The mission of University School is to develop promising and motivated boys into accomplished and independent young men who aspire to make a difference in the world. The school is rigorous. Our programs, led by challenging and supportive faculty, promote intellectual, physical, creative, and moral excellence. We believe these goals are best achieved in a diverse community where tradition is valued and where every boy is known and loved.

HAIL UNIVERSITY
Hail University, Noble and Strong!
To thee with loyal hearts we raise our song,
Swelling to Heaven, loud our praises ring,
Hail! University! Of thee we sing.
# TABLE OF CONTENTS

## Part I: People, Routines, Events
- Administration, Support and Special Services .......................................................... 3
- Instructional Staff ................................................................. 4
- The House System ................................................................. 5
- People to Call for Information .......................................................... 9
- Basic Information ................................................................. 10
- Medical Forms and Health Information ......................................................... 12

## Part II: The Academic Program
- Semester System ............................................................................. 13
- Other Types of Academic Experience .......................................................... 14
- Testing ................................................................................. 16
- College Tests and Guidance ............................................................. 16
- Academic and Personal Guidance .......................................................... 17
- Physical Education and Athletics ........................................................... 19
- Training Rules ........................................................................ 21
- Athletic Code of Conduct .................................................................. 22

## Part III: Policies and Procedures
- Code of Conduct and Disciplinary System
  - Code of Conduct ........................................................................ 25
  - Disciplinary System: Major Infractions .................................................. 27
  - The Demerit System and Detention: Routine Infractions .................. 29
- Other Policies and Procedures
  - Deportment and Appearance ....................................................... 29
  - Commitments ........................................................................ 30
  - Driving and Parking ................................................................ 33
  - Use of School Grounds and Facilities When School is not in Session .. 34
  - Information Technology Acceptable Use Policy ............................ 34

- History of the School .................................................................................. 37
PART I
PEOPLE, ROUTINES, EVENTS

ADMINISTRATION
Headmaster – Mr. Murray
Associate Headmaster – Mr. Molten
Assistant Headmaster, Head of the Hunting Valley Campus, Director of the Upper School – Dr. O’Neil
Dean of Faculty – Mr. Gallagher
Director of Advancement – Mr. Bridge
Dean of Students and School Psychologist – Mrs. Mason
Academic Dean – Mrs. Wielenberg
Athletic Director – Mr. Grant
College Guidance Director – Mrs. Rifken Fisher
Registrar – Mr. Franc
Director, Community and International Partnerships – Ms. Lawrence
Director, Enrollment Planning – Mr. Grosz
Director, Financial Aid, and Assistant Dean of Students – Mr. Beard
Director, Finance – Mr. Wright
Director, Information Technology – Mr. Hiett
Director, Operations – Mr. Warchock
Director, REACH – Mr. Lipford

SUPPORT SERVICES
Mrs. Doyle – Facility Coordinator/Administrative Assistant
Mrs. Gurin – Executive Assistant to the Headmaster
Ms. Kalman – Receptionist, Administrative Assistant to Dean of Faculty, Dean of Students, and Academic Dean
Mrs. Linich – Assistant to the Director, Admissions Assistant, Financial Aid Assistant, Summer Programs Coordinator
Ms. Little – Administrative Assistant and Assistant Receptionist
Mrs. Perkins – College Guidance, REACH Program
Mr. Ptacek – Athletic Department Coordinator

SPECIAL SERVICES
Mrs. Bartley – Food Supervisor
Mrs. Bell – Associate Director of Annual Giving
Mr. Brooks – Supervisor of Upper School Plant Services
Mrs. Grant – Advancement Assistant
Mrs. Marshall – Director of Stewardship and Foundation Grants
Mrs. Melena – Communications Coordinator
Mrs. Pleasant – Director of Marketing
Mrs. Reilly – Director of Public Relations
Mrs. Schervish – Director of Communications
Mrs. Slovich – Director of Annual Giving
Mr. Smith – Network Administrator
Mrs. Hollington Smith – Major Gifts and Planned Giving Officer  
Mr. Starrett – Director of Alumni and Parent Relations  
Mrs. Wong – Enterprise Systems Integration Analyst

**MEDICAL SERVICES**  
Mr. Brandt - Trainer  
Mrs. Hodson - School Nurse  
Dr. McConville - Consulting Psychologist  
Dr. Jim Persky '73 - School Physician

**LEARNING SPECIALIST**  
Mrs. Coy - Upper School Learning Specialist

**WEAN RESEARCH LIBRARY**  
Mrs. Ulery - Director

**INSTRUCTIONAL MATERIALS**  
Mrs. Staats - Coordinator

**INSTRUCTIONAL STAFF**  

**Arts**  
Mr. Friebertshauser (Chair), Mr. Costello, Mr. de la Mata, Mr. Kay, Mr. M. Kessler, Mr. Masley, Mrs. Pribble, Mr. Schmitz

**English**  
Mr. Garrett (Chair), Dr. Fallon, Ms. Fazio, Mr. Fisher, Mr. Gallagher, Dr. O’Neil, Mr. Paik, Mr. Somers, Mr. Stephens

**Foreign Language**  
Mr. Frerichs (Chair), Mr. Boka, Mrs. Crough, Dr. Keefe, Mr. Komocki, Mr. Murray, Sr. Pla, Mrs. Rocco, Mr. Schmitz, Dr. Yedid

**History**  
Mr. Cate (Chair), Mr. Aliazzi, Mr. Jacquet, Ms. Jewett-Warner, Mr. T. Kessler, Mr. Lewis, Mr. Malkin, Mrs. Mason, Mr. Paik, Mr. Perry, Mr. Seelbach, Mr. Zappas

**Mathematics**  
Mr. T. Kessler (Chair), Ms. Dykes, Mr. Franc, Ms. Lindsay, Mr. Lipford, Mr. Malkin, Mr. Passov, Mr. Perry, Mr. Smith, Mr. Strachan, Mr. Teeple, Mrs. Wielenberg

**Physical Education**  
Mr. Grant (Chair), Mr. Beard, Mr. Brandt (Trainer), Mr. Iliano, Mr. Osolin, Mr. Ptacek

**Science**  
Mr. Loveland (Chair), Mrs. Axelrod, Mrs. Hammer, Mr. Harmon, Mr. Hobbs, Mr. Johnston, Dr. Kapadia, Mrs. Laux, Mr. Lyons, Dr. Pereira, Dr. Regal

**College Guidance**  
Mrs. Rifken Fisher (Director), Mr. Gallagher, Mr. Garrett, Mr. Jacquet, Mrs. Perkins
THE HOUSE SYSTEM
The year 1998 marked the inauguration of the University School House System. The plan organizes the School into ten houses composed of approximately forty students each (ten students from each grade) and allows for an intimate and effective mix of students. The faculty of each house with the advice and leadership of the prefect will be especially concerned with guidance, discipline, and service. Additionally, as a result of special projects and events throughout the school year, houses will engage in healthy, fun competitions. A faculty Housemaster and a senior student prefect head the houses, and four or five additional faculty serve as sponsors to the boys in each house. The prefects meet regularly with Dr. O’Neil and Mrs. Mason to facilitate good communication and cordial relations within the school community. The houses are named for people who have had a significant effect on the establishment of University School during its long history.

2010-2011 Housemasters and Prefects

<table>
<thead>
<tr>
<th>Anderson House</th>
<th>Jim Garrett</th>
<th>Mike Gaudiani</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cruikshank House</td>
<td>Peter Zappas</td>
<td>Andrew Malone</td>
</tr>
<tr>
<td>Goodwillie House</td>
<td>Justin Passov</td>
<td>Graham Harding</td>
</tr>
<tr>
<td>Hawley House</td>
<td>Jack Fisher</td>
<td>Colton Hudson</td>
</tr>
<tr>
<td>McCarragher House</td>
<td>Darren Keefe</td>
<td>Chris Rothfusz</td>
</tr>
<tr>
<td>McKinley House</td>
<td>Mitch Strachan</td>
<td>Hersh Agarwal</td>
</tr>
<tr>
<td>Peters House</td>
<td>Elizabeth Lindsay</td>
<td>Jack Bentz</td>
</tr>
<tr>
<td>Pettee House</td>
<td>Lee Fallon</td>
<td>Rahul Singh</td>
</tr>
<tr>
<td>Pickands House</td>
<td>Ben Hobbs</td>
<td>Alex Spectorsky</td>
</tr>
<tr>
<td>Sanders House</td>
<td>Enrique de la Mata</td>
<td>Connor Clemens</td>
</tr>
</tbody>
</table>

In addition, there is the Student Discipline Committee composed of elected representatives of the four classes who help determine the facts and outcomes of serious discipline offenses.

2010-2011 S.D.C. Members

<table>
<thead>
<tr>
<th>Head</th>
<th>Rahul Singh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Class Reps</td>
<td>Dylan Zabell &amp; Elliot Arnson</td>
</tr>
<tr>
<td>Junior Class Reps</td>
<td>Cole Boehmer &amp; Ed Crotty</td>
</tr>
<tr>
<td>Sophomore Class Reps</td>
<td>Josh Vertes &amp; Matt Schoonmaker</td>
</tr>
<tr>
<td>Freshman Class Reps</td>
<td>To be elected</td>
</tr>
</tbody>
</table>

SCHOOL ORGANIZATIONS

Aurelian Society: Promotes community service at agencies and organizations outside University School. Students earn membership by performing at least 10 hours of community service in addition to helping out during the Thanksgiving drive here at school and the Spring Service day off-campus.

Cadmean Society: Helps at events such as athletic contests, plays, and open houses and often provides leadership for school-wide service projects. Students earn membership by fulfilling 12 hours of service.

Culinary Club: Learns about a variety of cuisines by planning menus, purchasing foods, and preparing meals.

Environmental Action Society: Members take responsibility for recycling and other efforts to improve our environment.
Film Society: Promotes interest in films as a medium; meets most Fridays after school to watch movies.

