Catlin Gabel

Family Handbook
2017-18

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DISCLAIMER: The policies and procedures set forth in this handbook are not rights and are not part of the enrollment contract. The procedures in this handbook instead serve as an aid to the school in its everyday decision-making responsibilities. The school reserves the right to deviate from the policies and procedures in this handbook.

We invite you to use this handbook to learn about how the Catlin Gabel community works. Perhaps the best way to know the school is through your own experience. Every division welcomes parent visits and volunteers; please call to make appropriate plans.

School Communications

Communication from Catlin Gabel furthers the mission of the school, informs the community about our programs, and presents a picture of all aspects of school life. The school does not post or distribute materials that promote or advertise extracurricular activities that are not coordinated by Catlin Gabel. The school does not promote or advertise individual businesses, nonprofits, or political causes including those owned or supported by Catlin Gabel community members (with the exception of paid advertisements in the annual auction program).

Telephone Communication

Switchboard hours are 8 a.m. to 4 p.m. After hours, you will reach a recorded message that includes a prompt to you to the After-School Program office. When the switchboard is closed you may leave a voice mail message that will be picked up the next working day.

Getting in Touch with Teachers

Most teachers prefer email communication, which they can access between classes and after school hours. If you wish to get in touch with a division head or a teacher, it is best to place your call or send your email early in the day, and be prepared to leave a message. Teachers' phone numbers and email addresses are listed in the online directory. Administrative assistants in all divisions can be reached throughout the day.

Messages for Students

Telephone and email messages for students should go to the division office, and staff will deliver the message directly to the student. Beginning School: 503-297-1894 x 1000, BeginningSchoolOffice@catlin.edu; Lower School: 503-297-1894 x 2000, LowersSchoolOffice@catlin.edu; Middle School 503-297-1894 x 3000, MiddleSchoolOffice@catlin.edu; Upper School: 503-297-1894 x 4000, UpperSchoolOffice@catlin.edu.

Website

The school's website provides late-breaking news, frequently updated calendar information, division news, athletic and event schedules, online forms to update your information, the school directory, and general information on topics ranging from campus news to admission, alumni, employment, volunteering, and charitable giving.

Some sections of the website are password protected, such as the school directory. You should have received an email from our Technology Office with information on how to access your account. Once registered, you can access classroom projects, blogs, directory listings, volunteer sign-ups, a carpool map, and more. If you have trouble accessing your account, please email techsupport@catlin.edu or call 503-297-1894 ext. 5555.

The school recommends bookmarking or making https://www.catlin.edu/ your home page.

Online Directory

Out of respect for the privacy of our families, school policy prohibits unauthorized use of information published in our online directory. Family e-mail addresses may not be used to further personal businesses or causes.

In the case of divorce or separation, it is in the child's best interest for the school to maintain communication with both original parents. Both custodial and non-custodial parents are listed in the online directory. In the case of joint custody, both families are listed. To remove a listing from the directory, the party listed must contact the school and make the request in writing.

Parent Email Lists

As a convenience to parents, the school provides grade-level parent and guardian email lists to further communication among families. Please refrain from using these lists to further personal businesses or causes. It is not appropriate to use the list to solicit for fundraising efforts that are not directly related to school initiatives.

Newsletters and Publications

Each division regularly sends newsletters by email and posts those on the website. The *Beginning School Buzz, Lower School Breeze, Middle School Peek at the Week,* and *Upper School News You Can Use* are produced weekly. These weekly newsletters describe activities, curriculum, and special events particular to those divisions. Please call division administrative assistants if you do not have Internet access.

Teachers use a variety of tools to communicate with parents including email messages, blogs, and newsletters.

The communications office publishes the Catlin Gabel *Caller* magazine twice a year, with feature articles, school and alumni news, and the annual report. *The Caller* is mailed to parents, alumni, faculty, staff, grandparents, and friends of the school, and is posted on the website.

Back-to-School Nights

Back-to-School Nights in early fall give parents in each division the opportunity to meet teachers and receive an overview of the school year. This is the time to learn about curriculum, classroom approaches, and extracurricular programs. All parents should plan to attend this parents-only evening.

Parent Conferences

Each division of the school schedules parent-teacher conferences as part of the formal system of assessment. These occur once or twice a year. In addition, parents, teachers, or advisors may schedule conferences at any time during the year.

Feedback

Your observations and ideas about the school and how it works are important to us. There are several ways to offer thoughts about how the school is working for your family, including informal contacts on campus, scheduled appointments with appropriate people, and large or small group meetings about particular topics.

Sometimes the parent point of view is formally solicited through a survey, or a committee including parents may be formed to work on particularly far-reaching issues. Division heads and other administrators carefully review survey results and use parent feedback to help us improve our work with students and families.

If you have a concern or question, please bring it to the classroom teachers, or the division head if an issue arises that is beyond the scope of the classroom.

In order to foster the open discussion of issues important to the Catlin Gabel community and to ensure that the process of addressing and solving problems has the community's respect and trust, Catlin Gabel has adopted the following principles:

- We encourage and strive to make constructive use of differing viewpoints and ideas.

- We agree to disagree without being disagreeable.
- We will ensure that both the issue being addressed and the solution offered are clearly articulated and understood.

Our major problem-solving efforts typically involve a review of how other institutions have addressed similar issues.

We will continually strive for processes and solutions that are inclusive, equitable, respectful, and affirming of our diverse community and the school's mission and values.

The Community

Catlin Gabel takes pride in being an open and diverse community in which discussion of differing points of view is welcome. Such conversations are the basis for growth and a source of energy for a community of learners. Meetings of the Parent Faculty Association (PFA), the board of trustees, and some board committees are open to visitors, and special meetings of all or parts of the community may be called as the year unfolds. Information regarding PFA and special meetings is posted in the All-School Calendar section of the Catlin Gabel website, and announced in weekly division newsletters as appropriate for grade levels or divisions.

Parent Volunteers

Parent volunteers make significant and needed contributions to the school both in and out of the classroom. Volunteer jobs for every personality type and skill set are available through the board of trustees, Parent Faculty Association, and school programs. Volunteer jobs range from committee work to taking photographs to fundraising to helping with Spring Festival. In addition, parents help with classroom projects, volunteer in the libraries, and organize a variety of on- and off-campus special events. Contact information for leadership volunteers is listed on the website. Please get in touch with your PFA class representative to learn about volunteer opportunities.

Diversity and Inclusion

Catlin Gabel is committed to community-wide diversity and inclusion. Our community's diversity spans racial, religious, national, ethnic, socio-economic, gender, and other differences. We value the diversity of our students, families, faculty, and staff. We believe this diversity is essential to student success at Catlin Gabel and beyond.

We actively work to include our diversity values in the classroom, on campus, and in the community. To that end, all faculty and staff participate in annual inclusion training, and countless opportunities are extended to students to increase their competence and engagement.

Diversity goals include

- Enrolling a diverse student body
- Recruiting and hiring diverse faculty and staff
- Creating programming that supports building and maintaining a strong sense of community
- Teaching with cultural responsiveness

Non-Discrimination Policy

Catlin Gabel does not discriminate on the basis of race, color, religion, gender, gender identity, disability, national or ethnic origin, or other legally protected status in admission of otherwise qualified students or in providing access to the rights, privileges, programs, or activities generally available to all students and their

families, including educational policies, scholarship and other financial aid programs, or athletic, extra-curricular, and other school-administered programs and activities. Similarly, Catlin Gabel does not discriminate in hiring or employment practices on the basis of race, color, religion, gender or gender identity, disability, national or ethnic origin, or other legally protected status.

Sustainability

Catlin Gabel is committed to sustainability. We work to help students develop the wisdom, vision, and drive to create a sustainable society, model sustainable practices, and inspire others to join with us in our commitment to sustainability. The school uses an established framework and scientific principles for guiding and evolving our efforts toward sustainability.

Campus Use

The campus is available for casual recreational use by school families. If you are planning an organized activity, please make rental arrangements with the events coordinator in the facilities office by emailing events@catlin.edu.

For the health and safety of all children, dogs are not allowed on campus at any time. Service dogs are welcome when they are working or in training. The Lower School Pet and Plant Show is the one time each year when the policy is suspended, and dogs, cats, and pets of all kinds are invited to campus for a festive celebration.

Community Email Guidelines

In this connected world in which we live, we rarely seem removed from our communication devices. The result is a culture of immediate access and obligatory response. In our community we have many different family structures and schedules, and we respect that people have personal preferences in terms of how they manage their workflow. Expecting others to adapt to us, however, is not respectful. Our school has an opportunity to be a leader by setting email guidelines that establish reasonable work and weekday expectations. By setting guidelines we hope to achieve the following goals:

- Model work and life balance as a community
- Foster planning, problem-solving, and resilience in our community
- Encourage in-person communication
- Counter the prevailing culture of urgency and immediacy
- Support family time, childhood, and sleep
- Support professional boundaries for faculty and staff
- Avoid comparisons about who is most available and most helpful
- Limit screen/tech time

The guidelines:
We ask that you do not expect email to be read or responded to between 7 p.m. and 7 a.m. on weekdays, and at any time on Saturdays, Sundays, and holidays. During the work week, faculty and staff will reply within 24 hours to any email. If you have an emergency, calling or texting is appropriate. Thank you for honoring the spirit and goals of these guidelines.

