether a litigation is pending. These are documents any parent would expect to be provided access to, and Latin's withholding of these documents from the Bronsteins remains deeply concerning.

Thank you,
Danielle

Danielle J. Gould | *Partner*

P 312-840-7070 | F 312-840-7900 | DGould@burkelaw.com | www.burkelaw.com

Burke, Warren, MacKay & Serritella, P.C. 330 N Wabash Ave, Suite 2100, Chicago IL 60611

From: Danielle J. Gould
Sent: Friday, May 19, 2023 6:18 PM
To: Michael T. Trucco <MTrucco@stamostrucco.com>
Subject: RE: Bronstein Request for School Files and Records from The Latin School of Chicago

Mike –

Following our call today, I understand that you do not have an official/final position from Latin regarding the Bronsteins request for "School Files" that Latin promised the Bronsteins (and all parents/guardians) that they would have access to without limitation in the applicable handbook. It has been six weeks since my request was made on behalf of the Bronsteins and I am at a complete loss as to why my clients have not been given access to their own childrens' records.

At this point, I simply note that this request was made six weeks ago and Latin's inability to respond promptly is perplexing. This is not a request made in the context of the present lawsuit between the Bronsteins and the school, but a request my clients could make directly to the school, but did through counsel only because there is an ongoing lawsuit between our clients. Latin knows that the Bronsteins could have made a direct request to the "division director for an appointment" to access the files, and perhaps that is what should happen to avoid continued conflation of this request as a litigation request controlled by events in the lawsuit. Please advise or otherwise confirm my clients will be provided access to the documents. I asked in my voicemail today for a response by 5pm Monday and it is hard for me to comprehend how asking for a response after six weeks + is anything but reasonable.

I appreciate your consideration of this issue.

Thank you,
Danielle

Danielle J. Gould | *Partner*

P 312-840-7070 | F 312-840-7900 | DGould@burkelaw.com | www.burkelaw.com

From: Danielle J. Gould
Sent: Wednesday, May 17, 2023 12:34 PM
To: Michael T. Trucco <MTrucco@stamostrucco.com>
Subject: RE: Bronstein Request for School Files and Records from The Latin School of Chicago

Mike – checking in again. Please advise on Latin’s official/final position.

Danielle J. Gould | *Partner*
P 312-840-7070 | F 312-840-7900 | DGould@burkelaw.com | www.burkelaw.com
Burke, Warren, MacKay & Serritella, P.C. 330 N Wabash Ave, Suite 2100, Chicago IL 60611

From: Danielle J. Gould
Sent: Monday, May 15, 2023 8:28 AM
To: Michael T. Trucco <MTrucco@stamostrucco.com>
Subject: RE: Bronstein Request for School Files and Records from The Latin School of Chicago

Mike –

I am following up on the request below. We have had some interim communications and the mental health records were provided – thank you.

Where does Latin stand on the School Files for Nate Bronstein and **[S.B.]** ? The documents to which Latin agreed to provide access to parents in conjunction with enrollment at the school (with no limitations stated) are highlighted below. Separately, Latin was required to have a policy to inform the parents in the event of their child reporting bullying/cyberbullying and during the course of the investigation that was supposed to be done following such a report. Documents related to the Bronsteins own child’s report of bullying subject only to the privacy of the identity of other students should not have been withheld at the relevant time and should not be withheld now based on a lawsuit. The Bronsteins should have, at a minimum, all communications involving their child and his report of cyberbullying to this school.

At this point, its been six weeks since the request for access and I ask that Latin promptly provide its official/final response to this request so that my clients understand where Latin stands.

Thank you,
Danielle

Danielle J. Gould | *Partner*
P 312-840-7070 | F 312-840-7900 | DGould@burkelaw.com | www.burkelaw.com
Burke, Warren, MacKay & Serritella, P.C. 330 N Wabash Ave, Suite 2100, Chicago IL 60611

From: Danielle J. Gould
Sent: Thursday, April 6, 2023 1:22 PM
To: Michael T. Trucco <MTrucco@stamostrucco.com>
Subject: Bronstein Request for School Files and Records from The Latin School of Chicago

Mike-

FILED DATE: 6/1/2023 10:09 AM 2023CH05308

As we discussed, there are certain documents the Bronsteins are entitled to regardless of the litigation. This email addresses those documents.