Mock Trial: Practices for and participates in this statewide organization that helps students learn about our trial system in this country.

Multicultural Organization: An umbrella organization that promotes interest in and provides information about the diverse cultures represented in our school, MCO seeks to be inclusive and to welcome students of all backgrounds to engage in conversations and to promote a healthy racial atmosphere.

Science Olympiad: Promotes interest in science through participation in local and state-wide competition.

Society of Skeptics: Meets weekly to debate timely topics.

Speech and Debate: Members learn Lincoln-Douglas and Oregon debate and compete with other schools.

Writing Forum: A literary club whose members meet after school (typically over a pizza) to discuss each other’s work. See Record under publications.

RELIGIOUS LIFE
University School is a nonsectarian school, but we are proud of the diversity of religious backgrounds and beliefs represented in the student body. At times of major religious holy days and festivals, there are often students or outside guests who address the assembly about the importance of those holidays. Many of our students are vigorously involved in religious groups including the Fellowship of Christian Students and Jewish youth organizations such as U.S.Y. and A.Z.A., and worship regularly at their church, temple, or mosque.

PUBLICATIONS
University School News, founded in 1898, is the oldest school newspaper in Ohio and is published once a month. Faculty Advisor: Dr. Fallon. Editor: Alex Spectorsey.

Mabian, the School’s yearbook, derives its name from the School colors (maroon and black) and has been published every year since 1919. Faculty Advisor: Michael Franc. Editors: Chris Rothfusz, Connor Clemens, Michael Pokorny.

Record. In 1963 the school witnessed the revival of the Record, a literary publication that was founded in 1890. Since its rebirth, the Record has appeared regularly to present the best literary work of the School’s Writing Forum. Faculty Advisor: Mr. Somers

The Valley Voice, the newsletter for Upper School parents, is published monthly.

PARENT CLUBS AND ORGANIZATIONS
University School Parents’ Association: Kelly Biggar, President. The group is made up of representatives from each class. Its function is to utilize the talents and enthusiasm of parents in enhancing life at the Upper School.

AWARDS AND PRIZES
University School gives a number of awards, prizes, and honors. Though these awards are presented to particular boys, they serve the larger purpose of honoring the qualities of mind and character the awards represent.

CUM LAUDE SOCIETY
Founded in 1906, the Cum Laude Society values qualities of excellence, justice, and honor and recognizes outstanding scholastic achievement in secondary schools. As a
charter member of the Cum Laude Society, University School honors its principles and follows its requirements for student induction. According to Cum Laude’s guidelines, student induction is limited to “up to 20% of the members of the senior class” but “half may be elected at the end of the junior year or at any time during the senior and the remainder at the end of the senior year.”

Beginning with the Class of 2011, University School’s chapter of Cum Laude will induct 10% of each class into Cum Laude at the end of the junior and another 10% after the first semester of the senior year. The criterion for induction into Cum Laude at the end of the junior year will be the student’s cumulative average in the sophomore and junior years. For those inducted after the first semester of the senior year, the criterion for induction will be the cumulative average of the sophomore and junior years and the first semester of the senior year.

All Cum Laude inductees will be honored in a ceremony at morning assembly in April of their senior year.

SHERMAN PRIZE SPEAKING CONTEST
In the spring of his junior year, any student who wishes to compete may write a speech on a topic of his own choosing. These speeches are delivered to a committee of faculty members who select the six best speeches. The six finalists then deliver their speeches before the Upper School, and a panel of judges from outside the School selects three winners. Cash prizes are awarded for first, second, and third place.

CLASS OF 1935 POLITICAL AWARENESS ESSAY PRIZE
This contest is open to boys from ninth through twelfth grades. First, second, and third place cash prizes are awarded to students who have thought logically and dispassionately about political issues and have written those thoughts and opinions in clear and succinct essays.

AWARDS DAY
In the spring, a few days prior to commencement, the morning assembly is devoted to honoring students from all four of the classes who have distinguished themselves in various ways. The parents of the recipients are invited to attend, though the boys themselves are not told in advance that they are to receive an award. Not all of these awards are given every year.

1. **American Association of Physics Teachers Award:** Outstanding Physics student.
2. **Art Prize:** Special achievement in the studio arts.
3. **Baker Prize:** The student with the highest achievement in the study of chemistry.
4. **Bausch and Lomb Science Award:** Recognizes a junior who consistently maintains the highest achievement in general physics.
5. **Carter Sanders Award:** Outstanding foreign language student.
6. **Chris Kelley Award:** The student who has shown exceptional and spirited participation in the extracurricular life of the school.
7. **Cobb Latin Prize:** Student with the highest achievement in Latin, based on grades.
8. **Daniel W. LoPresti ’03 Memorial Prize:** Recognizes a student who best exemplifies the qualities of leadership and friendship.
9. **Dempsey Prize in American History:** The top American history student.
10. **E.A. “Doc” Rolinson Award**: Given to the senior who has made the most progress or improvement during his upper school years.

11. **E.L. Maas Mathematics Prize**: The best math student.

12. **English Prize**: Recognizes special excellence in the study of literature and skill in discussing it.

13. **George T. Clements Memorial Prize**: The student who best demonstrates a passionate zest for life and faith in mankind.

14. **Greek Prize**: Awarded to a senior who has done outstanding work in Classical Greek.

15. **Hodbavny Music Award**: A talented student musician who has contributed to the musical life of the school.

16. **Healy Dowd Jazz Prize**: The student who is the most distinguished jazz musician.

17. **Henry Stoddard Sherman Journalism Award**: The student with outstanding service to the school newspaper, the US News.

18. **Henry Strater Award in Speech**: The student who made the greatest contribution to the speech and debate program.

19. **History Prize**: Awarded to the student whose overall performance in history and social science has been outstanding.

20. **Ian Miller Award**: Given to a senior who best demonstrates the qualities of true friendship and compassion.

21. **Jan Schaffer Award**: Recognizes a senior who has overcome the challenges of school life with extraordinary courage, loyalty, and spirit.


23. **Krill Drama Award**: Conspicuous distinction in and contribution toward the dramatic arts.

24. **Malcolm Scovil Award**: The freshman who best embodies the School’s motto – Responsibility, Loyalty, Consideration.

25. **McCurdy Science Prize**: The best science student.

26. **Michael Dively Award**: The student with exceptional civic interest and knowledge of public affairs.

27. **Outdoor Projects Award**: A student who demonstrates extraordinary growth in the study and management of natural resources at the Upper School.

28. **Rensselaer Medal**: A student with combined excellence in math and science.

29. **Richard D. Peters Journalism Award**: Given to the member of the US News who embodies the spirit, enthusiasm, and love of journalism of Dick Peters.

30. **Robert Derby Award**: A student with special excellence in woodshop.

31. **Senior Speech Award**: The student who presents the best senior speech.

32. **T.E. White Spanish Award**: The student with the greatest mastery of the Spanish language.

33. **W.G. Marshall French Award**: Student with the greatest mastery of the French language.

34. **William F. Seelbach Faculty Fellowship**: Presented to a faculty member for outstanding contribution to school life.

35. **Zachary A. Parmenter ’03 Memorial Prize in Writing**: The senior whose Davey Fellowship work shows special literary promise and also a spirited appreciation of life.
COMMENCEMENT PRIZES
These prizes are presented at the Commencement ceremony:
1. **Alumni Medal:** The top scholar.
2. **Aurelian Award:** The student who is outstanding in character, scholarship, and leadership.
3. **Cadmean Award:** US’s most prestigious award – The student who shows the most strength of character, ethical leadership, high scholarship, and unusual loyalty to the school.
4. **James W. Potts Award:** The student who shows outstanding sportsmanship, decisive leadership, and athletic ability.
5. **Jack R. Staples Award:** The student who in the course of his career in varsity athletics has distinguished himself through selfless devotion to the best interests of his fellows and his team and to the highest ideals of competitive athletics.

PEOPLE TO CALL OR E-MAIL FOR INFORMATION
Upper School 216-831-2200

We encourage parents to telephone, e-mail, or arrange an appointment if they have concerns or questions about their sons. Whether for a routine reporting of absence or for more complicated matters, the following list should help you to contact the right person. All incoming calls to the Upper School about athletics, college guidance, admissions, faculty business, administration, and parental concerns enter through a single switchboard. Calls are referred by our receptionist to the various departments in the school. To avoid making an unnecessary call, you might wish to consult the index at the front of this Handbook, the Student Directory, or the various communications we send out during the year. The Student Directory contains faculty voice mail numbers and e-mails so that you may contact the faculty directly.

**The School Portal: www.us.edu**
University School’s website contains a wealth of public and private information for parents. Upon enrollment and signing of the School’s Acceptable Use Policy, students and parents each receive a password to access the private network, the School Portal. The Portal is customized to each parent and student and allows access to teachers’ class pages, assignments and syllabi, and Business Office billings. It also features customized news, announcements, event listings, calendars and athletic information. For problems in accessing the website, please e-mail webserv@us.edu.

**Urgent Messages**
If you have an urgent message for your son (changed appointments, pick-up times, etc.), please leave a message with the receptionist at the switchboard, who will then place the message in your son’s mailbox. Students should not be interrupted during class except for emergencies. Another convenient way to reach your son is via e-mail. It is the student’s responsibility to check his physical mailbox and his electronic mailbox each day.

**Academic, Personal Concerns:** The first person to contact should usually be your son’s sponsor. He or she will work with your son’s teachers, coaches, Housemaster and with Dr. O’Neil, Mrs. Wielenberg (for academic concerns) and Mrs. Mason (for personal concerns) to answer your questions, arrange meetings, or do whatever is
necessary to address the problem. Naturally, your communications will be treated with the utmost confidentiality.

**Reporting of absences:** Ms. Kalman is at the main desk. See also the section about absences in Part III of this Handbook.