Charitable Gifts to the School

Everyone associated with Catlin Gabel understands the importance of our small class sizes, dedicated teachers, state-of-the-art facilities, financial assistance and special programs on and off campus. This extraordinary experience is directly tied to the philanthropic support we receive from our school community, including parents, grandparents, alumni families, faculty-staff, friends, and foundations.

Catlin Gabel is incorporated as a nonprofit (501c3) organization and governed by a board of trustees. As an independent school, Catlin Gabel does not receive any public funding or religious support. Maintaining our excellence and comprehensive offerings depends upon tuition and fees, the school's endowment, and philanthropic contributions. Philanthropy is the distinguishing factor that allows us to further enrich the student experience. The school relies on the success of the Catlin Gabel Fund every year when making budget decisions; parent support is critical to ensure we reach our fundraising goals to maintain the quality of academic programs offered.

Gifts of every size are an expression of confidence in the school's mission and community. A high level of parent participation (the percentage of parents who give annually to the Catlin Gabel Fund) also strengthens the school's application to foundations and enhances our reputation when third-party surveys measure and rank schools across the country. All gifts to Catlin Gabel are tax-deductible as allowable by law.

In addition to raising essential operating support, the school conducts special campaigns for new programs, financial assistance, endowment support, and new buildings. For more information about making a charitable gift to the school, please email or call the development office at give@catlin.edu or 503-297-1894 ext. 5031, or visit the team in Toad Hall.

Non-Solicitation Guidelines

To minimize the number of solicitations to families and businesses, the school policy is that all faculty, staff, and parents refrain from soliciting the school community for organizations and causes not related to the school. While there are many worthwhile and important causes to support, individuals and families vary in opinion on what those are. Faculty, staff, parents, and students must consult with the development office regarding any fundraising efforts at Catlin Gabel.

Gifts to Teachers and Coaches

Families who wish to express their appreciation to a teacher or coach may do so with small, inexpensive tokens such as a note, card, or child's drawing. Catlin Gabel discourages families from giving elaborate or expensive gifts to teachers, as it may appear to others that the family and teacher have a special relationship, when in fact all family/teacher relationships are equal. For those who would like to do more, families may consider giving to the school's Catlin Gabel Fund in honor of a particular teacher or teachers. Please do not send class emails regarding a group gift to a teacher or coach.

Academic Questions

Curriculum

Curriculum information is provided for each grade level at Back-to-School Night events in the fall. Upper School course descriptions and information about graduation requirements and independent study are available on the website in the Upper School section. See Curriculum Maps for all four school divisions at http://www.catlin.edu/page.cfm?p=1354.

Our curriculum addresses academics and students' social, intellectual, and physical development, as well as their character and creativity. Deep understanding and transformative learning take place when teachers work closely with students to inquire, engage, and create. We continually review and refine our curriculum, allowing teachers to adapt instruction to the particular needs of their students. We are committed to responsive teaching and learning, a distinctive feature of a Catlin Gabel education.

Experiential Learning

Experiential learning–learning by doing–is a powerful way to engage a student intellectually, socially, emotionally, and physically. It's an approach that develops adaptable and resilient learners, provides context and relevance, and integrates academic knowledge with modern skills. Learning by experience has been a Catlin Gabel tradition from the school's earliest days.

Experiential learning happens in the classrooms, throughout our campus grounds, and on trips off campus. For some experiential program activities additional fees are required. Financial aid may be available. Applications for financial aid are included with experiential offerings in each division. Please consult with the director of admission and financial aid if this kind of support is needed.

Beginning School Wonder Week: Preschoolers and kindergarteners form small groups to investigate questions about their world. Through field trips, play, and work they wonder, research, and share their new understandings.

Lower School Experiential Days: Children and teachers venture beyond the classroom to share experiences such as hiking, photography, culture studies, dramatics, fishing, and skiing. Children are vertically grouped so that ages are mixed.

Upper School Winterim: Winterim allows students and faculty to share concentrated exploration of academic and community service themes and activities outside the regular curriculum.

Field Trips

Field trips are an important part of the curriculum for each grade, reinforcing classroom study with firsthand experience (trips may begin in Preschool, but not every year). Through the trips, children become more independent and self-reliant and discover the necessities and pleasures of working with other children and adults. Expenses for these trips (costs of food, admissions, and transportation) are included in tuition.

Local Day Trips: Most field trips are local day trips. Emails are sent home to announce most of these trips, but some may occur on short notice.

Overnight Trips: At least one overnight trip is planned for each class in the Lower, Middle, and Upper School, with the length of the trip depending on the age of the students. These overnights help children become independent and discover the necessities and the pleasures of working together. Every outing contributes to the personal growth of individual students as well as to group camaraderie. Older students often take part in the planning, accounting, and shopping for trips, gaining experience in the art of organization.

You will receive trip information sheets in advance of any trip extending beyond the school day. The special permission slip must be signed and returned to the school before the trip in order for a child to participate. The information sheets will explain in detail when and where the group is going, special supervision or travel arrangements, and clothing or equipment needs. (The school can assist in securing necessary equipment.) Other required forms for long-distance trips include a medical form authorizing specified leaders to get emergency care for your child if treatment is needed when you can't be reached.

Any additional forms needed for trips will be provided via the Magnus Health portal available from the parents' drop down menu on the Catlin Gabel website.

Teacher Assignment

The school takes teacher assignment seriously and carefully considers both a good mix of the peer group and an appropriate match between the child and teachers. Current teachers and school heads participate in this process.

Occasionally circumstances arise that should be considered, or parents may have observations about their child's placement that they feel are important to share with the division head. It is important to understand, however, that the final decisions about placement and teacher assignment rest with the school.

Homework

The school believes that well-designed homework assignments reinforce and extend classroom learning while building a foundation for self-discipline and lifelong learning. Children are expected to take increasing responsibility for their own learning and workmanship. Homework assignments, with the guidance of teachers and the support of parents, help them in these tasks. Regular assignments gradually begin in the Lower School, and increase as students mature.

Upper School Workload Policy

Catlin Gabel believes that the teenage years are a crucial time in the development of the individual. The school provides a challenging academic curriculum that involves homework. We do so guided by policies that ensure that students receive adequate sleep, time for extracurricular activities, free time to pursue creative and adventure activities, and time for interacting with family and friends.

The Upper School's policy on academic workload outside of class, as well as school-based extracurriculars, includes the following elements.

Upper School classes generally assign between 30 and 45 minutes of homework per night. Accelerated classes may assign up to one hour.

During the school year many classes will have exceptional assignments, such as term tests and term papers. Teachers will coordinate the timing of these assignments such that an individual student does not have more than two of these assignments on any one day, or more than three such assignments over a two-day period. Students who find themselves with more than this number of major assignments should ask a teacher to move one of the due dates to a mutually agreeable time. This policy does not apply during final exam periods.

Advisors will counsel students as they sign up for academic courses, JV and varsity sports, and major extracurricular activities. Advisors should discourage students from signing up for more obligations than they can handle.

No JV or varsity sport or major extracurricular activity shall require a commitment of more than two hours per day (with exceptions for game, performance, and competition days). JV sports shall meet for no more than four days a week, unless the coach chooses to have five one-and-a-half hour practices per week.

Athletic teams and extracurricular activities may schedule practices on weekends, but students are permitted to attend conflicting academic, extracurricular, or family engagements on those weekends, provided the student gives the coach or extracurricular director adequate notice of the conflict.

Any extracurricular or sporting event that requires students to miss more than one class period or takes more than six hours of a student's time (including transportation) on a single day shall not hold practice the following day, to allow students time to catch up on their academic work. Exceptions shall be made when certain teams must prepare for a game the following day and for playoffs.

Students are responsible for communicating with coaches and extracurricular leaders in a clear and timely manner when obligations will cause them to miss practice or games.

All classes at Catlin Gabel are equally important, and students are expected to attend all classes unless they have an excused absence or are excused for an officially sanctioned field trip. Students should never miss class time in one class to meet obligations in another class.

Student Evaluation

The core of Catlin Gabel's evaluation system is the combination of written reports and conferences between student and teacher, student and advisor (for older students), and parent and teacher. At some grade levels, students lead conferences. Teachers use various methods for communicating with students about daily work. The goals for student evaluation are direct, personal, timely communication about academic work between teacher and student, and learning about self-evaluation. We hope students will see their education as a continual internal process, not as one measured by symbols.

Written reports communicate the position of each student in relation to effort and performance within the context of individual and classroom objectives. The writing of narrative reports is a flexible and individual process. Teachers take great care to be accurate, complete, and objective in their reports. If you have questions about your child's reports, you are invited to check in with your child's teacher.

Conferences complement written reports and provide opportunities for students and parents to respond to written comments. In addition to discussion of an individual's growth in intellectual realms, they provide opportunities to discuss personal and community concerns. Conference schedules and formats vary by division. Refer to the website calendar (https://www.catlin.edu/page.cfm?p=1542) for conference dates.

Learning Support

Learning specialists serve the four divisions of the school. Catlin Gabel includes students of diverse learning styles, and teachers work with the learning specialists to assess and plan for individual needs. Short-term, small-group instruction using specialized approaches may be provided by the school, as are supports such as work on study skills or time management sessions. Parents, teachers, or students may initiate contact with the learning specialists in their division if they have any questions or concerns: Beginning and Lower School, Kathie Kimmy, kimmyk@catlin.edu; Middle School, Carley Leins, leinsc@catlin.edu; Upper School, Cindy Murray, murrayc@catlin.edu.