Specifically, on behalf of the Bronsteins, as the parents of Nate and [S.B.], and Mr. Bronstein, as Administrator of the Estate of Nathan Bronstein, and in accord with 740 ILCS 110/1 *et seq.* and the provisions of the Latin School of Chicago's ("Latin") Student/Family Handbook, we request access to the "School Files" for Nate and [S.B.], and Records, as defined under the Mental Health and Developmental Disabilities Confidentiality Act, regarding Nate Bronstein.

School Files

The Bronsteins are requesting access to the school files for Nate and [S.B.]. Per the Handbook, parents are entitled to examine the files upon contacting the division director for an appointment. Given the circumstances, the Bronsteins are making the request through counsel. For your reference, here is what Latin states in its Handbook regarding the files:

"Parental Access to School Files

The school keeps cumulative files on all students while they attend Latin. The files contain copies of all grade reports, progress reports, standardized test scores, correspondence involving the student, the original copy of the student's application, notes from teachers, the student's disciplinary records and other miscellaneous records and papers. Parents/guardians who wish to examine their child's folder should call the division director for an appointment."

We understand the email exchange between Nate and Ms. Hennessy otherwise provided as "attorney's eyes only" to fall within the scope of these "School Files," and also expect any communications involving Nate or [S.B.], as well as other such communications with and/or about or regarding Nate and/or [S.B.] to be included. If Latin is withholding any documents from access, please advise as to the claimed basis for doing so. I ask that examination (or copying, as may be preferred) occur next week. I will follow up with you early next week regarding scheduling.

Records Under the Mental Health and Developmental Disabilities Confidentiality Act

The Bronsteins, individually, and Mr. Bronstein, as the Independent Administrator Of Nate's Estate, request all records to which they are entitled under the Act for Nathan Bronstein. If any counselor is claiming "personal notes," we would like all the details of such a claim as it seems highly unlikely the existence of such notes in this case would not be considered as part of the Records that must be provided. To move this request forward, I attach the Order appointing Rob Bronstein as Administrator of Nate's estate and the Consent for the release of the records. I understand this file to be available and I will follow up early next week on this as well.

Thank you,
Danielle Gould

Danielle J. Gould

Partner

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FILED DATE: 6/1/2023 10:09 AM 2023CH05308

EXHIBIT 3

May 23, 2023

VIA E-MAIL

Thomas Hagerman – Head of School
Latin School of Chicago
59 West North Boulevard
Chicago, IL 60610
thagerman@latinschool.org

VIA E-MAIL

Nick Baer - Upper School Division Director
Latin School of Chicago
59 West North Boulevard
Chicago, IL 60610
nbaer@latinschool.org

Re: Request for Parental Access to Nathan and [S.B.] 's School Files

Dear Mr. Hagerman and Mr. Baer:

I write this letter on behalf of myself and my wife, Rosellene Bronstein, to request access to the School Files maintained by the Latin School of Chicago on behalf of our children, Nathan Bronstein and [S.B.] , who attended Latin during part of the 2021-2022 school year. The 2021-2022 Student/Family Handbook provides:

Parental Access to School Files - The school keeps cumulative files on all students while they attend Latin. The files contain copies of all grade reports, progress reports, standardized test scores, correspondence involving the student, the original copy of the student's application, notes from teachers, the student's disciplinary records and other miscellaneous records and papers. Parents/guardians who wish to examine their child's folder should call the division director for an appointment.

We expect this promise and agreement by Latin to provide School Files upon request to be honored.

We previously made a request for access to these records through our counsel to Latin's counsel given our pending lawsuit against Latin. Unfortunately, we have waited for seven weeks and have received no definitive response from Latin about the request made through counsel, nor have we been given access to the files. As such, we restate our request directly to you and ask that you ensure prompt access to the files for Nate and .

To minimize and avoid any tensions, I propose that Latin provide access to the files by making a copy of the files and/or providing them directly to me by electronic means. We are willing to pay any reasonable cost to obtain access to the documents.

I can be reached at rbronstein@thsciongroup.com or (312) 877-2599 to confirm the process and timing for providing us access to our children's School Files.

Sincerely,



Robert D. Bronstein