**Admissions:** Mr. Grosz or Mrs. Linich.

**Financial Aid:** Mr. Beard or Mrs. Linich.

**College Guidance:** Please contact your son’s college counselor, Mrs. Fisher, Mr. Gallagher, Mr. Garrett, or Mr. Jacquet; or for general questions, contact Mrs. Perkins.

**Tuition:** Mr. Wright is the Finance Director and can be reached at 216-932-0400.

**Athletics:** Ms. Kalman at the main desk will connect you with the appropriate person in athletics. Mr. Grant or Mr. Ptacek can answer general questions.

**Discipline:** Dr. O’Neil, Mrs. Mason, Mr. Beard, and the Housemasters handle questions about major discipline infractions. Ms. Kalman keeps all the records concerning absences and minor rule infractions. The Housemasters, Director, Dean of Students, and Assistant Dean of Students will have copies of those records.

**Books, learning materials:** Mrs. Staats.

**BASIC INFORMATION**
The website (www.us.edu) has a wealth of information. Please consult it throughout the year.

**Opening Times:**
**The Hunting Valley Campus** is open from 7:00 a.m. until 6:30 p.m. Students working on school business outside these times may gain entrance to the buildings with the faculty advisor to that activity. If the doors are locked, students should contact the faculty advisor to their activity.

**The Telephone Switchboard for the Upper School** is open from 7:45 a.m. to 4:30 p.m. Monday through Thursday, and closes at 4 p.m. on Friday. After hours there is an automated attendant on the line that will direct you to the office you would like. There is a voice mail option for many offices.

**The Book Store,** run by Mrs. Staats, is open throughout the school day at posted times. Most books must be purchased online prior to the beginning of school year. Replacements can also be purchased online.

**The Prep Shop,** run by the USPA, is open from 11:30 a.m. - 1:15 p.m. on Monday, Wednesday, and Friday, from 3:00 - 4:15 p.m. on Tuesday and Thursday, and various other times for school paraphernalia.

**The Business Office,** located at the Shaker Campus, is open from 8:00 a.m. to 4:00 p.m. and may be called directly at 216-932-0400.
The Wean Research Library is open daily from 7:45 a.m. to 4:00 p.m. Mrs. Ulery, Director, is available at all times. The library is a quiet place of study. Group study should take place elsewhere in the School. The Silent Study section of the library is for very quiet and concentrated work and is closely monitored. Students should be prepared to work alone with no talking when entering this area.

Books and magazines may be checked out at the circulation desk for a loan period ranging from two to six weeks. Borrowed materials come due the first school day of each month — with many reminder announcements, to return or renew, read in assembly and at lunch. Overdue notices are left in students’ mailboxes on the second school day of each month. Fines are $1 per day for each material borrowed, payable by check made out to University School, with suspension of borrowing privileges until fines are paid. Once a fine of $10 is reached, the material is considered lost and replacement costs are charged to the student’s account.

Lockers: Returning students are assigned to day lockers on the first day of school. New students receive them on Orientation Day. The athletic department issues gym lockers and combinations to the attached locks on the first day of school. Lockers are expected to be kept neat, clean, and locked.

Shuttle buses run from the Lower and Middle Schools in Shaker Heights to the Upper School and back several times a day. The buses leave the Shaker campus at 7:30 a.m. to arrive at the Upper School in time for the first period class. They depart from the Upper School for the Shaker campus at 3:35, 4:45, and 6:00 p.m. and are adjusted for daily schedules. This accommodates students leaving right after school, after class field, and after sports practice. A year’s pass may be purchased from the Business Office. Otherwise, the cost is $1 per ride.

Making announcements: When a student wishes to have an announcement read at Morning Assembly, he should e-mail Mrs. Staats at least the day before at astaats@us.edu. If the student wishes to give the announcement himself, he needs to write it down and have it approved by the faculty advisor to his activity, Dr. O’Neil, or Mrs. Mason, and then e-mail that he will be making an announcement to Mrs. Staats.

Valuables: Avoid bringing things of value, including large sums of money, to school. If you must bring such items, make sure that they are either locked up in a secure place or checked in at the Main Office for safekeeping. When they are not in use, computers and calculators should be kept in a student’s locked locker. Please write your name on all clothing, books, etc.

Weather: When school is cancelled due to bad weather, the decision to close is made by the Headmaster and communicated to television, radio stations, and posted on the school’s website. Additionally, each family that has given the school a current phone number will be contacted by the school. When bad weather forces the cancellation of athletic practices or contests or of class field, detailed announcements are made at lunch that day and are posted in the glass case outside the Athletic Office.

Photocopy Machine: A photocopying machine is located in the library. The price is 5¢ per page. The money changer is located near the student mailboxes.
Cell phones are not to be used for text messages, telephone conversations, or any other function, including checking time, accessing the internet and listening to music.

MEDICAL FORMS AND HEALTH INFORMATION
The state requires that health information be a part of the student’s file; therefore, each student at the Upper School must have a health form completed by his doctor prior to the opening of school every year. If a student expects to participate in any activity that occurs prior to the start of school, such as fall practices, the forms must be completed and returned prior to the start of that activity. These forms are mailed home every spring. We also ask that parents sign the emergency release form so that emergency medical care could be provided if necessary.

Mrs. Hodson, the school nurse, has an office in the Athletic Department. Should a student become ill during the day, he should see Mrs. Hodson who has a place for a boy to rest and who will assess his situation. No boy who is sick should go home without getting permission from both Mrs. Hodson and his parents. She will make sure someone will be home when the boy gets there and excuse his absence from classes. Mrs. Hodson and Mr. Grant can administer first aid or CPR if that should be necessary.

Prescription Medicine: If a student is to take any medication at school, a Student Physician Prescribed Medication Release Form must be completed. If a student is to carry an inhaler or epi pen, the appropriate form must be completed. Medications must be brought to school by a parent/guardian and will be stored in Mrs. Hodson’s office. At no time is a student allowed to carry medications, including over-the-counter types.
The academic program at University School is discussed and reviewed by the department chairs, Mrs. Wielenberg, and Dr. O’Neil.

Semester System: The school year is divided into two semesters, each of which is divided into two interims. Typically, at the end of the 1st and 3rd interims each teacher will send home a grade and a written report of the student’s progress. For all students new to the HV campus, a descriptive comment will be sent via the sponsor in late September to apprise parents of a student’s adjustment to our campus. Thus, by this means of communication, the student and his family will be aware of possible problems in time to address them before the end of the semester. It is important to note that by state law, interim grades, not semester or year-end grades, determine athletic eligibility. At the end of each semester there are four days set aside as an exam period. No classes meet during exam period and a student need only come to school for his exam. There are exams in almost all subjects; such exams customarily count no more than a quarter of the final semester grade. The semester grades are sent home soon after the exam period. Parents should, therefore, receive four sets of grades every school year. If you do not receive these grades, please contact Ms. Kalman.

At the end of each semester an Honors List, designed to recognize outstanding academic achievement, is compiled and posted in a special glass case in the Upper Commons. To appear on the list a student must have attained for:

- First Honors – an overall academic average of 3.67 to 4.33.
- Second Honors – an overall academic average of 3.33 to 3.66.

Types of Courses: A full description of all the courses offered at US appears in the Course Catalogue that is published every spring and issued to students and parents as they confer with the faculty to prepare their schedules for each semester in the year ahead. The Course Catalog can be found on the school website.

Curricular Courses: These are the major line courses graded with letter grades. Grades are averaged for ranking. Most curricular courses count for 1 credit.

Co-Curricular Courses: These are courses in the arts such as drama, glee club, or woodshop. Typically these courses require little homework and their grades count as ½ credit.

Advanced Placement: Successful performance on AP exams can confer advanced standing and actual credit toward the baccalaureate degree at many colleges and universities. Enrollment in AP courses requires a student demonstrating academic success and intellectual interest in that particular subject. Each department has its own requirements, which often include a minimum grade in a previous course in that discipline. Some University School courses (AP Economics, for example) are desig-
nated as such; some other regular courses are AP-level and prepare boys for the AP exams. Boys enrolled in AP-designated courses are required to take the AP exam in that course. There is a fee of approximately $85 for each AP exam.

**KAP (Kenyon Academic Partnership)**: To supplement traditional AP preparation, US has joined other Ohio schools in a partnership with Kenyon College where college credit is conferred for a number of specially-designed elective courses and taught in member schools. We currently offer a KAP course in Physics, Chemistry, Biology, and Graphics.

**Changing/Dropping Courses**: If a student is struggling in a course, it may be necessary to make adjustments to his schedule. Before any changes are made, the cause of the difficulty should be determined.

- If the cause is due to poor study habits, the student, sponsor, and teacher should develop, in consultation with Dean of Students Mrs. Mason and Academic Dean Mrs. Wielenberg, a plan for addressing the problem.
- If the cause is due to an overwhelming course load or lack of essential prerequisite skills for success in the course, enrollment in a different course may be needed. The student, sponsor, teacher, and parents, in consultation with Mrs. Mason and Mrs. Wielenberg, should consider appropriate course changes.

Except when initiated by the classroom teacher, all course changes must be completed at the end of the third week of classes. This change/drop deadline also pertains to any second semester electives in which students are enrolled. Teacher-initiated changes must be completed no later than the end of the first interim. The student must obtain and complete the appropriate Schedule Change Request Form, including all required signatures, and submit it to Mrs. Wielenberg. He should then promptly meet with the teacher of the class he will be entering to discuss the process for a smooth transition. If the change is made within this time frame, the dropped course will not appear on the student’s transcript.

**OTHER TYPES OF ACADEMIC EXPERIENCE**

**Anderson Scholars Program**: The Anderson Scholar program is an intensive program with concentration tracks in Entrepreneurship and Science Research. Interested students apply during the second semester of their freshman year and work to complete their concentrations during their sophomore, junior and senior years. Students who successfully complete all requirements of the Anderson Scholar program will receive a certificate of completion at the end of their senior year.