The learning specialists seek to help students meet our curricular goals. Catlin Gabel is able to make some accommodations for individual learning styles, but we do not offer special education services. Accommodations are limited by the needs of other students and the staffing available.

Tutoring

Sometimes tutoring for a specific learning disability or other special need is recommended to parents. In this case, the learning specialist recommends qualified tutors in the field. Tutoring space is provided on campus. Students may not skip class, assemblies, or class trips for tutoring in another subject area. Tutors are independent contractors who work at an hourly rate; costs are the responsibility of the student's parents. In the Beginning School, providers include Speech/Language Pathologists and Occupational Therapists, who work with children as independent contractors hired by parents. Need-based financial aid may be available; parents can contact the learning specialist in their child's division to learn more.

Student Records

Education records are maintained for every student. The records include narrative comments, test scores, registration information, discipline letters, and attendance and health records. Additionally, grades and credits awarded are kept on file for students enrolled in grades nine through twelve. Counselor files and confidential recommendations for admission are not part of the education record.

Parents have the right to review education records within 45 days of requesting to do so. They have the right to authorize disclosure of educational records to people other than school officials who have legitimate educational interests or are under subpoena. Parents have the right to request amendment of the record, to have a hearing on the denial of amendment of the record by an independent hearings officer, and to insert a written explanation of the parent's request within the education record. These rights transfer to students upon their 18th birthday. However, students do not have the right to view their parents' financial records that are maintained by the school.

When a student transfers from Catlin Gabel to another school, the division administrative assistant forwards records to the new school within 10 days of the request. Parents of Upper School students, students over the age of 18, and alumni may request transcripts from the registrar. Parents should contact the appropriate division head with questions about their child's education record.

College Counseling

The college counseling program is an extension of the Catlin Gabel education. The counselors help students make individual choices incorporating personal reflection, independent reasoning, and informed decision-making. College counseling begins in the freshman year, with advisors guiding students toward appropriate course choices and strategies for academic success.

The college counselors work with students and parents individually and in small groups to explore the options available and prepare them for the application process. The single most important role for a parent in the college planning process is to support the student in whatever way he or she needs most. The college counselors can help parents assess the situation.

The college counseling website (http://www.catlin.edu/page.cfm?p=635) provides helpful information about the application process and links to websites of interest for admission, testing, and financial aid. There is also a personalized website for students who are in the college application process.

Technology

Catlin Gabel uses technology to enhance teaching and learning throughout the curriculum. In the Beginning School, teachers record student work using a variety of technology platforms including video, photographs, and interactive applications. In the Lower School, students use a wide range of digital technology as teachers integrate digital tools that deepen, enhance, and support learning. In the Middle and Upper Schools, students use online course websites, cloud-based and laptop software applications, smart boards, and on-demand multimedia offerings.

Special Student Activities

Assemblies

Each of the school's divisions schedules assemblies that feature student presentations, speakers, films, music, community-building, and special guests. Assemblies of special interest to parents are promoted on the school's website and in newsletters. Parents and guardians are welcome to attend any assemblies. The student body president presides over Middle and Upper School assemblies.

Birthday Parties and Special Occasions

Younger children like to celebrate birthdays. Each Beginning and Lower School classroom has birthday traditions. Check with the homeroom teacher to make arrangements for your child. Care for others' feelings also

leads us to request that invitations for children's parties outside school be issued by email. Also, please do not pick up party groups directly after school, because children who have not been invited will feel left out.

Beginning and Lower School students may join the Birthday Book Club, continuing the tradition of giving a new book to the Florence K. Angell Library on the occasion of a birthday.

Outdoor Education

Catlin Gabel's outdoor education program provides opportunities for students to face and overcome challenges, learn group living skills, and understand the way the natural world works. The program broadens the education of both Middle and Upper School students by fostering their self-awareness, and exposing them to new environments and challenges while providing important leadership opportunities.

Summer Camps

Summer Camps are open to all students, even to those who are not enrolled at Catlin Gabel. Summer Camps offers a wide variety of classes and programs including arts and music, academics, outdoor education, cooking, and sports. The PLACE urban studies program and the Elana Gold '93 Memorial Environmental Restoration Project are available for high school students. Most offerings are one-week courses, allowing families to select what works best for them. Catlin Gabel's beautiful campus offers a relaxed atmosphere for summer learning and fun. The Summer Camps course offerings are posted on the website in the spring.

Interscholastic Sports

The Middle and Upper Schools offer interscholastic sports. The athletic program is designed to enhance and complement the physical education curriculum, and any student wishing to participate in extracurricular sports is welcome.

Game and meet schedules are subject to change. The most up-to-date information is posted on the website in the athletics section (http://www.catlin.edu/page.cfm?p=694).

Catlin Gabel is a member of the Oregon Schools Activities Association. We adhere to their guidelines.

Student Associations: The MSSA and CGSA

The Middle School Student Association (MSSA) and Catlin Gabel Student Association (CGSA) are among the many ways students can participate in non-classroom activities. The school provides annual funding for each of these associations, and the organizations are in turn responsible for determining funding priorities for various student activities, publications, and social events. The elected officers and student representatives of the MSSA and the CGSA have overall responsibility for student government. The president of the CGSA is a full voting member of the board of trustees, and students appointed by the student body president may serve on board committees.

Upper School Student Organizations

The school supports active learning, both in the classroom and through a wide array of extracurricular activities. The Upper School has a variety of student organizations that address the needs and interests of Upper School students. Each organization is run by a group of students who are elected to leadership positions. They work closely with the Dean of Students and a faculty advisor.

Student Behavior

Students are expected to act with honesty and integrity in all their actions at the school. They are expected to take responsibility for their actions, work, and behavior. Catlin Gabel regards dishonesty and disrespect as *very serious* infractions and responds accordingly. Lack of personal integrity is evident by such actions as lying, stealing, or forgery. Lack of academic honesty is evidenced by such acts as plagiarism, cheating, or allowing others to represent your work as their own.

We expect students to be self-disciplined and to cooperate with each other and the faculty-staff. Ideally lists of rules and regulations about unacceptable student behavior are not necessary, and ultimately student conscience, honesty, and good sense are the basic guidelines for behavior.

Students are expected to behave with safety, integrity, inclusiveness, a sense of community, and respect for self and others. Any action that threatens the physical, mental, or emotional safety of students or faculty-staff is unacceptable. Harassment, hazing, menacing, or bullying in any form is not tolerated on or off campus, digitally, or in person.

Jurisdiction Over Out-of-school Conduct

Students should be aware that certain activities, even outside of school hours or off school property, may result in disciplinary action up to and including suspension and expulsion. Students may be subject to disciplinary for misconduct which is, or may be, disruptive to the educational process, interferes with the work of the school, is contrary to the mission of the school, impinges on the rights of others in our community, or has a direct or immediate effect on the safety or welfare of students or other members of the school community, even if such conduct takes place off campus, during non-school hours or on breaks from school. Note that this includes digital communications, which could subject the student to discipline even if the communications are made outside of school.

Investigations

Students are expected to cooperate fully in investigations conducted by the school. If a student refuses to participate or cooperate at any stage of an investigation for whatever reason, including but not limited to pending criminal charges, the school reserves the right to take action, including proceeding without a statement from the student, asking the student to leave school while the investigation is underway, or requiring the student to withdraw. Catlin Gabel's obligation to report a crime (such as a sex crime or other abuse subject to the mandatory child abuse reporting laws) does not end if the student withdraws. The school reserves the right to confiscate a student's cell phone if it contains inappropriate images that could be a violation of Oregon's criminal statutes.

Learning from Others' Mistakes

Catlin Gabel reserves the right to raise at any school meeting any issue of discipline regarding a student for the purpose of furthering the educational and learning exposure of students and the school community overall.

Disciplinary Action

Inappropriate student behavior is generally seen as a learning opportunity. Our primary goals in our disciplinary system are to educate students and to treat them as fairly as possible when rules are broken. The student may have restrictions imposed, and/or may be separated from the school community either short term (suspension) or indefinitely (expulsion). We will not hesitate to contact law enforcement if a student violates the law. At the onset of learning about inappropriate behavior, the school will often communicate with the student's parents. The school will always attempt to contact the parents when it intends to contact law enforcement, except for

urgent circumstances when the safety or health of the community is at stake.

"Be Safe. Be Kind." These two rules cover almost any situation in the **Beginning and Lower Schools**. As children are learning how to be in the world, we work to support positive behavior by fostering their social-emotional growth across five competencies—self-awareness, self-regulation, social awareness, relationship skills, and responsible decision making. We guide children in practicing social-emotional skills and coach them through restorative consequences when things go awry. Families are expected to partner with the school by supporting school consequences and their child's responsible decision making.

In the **Middle School**, students and parents sign the Middle School Community Agreement that outlines behavior expectations in that division. Advisors, teachers, and administration investigate violations and decide appropriate consequences in partnership with families.

Upper School students are expected to be familiar with and abide by the Upper School code of conduct posted on the website. In the Upper School, violation of the code of conduct or other school rules will result in the student appearing before the Judicial Council, a committee composed of students and faculty members who review serious violations of the community's standards of behavior. This committee makes recommendations for appropriate disciplinary action to the Upper School head in response to such violations. The division head ultimately decides the appropriate disciplinary action, at his/her sole discretion. It should be kept in mind that Catlin Gabel is a private school and not subject to the same rules as public schools; the discipline system is not intended to be a "trial" and there is no formal appeals process.