The Anderson Scholar program enables students to pursue a passion with structure, rigor, and depth. With guidance from an advisor in the concentration, the student pursues an individualized track that connects required course work with significant experiences outside the walls of the school.

This program is designed to give context and substance to, not supersede, a University School transcript. A challenging course load, strong grades, and standardized test scores continue to serve as primary credentials in the college admission process.

**Davey Fellowships in Creative Writing**: Endowed in the name of Hugh Davey ’64, these fellowships enable boys of special literary promise to undertake extensive projects in fiction, drama, and poetry writing. Ms. Fazio directs the program.
Outdoor Projects Program: The Hunting Valley Campus consists of 220 acres of ponds, streams, meadows, and woodland, which with Lake Kilroy provide a treasured addition to the regular science curriculum. Students can elect to work in the School’s acclaimed Outdoor Projects Program, which operates a nature trail, a full-fledged fish hatchery, a trout farm, a maple-syrup industry, and several foresting and erosion control projects.

Senior Experiences: Seniors not undertaking a Strnad Fellowship submit a proposal for a senior experience. The projects take place during the final four weeks of the school year and typically include either service/humanitarian work or career exploration. Projects are graded by an advisor and by the House Staff.

Strnad Fellowships: Thanks to a generous endowment from the James J. Strnad family, Strnad Fellows undertake projects, sometimes complemented by special courses of study, that involve significant original research. The projects normally begin at the end of the junior year and are presented to the student body by the Fellows at the end of the next school year. As the fund for fellowships is limited, interested applicants must meet specified criteria and essentially compete for the awards. These criteria are:
1. overall academic record;
2. demonstrated ability to undertake independent study;
3. nature and quality of the original research proposed for the project.
Application forms are available from Mrs. Axelrod, who, as Strnad Fellowship Head, screens all completed applications and makes the final determination of awards.

Off Campus Learning:
City Term is a program that provides an opportunity for juniors or seniors to spend a semester in New York City. The students get an immersion in the vast array of the culture and the arts available in New York while maintaining their studies in the humanities, math, and foreign languages.

The Island School, located in the Bahamas, is a semester-long program devoted to making students better global citizens from an ecological perspective. The students are actively engaged in field research and community outreach, while continuing to advance their knowledge of math and the humanities in an interdisciplinary approach. This program is open to sophomores or juniors.

The Mountain School is located on a working farm in central Vermont. Each year the School selects juniors — mainly from Eastern boarding schools — for a rugged, rural experience combined with regular academic courses. Students are chosen to spend a semester at the school — either from September to December or from February through June. University School typically sends two students who apply in the spring of their sophomore year.

School Year Abroad provides an opportunity for students to spend an entire academic year in China, France, Italy, or Spain. The goal is to give American students an opportunity to live in another culture, boosting self-confidence and tolerance. This is accomplished through a combination of home-stay, travel, and a demanding curriculum taught in two languages. This program is open to juniors and seniors.
Visiting Abroad: Most years, school trips are taken during spring vacation. They feature sightseeing and travel in the United States, Europe, Africa, China, and other areas. See the respective faculty chaperones of these trips for information. Announcements about impending trips are made months in advance.

TESTING AT UNIVERSITY SCHOOL

Standardized Testing

Mrs. Mason, the School Psychologist, regularly administers certain standardized tests to all students in order to provide a clearer picture of their overall ability. The tests also help to identify areas that may require remediation. In October, freshmen, sophomores, and juniors have a special day of testing. Freshmen take the Otis-Lennon School Ability Test, which yields an I.Q. score. These tests are scored by Mrs. Mason, who will gladly provide the scores and an interpretation to parents at their request.

Sophomores and juniors take the Preliminary Scholastic Aptitude Test (PSAT). For sophomores this test serves as a trial run at this type of rigidly controlled, standardized college admission testing. The scores will be returned to the students at school in December but will not be recorded or used for college admissions decisions. It is merely a practice test for the student and an opportunity for us to become aware of students who may have difficulty with this type of testing. For juniors the PSAT also serves as the National Merit Scholarship Qualifying Test (NMSQT). In addition, it is used in-house for college guidance as well as for further practice for the Scholastic Aptitude Test (SAT), which is used by colleges as part of their admissions procedure. All sophomores are required to take the Ohio Graduation Tests, which are administered over five days in mid-March. Preparation for the tests is ongoing throughout the year, and each boy is required to pass all five sections prior to graduation.

College Entrance Tests

1. As stated above, juniors will take the PSAT in October and, in addition, take the SAT I for the first time in January.
2. Seniors take the SAT I again in October or November.
3. Some colleges may require candidates to take the ACT (American College Testing). Although University School is not a test center for the ACT, students may obtain information about registration dates and nearest test centers from Mrs. Perkins in the College Guidance Office.
4. SAT II tests measure actual knowledge gained in a particular discipline rather than academic aptitude. The most competitive colleges require/prefer candidates to take SAT II tests in two or three subjects. A few freshmen and sophomores and virtually all juniors take the tests in June. Some seniors take the tests in October, November, or January. Usually the year of completing a subject is the best time to take the Achievement Test. The teacher of the course and the College Guidance Office are available for advice.

2010 – 2011 Standardized Test Dates

University School’s Hunting Valley Campus will be the test center for the following SAT and Achievement Tests during the coming school year. Our school code is 361415 and our test center code is 36-405.
**Test Dates**
October 9          SAT I and SAT II
October 13         PSAT and freshman school ability tests
March 14-27        Ohio Graduation Tests
May 2-13           Advanced Placement Exams
June 4             SAT I and SAT II

**College Guidance**
Midway through his sophomore year, parents and students are invited to school to get an introduction to the college process. This evening program provides information and a framework for the process of a boy finding a college that is the best match for him. Then, in the junior year there is another session that provides an orientation for the specific steps to be followed including what standardized tests he should take and how to best present himself to a college admissions officer. After this general session there are individual family interviews at school in which family and counselor arrive at a consensus on appropriate colleges to consider and to visit. Dozens of representatives from the nation’s leading colleges and universities visit the School and are available to juniors and seniors individually and in small groups. Visits to colleges are encouraged over the summer months and during other convenient times. The Director of College Guidance, her staff, and a faculty committee are available to work with students through all phases of the selection and application process.

**ACADEMIC AND PERSONAL GUIDANCE**
University School is a small community with a great deal of interaction and communication between faculty and students. Whether or not the relationship is formalized with a title (sponsor/coach/Housemaster/teacher) there is invariably at least one adult at the school and usually several who will share a close, trusting friendship with each student.

**Sponsor System:** Before the beginning of the school year, freshmen will be assigned a sponsor. The sponsor will contact the student before school starts. Sponsors and sponsees will typically stay paired throughout a boy’s four years at the Upper School. Throughout the year this person will serve as a friend/advocate/advisor/confidant/mentor to the student. Twice a year (in November and April), the School sets aside a Saturday morning for parents to meet with their son’s sponsor. These meetings are arranged by appointment. Once a year parents will receive a full written report from the sponsor on their son’s academic and personal progress. Apart from these designated meetings and reports, we encourage parents to meet or to communicate by telephone or e-mail with their son’s sponsor whenever they have a question or concern.

**Housemasters:** The 10 Housemasters are responsible for supervising and giving academic and personal direction to the students in their respective houses. The Housemasters work under the general guidance of the Upper School Director and the Dean of Students with the advice of the various department heads and, most important, with the constant assistance of the students’ teachers, coaches, sponsors, parents, and the boys themselves.

In addition, Housemasters, sponsors, and all relevant faculty also attend a series of formal report meetings after most grading periods. These meetings are intended to
allow for the free exchange of information about boys’ academic and personal progress. As a result of these formal report meetings and of all the other conferences and discussions that take place every day at US, the School is in a strong position to identify and address academic or personal problems.

The following are some of the measures available to help solve these problems:

**Weekly Reports.** Teachers make a weekly progress report on the student that is communicated to the parents by the sponsor.

**Student, faculty, extra help.** A student experiencing difficulty in a course may be required to meet with a teacher during a free period for tutoring. Teachers are available throughout the day for extra help. We also have in the library a learning center where students may get help in study skills, as well as a study center where specific subject matter assistance is available. We encourage students to use this method rather than using private tutors.

**Course Changes.** We sometimes lighten or modify a student’s academic course load – delaying the study of a foreign language, changing from Advanced Placement to regular math, etc.

**Required Study Hall.** Although the Upper School has no formal Study Hall, in certain cases we do require students to spend their free periods studying.

**Communicating with Parents.** In addition to written and electronic communications and to the normal flow of teacher comments and sponsor letters, many of the above measures are accompanied by parent conferences with the Housemaster, the Sponsor, the Dean of Students, and with the student himself. We look upon the frequent and prompt communication among parents, faculty, and students not merely as a means for reporting problems but also as one of the means for solving them.

**Summer School.** University School has a Summer School every year that is primarily enrichment. The courses offered include math, writing workshop, foreign languages, and other courses such as SAT review. There is also the opportunity to take some classes for credit. Examples of these classes are Health and Photography. During the spring parents are given notice that their son may be recommended or required to attend Summer School. Mrs. Mason is the director of the program.

**Study Center.** Often specific math, writing, or organizational work is required of a student in support of regular course work. The Center is staffed by members of the faculty.

**Learning Center.** Mrs. Coy, our Learning Specialist, is here to give support to those boys who have documented disabilities. She will help to see that appropriate accommodations are made in the classroom and in testing situations. She is also helpful with developing successful learning strategies.

**Further Diagnostic Testing.** In addition to the diagnostic tests routinely administered to all students, School Psychologist Mrs. Mason can test a student further
to identify areas of weakness or possible learning disabilities.

In accordance with section 504 of the Rehabilitation Act and the Americans with Disabilities Act, University School provides “reasonable accommodation” for students who have medically documented disabilities. A disability is understood to be any impairment that substantially limits an individual in one or more major activities. Parents who have a son with a disability or suspected disability should contact the Dean of Students to learn what testing and specific medical documentation are necessary for accommodation.

At the beginning of each year a student with a disability meets with the Learning Specialist, School Psychologist, and his sponsor to set down protocols for receiving accommodations. It is the student’s responsibility to meet the academic standards of school and to be a steward for his accommodation. Every three years University School requires a student to be re-examined by a physician or a psychologist and to re-submit documentation for accommodation.

PHYSICAL EDUCATION AND ATHLETICS
Our Physical Education staff believes that every student at University School should receive instruction in the following areas:

Fitness and strength building. We believe that a unit in fitness and strength building should be required by all of our students. This unit is part of a Health Course that is typically taken in the freshman year.

Swimming. Units can be devised to meet the needs of any level of swimmer. The swimming unit can be the beginning of a unit on lifetime activities. Students must be able to pass a swim test before graduation, but should also be required to complete a course in skills.

Lifetime activities. Units involving instruction in running, biking, and rock-climbing could be offered and most of these activities can be done in our facility or on campus. Other activities could include bowling, ice skating, and other options away from our campus.

Team activities and sports with racquets. We think everyone should have the opportunity to receive instruction and play in such areas as squash, tennis, badminton, table tennis, basketball, softball, ultimate Frisbee, and soccer. Several of these activities are already part of our physical education and intramural programs.

The Physical Education requirement has changed in order to meet the State of Ohio Physical Education requirements for graduation. Every student at University School must complete the following Physical Education requirements:

Ninth Graders will take one semester of Physical Education during the freshman year (first or second semester). If a student is taking Health during his freshman year, he will take the Physical Education class during the opposite semester.

Tenth Graders will take one semester of Physical Education during the sophomore year (first or second semester). Physical Education classes for sophomores will be scheduled during the “block” that the student has a science lab. The Ohio Board
of Education states that if a sophomore who is taking six courses is participating on two interscholastic teams during the school year, then he does not have to take a Physical Education class.

In addition, every student must participate in three seasons (fall, winter, or spring) of Intramural or Interscholastic activities. One of these activities must be an “individual” sport and the other a “team” sport if possible. This requirement must be completed between the first day of his freshman year and the end of the first semester of his senior year. All Intramural and Interscholastic programs are offered after school. Intramural activities meet from 3:30 pm until 4:30 pm. The length of interscholastic practices varies from sport to sport. Usually, practices start at 3:30 pm and end around 6:00 pm. The sports for all three seasons are listed below.

Outdoor Projects is considered a Physical Education class and meets after school daily from 3:30 to 5:00 pm. Outdoor Projects can be substituted for a Physical Education class that meets during the school day.

Physical activities offered outside of school (Special Projects) will no longer be substituted for Physical Education classes.

**INTRAMURAL AND INTERSCHOLASTIC ACTIVITIES**

**Fall Interscholastics (3:30 - 6:00 pm)**
- Freshman Football (Team Sport)
- JV Football (Team Sport)
- JV Soccer (Team Sport)
- JV Golf (Ind. Sport)
- Varsity Football (Team Sport)
- Varsity Soccer (Team Sport)
- Varsity Cross Country (Ind. Sport)
- Varsity Golf (Ind. Sport)

**Fall Intramurals (3:30 - 4:30 pm)**
- Class Tennis (Ind. Sport)
- Class Soccer (Team Sport)
- Class Ultimate Frisbee (Team Sport)
- Class Squash (Ind. Sport)

**Winter Interscholastics (3:30 - 6:00 pm)**
- Freshman Basketball (Team Sport)
- JV Ice Hockey (Team Sport)
- JV Wrestling (Ind. Sport)
- JV Basketball (Team Sport)
- Varsity Basketball (Team Sport)
- Varsity Ice Hockey (Team Sport)
- Varsity Squash (Ind. Sport)
- Varsity Swimming (Ind. Sport)
- Varsity Wrestling (Ind. Sport)

**Winter Intramurals (3:30 - 4:30 pm)**
- Class Basketball (Team Sport)
- Indoor Track (Ind. Sport)
Developed by a special committee of managers, captains, and coaches and adopted by the Athletic Council, the following training regulations constitute the formal policy of the Athletic Department of University School:

1. The use of tobacco, marijuana, alcohol, or drugs is strictly forbidden. The use of any of these substances will automatically result in suspension from the team; possibly a drug evaluation will be required.

2. School rules require that a boy on a squad be in regular attendance throughout the school day on which he will participate in an athletic contest or practice, unless special permission has been secured beforehand.

3. When a boy is suspended from school, he may not participate in any aspect of a team’s program. Upon completion of his suspension, an athlete may resume his affiliation with a team. It is the prerogative of a given team’s coach, however, to determine the suitability of an athlete’s return. This would be the case if, for example, a given team had established dismissal as the response to violation of rules prohibiting drug, alcohol, or tobacco use.

The regulations are in effect for the entire season, from the first day of tryouts through the final contest. They apply equally to all members of all interscholastic squads at all levels, including team members who, because of injury or other cause, are not scheduled to participate in one or more contests (unless specific exception is made beforehand by the head coach). Compliance with the training rules is the express responsibility of all boys who choose to represent University School in interscholastic competition. A boy who accepts the school insignia but who has not lived within the training regulations does so under false pretenses.

Additional clarification of training rules will be made by each coach. Boys playing on interscholastic teams are expected to observe the following code of conduct:

1. All team members will dress for travel in an appropriate manner determined by coaches and tradition.

2. For all home contests (especially ones in which athletes are present for preliminary or subsequent games as spectators) athletes should dress uniformly and at least as formally as for a regular school day.

3. Boys will travel to and return from away contests with the team. Again, in unusual
situations, special transportation arrangements may be made ahead of time.
4. There will be no gambling on trips.
5. All members of all teams are expected to be especially helpful and courteous to visiting teams and their fans and behave in an exemplary manner when visiting other schools.
6. If a member of an interscholastic squad should sustain an injury that makes it impossible for him to continue practicing or playing, he should discuss his obligations to the training regulations with his coach.

In all cases, athletes should especially value their responsibility to their team. Any lack of discipline, poor judgment, or questionable conduct affects perceptions of an athlete’s team. Similarly, any behavior that results in school discipline and an athlete’s absence from his team has a negative impact on the collective well being of his team.

UNIVERSITY SCHOOL ATHLETIC CODE OF CONDUCT

Athletics are part of the School’s program because they are educational. In training and competition boys learn how to develop skills and apply them, set realistic and ambitious goals, work within a group, and meet the challenges of the moment. In athletics there are occasions for boys to learn the ideals of sportsmanship, lessons of character, emotional endurance and resilience, and the pursuit of excellence.

The Athletic Department composed this document in consultation with focus groups of US parents, students, coaches, and teachers.

In Fifth and Sixth grades, the Athletic Program emphasizes the development of skills and participation. Boys meet two or three times per week to learn the basics of a sport, and if numbers allow, they scrimmage in order to apply those skills in a game setting.

In Seventh and Eighth grades, the Athletic Program continues to emphasize skill development and participation as boys have the opportunity to compete against teams from other schools. Boys are expected to be available for all practices and contests, and they can expect to participate in a part of most contests.

At the Upper School, the Athletic Program moves from an emphasis on skill development and participation to an emphasis on competition. Boys are expected to be available for all practices and contests, and on freshman and junior varsity teams they can expect to participate in a part of most contests. On the varsity level, participation and playing time are at the discretion of the coach.

Because of numbers or limited facilities, a Middle School or Upper School coach may sometimes be required to “cut” a boy from a team. The coaches are sensitive to how difficult such a moment may be for a boy, and they will suggest ways for him to improve his skills for next season or encourage him to join other activities in the school where he can explore opportunities and interests.

Code of Conduct for Student Athletes
1. Do your homework each evening and prepare for papers and major assignments.
2. Conduct yourself with good sportsmanship. Follow the rules of the game. Respect your teammates, your opponents, the coaching staff, and the officials.
3. Follow all school rules. At all practices, competitions, and team trips, school rules apply. Do not smoke, chew tobacco, drink, or take drugs.
4. Be available for all practices and competitions and arrive on time with the appropriate equipment.
5. Be “coachable.” Arrive to practice with a willingness to learn, to contribute to the team’s goals, and to do your best.
6. Be a supportive teammate. Align your own ambitions with those of the team, and look to the team first and yourself second. Remain positive and competitive regardless of the amount of playing time, your own performance, or the score.
7. Communicate with teammates and coaches. If you have a problem or concern, do not sit on it, but speak with the team captain or a coach.
8. If you have a concern that remains unresolved after a conversation with the team captain or a coach, please follow or have your parent follow the appropriate line of communication: the Head Coach, the Athletic Director, Division Director, Head of School.
9. Conduct yourself in a way that brings honor to yourself and University School.

**Code of Conduct for Student Fans**
1. Cheer for University School teams and not against opponents.
2. Be a considerate host at home contests and a courteous guest at away contests.
3. Respect the student athletes, coaches, and contest officials. Do not address them individually or make derogatory cheers about them.
4. Remain in the University School fan section, and refrain from directing cheers toward the opposing fans.
5. At contests, home or away, respect the school’s property and facilities.
6. Respect the playing field or court both during and after a contest.
7. Meet victory or defeat with grace.