Many colleges request disciplinary history information from the student and the school as part of their applications for admission, and notification should any disciplinary issue arise post-admission. In accordance with The Statement of Principles of Good Practice established by NACAC (The National Association of College Admission Counseling), Catlin Gabel will truthfully answer these questions and will support and encourage students to answer them truthfully as well.

Academic and Personal Integrity

Students are expected to take responsibility for their own work and behavior. Catlin Gabel regards cheating, plagiarism, dishonesty, and disrespect as serious disruptions of the learning community. Students who commit an infraction of this nature will be disciplined.

Theft and Vandalism

Stealing and vandalizing school or student property are serious offenses. Violations will result in disciplinary action.

Drugs and Alcohol

Students who possess, distribute, sell, or give evidence of having consumed or used alcohol, illegal drugs, prescription drugs not prescribed for that student, or marijuana during or prior to a school activity shall be subject to both professional assessment of their use and appropriate discipline. Discipline will typically involve suspension, and may involve expulsion.

Catlin Gabel holds the physical, mental and emotional safety and security of our students as a top priority. We recognize that involvement with alcohol and other drugs can interfere with a student's academic, physical, emotional, and social development. We also have an obligation to abide by state and federal law and to require our students to do the same.

In furtherance of our mission and values, and in accordance with applicable state and federal law, Catlin Gabel prohibits the use, purchase, possession, distribution, or sale of alcohol or other drugs* on school property at any

time by students, as well as at school-related, school-sponsored, or school-sanctioned events or activities regardless of location. If the school community is affected by the student's alcohol or drug use, we consider it within our purview to act to protect the community. Violation of this policy will lead to an appearance before the Judicial Council and discipline could include suspension or expulsion.

We recognize that abuse of alcohol and other drugs is a treatable health problem. Students who are concerned about themselves or a fellow student are encouraged to take the initiative to seek help from an adult on campus. Any student identified, by self or others, as possibly having a problem involving alcohol or drug use may be encouraged to seek professional consultation and treatment, even if there has not been a violation of school rules. In such a situation involving the student's strictly personal use of alcohol or drugs, no disciplinary sanctions will be imposed if the student is peer- or self-referred or not "caught" in violation of school policy.

It will be a violation of this policy for anyone to retaliate in any way against a person who participates or cooperates in an investigation of violation of this policy. Retaliation is a serious matter and would be the basis of separate disciplinary action.

*The use of the term "drugs" does not include a student's prescription or over-the-counter medication, when taken consistent with the instructions.

Smoking and Tobacco

Smoking and the use of tobacco products are prohibited on the school's property or at events sponsored by the school.

Sexual Intimacy

Sexually intimate behavior is not appropriate on school property at any time by students, as well as at school-related, school-sponsored, or school-sanctioned events or activities regardless of location.

Dress

The school's standard is simply that clothing be neat, clean, and appropriate to the program of the day. Students who arrive on campus wearing inappropriate clothing will be asked to change.

Weapons

The use or possession of any firearm or other dangerous object that could be classified as a weapon is prohibited on school property and at school events except for teacher-directed or supervised activities. Weapons will be confiscated and disciplinary action will be taken, including notifying the police if warranted.

Computers and the Internet

Catlin Gabel School's technology resources provide ubiquitous access to a wide array of programs and tools, facilitate communication, and encourage innovation. Catlin Gabel does not employ system-wide Internet filtering. Utilizing the school's technology resources is a privilege and its benefits are highly dependent on an atmosphere of mutual trust and respect while exploring the digital world. Students are expected to practice good judgment, and will behave in a lawful, ethical, and respectful manner. There is no expectation of privacy when using the School's network.

Upper School students must abide by the Upper School Technology Responsible Use Agreement which is available on the website. All general school expectations concerning student behavior apply to digital communication and use of the school's network and systems, both on and off campus. If faculty or staff become concerned about misuse of digital devices appropriate action will be taken to make sure that computer and Internet use align with the school's mission.

The Middle School student appropriate use policy is included in the Community Agreement (see *Disciplinary Action*).

Laptops and Electronic Devices

Catlin Gabel is an institution of academic learning, and students are expected to tailor their use of laptop computers and other electronic devices to that end. Excessive or improper use of laptop computers and other electronic devices can negatively affect students' academic and social lives, and the school community as a whole. Counseling and intervention will be provided for students who are unable to manage their laptop and electronic device use appropriately. We expect students to follow these guidelines:

In the classroom, laptops and other electronic devices may only be used for relevant academic purposes except with the explicit permission of the instructor. Recreational game playing and social networking are prohibited in the classroom. Individual teachers may develop computer use policies for their classes and make their expectations known to their students.

The Upper School library is an academic learning space. Recreational use of laptops and other electronic devices, and cell phone use in the library, is not permitted.

Repeated inappropriate use of a laptop or other electronic device will result in serious consequences that may include limits placed on the student's use of digital technology. The school's commitment to mutual respect extends to online interactions and social networks. Online bullying, harassment, threats, ostracizing, and attempts to intimidate or belittle are not tolerated.

The Upper School Technology Responsible Use Agreement provides additional details about user responsibilities with respect to copyright compliance, accessing the school's network, email behavior, Internet safety, and more. This document is available on the Catlin Gabel website under "Documents and Forms."

Cell Phones

Catlin Gabel encourages students to actively engage with each other and their teachers academically and socially. Use of cell phones on campus can interfere with face-to-face communication and may adversely affect academic and interpersonal focus. We ask community members to use cell phones thoughtfully and respectfully. Lower and Middle School students must keep phones turned off and in backpacks during the school day. Parents should not text their students during the day. Call the division office and we'll quickly reach your child. Cell phone use is prohibited during assemblies, and in classrooms, libraries, and the Upper School science building.

Student Athletes

Middle and Upper School student athletes have special responsibilities that are detailed in the athlete guidelines provided to players as part of team orientations. Policies and the athletic code (https://www.catlin.edu/page.cfm?p=802) are posted on the website. Visiting athletes are expected to respect the standards established by Catlin Gabel.

Catlin Gabel School's Policy to Prevent and Eliminate Harassment

Commitment and Expectations

At Catlin Gabel School, we believe a diverse community is integral to maintaining a relevant, future-focused school. A community of diverse learners with different perspectives and life experiences is essential for deep learning and real-world preparation. We foster an environment in which students and adults are curious and supportive, and strive to recognize each person for their unique contributions. It is in the best interest of each individual and the school that we dedicate ourselves to creating an educational environment that promotes respect, dignity, and equality and that is free from all forms of harassment, exploitation, intimidation, illegal discrimination and retaliation. These behaviors are demeaning to all persons involved; they are unacceptable conduct, and will not be tolerated.

Catlin Gabel School expects all students, employees and members of the school community to conduct themselves in an appropriate and professional manner, with respect for the personal dignity of fellow students, employees, and visitors. Students, employees, and visitors come to Catlin Gabel School from many different backgrounds and cultures, including different races, religions, genders and gender identities, sexual orientations, and ethnic ancestries. The school encourages its members to seek to understand the differences and similarities among us and to appreciate the richness that such diversity provides to an educational community. Respect and understanding of the differences among people are important dimensions of education that continue throughout a lifetime.

Catlin Gabel School does not tolerate unlawful discrimination, harassment of any kind, or retaliation of any member of the school community by any other member of the school community or by vendors or visitors. This policy is intended to protect students in connection with all their academic, educational, extracurricular, athletic and other programs, whether those take place off campus, during non-school hours, or on breaks from school. This policy applies to conduct on our campus as well as off campus when the conduct interferes with the work of the school, is or may be disruptive of the educational process, impinges on the rights of others in our community, or has a direct or immediate effect on the safety or welfare of students or other members of the school community. Note that this includes digital and online communications, which could subject the student to discipline even if the communications are made outside of school.

Anyone with a concern about harassment, discrimination, or retaliation should follow the procedures set forth under "What To Do If You Believe You (Or Someone You Know) Has Been The Target Of Harassment, Discrimination Or Retaliation" (below).

NOTE: Catlin Gabel School considers it a violation of this policy for any member of the faculty, administration, or staff to make sexual advances toward or engage in sexual conduct with any student. Any and all sexual advances or conduct between adults and students is strictly prohibited and should be reported immediately to the Head of School and/or to the Director of Human Resources.

Definitions and Examples

Unlawful discrimination refers to the denial of equal employment or educational opportunities based upon an individual's age, sex, race, color, physical or mental disability, religion, national origin, veteran status, sexual orientation, or gender identity or expression. Catlin Gabel School is also committed to providing reasonable

accommodations requested based on any physical or mental disability and as required under the Americans with Disabilities Act.

Legally protected status refers to certain categories of people that have been set forth under federal and state laws as legally entitled to protection from harassment and discrimination. These generally include the status of race, color, religion, age, sex, sexual orientation, gender identity or expression, national origin, or disabilities.