**Code of Conduct for Parents**
1. Attend the OHSAA mandatory meeting of parents and coaches before each season.
2. Make sure that your son’s health forms are submitted on time.
3. Schedule your son’s appointments so they do not conflict with team practices and competitions. If you provide transportation for your son, make sure he arrives on time for practices and competitions and has the equipment he needs for the sport.
4. Take an interest in your son’s athletic experience by taking an interest in the experience of the whole team.
5. Model good sportsmanship for your son by respecting opponents and officials. Cheer for US’s teams and not against the opponents.
6. Let your son know that, win or lose, he is loved and his efforts are appreciated.
7. Respect the coach. Do not coach from the stands. Do not raise concerns with the coach before or after a contest. (This is not a time when issues can be resolved.)
8. Communicate appropriately. If your son has a concern, he should be the first person to speak with the team captain or a coach. If this conversation does not resolve the problem, the parent and/or student athlete should meet with the Head Coach together. The subsequent line of communication is the Athletic Director, the
Division Director, and then the Head of School.

9. Keep things in perspective. As a general rule, if you have a concern, please wait twenty-four hours before suggesting that your son meet with the Head Coach.

10. Expect your son to conduct himself in a way that brings honor to himself and University School.

Code of Conduct for Coaches

1. In the mandatory OHSAA parent and coaches meeting, review the codes of conduct; explain the procedures for contacting coaches; give rules, regulations, and schedules for the team.

2. Follow the rules of the sport and the OHSAA.

3. Model and promote good sportsmanship.

4. Take an interest in the boys as members of the team, as students, and as individuals.

5. Promote players reaching for their best effort, working together as a team, finding meaning in the experience, and seeing competition as the pursuit of athletic excellence.

6. Communicate clearly with the boys and treat them fairly.

7. Be a continual learner as a coach and bring expertise to the sport.

8. Support a player’s decision to participate in extracurricular activities and other sports.

9. Conduct yourself in a way that brings honor to yourself and University School.
In deciding to become a member of the Upper School of University School, each boy and his family agree to abide by the School’s code of conduct. We insist on this code because we believe it is integral to the School’s Mission “to develop promising and motivated boys into accomplished and independent young men” of character.

The code of conduct obviously applies on campus as well as to school-sponsored or related activities off campus. Additionally, we expect boys to adhere to this code at all other times and places. We recognize that University School cannot assume responsibility to monitor boys’ private lives or replace their parents and families. Indeed, the School neither desires nor has the means to do this. Nevertheless, the School remains vitally concerned with boys’ character development. Further, their conduct, both good and bad, reflects on the school. Therefore, if a boy is guilty of inappropriate or unlawful conduct anywhere or at any time, the School retains the right to pass judgment and act accordingly.

Boys should aspire to always live up to the Code of Conduct, but we recognize that at times they can fall short. Therefore, we have a disciplinary system to deal with infractions. It is important to realize, however, that our disciplinary system is about much more than merely detecting and punishing rules violations. We also seek to educate boys, and help them overcome and learn from their mistakes as part of the character development process. At the same time, the School reserves the right to part company with anyone who demonstrates that he cannot or will not honor our principles of conduct.

Typically, boys receive a three-day out-of-school suspension and are placed on Disciplinary Probation for a first-time violation of any one of the rules outlined below or for any other conduct unbecoming a University School student that brings discredit upon the boy and the school. A second violation of one of these rules, or other serious misconduct, will likely result in dismissal from the school. Further, an act judged to be particularly egregious (e.g., selling drugs, maliciously injuring someone in a fight) may also lead to dismissal, even if it is a first-time offense.

1. CODE OF CONDUCT
Our Code of Conduct is as follows:

“A University School student conducts himself honorably at all times and in accordance with the highest measure of integrity and respect.

In his pursuit of integrity, he is truthful, he is meticulous in his adherence to all forms of academic honesty, and he respects personal property.

His sense of respect means he is considerate of others and he does not tolerate any form of harassment, ridicule, hazing or bullying, and this extends to self-respect and his avoidance of alcohol and other drugs.”
Our principles of conduct are built on the foundation of Responsibility, Loyalty, and Consideration and supported by two major pillars: Integrity and Respect.

INTREGRITY
Integrity is moral soundness, especially as demonstrated in situations that test steadfastness to truth, purpose, or trust. In both the structure of our curriculum and the quality of teacher-student relations, the School has made a conscious commitment to “open up” the school experience. We trust boys to independently fulfill a wide range of personal, organizational, and academic obligations. The fabric of school life simply unravels if those who live and work in the community cannot rely on or trust each other. The School’s understanding of integrity can be succinctly expressed in the statement that University School boys should not lie, cheat, or steal.

a. Truthfulness. Boys should tell the truth on all occasions. They should avoid quibbling or evasive statements, and seek never to intentionally deceive or mislead others.

b. Academic Honesty. Taking advantage of, or gaining an unfair advantage over, fellow students is fundamentally dishonest. Aiding or abetting students in gaining an unfair advantage is equally dishonest. Students must do their own work, unless otherwise explicitly instructed or permitted by their teachers to collaborate. Plagiarism (representing the established ideas or words of others as one’s own); copying another’s work; using unauthorized aids such as crib notes on quizzes, tests, or exams; or representing prepared summaries (e.g., Spark Notes, papers obtained on the internet) as one’s own work are all examples of academic dishonesty. We insist upon academic honesty because it is integral to the educational process. Students learn best by actually doing—and if necessary, struggling with—their own work. And teachers can effectively assist students only if they evaluate the students’ own work.

c. Personal Property. As members of a community based upon integrity and trust, students enjoy the privilege of leaving book bags, jackets, athletic equipment, and other items unattended throughout large portions of the school day. We cherish this level of freedom; therefore, we forbid the taking or use of another’s belongings without his or her expressed permission or consent.

RESPECT
We are a community based on respect for our School, for others, and for ourselves. To respect our school means never doing anything to bring discredit upon it. To respect others means to treat them with dignity, consideration, and a spirit of good will. In other words, to follow the “Golden Rule”—treat others as one would wish to be treated. To respect oneself means to avoid illegal, unhealthy, and immoral behavior.

a. Harassment. Mean-spirited mockery and malicious name calling directed toward anyone in or outside of our community, whether based upon race, ethnicity, religion, sex/gender, sexual-orientation, appearance, or any other personal trait, constitutes disrespect. This is true no matter how such sentiments are communicated, to include, but not limited to gestures, written or spoken words, pictures, and all electronic forms of communication. We expect disagreement; indeed, within an intellectual and scholarly community such as ours, we encourage
it. But while we may honestly disagree with each other and vigorously express this, we must refrain from personal attacks and injury.

b. Bullying and Hazing. Cruelty, whether emotional or physical, directed toward someone who is weaker is cowardly and will not be tolerated. Such forbidden practices extend to the playing of rough “practical jokes” on others or requiring them to perform humiliating tasks.

c. Threatening and Fighting. The unwarranted threat, or actual use, of physical violence against others is forbidden.

Alcohol and Other Drugs. The possession and/or use of illegal drugs—or abuse of legal drugs—are obviously against the law. Drugs also represent a serious health and safety hazard. The possession and/or use of alcoholic beverages by minor students are also illegal and pose a major health and safety risk. As such, the possession and/or use of alcohol and other drugs by students at school are strictly forbidden. Additionally, we strongly discourage student involvement with alcohol and other drugs away from school, and retain the right, as outlined above, to take appropriate action should student involvement with these substances outside of school come to our attention. Typically, students who are disciplined as a result of drug and alcohol infractions, and not dismissed from the School, must also participate in a School-approved drug/alcohol education program as a condition of remaining a student here.

2. DISCIPLINARY SYSTEM: MAJOR INFRACTIONS
These are the procedures the School follows when a boy is suspected of violating any aspect of the code of conduct.

a. Violation suspected. Suspected violations of our code of conduct may be detected by any member of the community, to include self-reporting. These are brought to the attention of the Dean of Students and the Head of the Upper School, who then interview the boy(s) concerned to see if there is any basis for the suspicion. In many instances, a simple misunderstanding has occurred, and it is cleared up then and there. If, however, the Dean of Students and the Head of the Upper School believe that further investigation is warranted, the suspected students are placed in a temporary status of in-school suspension and the parents notified. The Student Disciplinary Committee (SDC) is then convened.

b. SDC. The SDC consists of members from each of the four classes who are elected by their classmates. Typically, cases involving suspected violations of our principles of conduct will be referred by the Dean of Students and the Head of the Upper School to this body. These boys convene to hear evidence presented by those involved, [e.g., teachers, student witnesses] including those students suspected of violations. Additionally, the suspected boys’ Housemaster and/or Sponsor attend this hearing. Students suspected of violations answer questions posed by the SDC and may make statements if they wish.

After the evidence is heard, all adults, with the exception of a designated, non-voting faculty mentor, retire. The SDC members then deliberate and attempt to reach a consensus regarding guilt or innocence. If they determine that a boy is guilty of a violation, they will also attempt to reach a consensus on the appropriate
sanction. The Head of the SDC then verbally conveys the group’s findings in the form of a recommendation to the Dean of Students and the Head of the Upper School. These two individuals weigh this recommendation heavily in deciding the final disposition of the case. If they determine that a student is guilty of violating our principles of conduct, the standard punishment is a suspension. As part of the educative process and to squelch rumors--and not to embarrass or shame anyone--the basic facts and result of a process ending in a guilty determination are read by the SDC Head to the community at morning assembly. A letter is also placed in the student’s file.

c. Suspension. Typically, students who are first-time violators of our code of conduct receive a three-day out-of-school suspension and are placed on Disciplinary Probation. We also report all violations of our Code of Conduct to prospective colleges and universities as a routine part of assisting seniors with the college application process. Institutions of higher learning expect us to be forthcoming about this, and we are. To do otherwise would compromise our credibility with them and is a violation of our principle of Integrity. At the same time, we strongly believe that any student who has been punished for an offense and is back in good standing deserves our unqualified support in the college process. Therefore, the Dean of Students will write a letter to any college outlining what happened and explaining why we stand firmly behind the student’s candidacy.

d. Disciplinary Probation. Students may be placed on Disciplinary Probation as a result of misconduct, an accumulation of demerits, or the advisement of the Student Life Committee. Disciplinary Probation extends for a stated period that may be as long as the rest of the student’s high school career. During the period of probation, specific restrictions may be placed on the student. Also during this period, any violation of these restrictions or any further violations of school rules may result in suspension, withholding of the student’s enrollment card, or dismissal.

When a student is placed on Disciplinary Probation, a conference with parents will be arranged and a strategy formulated aimed at helping the student improve and be released from probation. The goal is for parents, teachers, and the sponsor to work closely with the student to help him succeed. Students can be released from Disciplinary Probation by the Head of the Upper School.

e. Dismissal. A student who has already been suspended once for a major violation will be liable for dismissal from the School, and any tuition forfeited, if he subsequently commits a second major infraction. Additionally, the school retains the right to dismiss a boy upon a first major violation if it is especially egregious and/or if the boy demonstrates no understanding of the gravity of his offense or fails to show remorse. Only the Headmaster can make the decision to dismiss a student.

Even in these unfortunate cases of dismissal, the School, while recognizing that the boy has demonstrated a regrettable inability to live in our community, still believes he has inherent worth. As such, the School will normally assist, to the best of its ability, the boy in gaining admission to another appropriate school where he can be successful.
f. Student reporting, self-reporting. Students are not required, under pain of disciplinary action, to report violations of our code of conduct, whether by other students or themselves. Students, when questioned by faculty or administrators, are not expected to “snitch.” Nevertheless, we seek to foster an environment where students internalize our code of conduct and willingly “do the right thing” when they are aware of serious violations. Such reporting, when the violation likely would never have been detected otherwise, is honorable and often requires great moral courage. It does not automatically exempt violators from subsequent disciplinary action, although it would certainly be considered a mitigating factor.

3. THE DEMERIT SYSTEM AND DETENTION: ROUTINE INFRACTIONS

Demerits. For routine rules infractions, we employ a demerit system. Any faculty or administration member may issue demerits. Common examples of routine violations and their demerit values are listed below:

- Deportment violations: 1
- Dress Code violations: 1
- Tardiness: 1
- Unexcused Missing Assembly: 2
- Unexcused Missing Class: Automatic Saturday Detention

Detention. Any student who accumulates five demerits will serve a 2½ hour Friday detention. Each additional five demerits results in another Friday detention. A student who accumulates 20 demerits, or fails to attend an assigned detention, will be suspended from school for one day. A student who accumulates 40 demerits will be suspended from school for three days. An excessive accumulation of demerits will require a meeting involving parents, the housemaster, and sponsor to determine whether the student in question has the ability and desire to follow our rules.

OTHER POLICIES AND PROCEDURES

1. DEPORTMENT AND APPEARANCE

a. General Deportment. With respect to deportment, we ask much more than that our students be tolerant; we ask that they be positively generous-minded and gracious, particularly with each other, and most particularly with new students, and with visitors and guests of the school.

b. Prohibited items and behaviors. The community requires that the behavior of each member be bound by common sense, respect for school and individual property, and by a conscious concern for the welfare of others. Nothing that is dangerous to oneself or others should be brought to school without explicit permission. Behavior that detracts from the educational mission of the school is also prohibited. Specific restrictions include:

1. No weapons of any kind (to include firearms, knives, explosives, combustibles or fireworks).
2. Students may not use or possess tobacco products of any kind.
3. No radios, mp3 players, cell phones, or other electronic devices should be used during school hours, except where indicated by an academic assignment. Students may play chess during the school day. If they wish to play any other games, they must ask Dr. O’Neil or Mrs. Mason for permission.
c. Off-Campus Deportment. Our position on off-campus deportment is essentially this: University School cannot assume direct responsibility for the off-campus, “private” lives of its students, nor does it wish to; that must rest with them and their parents. But the School is involved. It is so because it is concerned with the personal as well as the intellectual development of its students, and because their out-of-school conduct directly affects the School’s stature and its capacity to serve its students. So, if a boy is guilty of inappropriate or unlawful conduct--either on campus or off--the School retains the right to take appropriate action. We count on parents being our partners in ensuring our students’ off-campus deportment.

d. Personal Appearance. We ask our students to be neat, clean, and clean-shaven. Hair should be kept neat, out of the eyes and well off the collar. This should be done without the use of braids, rubber bands, hair clips, etc. Also, no bizarre or trendy haircuts are permitted.

1. Shirts. White or blue oxford cloth dress shirts [typically button-down oxfords]. There will be special occasions on which a white shirt is required. If an undershirt is worn, it must be short sleeved.

2. Pants. Khaki (tan, off white, light green) pants with belt loops. Belts should be worn. Cargo style or other pants with outside pockets are not permitted. Torn or frayed pants are also not permitted. Khaki shorts can be worn in warmer weather.

3. Shoes. Laced leather dress shoes or loafers. Topsiders and bucks are examples. No athletic shoes or shoes that resemble athletic shoes are permitted. Shoes must have backs. No slip-on styles are allowed. Socks must be worn.

4. Sweaters. Especially in the colder weather, boys may wish to wear sweaters. These should be tasteful and in subdued colors.

5. We ask that all clothing be worn in the way it is intended to be worn; that is, we ask that shoes be tied, shirts be tucked in, pants worn above the hips, and so forth.

6. Hats are never to be worn in the building.

7. Coffee mugs and the like are not to be carried around the halls or brought into classrooms. Water in clear bottles may be carried.

8. Food is to be consumed in the dining hall or near the vending machines.

2. COMMITMENTS
Because of the School’s extensive grounds, its wide open interior, its expanded curricular options, and its policy that students’ time out of class be genuinely “free” time, it is important to set forth clearly the commitments each student is expected to keep as a member of the Upper School community. Basically, these commitments are as follows: students are expected to attend their classes, meetings, appointments, practices, and rehearsals regularly and on time. Obviously, the quality of school life
and, we think, the quality of an individual’s personal development depend on the observance of this maxim.

**a. Attendance.** Students are expected to be at school and to keep all of their commitments here every day when health and family circumstances permit. It is inappropriate for boys to miss school for errands, family business or trips, extended vacations, and similar reasons not related to illness, family emergencies, or religious observance. “Sleeping in,” missing classes to complete other work, and other kinds of “cutting” are not excusable.

1. Absences are excused in the cases of illness, emergencies, or when the school grants that it is in the best interest of the boy to miss school and he is in good standing. In the case of illness or any other emergency, the student’s parent or guardian must advise Ms. Kalman by phone or e-mail between 7:45 a.m. and 8:30 a.m. on the day of the absence. The student is responsible for all work missed during his absence. He can check his assignments on his teachers’ web pages at www.us.edu or he can email his sponsor.

2. In the event of long illness or grave family emergencies, teachers will invariably be as accommodating as possible in arranging make-up tests and in setting new deadlines for missed work. The parent or student should check with Mrs. Mason, the Dean of Students, to help him amend his course expectations.

3. If a student must miss part of a school day to keep a medical, dental, or other appointment, his parents are asked to request permission in writing in advance. He must sign out in Ms. Kalman’s office when he leaves and sign back in upon his return.

4. School days missed for college visits, non-US athletic contests, or the like, must follow the procedure for excused absences. For an excused absence from school of one day or more, the student must:

   (a) Submit a note from his parent or guardian at least one day before the absence to Dr. O’Neil or Mrs. Mason, who will sign a permission form for the student to have signed by all his teachers.

   (b) Return the signed permission form to Ms. Kalman.

   (c) As part of the above procedures, the student should also make arrangements with each teacher to turn in missed assignments and make up any tests immediately on the day he returns.

5. Vacation Policy. The School insists that students make their vacation and travel plans within the times and dates outlined in the school calendar. School vacations are already generously long. Missing school time to meet airline schedules, for instance, causes resentment among those students who obey the rules, inconveniences teachers who rightly consider these days as vital as any other in their lesson plans, and might adversely affect the academic standing of the student. If parents choose to pull their son out of school for vacations that do not coincide with the school’s vacation schedule, any missed work must be made
up the day he returns without the benefit of meeting with his teachers to discuss missed work.

(6) Students are expected to remain on campus through the school day unless they are free the last period of the day in which case they can leave. If a student wishes to leave prior to the last period of the day, he should get permission from Mrs. Mason or Dr. O’Neil. Boys with such permission must sign out in Ms. Kalman’s office. Boys who leave campus without permission will have their free periods restricted for two weeks. A second infraction will result in the suspension of privileges for the equivalent of a quarter.

(7) Attendance and Extracurricular Activities. A condition of participating in the extracurricular life of the School—practices, games, plays, concerts—is attending school. Barring very exceptional circumstances, for a student to practice, play or perform in a school function, he must attend school. A student must complete a full school day to be eligible for extracurricular participation on that day. If he misses a portion or all of the day, he cannot participate, unless his absence is excused, such as for a doctor’s appointment.

b. Punctuality. Students must strive to be on time for all commitments, such as classes, assemblies, and extracurricular activities. In order to program activities more flexibly, the bell schedule may vary slightly from day to day. So, being punctual entails not only that the usual self-discipline be applied, but also that each student keeps himself informed of announced changes in the daily routine. We rely very much on assembly and luncheon announcements and on posted bulletins to communicate daily activities, and this requires alertness on everybody’s part. Students who are late for any commitment for valid reasons (e.g., the previous class ran late, sponsor conference) should ask the dismissing teacher for a K.A. (kindly admit); otherwise, demerits will be given for lateness.

c. Academic Deadlines. The school’s general position is that meeting firm deadlines is a challenging and essential aspect not only of academic life but of all community life. The due dates for papers and other class assignments are determined by individual teachers, as are the penalties for lateness, which in almost all cases affect the evaluation of the work handed in late. Students who must be absent on the due date are expected to have major requirements delivered to school on time. Students who submit requirements late without a valid excuse can expect their teachers to penalize them on their grades. We strongly urge parents never to condone their son’s absence merely to catch up on work or to finish papers or other major assignments.

d. Community and School Service. There are two ways that each student is required to become involved in service. First, each boy in grade 9 will perform school service, which involves cleaning classrooms and common areas after school. Second, all students will perform four hours of Cadmean service, which is service to the school community. Examples would be helping at athletic events, with stage painting, or in the concession stand. Many students will choose to do more volunteer work than outlined above, but this minimal effort each year will help establish the habit of service, which we hope will be lifelong. Community Service is performed by each boy through the house system during the Thanksgiving food drive and various other activities. We encourage and support a boy doing community service. Opportunities to do so are announced
periodically. A boy who does at least ten additional hours is admitted to the Aurelian Society.