Harassment refers to unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale or a student's emotional well-being, interfering with a student's academic performance or participation in a co-curricular or extra-curricular activity, or which has the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Sexual Harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature which affects a student's emotional well-being, interferes with a student's academic performance or participation in co-curricular or extra-curricular activities, or has the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Sexual harassment can include any unwelcome verbal, written, or physical conduct that is directed at or related to a person's gender and that interferes with a person's learning or social environment. Examples include, but are not limited to:

- Gender stereotyping;
- Sexual gossip or personal comments of a sexual nature;
- Sexually suggestive or foul language;
- Sexual or lewd jokes;
- Intimidating or suggestive remarks about an individual's sexual orientation, gender identity, or gender expression, whether actual or perceived;
- Whistling, leering, catcalling, or making other suggestive or insulting gestures or comments;
- Spreading rumors or lies of a sexual nature about someone;
- Making obscene, demeaning, or abusive comments about an individual's body or other personal characteristics;
- Obscene or sexually suggestive graffiti;
- Displaying or transmitting pictures, emails, texts, other written materials, items, or pictures that are degrading to anyone due to their sex, sexually offensive, or pornographic;
- Audiotaping, videotaping, or otherwise recording individuals in sexual or other potentially embarrassing situations and/or transmitting or threatening to transmit the recorded material to others;
- Offensive or unwelcome sexual flirtation or advances;
- Offensive or unwelcome touching, pinching, grabbing, kissing, or hugging;
- Demanding sexual favors or forcing sexual activity;
- Stalking;
- Restraining someone's movement in a sexual way; and

- Physical assault, including rape or any coerced or non-consensual sexual relations.

Sexual Violence. Sexual violence refers to physical sexual acts perpetuated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to age or to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment prohibited by this policy.

Access the document "Sexual Assault Support and Resources for Catlin Gabel Students:" catlin.edu/support

Harassment Other Than Sexual Harassment. Examples of non-sexual harassment include, but are not limited to:

- Conduct or comments that threaten physical violence;
- Offensive, unsolicited remarks such as slurs, jokes, and bigoted statements and questions;
- Unwelcome gestures or physical contact;
- Display, circulation, or transmission of pictures, emails, texts, other written materials, items, or pictures degrading to anyone due to their gender identity or expression, race, ethnicity, religion, age, disability, sexual orientation, or other legally protected status; and
- Verbal abuse or insults about or directed to any student or group thereof because of their relationship to any of the groups listed above.

Racial, Color, and National Origin Harassment is on the basis of a person's race, color, or national origin and includes, but is not limited to, the use of nicknames emphasizing racial stereotypes; racial slurs; and derogatory comments or conduct directed at an individual's manner of speaking, national customs, surname, ethnic characteristics, or language.

Religious Harassment is on the basis of a person's religion or creed and includes, but is not limited to, the use of nicknames emphasizing religious stereotypes; religious slurs; and derogatory comments or conduct directed at an individual's religion, religious traditions, religious practices, religious symbols, or religious clothing.

Sexual Orientation Harassment is on the basis of a person's sexual orientation and includes, but is not limited to, name calling, using nicknames emphasizing sexual stereotypes, imitating physical characteristics or mannerisms associated with a person's sexual orientation, bullying, or other social ostracism.

Disability Harassment is based on a person's physical and/or mental disability and includes, but is not limited to, name calling, making derogatory references to the disabling condition, imitating manners of speech and/or movement associated with the disability, or interfering with access to or use of necessary adaptive equipment or aides.

What to do if you believe you (or someone you know) has been the target of harassment, discrimination, or retaliation

Anyone who has concerns that a student (including yourself) has been harassed, discriminated against or retaliated against should follow the steps below. Once we are made aware of an issue, we will strive to take immediate action to eliminate harassment, prevent its recurrence, and address its effects.

Seek Advice. At any time, you are encouraged to consult your adviser, a counselor, the dean, or any other adult in the school community that you trust, to make them aware of your concerns and to seek their advice.

Communicate Directly. If you feel that you (or someone you know) has been the target of harassment, discrim-

ination or retaliation, or that someone is acting or speaking inappropriately and is making you (or someone you know) feel uncomfortable and/or angry, and you feel comfortable approaching the individual, you are encouraged to respectfully express your concerns honestly and directly to the individual and request an end to the conduct. You are under no obligation to approach the individual if you are uncomfortable doing so or believe it would not be helpful.

File a Formal Complaint. If you choose not to approach the individual directly or if you have done so and direct communication does not resolve the problem, you may initiate a formal complaint. Students should report a complaint, preferably in writing, to their adviser, the dean, or their Division Head. Parents and third parties are also free to file a complaint with the appropriate Division Head on a student's behalf.

The School's Complaint Process

If Catlin Gabel School receives a complaint of harassment, unlawful discrimination, or retaliation, or otherwise has reason to believe that such conduct may have occurred, the school's standard practice is to promptly investigate to determine what occurred and then take appropriate steps to resolve the situation. Even if the student does not wish to formally file a complaint, Catlin Gabel School may still take action if it learns of potential harassment, discrimination, or retaliation.

The specific steps in the school's investigation will vary depending on the nature of the allegations, the age of the student or students involved, and other factors.

Students are expected to cooperate fully in an investigation conducted by the school. If a student refuses to participate or cooperate at any stage of an investigation for whatever reason, including but not limited to pending criminal charges, the school reserves the right to take action, including proceeding without a statement from the student, asking the student to leave school while the investigation is underway, or requiring the student to withdraw. Catlin Gabel's obligation to report a crime (such as a sex crime or other abuse subject to the mandatory child abuse reporting laws) does not end if the student withdraws. The school reserves the right to confiscate a student's cell phone if it contains inappropriate images that could be a violation of Oregon's criminal statutes.

Complaints will be maintained in confidence to the extent possible considering the school's obligation to take appropriate responsive action; however, the school cannot guarantee total confidentiality to anyone involved in the investigation.

The initiation of a complaint in good faith about behavior that may violate our policy will not adversely affect the educational assignments or study environment of the student. If a student initiated a complaint, that student and his/her parents will be notified when the investigation is concluded.

Protection against retaliation. Retaliation is a very serious violation of this policy. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who in good faith reports discrimination or harassment, provides information during an investigation, or witnesses or has reliable information about such behavior. By way of example, retaliation can occur when peers of a student accused of harassment learn of the complaint and then mistreat the individual who made the complaint or other individuals who support the complainant. Catlin Gabel School does not tolerate this type (or any type) of retaliatory behavior. **If you (or someone you know) is being retaliated against, you should immediately bring it to the attention of your advisor, the dean, or your Division Head.** Retaliation against any individual for reporting harassment or discrimination, for participating in an investigation, or for supporting a student who has made a good faith complaint will not be tolerated and students who engage in retaliation will be subject to disciplinary action up to and including suspension or expulsion from school.

Discipline. Any individual who violates this policy by engaging in harassment, discrimination or retaliation will be subject to appropriate disciplinary action, up to and including suspension or expulsion from school. Catlin

Gabel School's policy imposes stricter standards of behavior than those provided by law; the school retains the authority to discipline a student for inappropriate conduct even if it does not meet the legal definition of harassment or unlawful discrimination. In cases involving potential criminal conduct, the school will determine, consistent with state and local law, whether appropriate law enforcement or other authorities should be notified.

Statement about Sexual Violence in the Catlin Gabel Community

Sexual Violence. Sexual violence refers to physical sexual acts perpetuated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to their age or to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. All such acts of sexual violence are forms of sexual harassment prohibited by our harassment policy.

If you (or someone you know) have been a victim of sexual violence, you should seek help immediately and report the incident to a trusted adult in the school community, including your advisor, a counselor, the dean, or any Division or Department Head.

Students should call 911 if they need or witness a need for immediate police and/or medical attention.

All employees of Catlin Gabel who become aware of any form of sexual violence are required to immediately report the information to the Head of School, even if it is only a suspicion and regardless of how they became aware of the matter. Reports of sexual violence are taken seriously with the safety and well-being of all students as the first priority. Sexual assault is an act of violence and is a crime in the state of Oregon. School employees also have an obligation to report suspected sexual, physical and/or psychological abuse pursuant to mandatory child abuse and sexual misconduct reporting laws. A member of the faculty or staff is not permitted to maintain total confidentiality to a student (or parent) who informs him/her of an allegation of sexual violence or sexual misconduct if the allegation leads the employee to believe s/he has a duty to report the information.

Regardless of the actions taken by the authorities, the immediate focus of Catlin Gabel School following such a report is to support all students in every way possible. Upon learning of a possible sexual assault, Catlin Gabel may conduct its own investigation in order to ensure the safety and security of the entire campus community. This investigation is separate from any criminal investigation by the police or any agency investigation by CPS.

Click here to access the document "Sexual Assault Support and Resources for Catlin Gabel Students:" catlin.edu/support

Relational Aggression/Bullying

Catlin Gabel School does not tolerate relational aggression/bullying. Relational aggression/bullying occurs when a student is the target of negative actions usually in the form of acts, words or other behavior that is intentional, repeated and hurtful. A few examples of relational aggression/bullying prohibited by this policy include:

- Intimidating a student by name-calling or threatening in a manner that puts the student down or is cruel;
- Deliberately excluding or shunning a student as a way to humiliate or demean him/her;
- Spreading rumors about a student as a way to socially alienate them;
- Spitting, hitting, slapping, pushing, punching, and engaging in other physical aggression or conduct that causes bodily harm to a student;
- Sexually harassing a student; and
- Hazing a student.

Also prohibited in this policy is cyberbullying, a form of bullying that is conducted through the digital posting or transmittal of messages or images that are intentional, repeated, and hurtful as stated above. Methods can include but aren't limited to posting on social media, text messaging, chat programs and sites, and emailing via cell phone, tablet, computer or other electronic device.

Any student who believes that s/he has been the victim of relational aggression/bullying should not retaliate, and immediately report the incident to their Division Head. Any student found to have engaged in relational aggression/bullying will be subject to discipline, which may include suspension or expulsion.

In the **Beginning and Lower Schools**, acts of social aggression are taken seriously. We proactively work to prevent social aggression by explicitly teaching social-emotional skills and developing a culture of respect. Social aggression is viewed through a lens of social-emotional health; we intervene by guiding children through social problem-solving processes and teaching to social-emotional skill deficits. Families are expected to partner with the school by supporting their child's social-emotional health and the school's problem-solving processes.

Hazing

Catlin Gabel School does not tolerate hazing. Hazing is defined as any conduct, coercion, or intimidation used as a method of initiating a student (or group of students) into a student organization or team, when the action is likely to endanger the physical or mental health of a student. Hazing is against the law. Keep in mind that conduct is still deemed hazing regardless of a student's willingness to participate in the act of hazing (in other words, consent by the student does not change the consequences of violating this policy).

Any student who believes that s/he has been the victim of hazing should report the incident to their Division Head. Any student found to have engaged in hazing will be subject to discipline, which may include suspension or expulsion.

Harassment

Catlin Gabel School does not tolerate harassment by students or by employees. Harassment refers to unwelcome conduct or behavior that is personally offensive or threatening and that has the effect of impairing morale, interfering with a student's educational performance, or creating an intimidating, hostile, or offensive educational environment.

Examples of harassment include conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gestures or physical contact; display or circulation of written materials, items or pictures degrading or directed at someone based on their gender, race, ethnicity, religion, national origin, physical or mental disability, sexual orientation, gender identity or expression, or other legally protected status; and verbal abuse or insults about or directed to any student or group of students because of these same protected characteristics.

Prohibited harassment includes sexual harassment. Sexual harassment includes unwelcome sexual advances, request for sexual favors, and verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic standing or opportunities; (2) submission or rejection of such conduct by an individual is used for the basis for school-related decisions affecting that individual; or (3) such conduct has the purpose or effect of unreasonably interfering by creating an intimidating, hostile, or offensive educational environment.

Books, Supplies, and Personal Belongings

Books and Supplies

With a few exceptions, all regular classroom needs for Beginning and Lower Schools are covered by tuition.

In the Middle School, books are distributed in the classroom and billed to student accounts.

Upper School students purchase new and used books in the bookstore in the lower level of the Barn.

Charged purchases are billed monthly. The bookstore also sells Catlin Gabel logo items, TriMet bus passes, and some school supplies.

Money and Personal Effects

Please mark all personal items plainly with the student's name. Students should not bring valuables or sizable amounts of money to school. Catlin Gabel cannot take responsibility for loss or damage. The school discourages competition about possessions.

Each child in the Beginning and Lower School has a space to keep a lunch box, coat, and some school supplies. We suggest that young children who must bring money to school give it to a teacher for safekeeping at the start of the day. Lost items should be reported to the Beginning or Lower School office.

Lockers are assigned to each Upper School student and open cubbies to each Middle School student for books and personal effects. Lockers are also provided in the P.E. facility for Middle and Upper School students.

Laptops

Upper School families are required to purchase a laptop for their child. Details on the Upper School Laptop Program can be found at www.catlin.edu/laptop-program. Middle and Lower School students are required to have access to a computer with Internet access for homework. Catlin Gabel is a dual-platform campus supporting both Windows and Apple computers.

Laptop security is the responsibility of the student owner of the laptop. Laptops should be with the student or in a locked locker at all times. All laptops and bags should be clearly labeled with the student's name. The school does not maintain insurance covering theft or damage for students' electronic devices; this is the responsibility of families. Laptops should not be borrowed or loaned.

Lost and Found

Students who have lost items should check the lost and found areas in each of the school's divisions. Often an item found on campus is turned in to the nearest lost and found rather than to the one in the division its owner attends. When lost and found bins reach overflow capacity, their contents are donated to a charity.

Health and Safety

Emergency Procedures Authorization

Parents are required to submit their student's medical information via **Magnus Health**. Magnus Health provides online web access to your child's health record as well as the ability for parents to make updates when needed.

In addition, emergency procedures authorization, emergency contact listings, field trip permission forms, photo consent forms, and other digital documents requiring parent/guardian signature or approval are available through Magnus Health. Parents also have the option to take the digital health file with them after their child graduates.

Parents should notify us promptly of changes to their contact information by filling out the Update Parent Contact Info online form located at https://inside.catlin.edu/myStudentInfo. Updates to your child's health information, medications, medical requirements, and emergency contacts should be made in Magnus Health. Running down information in an emergency wastes precious time. If your child changes medications, please notify the division office.

Pre-Participation Physical Examinations

All students entering the 9th and 11th grades are required to have a physical examination by a practicing physician. The required examination forms are available in Magnus Health. These are to be completed by the parents and the examining doctor and uploaded to Magnus Health before the first day of school or first day of fall practice if the student plans to compete on an athletic team.

Emergency Care

The unexpected does happen. We follow standard first aid principles in handling emergencies, regarding the child's safety as the first priority. Every emergency or accident is different, but in general:

If the symptoms or injury are serious, we make arrangements to transfer the child to the hospital, where emergency personnel will be involved as authorized by the child's emergency procedures authorization. Simultaneously, we begin efforts to reach the parents.

For everyday scratches, bumps, cuts, bee stings, and so forth, first aid supplies are available in each division office, the After-School Program office, physical education and athletic offices, and are carried on all field trips.

In the Event of an Emergency

In the event of a large-scale emergency do not telephone the school, so that the switchboard can remain open for communication with emergency personnel. Parents/guardians will be informed of current conditions through the website and the Blackboard Connect 5 emergency notification system that sends updates via telephone, email and text messages. Blackboard Connect 5 is also used to notify parents/guardians of school delays and closures due to inclement weather.

Drills

We routinely conduct fire drills, earthquake drills, lock-in drills, and lockdown drills so students, teachers, and administrators know what to do in an emergency. Drills are not over until every child and employee is accounted for.

Designated team leaders rehearse emergency responses including setting up command central, a first aid station, media center, and volunteer hub. Staff members know their areas of responsibility and report to the above-mentioned centers.

Emergency Preparedness

Catlin Gabel has a comprehensive emergency preparedness plan that is documented in a crisis notebook. The school's safety committee reviews and updates the plan annually. All members of the administrative team have copies of the notebook. Parents are welcome to review the notebook in Toad Hall. In the interest of security, we

ask that the notebook stay in the building.

These topics are covered in the crisis notebook.

• 911 – medical emergency
• Fire
• Earthquake
• Lockdown and lockout – dangerous person
• Shooting incident
• Hostage situation
• Bomb threat
• Hazardous material
• Communications
• Campus evacuation – Oregon Zoo
• Family reunification
• Emergency school closure
• Shelter-in-place
• Maps
• Student and employee lists
• Phone trees and forms

Each topic covered in the crisis notebook includes a decision tree along with team assignments. These teams are mobilized depending on the type of crisis.

• Incident Command
• Division & Department Heads
• Faculty & Staff
• Counsel Team
• Communications Team
• Facilities and Logistics Team
• First Aid Team
• Technology Team
• Board of Trustees
• Helpers & Volunteers

Campus Evacuation

Should we need to evacuate campus, the upper lot of the Oregon Zoo is our designated offsite gathering location.

Illness at School

If children become ill at school, we make them comfortable and call the parents. There are areas in the Beginning, Lower, Middle, and Upper Schools where a sick child may lie down.

Immunizations and Communicable Diseases

State law requires that the school keep immunization records on file for each student. The school works with the County Health Department when appropriate to provide parents with information about communicable diseases in the school.

Insurance

The school provides a secondary student accident insurance policy to complement family health insurance

coverage. Under this coverage, a parent's private insurance is the primary policy in the event of an accident during a school-related activity. The school's accident insurance policy covers any unpaid charges.

Should a school-related injury occur, please contact the appropriate department or division within 72 hours. In the event a claim will be filed with the plan administrator, please get in touch with the business office administrative assistant for a claim form. This claim form must then be filed within 90 days of the date of the first physician's visits or as soon as reasonably possible.

Nuts and Bolts

Absences

Children who are ill, have vomited, or who have had a fever within the past 24 hours should not be sent to school. Parents should call or email the school by 8:15 a.m. (MS and US) or 8:20 a.m. (BS and LS) if their child will not be in class (leaving a voice mail or email message is fine). Your communication will save the office staff a great deal of time because when a child is not in school and we have not received notification, we call parents as a safety measure.

Arriving on Time

Classes begin at 8:20 a.m. in the Beginning School, 8:10 a.m. in the Lower School, and 8 a.m. in the Middle and Upper Schools. Arriving a few minutes early to greet friends and put away belongings is a good idea. Please note that late arrivals disrupt entire classrooms. Beginning and Lower School students arriving before 8:10 a.m. should check in at the Before-School Program. If you have students in different divisions, please make sure that all of them arrive to school at the appropriate time, regardless of whether there is a late start for any of them.

Arriving Late

Students arriving late need to sign in at the division office before going to class.

Beginning School Check-In and Check-Out

In accordance with state regulations, Beginning School grown-ups must sign-in and sign-out their children when they drop off and pick up. Each authorized adult receives a PIN to use in our electronic system. Each child receives an ID card that allows for convenient scanning in and out.