3. DRIVING AND PARKING
The relative remoteness of the Upper School requires that many of our students drive or be driven to school. Boys who have obtained driver’s licenses and who have their parents’ permission to drive to school may register for driving privileges with Ms. Kalman.

a. Driving Privileges. Boys licensed to drive must have a permission form filled out by their parents. Drivers are asked to indicate the license plate number of every car they might drive to school. For each car, the driver is assigned a small numbered decal that indicates proper registration and permission to park. Unregistered cars should not be driven to school. Students are asked to stay out of the parking lot other than coming to or from school. Seniors who have lunch privileges may go to their cars; all other students are to eat lunch at school and stay out of the parking lot unless Mrs. Mason or Dr. O’Neil gives permission.

Careless driving on the campus, regardless of whether it results in damage or injury, is cause for suspension or termination of driving privileges. Especially reckless or discourteous driving to or from school or school events may result in a suspension of driving privileges. The driveway speed limit is 20 m.p.h. Students should be especially careful during the winter months and realize that a driveway newly cleared of snow is still unsafe to use at regular good-weather speeds.

b. Parking. There is a large parking lot at the end of the entrance drive to the school. Except for a corner of this lot reserved for faculty cars, all student cars are to be parked in this lot. Cars parked anywhere else on the campus, regardless of the time of day or day of the week, are misparked and will be ticketed as such. Failure to park in the proper place will result in loss of driving privileges. Additionally, students who park cars in the circle by the school entrance will receive 5 demerits and be fined $50.00. Because of the number of cars typically driven to school later in the year, underclassmen may be required to park in the athletic field lot.

c. Fairmount Boulevard Entrance. It is forbidden for anyone except the Headmaster and his family and the various University School families who live in the “Stables” to use the Fairmount Boulevard entrance to the school property. Apart from being an invasion of privacy into the lives of those families, the school has a legal agreement with the Hunting Valley Village Council to restrict usage of that entrance to the private residents mentioned above.

4. USE OF SCHOOL GROUNDS AND FACILITIES WHEN SCHOOL IS NOT IN SESSION
The School’s grounds and facilities were built to be used and enjoyed. Gym and pool facilities, the stage, labs, and darkrooms are open to all students and student organizations provided a faculty or staff member is present for supervision. Special requests to use the school building or grounds when school is not in session, i.e., after school hours, on weekends, or during vacation periods, must be prearranged with the school. Permission for overnight camping should be obtained in writing from Dr. O’Neil or the Director of Plant Services. Each person camping should be listed and all school
rules apply. Because of the danger presented by the moving pump in the natural gas well, the immediate area around the well is strictly off-limits to all students. Unofficial games or group activities planned for the athletic fields should be prearranged with the Athletic Director.

5. INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

University School is pleased to provide its community with access to a robust information technology infrastructure that is intended to streamline communication and provide access to vast stores of information that exist on the Internet. University School believes that providing access to state-of-the-art information technology resources is an important part of the educational experience that it provides for its students. These resources are intended to enrich the ability of students, faculty and staff to access and share information and to provide a network platform that will facilitate improved communication among members of the University School community.

Access to these resources is a privilege, and with it, all users accept the responsibility of using these resources as they are intended to be used. It is the expectation of the School that all users will utilize these resources in a lawful, ethical, and respectful manner that is consistent with the School’s motto of Responsibility, Loyalty, and Consideration. While all users will enjoy the general expectation of reasonable privacy as set forth in the School’s Privacy Policy, if the School suspects a user of violating the terms or spirit of this Acceptable Use Policy, the School reserves the right to investigate private files and correspondence that may impact the operation or reputation of the school or its community constituents. The scope of this policy will extend to any use of the School’s computers and/or access of the School’s Network, whether on or off campus at any hour of the day. There exists an expanding body of laws that are intended to curb inappropriate use of the Internet and electronic communication, and, where appropriate, the School will cooperate with any law enforcement agency in the event suspected illegal or inappropriate activity exists.

In general, users should take the following guidelines into account when using the School’s resources:

Users agree to:

• Use all school resources for appropriate educational purposes.
• Use diligent care to maintain one’s own private information as it relates to Network access and be solely responsible for the use of his account.
• Treat others with respect and represent the School in a positive light.
• Represent himself as a member of the University School community only on websites approved by the School.
• Play computer games only with the approval and under the supervision of a teacher.
  • Adhere to copyright laws and licensing agreements.
  • Report to the Network Administrator any misuses of the School’s Network.

Users agree not to:

• Share personal passwords, use other users’ passwords, or impersonate other users on any of the School’s Networks.
• Share personal or identifying information about any individual without clear and explicit consent, especially when this involves disrespectful messages, pictures, or other information that compromises the privacy of the individual posted on the Network or any other internet site (i.e., Facebook, MySpace, etc.).
• Use inflammatory, derogatory, threatening, obscene, or pornographic language or images.
• Access, attempt to access, or assist others in accessing the School’s Network resources that are not intended to be used by students.
• Use home e-mail accounts, or instant messaging, or access an off-site computer while on campus.
• Alter, destroy, or obstruct the settings, configurations, or resources of the Network.
• Connect any personal computer equipment or install or utilize software on the Network or workstations without express permission of the Network Administrator.
• Use the Network in a way that creates an issue requiring the time or attention of the School’s technology support team. Examples include corrupting or destroying other users’ data, violating the privacy of others on-line, using the Network in a way that denies access to others, and the creation of spam, chain letters, or mass solicited mailings.
• Engage in activity that is illegal or for personal profit.

I agree to accept the terms of the University School Information Technology Acceptable Use Policy and understand that University School’s Administration has the right to exercise full discretion and make the final decisions as to appropriate use as well as the consequences of misuse under the provisions set forth in this Policy.

Student:
I understand and agree to follow all provisions of the University School Information Technology Acceptable Use Policy whenever I access and use the School’s Network, whether from school property or not. I understand that violations are serious and can lead to disciplinary action, including but not limited to revocation of access privileges and, when appropriate, suspension, probation, or expulsion from the School. Serious violations may be prosecuted as criminal offenses by government officials over whom the School has no control. These obligations are separate and independent of other school requirements and behavior standards for non-network activity on and off school property.

Parent or Guardian:
As parent or guardian of the above-named student, I acknowledge that I have read and understand the School’s Information Technology Acceptable Use Policy for the School’s Network, which includes Internet access and e-mail. I am also responsible (1) to ensure that my child understands the Policy and that we can inquire of the School Administration about any provision whose meaning is in doubt to me, and (2) to be responsible for supervising my child’s access and use of the Network when he is not on school property.

I authorize the School to collect personally identifiable information about my child and to use and disclose it in accordance with the School’s Privacy Policy to which I have access, even if my child is less than 13 years old. I understand that I can revoke this
permission at any time by notifying the School in writing, which revocation may affect my child’s right to access and use the Network.

I hereby grant permission for my child to access and use the Network on the conditions stated in the Acceptable Use Policy terms stated above. I certify that the information supplied on this form is true and correct.

Notes: The term “Network” shall include all of the School’s website, all software platforms, and access to any of the School’s Network support devices and equipment. The School’s website Terms of Use and Privacy Policy can be found on the “About US” tab of the website (www.us.edu).

The Acceptable Use Policy must be signed and returned to Receptionist Janice Kalman before the start of school. No student may use the School’s computers unless his AUP is on file.
The School’s first headmaster, **Newton M. Anderson (1890-1900)**, deplored the practice of sending boys away from home for the purely classical education of an Eastern boarding school. He convinced 70 public-spirited Clevelanders to pledge $100,000 for his concept of a day school that would blend traditional education with a training in the manual arts and a rugged athletic program to produce well-rounded and practical leaders for industry and commerce. The School’s first building was erected on 10 acres at the corner of Hough Avenue and East 71st Street.

Headmaster **George D. Pettee (1900-1908)** – notable for leading the entire student body to the Pan-American Exposition in Buffalo – first suggested the idea of moving the School to what later became the eastern suburbs of Cleveland.

The long legendary leadership of **Harry S. Peters (1908-1947)** piloted the School through two World Wars, the Great Depression and in 1926 to the 36-acre campus in Shaker Heights.

**Harold L. Cruikshank (1947-1963)** oversaw the building of the Hanna Wing and husbanded the School through that comparatively stable, prosperous period from the end of World War II to the beginning of the Sixties.

Under the vigorous leadership of **Rowland P. McKinley, Jr. (1963-1988)** and again with the financial and moral support of US alumni and friends, the Upper School moved in 1970 to the nearly 200 acres of meadows and woodland of Hunting Valley.

A dedicated teacher and friend to students at University School since 1968, **Richard A. Hawley (1988-2005)** brought to the headmaster position a thorough knowledge of the School, a national reputation as author and educator, and his own freshness and enthusiasm.

In 2005 **Stephen S. Murray** was appointed the seventh headmaster of University School. With degrees from Williams College and Harvard, Mr. Murray brings his experience as the Assistant Headmaster and Academic Dean at Deerfield Academy in Massachusetts.