Upper School Leaving Campus

Freshmen and sophomores may not leave campus during the school day (8:00 am-3:15 pm) unless a parent notifies the Upper School Office in advance. Juniors and seniors may leave campus for lunch only between noon and 1:10 pm, provided they are not missing any school appointments/events. Any student who leaves campus must sign out in the Upper School office before leaving campus and back in when they return.

Emergency Closure

The safety of students is our primary concern. Depending on travel and weather conditions, Catlin Gabel may be open as usual, delay the start of school, or close altogether. In the case of delay or closure, we send messages to parents and guardians directly through an automated phone, email, and text notification system. We also post the information on our website, update the school's telephone message, and alert parents via our Blackboard Connect 5 emergency notification system. We will post a news flash on the school website alerting families that school is open when conditions appear questionable.

If a storm develops while school is in session and it appears that travel conditions will deteriorate rapidly, children will be sent home early.

Under circumstances requiring early dismissal, parents will need to arrange for midday transportation for their children. A staff member will remain with students until parents arrive for pick up. The receptionist will be available at the switchboard to answer questions and to help with transportation problems.

Catlin Gabel does not necessarily follow the decisions made by Portland Public or Beaverton schools because our students come from a wide geographic area.

In the event of school closure, please check with the divisional office regarding school work expectations during those days.

If the school has three or more unplanned closures during the school year, the school will first seek opportunities to make up the lost school closure days during the school year (Professional Development days, for example, may be used for this purpose). If that is not possible, we may use three make-up days that have been reserved for the three days that follow the planned last day in June.

Lunch-Out Privileges

Juniors and seniors may leave the campus for lunch between noon and 1:10 p.m. if they have met their school commitments. They must scan out before they leave and scan in upon their return. Plans must be made so that no appointments are missed; abuse of the privilege will result in its loss. **School does not assume responsibility for students driving other students during lunch or other unrelated school activities.** Any parents objecting to their child leaving for lunch should discuss their concern or prohibitions with the child.

Releases From School

No student may leave the school during school hours without specific permission from the appropriate division head or advisor. Except for Upper School lunch-outs, a parent or guardian must send an email if their child must leave during the school day.

Appointments: Routine medical and dental appointments, music lessons, and the like should take place outside of school hours; please make plans accordingly.

Planned absence from the Middle or Upper School requires filing a completed permission form to miss classes form five days before the absence. Forms are available in the division offices and on the website. The form will be initialed by teachers when the student and teacher arrange how missed work will be made up, then by the advisor, and then by the division head.

Vacations

The dates of school vacations are posted on the website. We expect that you will plan family vacations within these dates. Some vacation and travel experiences have significant educational value, but extending vacations into classroom time is disruptive.

Teachers are happy to help, but catching up students on classes missed because of a vacation is beyond reasonable expectations and diverts teacher attention from his or her responsibilities to the entire class. Further, make-up conversations with teachers and homework cannot replace the learning that happens in class as a result of class discussions, participation, and collaborative activities.

Admission

Current Catlin Gabel students, parents, and alumni are the school's best ambassadors. We welcome referrals for admission. Friends or family members who are interested in pursuing admission to Catlin Gabel are invited to visit campus and attend open house in the fall.

All students admitted to Catlin Gabel are required to meet the standards for admission. The special relationship that children and grandchildren of alumni, children of faculty and staff, and siblings of current Catlin Gabel students have is noted during the admission process. However, legacy status and affiliation does not guarantee admission for any student and does not carry more weight in the admissions decision than such factors as academic preparation and potential to contribute to the school community.

The admission section of the website outlines deadlines and procedures for application and for financial assistance and other scholarship programs. Admission decisions are released in early March.

Reenrollment

Reenrollment letters will be emailed to current families of students in good standing in January. Parents/guardians must notify the school by February 1 if you do not plan to reenroll for the following year. Prior admission to the school does not guarantee enrollment in any subsequent year. No student may be considered for reenrollment or financial assistance for succeeding academic years unless the payment account is considered current. If any payment is delinquent for 60 days following the due date, the student may be excluded from school attendance. The school reserves the right not to invite a student to reenroll or to require the withdrawal of a student if it is determined to be in the best interests of the student or the school. Reasons may include, but are not limited to, the student's unsatisfactory academic performance or behavior by the student, parent, or guardian that is detrimental or disruptive to the school.

Leaves of Absence

A one-year or semester leave of absence from Catlin Gabel may be arranged on a case-by-case basis through the admission office. Leaves of absence are not intended for students to try out different schools while selecting long-term preferences.

While reenrollment is not guaranteed, leave of absence status entitles a student to first consideration for reenrollment after the current student body has reenrolled. Reenrollment to a particular grade depends upon space availability, and the returning student's grade-level readiness and academic standing. A non-refundable leave of absence deposit, ten percent of tuition (the same as the reenrollment deposit), will be applied to the tuition deposit when the student returns. The agreement is valid for one year only and may not be renewed. If the student does not return, the deposit is non-refundable. Families should contact the admission office for further information.

Off-Campus Educational Programs

The school limits the number of students granted permission to enroll in off-campus educational programs as a way to manage enrollment and reduce the effect on our community. Up to three students in the Upper School may attend an off-campus educational program for one or two semesters with the approval of a committee appointed by the Upper School head. These three students will be guaranteed reenrollment upon satisfactory performance in their off-campus program. Additional students beyond the committee-approved students may participate in an off-campus educational program but they will not be guaranteed re-enrollment. Considerations include the student's academic standing and the off-campus program's suitability. Students should contact the Upper School head for further information about the process. If a student is approved for a full-year program, families complete the leave of absence form and are expected to pay a non-refundable 10% tuition deposit to be applied to tuition for the following year. If a student is approved to take a semester away in the fall, we charge

60% of our tuition. If a student is approved to take a semester away in the spring, we ask them to get the tuition refund insurance, and forgive them 10% additional. That way we receive 90% of the tuition for the year (approx. $3,000 less for the school), and they also pay 60% (~70% to insurance co., 10% less to us). Families should meet with their students' advisors and the head of the Upper School to determine how a leave of absence will affect graduation requirements and course options upon return.

Before- and After-School Supervision

Supervision After Hours

The Before- and After-School Program provides early morning and late afternoon supervision for Beginning and Lower School children. Children below ninth grade may be on campus after 3:30 p.m. only if in a supervised program or activity or with parents or their representative. Please make Before- and After-School and transportation plans with this in mind, and be prompt in picking up students of all ages after activities. No child may be left unattended, so supervising teachers and coaches will send children to After-School if they are not picked up on time. Upper School students often remain on campus for activities after school. Those students who are not enrolled in a formal program are not regularly supervised.

For Beginning and Lower School Students

Before-School supervision is available between 7:15 and 8:15 a.m. in the Village in the lower level of the Barn for children through first grade, and the Lower School library for children in second through fifth grade. Before-School supervision is provided without additional cost.

The After-School Program is offered for children four years old through fifth grade from 3 to 6 p.m. on every day the Beginning and/or Lower Schools are in session. The program includes special projects, snacks, free play, and individual attention. Parents may prearrange full-time care (at a reduced rate), weekly schedules, or use After-School Program on a drop-in basis, after emailing asp@catlin.edu. Parents who have late changes to their After-School Program needs may call the Beginning School Administrative Assistant at 503-297-1894 ext. 1000 or the Lower School Administrative Assistant at 503-297-1894 ext. 2000, or the scheduling voice mailbox at 503-297-1894 ext. 1055. Time of pickup determines the daily rate billed by the business office. Each term, the staff offers a selection of enrichment classes.

For Middle School Students

After-School Program staff provides after-school check-in for sixth, seventh, and eighth graders. Students check in near the Middle School office. Any student on campus after 3:30 p.m., except those in supervised programs that are advertised in the weekly Middle School newsletter, is expected to check in.

For Upper School Students

Upper School students have access to campus buildings until 5 p.m. on school days, and may occasionally make arrangements to work on campus in the evenings or on weekends. While Upper School students are welcome to stay on campus, they are not supervised unless they are involved in an organized activity.

Transportation

Comings & Goings

Pedestrians have the right of way. Campus speed limit is 10 miles per hour – slow enough to brake if a child runs out and slow enough to prevent accidents. Please teach children, by direction and example, to use marked crosswalks and avoid the hazard of walking between parked or waiting cars.

Drop-off and Pick-up Traffic Flow

When you deliver or pick up children by car, please use only the designated drop-off and pick-up lane in the main parking lot. The pick-up pattern is designed for maximum safety. Follow campus signage indicating one-way and two-way traffic patterns. The express zone is a no-waiting pick-up area.

Parking

Drivers are required to obtain parking permits online at park.catlin.edu. Campus signage identifies handicapped parking, reserved parking, and 15-minute parking. Reserved auction parking spots have been purchased with a charitable donation at the school's annual auction. The proceeds directly support our teachers and students.

Red curbs mark fire lanes, which must be kept clear for emergency access. Do not park along any red curb or in a way that blocks any road or driveway. Waiting in your car in the red curb areas is permissible. The Washington County Sheriff may ticket cars improperly parked.

Student Vehicles

We strongly encourage students to use public transportation, school buses, and carpools. All drivers must drive slowly and carefully. Campus signage identifies handicapped parking, reserved parking, and 15-minute parking. Students and parents must attend to driving and parking signals and regulations on campus; failure to comply with these can result in the loss of driving and parking privileges on campus.

Students are only allowed to park on campus during the school day between 7 a.m. and 4 p.m. if they have petitioned for a carpool parking spot and the student government has allocated a space in the student carpool bay of the main lot. Drivers are required to obtain parking permits online at park.catlin.edu. Alternatively, students may park on only the seventh and eighth floors of the St. Vincent's West Parking Structure. Students are asked to follow all traffic rules and drive courteously. It should be noted that St. Vincent's Hospital has the right to ban a student from parking on their structure based on poor driving/parking behavior.

Alternative Transportation

We encourage people to commute by mass transit, carpool, bus, foot, and bicycle. Bikes should be locked up outside. Skateboards and in-line skates are not allowed on campus.

Carpools

The LostExhaust Carpool webpage, available in the Parent section of the website, lists other Catlin Gabel families in your area.

Catlin Gabel Bus Service

The school offers bus service to neighborhoods identified in parent surveys. Both the website and an email sent to families in the summer specify routes, schedules, and fees. The business office bills students for their bus usage. Sometimes school is in session, but bus service is canceled because of inclement weather.

Bus Delays and Cancellations: In cases of inclement weather, morning or afternoon buses may be delayed or cancelled.

Morning bus delay or cancellation: If buses are delayed or cancelled in the morning, you will be informed by 6 a.m. through our automated notification system, which sends messages via text, email, and phone. If you receive a message that buses have been delayed by two hours, you can plan to board your usual bus, at your usual pick-up spot, exactly two hours later than usual. For example, if you normally board the Blue Bus from the NE 9th and Knott stop at 7:02 a.m., you can plan to board this bus at 9:02 a.m. instead.

For questions about morning bus service schedules, contact Ed Sallia, Transportation Coordinator, at salliae@catlin.edu or 503-297-1894 extension 5100.

Afternoon bus delay or cancellation: If buses run in the morning, they will also run in the afternoon. Unless you receive an additional notification from Catlin Gabel, you can plan to use the after-school bus service at the usual time, even if buses ran on a delayed scheduled in the morning. If a bus route is delayed by more than 15 minutes due to weather or traffic conditions, you will be informed through our automated notification system via email and text. Afternoon bus service will only be cancelled if we experience rapidly changing weather conditions. In that case, we will decide and communicate by noon whether afternoon buses will operate.

For questions about afternoon bus service schedules, contact the Catlin Gabel After School Program at ASP@catlin.edu or 503-297-1894 extension 1055.

For more information, including bus schedules and routes, visit the Transportation page on the Catlin Gabel website: http://www.catlin.edu/page.cfm?p=643

TriMet Bus Service

TriMet offers regular bus service to Catlin Gabel. The TriMet office will be glad to answer questions about current bus routes. Discounted student bus tickets and monthly passes are available in the business office.

A free bus shuttle operates between the Sunset MAX station and St. Vincent Hospital every 15 minutes between 5:30 a.m. and midnight.

Transportation for Activities and Field Trips

The school maintains a fleet of school buses of various sizes for field trips and transportation to athletic and other school-sponsored events. Catlin Gabel vehicles and drivers comply with state regulations. Drivers take special safety and first-aid training through the school, the Oregon Department of Education, and the Oregon Department of Motor Vehicles.

Whenever possible, Catlin Gabel vehicles or vehicles chartered from another organization may transport students on field trips. Catlin Gabel-sanctioned drivers are appropriately licensed drive these vehicles. Occasionally, TriMet service may be part of a trip plan.

Transporting students in private cars is the exception and shall occur only when Catlin Gabel transportation is not available or is impractical. School heads will be responsible for determining when use of a private car is necessary. If a personal vehicle is used, primary coverage will follow that of the registered owner of the vehicle. Seat belts must be provided for and used by every person. Booster seats must be provided when appropriate. The school verifies the driving records of such drivers when possible.

You Are Invited: 2017-18 Events

Art Exhibitions

The art exhibition committee facilitates exhibitions of student and professional art in the Cabell Center foyer throughout the school year. Outside shows are chosen and presented by the committee. Recent shows have included works by local artists, alumni, faculty-staff, and selections from private collections. Student art is exhibited in the Creative Arts Center gallery on a rotating basis.

Jean Vollum Distinguished Writers Series

The Upper School English department invites authors to visit the school through the Jean Vollum Distinguished Writers Program. Writers work with students in classes and speak at assemblies. Parents are welcome guests at these assemblies. We host a diverse array of poets and writers.

Esther Dayman Strong Lectureship in the Humanities

The Esther Dayman Strong Lectureship in the Humanities was created in 1987 as a living memorial to the values that Esther Strong nurtured throughout her life, and especially as principal of the Catlin-Hillside School from 1944 to 1957 and the first head of Catlin Gabel.

Jonske Lecture Series

The Karl Jonske ’99 Memorial Lectureship was created in 2005 to honor Karl’s love of literature. Guest lecturers speak at an Upper School assembly and spend time in classrooms with students and teachers.

The Annual Auction

The annual auction and party, open to the entire community, supports critical needs at the school. The auction raises funds to enrich the student experience. Proceeds from the event provide our educational programs with additional funding that tuition and fees do not cover. Dozens of volunteers create this fun and fundraising event.

Grandparents and Special Friends Days

Students in each division invite grandparents or special friends for a partial day of school.

Productions, Plays, and Performances

Parents are invited and welcome at student performances, presentations, and some Middle and Upper School assemblies, and Lower School community meetings. Information about these events is posted on the website and in division newsletters.

Homecoming

This great family evening takes place this year on Friday, September 15, 2017. Students young and old, parents, alumni families, faculty, staff, and friends gather under the lights to watch great soccer and celebrate school spirit.

Alumni Weekend

Alumni, parents of alumni, and current families are invited to campus each year to reconnect with each other and the school for class reunions and annual alumni award presentations. This year Alumni Weekend is Friday-Saturday, September 15-16, 2017 (Homecoming soccer games take place during Alumni Weekend, on Sept. 15). A full schedule is available in the alumni events and reunions section of the website. Current students participate as tour guides, technical assistants, and performers.

Heritage Day
Started by the Parent Faculty Association in 2015, Catlin Gabel's annual Heritage Day brings the school community together for a celebration of roots, history, traditions, and heritage through music, art, storytelling, displays, food, and more. Every family is encouraged to get involved as presenters and participants.

Middle School Track Meet
The Middle School hosts an invitational track meet each spring, inviting coed teams from schools in Oregon and Washington.

Spring Festival
The school community celebrates spring at this event sponsored by the Parent Faculty Association. The day's events include the Beehive parade, the first grade's maypole dance, musical performances, a plant exchange, and hands-on art activities. The sales of some food and other items benefit student activities such as prom.

Tuition on the Track Walkathon
Students and teachers from all four divisions walk and run the track at this all-school event to raise money for financial aid. Students gather pledges for their laps around the track united in their quest to help others. For information, contact organizers at tuitiononthetrack@catlin.edu.

School Associations

Alumni
Alumni provide a vital link with the school's history, leadership, and financial support for the long-term strength of the school. The alumni board represents the interests of alumni from our predecessor schools (Catlin, Catlin-Hillside, and Gabel), as well as from Catlin Gabel. The alumni board president serves as an ex-officio member of the board of trustees. The alumni director and staff work with the alumni board and other volunteers to plan and coordinate alumni activities, including alumni speakers on campus, joint alumni, and student activities, regional alumni events, and Alumni Homecoming Weekend. Alumni news is a regular feature in the Catlin Gabel *Caller*.

The Board of Trustees
The *board of trustees* sets policy for the school and reviews the school's implementation of its policies. A substantial amount of the board's work is done through various standing committees and ad hoc committees they direct. See the online directory for trustee contact information or the About section of the website for trustee biographies.

The *executive committee* is composed of the board's officers and can act for the board when it is not possible for the entire group to convene. The committee meets regularly to prepare the agenda for board discussions. The committee is responsible for evaluating the head of school and reviewing the school's long-range planning.

The *trustees committee* is responsible for the education and development of trustees to help them fulfill their duties. The committee recommends and nominates individuals for election to the board of trustees and the slate of officers. The committee may propose changes to the school's bylaws for adoption by the board. The committee is responsible for board evaluations.

The *finance committee* provides oversight for financial planning, the yearly budgeting, managing maintenance reserves, and any proposed changes to financial standards and practices of the school.

The *endowment committee* is responsible for overseeing and managing the school's endowment assets in accordance with the Endowment Investment Policy of Catlin Gabel School. Committee members, elected by the board of trustees, oversee investment policies and the performance of investment managers. The chair of the endowment committee serves as an ex-officio member of the board of trustees and provides regular reports on the status of the endowment to the board.

The *audit committee* is primarily responsible for overseeing the school's external auditors and interacting with them during our annual engagement. The committee reviews with the external auditors the financial statements, the financial reporting process, the system of internal controls, the audit process, and the school's monitoring of compliance with laws and regulations.

All committee meetings except those of the committee on trustees and executive committee are open to the school community, as are most meetings of the board.

The Parent Faculty Association

The Parent Faculty Association (PFA) includes all parents of children enrolled in the school and all members of the faculty. The purpose of the PFA is to facilitate communication between parents, teachers, and administration, to encourage parent involvement in school activities, and to work cooperatively with faculty and staff to strengthen the Catlin Gabel community.

The PFA sponsors a community meeting on the third Thursday of each month. Guest speakers might include the head of school, division heads, college counselors, or students. All parents are invited to these meetings. The PFA leadership is listed in the online directory. Feel free to call your PFA representatives with questions and ideas.